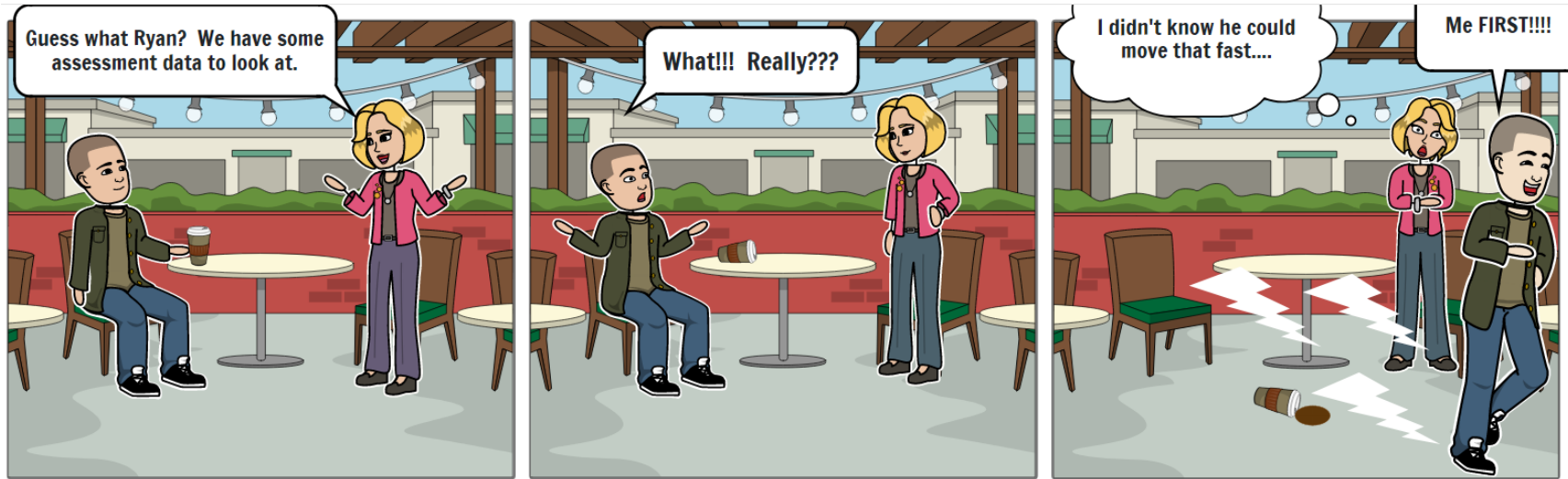# SHOW ME THE TECHNOLOGY DATA!

A BRIEF OF FALL 2022 DATA

Are you excited too? Great! Let's start with the technology rubric results for all teaching modalities, lengths, and locations. There were a total of 1463 assessment rubrics turned in during Fall 2022 (whew, that's a lot of assessment!). When examining whether students could USE THE TECHNOLOGY AS TAUGHT, the data show that 79% of all the students scored competent or better. And when examining if the students can COMPLETE THE TECHOLOGY TASK, 77% of all students scored competent or better. What about the ability of students to INDEPENDENTLY USE THE TECHNOLOGY? Well….a whopping 82% of all students scored competent or better.

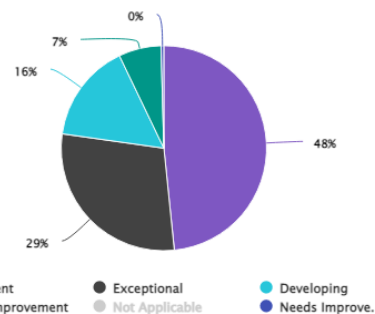Data Set 1: Technology Assessment Rubric Results Fall 2022 – All Teaching Modalities, Length, and Location; Total Rubric Count: 1463
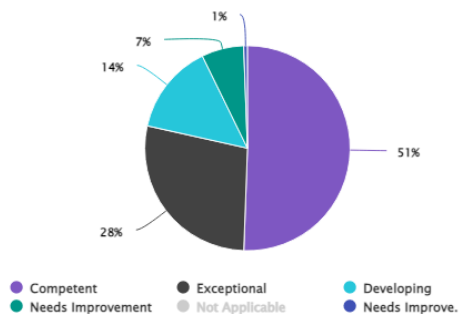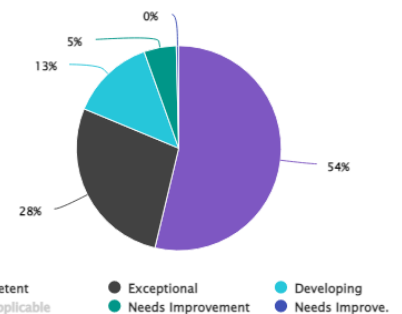

