



**Western Iowa Tech Community College
Emergency Medical Services Department
Gen. Ed. Assessment Outcomes Review**



I met with Terry Sudrla and Cammy Jo Cother on Tuesday, Dec. 8, 2020, at 1300 to discuss the General Education Assessment Outcomes and their impact on the EMS department.

- I. Discussion
 - a. We discussed that we would like to know more about the process of this examination and what types of information are included. We also would also like to know the reliability of this assessment and how the process is conducted.
- II. Email Question
 - a. How do these results affect my course/program/department?
 - i. We do not have many students who seek a degree in the EMS department; however, all of these goals are also goals the EMS department strives to build to by the end of our program. The fact that students aren't meeting 2 of the three goals affects how much we can expect from our students prior to program admission.
 - b. What can my course/program/department do to help students perform better?
 - i. We will continue to demonstrate to students the value of critical thinking, good communication skills, and focus on social responsibility.
 - c. Does modality, time of day, late start, etc. affect the results?
 - i. We are unclear when this data was collected, so we do not feel that we can comment on this. We do understand, however, that Spring 2020 was a bit of a struggle for students and faculty because of COVID.
 - d. Are the results consistent semester to semester?
 - i. This is also unclear because the sample size varies from year to year.

Submitted by:
Shawn Starr
Administrative Program Coordinator-EMS

Arts & Science Department General Education Report Review

March 9, 2021

Submitted by Susan McDonald

Arts & Science full-time and adjunct faculty discussed the General Education Report for Fall 2020 during the departmental meeting held March 9, 2021.

- The large number of unassessed students was noted.
- The date for generating the report was questioned. Faculty mentioned that requiring the general education data to be submitted prior to the end time of the semester was restricting. While the data can be submitted and the report generated after the semester end, it cannot be stated as such because faculty contracts end at that time and the college cannot require faculty to work past that date and time. It was suggested that the process states that 'results will be submitted by the grade submission deadline.'
- Data for the goals was calculated using the entire population of students that were enrolled in general education courses for the semester. Concern was expressed that including the non-participants skews the data and because of the high number of students that did not complete the assessment reaching the target is difficult at best. It is also a concern that calculating the data in this affects the appearance of our students to outside entities. Discussion included statements that this is the way assessment data is analyzed.

Minutes from CTE departmental discussions regarding General Education Assessment Outcomes.

1. By looking at the reporting courses, not all students are being measured. If the goal is to improve student learning campus wide, then more courses should be included.
 - a. How and why are these courses chosen?
 - b. COM 732 is not included in Goal 1: Communicate Effectively
 - c. MAT 111 and MAT 772 are not included in Goal 2: Reason Quantitatively and/or Qualitatively.
 - d. Goals 3 & 4: there is no guaranteed that CTE students have taken any of these courses.
 - e. If Diversity is a required course for A&S students, should it report to Goal 4: Demonstrate Social Responsibility?
 - f. Shouldn't all of the courses that fulfill General Education requirements report?
2. Goal 1: Communicate Effectively
 - a. The cumulative scores of 3+4 from Spring 2020 is greater than all of the previous years except 14-15.
 - b. While the target was still not met, what did we do during Spring 2020 to bring the score up?
3. Goal 3: Think Critically and Demonstrate Information Literacy
 - a. The cumulative scores of 3+4 from Spring 2020 is greater than each of the previous years except.
 - b. While the target was still not met, what did we do during Spring 2020 to bring the score up?
4. Questions from Email
 - a. How do these results affect my course/program/department?
 - i. Cannot say.
 - b. What can my course/program/department do to help students perform better?
 - i. ECE has developed a reading/writing assessment, with input from CLC, to assess communication levels. It is in the Intro courses. Based on the result, students who may struggle are and encouraged students to seek out further support from the CLC.
 - c. Does modality, time of day, late start, etc. affect the results?
 - i. No data was provided on these items.
 - d. Are the results consistent semester to semester?
 - i. By using my own definition of consistent, I would say no.
 - ii. The data provided is from year to year, not semester to semester.
 - iii. Because faculty submission wasn't during each of the years the data was collected, it is not possible to accurately compare year to year.

Mathematics Department Review of General Education Outcomes (Goals 2 and 3)
November 20,2020

(GOAL 2)

Analysis of Results:

- The sample size is significantly smaller than the sample size for the other goals. The results are not indicative of the actual outcome assessment for all students taking these courses.
- MAT 772 and MAT 111 are also general education math courses, but they were not included in this sample. The inclusion of these courses could have changed the overall results of goal 2.

Recommended Action:

- Make sure that all sections of MAT 102, MAT 111, MAT 121, and MAT 772 report out on goal 2
- Change the proficiency level to 75%.

(GOAL 3)

Analysis of Results:

- There appears to be a decline in the percentage of students meeting the proficiency level from 2014-2020. This may be due to external factors such as the group of students, traditional/nontraditional students, family situations, and Covid.
- There were some math courses missing from this population such as MAT 111 and MAT 772.

Recommended Action:

- Once we have a better, more consistent way to report out the general education courses in these categories (goals 2 and 3), we can further analyze the data to make decisions about possible changes to our mathematics courses.
- Change the proficiency level to 75%.

12/2/2020

I had conversations with Kevin Woockman and Josh Elgert regarding the General Education Outcomes – Spring 2020 to review the data and give our feedback.

1. How do these results affect my course/program/department?
 - a. We are unsure how the results impact our program and department. The main reason is our lack of understanding what the data is showing. We notice the number of students drastically going down in FY 18/19. Does this mean that fewer surveys were given out, fewer were completed or were there fewer students enrolled, etc. If students are not completing the survey, we could explore including it as part of the canvas shell for designated courses.
 - b. We also see that MAT 772 nor COM 723 are accounted for in the data. MAT 772 and COM 723 are requirements for several of our programs within the department. How are courses used for reporting determined? Do they need to be more comprehensive to account for a larger pool?
 - c. Welding is the only program that has SPC 122, so it is the only program that the data directly impacts.
2. What can my course/program/department do to help students perform better?
 - a. We are unsure other than to remind them there are resources available to them such as the Comet Learning Center, tutoring, etc.
3. Does modality, time of day, late start, etc. affect the results?
 - a. We are unsure as we are unsure what the data is showing us regarding modality, time of day, etc.
4. Are the results consistent semester to semester?
 - a. Seems to be fairly consistent.

Corporate College Department
Submitted by Carmen Wilson – Division Chair