

Report : Operational Plan Details for : General Education

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Workspace : Program Assessment Plans

Operational Plan : 2018-2020 Assessment Cycle: Use of Results and Status Report

Operational Plan Template : Academic Program Operational Plan Template

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Actions and Status Report

General Studies Outcome Set (2018-2020)

Outcome

SLO 1

Communicate effectively through reading, writing, speaking, and listening.

Action Plan for SLO 1

Action Plan Details:

Students met the expected performance target related to the job description activity within ENGL 1015. However, students fell short of the benchmark on the video presentation assignment in BUSN 2100. Faculty reported that lower pass rates were less related to communication competency and more related to reservations on engaging with video presentations. To resolve these issues, BUSN 2100 faculty will engage with speech instructors and the Learning Commons to enhance training offered to students about recording and uploading video presentations. In particular, faculty will work with speech instructors to learn from their efforts with similar presentations and how to utilize a single video platform for the assignment. The Learning Commons will also provide additional training content related to communicating in a business environment for students to engage with.

Measures:

Course Alignment: BUSN 2100

Acceptable Target: At least 70 % of General Education students will effectively evaluate professional text and create a video proving successful correspondence by scoring at least a 14 on the given rubric.

Measure Description: Video Presentation - Students will analyze a writing piece that demonstrates professional communication and post a video discussing effective writing by using examples.

SLO 2

Apply skills demonstrating proficiency in mathematics, quantitative reasoning, analysis, logical reasoning and problem-solving.

Action Plan for SLO 2

Action Plan Details:

Upon review of assessment analysis related to SLO 2, faculty noted that students failed to meet the performance target on both measures.

As it relates to the first measure embedded in MATH 1500, faculty noted that a significant issue with results is that the measure was not included in the overall course grade. The finance assessment will be embedded into the finance unit exam so that the measure is administered as part of the course grade. In doing so, math faculty will reformat the measure to be embedded into the exam while also enhancing review prompts and work boxes. Additional review examples will be added in so that students have more opportunity to practice and apply (this may need to be done outside of MyMathLab).

As it relates to BIOL 2300 and math within natural sciences, math and natural sciences faculty will collaborate to review best practices for transitioning math students into practical application of science calculations. Specific focus will be placed on decimal movement and conversion to percentages. A prep session will be held prior to the administration of the BIOL 2300 measure to help refresh students on the appropriate steps.

Both measures will continue in 2020-2021 action plan year. The MATH 1500 measure will be incorporated into a unit exam and slightly revised for clarity.

Measures:

Measure 1:

Course Alignment: MATH 1500

Acceptable Target: At least 70% of General Education Students will be able to demonstrate mathematical proficiency through the use of quantitative analysis and logical reasoning to analyze data and to make well-informed decisions as it relates to a real-world problem by earning a 75% or higher on the assessment rubric.

Measure Description: Assignment - After the unit on finance, students enrolled in Math 1500 will be given a real-world

situation where the student will need to use quantitative reasoning, analysis, and problem solving to determine which option to select when purchasing a vehicle. Students will demonstrate competency by earning at least 75% (9/12 points) on the rubric.

Measure 2:

Course Alignment: BIOL 2300

Acceptable Target: At least 80% of General Education Students will be able to demonstrate proficiency in calculating partial pressure of oxygen in different cities and use this information to analyze and respond to questions related to real-world situations by earning an 80% or better on the assessment.

Measure Description: Assignment: After completion of the units on blood and the respiratory system, or by the end of the course, students will answer 5 multiple choice questions related to the topics of partial pressure and stimulation of red blood cell production. Students will demonstrate competency by earning at least 80% (4/5 points) on the assessment.

SLO 3

Demonstrate knowledge of the scientific nature of the world and the role of the natural sciences as it pertains to their health and well-being.

