

# Annual Program Assessment Report

Academic Year Assessed: 2019-2020

Department/Program: Associate of Arts/Associate of Science

## 1. Program Map

**A curriculum map linking courses to program outcomes has been completed.**

Yes this is in progress and will continue to be updated based on individual course syllabi

No: Please contact Mandy if you need support with this.

**If completed, does your program map need to be updated?**

Yes: Map is in progress and will be continually updated.

No

## 2. Assessment Plan and Schedule

The plan and schedule are based on individual department plans. There will not be a separate plan for the AA/AS.

## 3. Courses Assessed

RD 101

PSYX 260

HSTR 102

CHMY 121

MUSI 101

COMX 111

M 105

WRIT 101

LIT 270

STATS 216

M 151

M105

## 4. Program Outcomes Assessed

MUS Core: Written and Oral Communication

MUS Core: Social Sciences

MUS Core: Humanities

MUS Core: Natural Science

MUS Core: Fine Arts

MUS Core: Mathematics

## Faculty Data and Course Perceptions

### a) Percentage of full-time faculty participating in assessment

100% of full-time faculty from General Studies participated

### b) What went well?

- Student participation
- Student engagement, particularly in group work and project-based learning
- Rich class discussions
- Students' ability to navigate online courses, including after shift to remote instruction
- Students' ability to reflect and self-assess

**c) What might have gone better?**

- Completion of required assignments, including Research 101, was an issue
- Attendance
- Some ineffectiveness with online instruction, particularly with discussions

**6. Overall Assessment of Student Learning**

**a) Areas of strength demonstrated in student learning.**

- Ability to apply strategies taught and recognize connections between concepts
- Ability to summarize
- Creativity and engagement in group projects
- Ability to organize ideas and information
- Application of and engagement with course material
- Application of research strategies and source documentation
- Ability to accept feedback and use it to revise assignments
- Ability to analyze text and information

**b) Opportunities to improve student learning.**

- Distinguishing between fact and opinion
- Time management and balancing multiple demands
- Applying instructor feedback to make improvements on assignments
- Student engagement in lecture
- Following directions and using course resources to successfully complete assignments
- Developing analytical strategies to reason through complex problems and information
- Using technology effectively, especially D2L and online simulations
- Skills in using and documenting appropriate evidence and developing ideas
- Developing a higher-level ability to analyze and respond to texts without bias

**c) Measures of student feedback/indirect learning used**

<b>Assessment Measure</b>	<b>Where</b>
Anecdotal/informal conversations with students	RD 101 HSTR 102 CHMY 121 MUSI 101 COMX 111 STAT 216 M 151 BIOH 104 WRIT 101 LIT 270
Instructor-created feedback forms	RD 101 CHMY 121 COMX 111 BIOH 104
Institutional student course evaluations	RD 101 HSTR 102

	CHMY 121 MUSI 101 M 151 BIOH 104 WRIT 101
Student success rates in your course	HSTR 102 MUSI 101 COMX 111 STAT 216 M 151 BIOH 104 WRIT 101 LIT 270
Other indirect measures of student learning (surveys, exit interviews, focus groups, job placement, etc)	BIOH 104 WRIT 101 LIT 270

**d) Planned changes and measures of success.**

<b>Course</b>	<b>Planned Change</b>	<b>Reason for Change</b>	<b>Success Measure</b>
RD 101	-Video lecture on identifying main idea & using graphic organizers -Provide more examples of setting personal purpose for reading	Student success and feedback	Students grades on main idea assignments will improve  Students answers on the exam questions about setting a personal purpose will improve
PSYX 260	-Meet individually with groups to offer feedback	Student success	Students will apply instructor feedback to assignments and final projects will meet assignment criteria
HSTR 102	Change to focus of course from Western Civ to World History	Student feedback	Student feedback and grades
CHMY 121	-Incorporate small group assignments to promote better engagement -Identify concepts requiring supplemental material	Student success rates Student feedback	-Improved attendance and overall grades in lecture -Tracking student use of support materials
MUSI 101	-Incorporate more live performances and require reflection papers	Student engagement and student feedback	-Attendance and completion of reflections