79% (1155 students) Competent or better

77% (1127 students) Competent or better

82% (1200 students) Competent or better

LET'S BREAK IT DOWN!

A BRIEF OF FALL 2022 DATA

Panel 1: And now it's time to dis-aggregate the data

Panel 2: Dis-what?! That sounds horrible... Is that even a word?

Panel 3: It's not as bad as you think Steph. and I'll walk you through it. / Whew... Thanks Jen!

OK…..now it's time to disaggregate [dis-**ag**-ri-geyt] – which basically means we are going to break down the data into different categories. *Fun, right?* **Cool!** Let's start by looking at the data based on our TEACHING MODALITY. When we look at the USE AS TAUGHT category, the data show that students scored 76% competent or better in their F2F courses, 87% in their online courses, and 71% in their hybrid courses. For COMPLETES TASKS, students were 76% competent or better in their F2F courses, 78% in the online courses, and 79% in their hybrid courses. And for INDEPENDENT USE, students were 81% competent or better in their F2F courses, 82% in the online courses, and 85% in their hybrid courses.
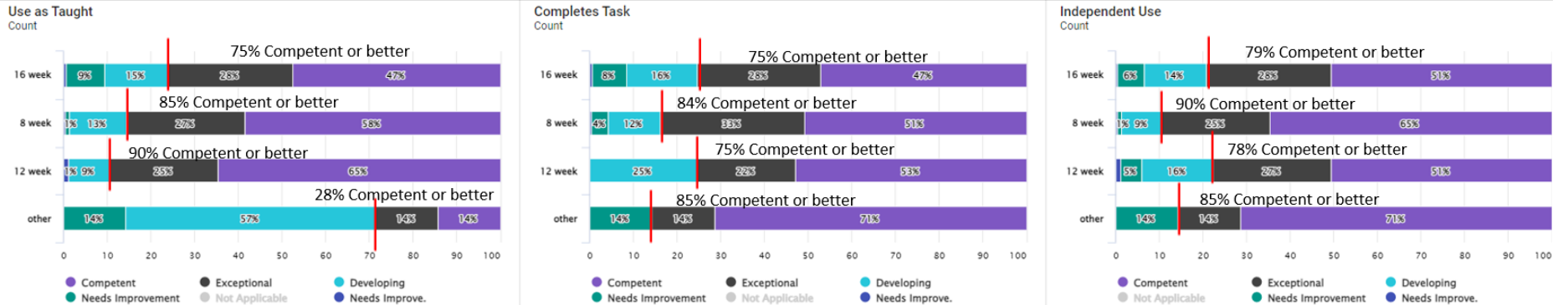
Data Set 2: Technology Assessment Rubric Results Fall 2022 – Based on Teaching Modality
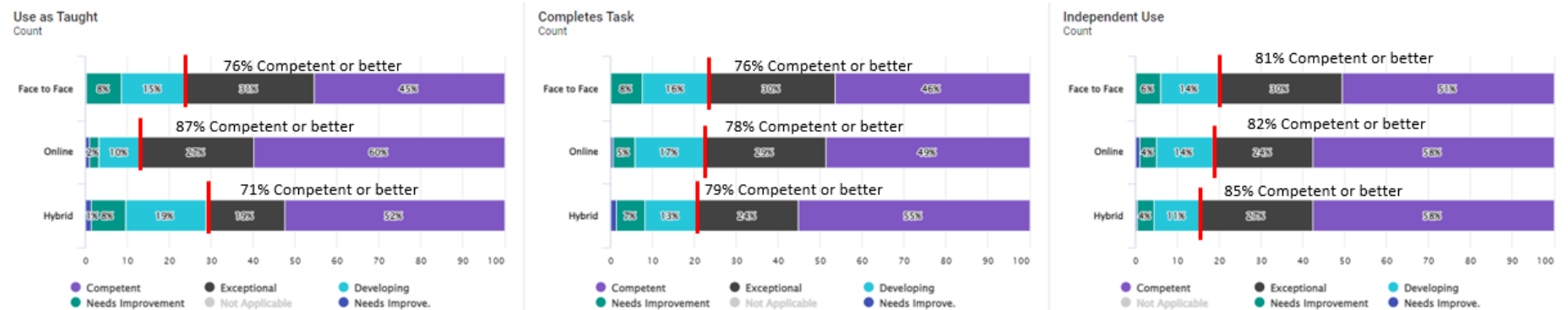
Assessment rubric count -- F2F: 788;   Hybrid: 210;   Online: 465

