

# Agriculture and Industrial Technology/TDT –Ms. Jamie Chapman

---

- Does new equipment improve outcomes?
- Do students with prior learning in the industry have better outcomes than those with no experience?
- Is there a difference in success between students of different genders and/or ethnicities (esp. gender)?
- Do students of different age groups have different success rates?
- How do students who've taken current "Technical Math" or "Elementary Statistics" class compare to those who take the new "Fabrication Math" (course name pending) class?
- Why aren't students completing degree or course? Is it due to difficulties in gen eds, especially math?
- During what point in the semester are students struggling enough to drop/not complete courses?
- Are students getting jobs in their program of study?
- Are employers satisfied with our graduates' knowledge base in their trained field?
- What skills are our graduates' lacking or have low achievement?
- Is the proposed virtual lab beneficial to student success?
- Are simulators effective/superior/inferior? Should they be used more/less?
- Which program simulators are most effective (truck-driving, law enforcement driving, fire, bus driving, welding, etc.)?
- What is the success rate for students in classes taught by full-time faculty vs. associate faculty?
- Does class size affect student success? Especially in labs which require a lot of one-on-one interaction?

## PROBLEMS

- Institutional goals do not match technical courses well. Faculty are having difficulty mapping their course goals, program goals to institutional goals.
- Difficulty determining overall student success following graduation. Do graduates have the right skills? Do they get jobs in their major?

# Business/Computer Science, Math, and Public Safety – Dr. Osman Cen

---

- how can I measure a specific skill

- how can I access if students can, let's say, enter data in a minute (accessing the speed)
- How can data help me make students read the assignments
- How can data help me to have students read and follow direction
- how to actively engage students
- how can I assess my students at the beginning and at the end of the semester to let me know to adjust my material
- how can we know if a given student is ready for online format
- can we infer an idea from the relationship between attendance (engagement) and grades
- how can I use data as metrics to know what we should change
- Will rubric from zero (N/A) to 3 rather than 1-3 be better.
- Can a general course review be considered if a course consistently grade below a threshold say 1.5?
- How can we use data to identify a very good practices/assignment as models to improve other courses
- What can data tell me to know if my course is SUCCESSFUL or UNSUCCESSFUL

Some time early in Fall semester, we may have a meeting summarizing the questions we collected today and help guide as how we can use them in fine-tuning our assignments.

## **Comm/Lang/Lit and Fine Arts/Hum/Ed – Ms. Christina Farwell, Mr. Todd Saxton**

---

- Is there consistency in student performance for classes that have multiple sections/teachers with identical content?
- Is there a difference in student performance between textbook editions?
- Is there a pattern of success across assignment types?
- Is there noted improvement between an earlier assignment and a similar later one?
- If a teacher tries an experimental assignment, how do students in that class compare to students in other sections?
- Does semester length impact student performance (intercession, 8 week, 12 week, 16 week)?
- To what extent do demographics, such as gender, race, age, socio-economic, etc. impact student performance?
- Do international students perform at a level consistent with their peers?
- Do student athletes perform at a level consistent with their peers?
- Is there a difference between students who work in their field of study versus those who do not have that experience?
- Do dual-credit, concurrent enrollment students perform at a level consistent with their peers?
- Is there a difference in student performance based on how they were placed in the class (SAT scores, Accuplacer, etc.)?

- Can we compare performance across disciplines (i.e. written communication, verbal communication, visual communication)?
- Does success in certain classes better correlate to graduation success?
- How do individual students perform from year-to-year, semester-to-semester?
- How do students who have a declared major compare to those who are undecided?
- How do students who carry a full course load compare to those who take fewer classes?
- How do first generation college students perform?

Feedback Items:

- Communication/Information Literacy rubric descriptors could be more targeted.
- How can teachers attach a rubric item to a specific exam question within a Canvas assignment?
- How can we make it easier for department chairs to add rubric items to multiple sections with multiple teachers?
- How can we best communicate this with associate faculty?

## Health Sci, Natural Sci/Engineering, and Soc/Beh Sci – Dr. Randy Wolfmeyer

---

- Questions:
  - Do higher grades correspond to more student learning?
    - Does it depend on the format of delivery?
    - How are we measuring the difference?
  - Do students core competencies improve as they progress through the program?
    - Rubric scores and Norming the RUBRIC - is it relative to the course expectations, or is it an overall institution level-absolute scale vs relative scale? How will we show improvement over time if its always relative to the course expectations.
  - Can we see progress across multiple departments? For example: writing a research paper in APA format. Sometimes students
  - If a Gen-Ed/Pre-requisite class was taken elsewhere can we track where students maybe picked up skills or bad habits elsewhere - do they know the JWCC way, or a different way.
  - Dual Credit - we suspect that the students in dual credit are not prepared for that level.
    - What can we do for students in dual-credit who are not ready to be at the college level?
    - How does the difference in the schedule of the course affect student-learning?
    - How do dual credit students do if they go on in JWCC?

- Does the new lab equipment make a difference in learning? Example: new virtual reality equipment.
- Testing formats: comparison between online proctoring (Honor-lock, etc) vs testing center vs in-classroom?
  - Is there a way to do testing in a more uniform format - make a testing-center available to all classrooms, not just for students who missed/absent. Or offsite testing centers.
- Math - students learn math in a math class, but then can't use it when it needs to be applied, or it needs to be retaught again. How do we get them to retain the skills between classes. How to avoid siloing of skills in each class.
- Does allowing students to do revisions improve student learning? How to track revisions on assignments - for example a paper that you allow a student to rework.
- Assessment-based grading: can we develop a course grading system based on skill assessment that would be consistent with our institutional assessment system?
- Assessment Concerns:
  - Norming the Rubrics - very important for being able to answer the questions we want answered. Cannot demonstrate growth of a student's learning if each rubric is normed to the expectations of that particular course.
  - A better scale for the rubrics: 1,2,3 is not really sufficient - it leads to inflation of the scores.
  - Changing the language of the objectives/outcomes to be better fits.
  - Sometimes assessing something that isn't actually useful to the students in their program.
  - Allow Objectives to be satisfied by one of the Outcomes - not requiring all the outcomes to be met to satisfy the objective.
    - Requiring all outcomes is forcing instructors/program administrators to assess things that don't matter or don't fit what they are doing.
  - Redundancy between the objectives in different goals: Essential Skills -> demonstrates reasoning and understanding is also covered by Critical Reasoning.