COMX 111	-Find new ways to interact with online students	Instructor observation and student success rates	-Improved speech outlines following instructions
STAT 216	<ul style="list-style-type: none"> <li>Guided student practice on first project</li> </ul> More practice requiring computation	<ul style="list-style-type: none"> <li>Student difficulty reasoning through probability problems and understanding vocabulary.</li> </ul> Weakness in computation and logical understanding	<ul style="list-style-type: none"> <li>Better explanations of concepts within the first project.</li> <li>Improved ability to perform computations by hand</li> </ul>
M 151	Incorporate group project on verifying trigonometric identities	Student difficulty demonstrating understanding of trigonometry topics	Improved performance on selected exam questions
M 105	<ul style="list-style-type: none"> <li>Schedule meeting times for students to collaborate</li> </ul> Require students to email exam corrections	Consistency in student difficulty with common concepts; need to apply feedback	Improvement in overall exam scores; fewer repeated errors
BIOH 104	<ul style="list-style-type: none"> <li>Weekly check-in points</li> <li>Hands-on labs</li> <li>Increase D2L integration</li> <li>Weekly synchronous meetings for online sections</li> </ul>	Student success rates Student feedback	Student feedback and overall success rates Student participation
WRIT 101	<ul style="list-style-type: none"> <li>Increased emphasis on source integration and documentation</li> <li>Short quizzes on writing process</li> <li>Include more direct connection between discussion boards and assignments</li> </ul>	<ul style="list-style-type: none"> <li>Student success rates on research assignments</li> <li>Student success rates on developing thesis statements</li> <li>Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>-60% of students will score at "meets expectations" on source integration argument rubric</li> <li>-80% of students will score a C or better on short quizzes and "meets expectations" on thesis and evidence criteria on argument rubric</li> <li>-90% of students will engage in discussion boards, and 80% will receive full credit on their posts. Additionally, students' final Growth Reflections will report the usefulness of discussion boards as a tool toward improving their writing skills.</li> </ul>

LIT 270	-Ensure easier access to visual texts -Structure course as hybrid and shift workload	-Student feedback	- At least 70% of students will score an 80 or above on the final project.
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**e) Changes resulting from previous assessments: What was changed and what drove those changes? How was success measured?**

n/a

**f) What previous departmental or program-level changes have led to outcome improvements? Explain.**

n/a

## 7. College Learning Outcomes Assessed

**a) CLOs assessed and tools used**

CLOs	Course	Assessment Tools	Rating	Average Rating
<b>Communication</b>	RD 101	Specific exam questions	3	2.8
	PSYX 260	Written assignments	3.5	
	HSTR 102	Oral presentations and assignments	3	
	MUSI 101	Written and oral class discussions	3	
	COMX 111	Lab activities w/group work	3	
	BIOH 104		2	
	WRIT 101		2	
<b>Critical Thinking</b>	RD 101	Specific exam questions	3	3
	PSYX 260	Written assignments	3	
	CHMY 121	Group projects	3	
	STAT 216	Lab reports, quizzes, exams	3	
	M151	Cumulative final exam	3	
	M105	Ch. exams & cumulative final	3	
	WRIT 101	Final exam	3	
	LIT 270	Discussion assignments and rubric Final project	3	
<b>Professionalism</b>	n/a	n/a	n/a	n/a

Average assessment of student CLO attainment:

- |                             |                              |
|-----------------------------|------------------------------|
| 4) Exceeded expectations    | 3) Met expectations          |
| 2) Approaching expectations | 1) Did not meet expectations |

**b) Discussion of student CLO attainment.**

Communication

- Using 80% as the benchmark for students meeting expectations, 80% of the students participating in the class successfully demonstrated their ability to “distinguish between credible

and non-credible sources of information,” “analyze text...to reach a new or complex decision,” and “organize information...” except when it came to identifying the main idea.

- For communications some students exceeded expectations and some met expectations.
- I expected well prepared, grammatically correct, analytical essays from these students, and on the whole, they met those expectations.
- Not all students completed the assignment
- Students are early in their education careers and still developing discipline-specific communication skills
- The majority of students met the general requirements for the argument essay and reached the “meets expectations” level on the rubric. Some students were not able to demonstrate proficiency in developing ideas and using sources on this assignment.

#### Critical Thinking

- Students overall demonstrated the ability to use critical thinking in completing their assignments, but there is definitely room for improvement.
- All students (in first block) and 12 out of 13 students (in the second block) passed the course with the class average above the expectation (or goal) score of 70% or higher.
- On cumulative final exam (used to measure CLO), class mean was 81.83 and median was 83.77.
- Student performance on assignments and exams indicated student attainment of learning goals at a satisfactory level.
- High overall student success rate in the course.
- All students who submitted the final project earned a score on the rubric in the “meets expectations” range.