Data Set 3: Technology Assessment Rubric Results Fall 2022 – Based on Teaching Length

Use as Taught
Count

16 week	9% / 15% / 28% / 47%	75% Competent or better
8 week	1% / 13% / 27% / 58%	85% Competent or better
12 week	1% / 9% / 25% / 65%	90% Competent or better
other	14% / 57% / 14% / 14%	28% Competent or better

● Competent ● Exceptional ● Developing
● Needs Improvement ● Not Applicable ● Needs Improve.

Completes Task
Count

16 week	8% / 16% / 28% / 47%	75% Competent or better
8 week	4% / 12% / 33% / 51%	84% Competent or better
12 week	25% / 22% / 53%	75% Competent or better
other	14% / 14% / 71%	85% Competent or better

● Competent ● Exceptional ● Developing
● Needs Improvement ● Not Applicable ● Needs Improve.

Independent Use
Count

16 week	6% / 14% / 28% / 51%	79% Competent or better
8 week	1% / 9% / 25% / 65%	90% Competent or better
12 week	5% / 16% / 27% / 51%	78% Competent or better
other	14% / 14% / 71%	85% Competent or better

● Competent ● Exceptional ● Developing
● Not Applicable ● Needs Improvement ● Needs Improve.

Assessment Rubric Count for 16 weeks: 1077; 8 weeks: 294; 12 Weeks: 85; Other: 7

Data Set 4: Technology Assessment Rubric Results Fall 2022 – Based on Course Location

Use as Taught
Count

DACC Campus	5% / 16% / 30% / 48%	78% Competent or better
Online	4% / 11% / 26% / 58%	82% Competent or better
High School	23% / 77%	100% Competent or better
Other	84% / 4% / 12%	12% Competent or better
Dept of Corrections	50% / 25% / 6% / 19%	25% Competent or better

● Competent ● Exceptional ● Developing
● Needs Improvement ● Not Applicable ● Needs Improve.

Completes Task
Count

DACC Campus	6% / 15% / 30% / 48%	78% Competent or better
Online	6% / 17% / 28% / 49%	77% Competent or better
High School	2% / 11% / 23% / 64%	87% Competent or better
Other	100%	100% Competent or better
Dept of Corrections	75% / 25%	0% Competent or better

● Competent ● Exceptional ● Developing
● Needs Improvement ● Not Applicable ● Needs Improve.

Independent Use
Count

DACC Campus	4% / 12% / 30% / 53%	83% Competent or better
Online	2% / 16% / 23% / 58%	81% Competent or better
High School	13% / 32% / 55%	87% Competent or better
Other	92% / 8%	0% Competent or better
Dept of Corrections	Not Assessed	

● Competent ● Exceptional ● Developing
● Needs Improvement ● Not Applicable ● Needs Improve.

Assessment Rubric Count courses taught on DACC Campus: 927; Online: 446; High School: 47; Other: 27; Dept. of Corrections: 16

THE DATA SUGGEST CHANGE!

A BRIEF OF FALL 2022 DATA

Are we teaching what we think we are teaching? Are students learning what they are supposed to be learning?

Assessments provide important information about the extent to which students are successfully meeting learning outcomes – which outcomes have students learned, how well have they learned them, and where are they struggling? This information can help faculty decide if they need to revise their teaching pedagogies to be more conducive to students meeting those learning objectives.

