

**Oklahoma State Regents for Higher Education
Carl Albert State College
Annual Student Assessment Report of 2017-2018 Activity**

Section I – Entry Level Assessment and Course Placement

Activities

I-1. Course placement is determined using multiple measures including ACT scores, ACCUPLACER scores, and high school GPA.

I-2. CASC uses high school performance measurements (GPA and math core completions) in combination with the ACT and ACCUPLACER test results to determine co-requisite course placement, which is called *the Fast Track* option for English, Reading, and Math.

I-3. The Office of Admissions evaluates student credentials, provides students with a summary sheet, and posts results in *VikeConnect* so that advisors can access the scores electronically during the enrollment process.

The following chart details the indicators of placement and remediation for 2017-2018:

CASC Placement and Remediation Assessments

CASC uses the final, unweighted high school GPA, and the 1st term 12th year unweighted GPA for graduating seniors who pre-enroll in the spring term prior to their high school graduation.

The following table lists valid assessments for the first-year entering freshman.

ENGLISH ASSESSMENT	(Meet one)			(Alternate measurement)
COURSE ENROLLMENT	ACT English	ACCUPLACER Writing	<u>FINAL</u> High School GPA	ACT English <i>and</i> <u>FINAL</u> High School GPA
ENGL 1113 Freshman Comp I	19+	98+	NA	17-18 <i>and</i> 3.00+
ENGL 1113 & ENGL 0121 Fast Track	16-18	82-97	3.00+	NA
ENGL 1113 & ENGL 0123 Intro to College Writing	0-15	0-81	below 3.00	NA

READING ASSESSMENT	(Meet one)			(Alternate measurement)
COURSE ENROLLMENT	ACT Reading	ACCUPLACER Reading	<u>FINAL</u> High School GPA	ACT Reading <i>and</i> <u>FINAL</u> High School GPA
College-Level Courses	19+	90+	NA	17-18 <i>and</i> 3.00+
ENGL 1113 & ENGL 0111 Fast Track Reading Lab	11-18	28-89	3.00+	NA
ENGL 1113 & ENGL 0113 Intro to College Reading	0-10	0-27	below 3.00	NA

MATHEMATICS ASSESSMENT	(Meet one placement score <u>AND</u> Final high school GPA <u>AND</u> high school math core classes)			
COURSE ENROLLMENT	ACT Math	ACCUPLACER Arithmetic Elem Algebra	<u>FINAL</u> High School GPA	High School Math Completions <i>AFTER</i> HS Graduation

MATH 1513 College Algebra	19+	103+ 97+	(A) (E)	NA	NA
MATH 1513 College Algebra (Alternate Criteria)	17-18	79-102 63-96	(A) (E)	3.00+	Algebra I, Algebra II, & Geometry
MATH 1513 & MATH 0111 Fast Track (Remediation Required)	16-18	59-102 43-96	(A) (E)	NA	NA
MATH 1513 & MATH 0111 Fast Track (Remediation Required)	13-15	30-58 28-42	(A) (E)	3.00+	Algebra I, Algebra II, & Geometry
MATH 0123 Intermediate Algebra (Remediation Required)	13-15	30-58 28-42	(A) (E)	below 3.00	NA
MATH 0113 Developmental Math (Remediation Required)	0-12	0-29 0-27	(A) (E)	NA	NA

SCIENCE ASSESSMENT	(See College Catalog for course prerequisites (www.carlalbert.edu > Academics)
ZOO 1114 requires a 19 ACT Math subject test score. No other science assessment for incoming freshman.	

I-4. CASC students had several opportunities for remediating basic academic skill deficiencies and for improving test scores:

- The CASC Educational Opportunity Center (EOC) provided postsecondary entry workshops throughout the semester along with ACCUPLACER online study links and ACCUPLACER prep books and materials.
- The CASC Learning Resource Center (LRC) provided tutoring sessions before remediation retesting.
- MATH 0113 and MATH 0123 provided a solid foundation for those students who required extensive remediation.