#### **c) Areas of strength demonstrated in student CLO attainment.**

##### Communication

- Good writing skills
- Good oral presentation and communication skills
- Student engagement with writing
- Editing and proofreading
- Ability to accept feedback and use it to revise a paper
- Thesis—determining a relevant topic and articulating an effective argument
- Organization
- Integrate ideas from scholarly sources

##### Critical Thinking

- Student work on the lab reports included the required level of detail (showing all calculations) needed which was then later in the form of better understanding of the quiz/exam material.
- Overall good student understanding of the course material in most areas
- Students were able to apply a variety of tools and use prior knowledge from previous classes
- Idea development
- Source integration and documentation; occasional over-reliance on outside sources
- Student engagement in peer review and discussion boards

#### **d) Opportunities to improve CLO attainment.**

##### Communication

- Identifying the main idea
- Setting a personal purpose for reading
- Ability to fully engage in course with lack of previous learning experiences
- Writing skills

##### Critical Thinking

- Distinguishing between fact and opinion
- Inconsistent application of feedback
- Inconsistent ability to follow instructions
- Laboratory reports for the second block (online) lacked the same level of rigor as the first block (face-to-face).
- Demonstrating understanding of key mathematical concepts
- Applying critical thinking to multi-step problems

#### **e) Planned changes to CLO assessment and measures of success.**

##### Communication

- Changes to instructional techniques; improved student performance
- BIOH 104: Emphasize the importance of communication in healthcare careers; increased quality in lab interactions and lab assessment scores
- Consider using an end of term assessment (e.g., portfolio) instead of a single essay as an assessment tool. The total average score on the assessment will be at the “meets expectations” level, rather than “approaching expectations.”

##### Critical Thinking

- M 151: Incorporate group project on verifying trigonometric identities; improved student performance on course assessments
- Continue to have conversations with students so that they can be aware of the “pitfalls” of the assignment. Tie the comments on discussion posts to the structure of the final project. Overall improvement in grades for final project.

## **8. High Impact Practices**

### **a) High Impact Practices and integration methods**

<b>HIP</b>	<b>Where</b>	<b>How</b>
<b>First-Year Seminars and Experiences</b>		
<b>Common Intellectual Experiences</b>		
<b>Learning Communities</b>	RD 101 WRIT 101 co-req PSYX 260	RD 101 paired with WRIT 101 co-req Group project
<b>Writing-Intensive Courses</b>	PSYX 260 HSTR 102 LIT 270	Group project Written assignments Research-based writing assignments

<b>Collaborative Assignments and Projects</b>	PSYX 260	Group project
	BIOH 104	Group lab assignments
<b>Undergraduate Research</b>	PSYX 260	Group project
	HSTR 102	Research-based assignments
	COMX 111	
	LIT 270	
<b>Diversity/Global Learning</b>	HSTR 102	Overall focus of the course
<b>ePortfolios</b>		
<b>Service Learning/Community-Based Learning</b>		
<b>Internships</b>		
<b>Capstone Courses and Projects</b>		

### **b) Impact on student success and discussion.**

Initial success rates show an increase in success of the developmental writing students in the co-requisite WRIT 101 class after it was paired with RD 101.

I definitely saw the Learning Communities help keep some of the students who struggled keep going. I can think of at least 3 who completed the class and probably would not have, had they not had accountability to their learning communities.

Because I have taught most of these students previously, it is interesting to see their improvement in their writing and in their “global” thought processes. Two of them were simply not strong writers in past courses, and in this one, they really improved. Three of them also have greatly improved in their global perspective. That is evident both in their writing and class discussions. It was exciting to see their progress.

Students were able to understand the importance of providing adequate support for their ideas

Student writing took on more characteristics of an academic writing voice and genre, based on the observation of word choice and tone in their assignments as the block progressed.

### **c) Planned changes to HIPs integration and success measures.**

Continue collaborating and creating stronger connection between paired courses.

Include more analysis/higher-order thinking in discussions and essay assignments.

For online learning incorporate more collaborative assignments to emulate the in classroom collaborations.

## **9. Response to Assessment**

### **a) Based on the analysis of the data, what was learned from this assessment period?**

Many of the items noted in the “Opportunities to Improve Student Learning” section were really not content related but more “learning how to learn” or “how to be a successful student.”

**b) Will there be any program-level curricular or assessment changes (such as plans for measurable improvements, or realignment of learning outcomes)?**

YES \_\_\_\_\_ NO \_\_\_\_\_ MAYBE  \_\_\_\_\_

If yes, when will these changes be implemented and how (if applicable) will they be measured?

The data from faculty regarding “Opportunities to Improve Student Learning” will be shared with the First-Year Experience committee. The FYE committee can make a recommendation as to how to best teach those learning skills, whether it be a separate course, workshops, integrated instruction, etc.

**c) If other criteria are used to recommend program changes (such as exit surveys or employer satisfaction surveys) please explain how the responses are driving department or program decisions.**

Currently no criteria such as exit surveys or employer satisfaction surveys are used to recommend program changes for the AA and AS degrees. These degrees are meant to be transfer degrees. Currently transfer rates are examined during Program Review, but that data doesn’t speak to how prepared students are to transfer or to the efficacy of the AA and AS, only whether or not students transfer to a 4-year university.

Please return this completed form to Mandy Wright at [assessment@gfcmsu.edu](mailto:assessment@gfcmsu.edu).