Because student learning is what it's all about!

Here are some of the changes faculty are making to improve student learning based on their Fall 2022 Technology Assessments.

What's happening in Math, Science, and Health Professions?	In the Nursing Program, students will be instructed on how to use the SBAR reporting form along with the technology (EMR) to build a clinical picture and support a patient care plan in support of the learning outcome. Additionally, instructors will provide students with additional instruction to support students' documentation on using the EMR during clinical orientation. Finally, the instructors will provide students with additional instruction on glucose monitoring during skills lab/lecture and skills evaluation check-off followed by a post-test. The post-test would provide a comparison to determine if the technology supported the learning outcome.
	In Developmental Math, students will be given more detailed feedback on a practice assessment activity before the graded assessment activity
	In the Math Program, since data suggests the main issue is with students that take the late start online courses, instructors will look for ways to increase success rates for those students that sign up for classes later.

	In Physical Science, Blackboard will be used to better reinforce the need to fully complete all tasks to be done with an assignment. Blackboard will reinforce the importance of every step in the assignment to make it more clear that doing only some of the assignment is still an incomplete assignment.
	In the Rad Tech Program, the instructor will have the students start their projects earlier and turn in at least one image with the rubric information for evaluation before final submission.
	In Echocardiography Program, the instructor plans to implement a new grading rubric that itemizes each step of the protocol and provides objective performance indicators. The students will be given the rubric at the beginning of the semester so that they can practice in supervised and open scanning labs to improve their competency.
	In the Biology Program, instructors will continue to spend the first class going over the microscopes in depth. But the instructor will add additional reviews (3-5 minute explanation) of microscope parts and functions each time the students use the microscopes. Additionally, in courses that do not spend as much time going over the microscope parts and functions, the instructor will add a more in-depth instructions of its usage rather than just assume everyone already has experience.
What's happening in Liberal Arts?	In the Culinary Arts Program, the Identification of the tools is going well. Students need more hands-on experience and practice in order to master actually using the tools. It would be helpful to have smaller groups so that each student would get more opportunities with the tools being used. All of the students did pass the food handlers certification, through ServSafe. This is an online certification program/test. So they are doing well on the sanitation side of working with the tools.
	In the Social Science Program, there was some surprise at the results in terms of the competency levels but it is an indication that proper use of internet sources has been emphasized across the program. Besides the amount of terrible and fake information there is on the web, the next wave of issues for a program will center not only on essay writing mills but essay bots. We have begun to see some use of these as "sources" for essays, but as the bots become more sophisticated our assignments using technological resources will require even more specific prompts
	In Humanities, the PHIL 103W students still have not mastered the art of finding a good source, using generic sites such as Wikipedia. The project prompts have made it clearer that professional sites that are written or overseen by experts, and not open-source sites are needed. Results were similar in Arts 115W, and more discussion of the requirement of using only "good" sites was added.
	In Communication, it appears that students in SPCH 101 are performing better than those in SPCH 102. The assumption here is that the actual in class time spent working together with a partner and the instructor is paying off. Once students have more practice with using noodle tools they are better able to handle it. In SPCH 102 they are asked to use it with only explanations and

	no in class time devoted to producing actual works cited pages. It appears as though more practice with the tool, does in fact pay off. Peer review and feedback also seems to make an impact here. Bottom line is repetition seems to be a factor in getting better at these sorts of assignments.
What's happening in Business and Technology?	Faculty plan to incorporate practice tools that are non-graded and provide instant feedback
	Create a series of short instructional videos for each simulator round
	Provide additional, small-group demonstrations for students with technical tools before independent use
	Simplify the larger content into smaller bits of instruction
What's happening in Co-curriculars?	The new student Blackboard orientation was added to our group last fall. The first assessment was done and as a result several changes have been made to it; the layout has been reorganized in order to make navigating the material easier for the students, a few confusing questions were identified and reworded to be clearer, and increasing the students' exposure to the orientation by embedding it multiple locations after the students are registered. By identifying and removing these obstacles Maggie is making sure that our students have the experience necessary to better utilize and navigate Blackboard as soon as possible.