Action Plan for SLO 3

Action Plan Details:

For the performance measure embedded in BIOL 1200, students met the performance benchmark. However, students fell short on the measure within BIOL 1110. Upon review, faculty have noted the importance of embedding assessments within a course as part of the course grade rather than for bonus points or no credit at all. This appears to be the primary issue related to results for the first measure embedded in BIOL 1110. To test this theory, faculty will administer the assessment in the 2020-2021 action plan year for a grade instead of extra credit. The assessment will be given as part of the midterm instead of the final. Also, a need some improvements to the measure itself were noted during the analysis. Faculty will also revise the assessment (and graph/chart) will be re-written to take into consideration the reading level of first-time college students likely in developmental reading and math classes.

Measures:

Course Alignment: BIOL 1110
Acceptable Target: At least 80% of General Education Students will be able to demonstrate knowledge of the scientific world and how it relates to their health and well being by earning a 71% or higher on the assessment.

Measure Description: Assignment:
Students enrolled in BIOL 1110 will use resources on assessment handout to answer 7 multiple choice questions related to the role of natural sciences as it pertains to their health and well-being. Students will demonstrate competency by earning at least 71 % (5/7 points) on the assessment.

SLO 4

Develop an appreciation of significant ideas and achievements in literature, art, music, and media and to give them an introduction to the knowledge base.

Action Plan for SLO 4

Action Plan Details:

During the 2018-2020 cycle, focus was placed on English literature and Humanities courses for assessment purposes. Students achieved high performance marks on both measures. Considering that faculty were satisfied with the teaching and learning process as well as the measures employed during the 2018-2020 academic year within literature courses, faculty would like to assess this outcome in a different course during the action planning year. Measure 4.1 (reflection journal) will be replicated into art history courses to see if the results hold. Students will reflect on an art event or artist and make connections to modern culture.

Measures:

Course Alignment: ARTS 1010
Acceptable Target: At least 80 % of students will be able to reflect on an art event or artist and make connections to modern culture, scoring an Adequate or above on each element of the grading criteria.
Measure Description: Reflection Journal - Students will write a well-developed paragraph responding to a given prompt on reflection of an art event or artist and make connections to modern culture.

SLO 5

Action Plan for SLO 5

Develop an understanding of the diversity of the human experience through the study of social, historical, cultural, economic, and political systems.

Action Plan Details:

Assessment results of both measures show that students are competent with the learning outcome assessed. However, faculty are committed to using the results of assessment to further improve instruction within both HIST 1010. History faculty will meet twice over the Fall 2020 semester to review assignments and measures as it relates to English competency levels required for the course. Faculty will also consider whether the current measure should remain as is into the next cycle, should be adjusted or discontinued. Changes identified from faculty meetings will be implemented in the Spring 2021 semester.

Measures:

Faculty will determine whether the measure will continue, be revised or a different measure selected by the end of the Fall 2020 semester. A summary report will be provided in December.

Measure: TBD

SLO 6

Acquire an appreciation for and skill in information literacy and the use of computer-based technology for communication, research and problem solving.

Action Plan for SLO 6

Action Plan Details:

Considering the relevance of information literacy and fake news in current events, faculty feel it is important to ensure gains are made in related student outcomes. Faculty in SSPA 1100 and ENGL 1025 will collaborate to create a common information literacy and fake news assignment to administer during the action plan year. Faculty will engage with the Learning Commons to provide enhanced instruction through Credo modules and library presentations.

In SSPA, the quiz will continue to be utilized and results in the action year should increase due to enhanced instruction in collaboration with the Learning Commons. ENGL 1025 will implement the same module and quiz used in SSPA prior to the research assignment to improve student achievement with the assignment.

Measures:

Measure 1:

Course Alignment: SSPA 1100; ENGL 1025

Acceptable Target: At least 80% of General Education Students will be able to critically evaluate the the role information literacy plays in distinguishing credible sources of information.

Measure Description: Quiz - Combating Fake News with Information Literacy

Measure 2:

Course Alignment: ENGL 1025

Acceptable Target: At least 75% of General Education Students will be able to effectively utilize research support to argue a claim.

Measure Description: Students will complete a reader response assignment based on a scholarly journal article located in the NTCC Gator Library databases.