Analysis and Findings

1-5. CASC's years of documented advancement with co-requisite course placement paved a successful pathway for the 2017-2018 academic year. A notable strength when possible was the pairing of the college-level course and co-requisite course with the same instructor. This coupling allowed the refresher lab to seamlessly align with and support the college-level curriculum. The Math and English departments have created co-requisite handbooks to assist instructors in this endeavor.

Although previous placement decisions had a positive effect upon entry level assessment and the determination of course placement, additional advisor training was needed in this area. This concern was rectified before the 2018-2019 advisement periods. Poor attendance is another factor that greatly impacts student success and pass rates.

The following charts and narrative include enrollment counts, grade distribution, and overall pass rates for the 2017-2018 academic year.

The tables below show the grade distribution of students enrolled in ENGL 0123, ENGL 0121, ENGL 0113, and ENGL 0111 during the fall 2017 and spring 2018 semesters. The information is separated by campus.

Fall 2017

ENGL 0123	Poteau	Sallisaw	Online	%
A	26	5	5	33
B	13	6	1	18
C	6	3	4	12
D	0	1	0	1
F	12	7	9	26
W	8	0	3	10
Total	65	22	22	

Overall, ENGL 0123 had a 63% pass rate.

ENGL 0121	Poteau	Sallisaw	Online	%
A	12	0	1	19
B	16	6	6	38
C	5	3	1	12
D	0	0	2	2
F	7	1	7	21
W	3	2	1	8
Total	43	12	18	

Overall, ENGL 0121 had a 68% pass rate.

ENGL 0113	Poteau	Sallisaw	Online	%
A	8	0	6	33
B	3	2	3	20
C	0	2	0	5
D	0	1	0	3
F	1	7	5	32
W	2	0	1	7
Total	14	12	15	

Overall, ENGL 0113 had a 59% pass rate.

ENGL 0111	Poteau	Sallisaw	Online	%
A	16	6	5	33
B	8	4	4	20
C	7	1	1	11
D	1	1	2	5
F	15	1	3	23
W	3	0	3	8
Total	50	13	18	

Overall, ENGL 0111 had a 64% pass rate.

Spring 2018

ENGL 0123	Poteau	Sallisaw	Online	%
A	3	3	4	22
B	2	0	8	22
C	2	0	0	4
D	1	0	3	9
F	4	2	10	36
W	2	0	1	7
Total	14	5	26	

Overall, ENGL 0123 had a 49% pass rate.

ENGL 0121	Poteau	Sallisaw	Online	%
A	6	9	3	56
B	3	0	2	16
C	0	0	0	0
D	0	0	1	3
F	2	1	4	22
W	0	0	1	3
Total	11	10	11	

Overall, ENGL 0121 had a 72% pass rate.

ENGL 0113	Poteau	Sallisaw	Online
A	No sections of Intro to College Reading were offered in the spring.		
B			
C			
D			
F			
W			

ENGL 0111	Poteau	Sallisaw	Online	%
A	7	4	7	43
B	2	0	1	7
C	0	0	3	7
D	0	0	0	0
F	7	1	7	36
W	1	0	2	7
Total	17	5	20	

Overall, ENGL 0111 had a 57% pass rate.

The following tables indicate how students fared in the co-requisite English courses of ENGL 0123 or 0121 and ENGL 1113.

Fall 2017: Students enrolled in ENGL 0123 & ENGL 1113

Poteau

		ENGL 1113					
ENGL 0123		A	B	C	D	F	W
	A	12	7	3			
	B	3	2	4		3	
	C	1	2	3			
	D						
	F			3	1	8	
	W						8

A total of 65 students enrolled in ENGL 0123 on the Poteau campus. Of these 65, 37 completed both classes with a C or higher, which was a 62% pass rate. The pass rate for those who were enrolled in both courses was 71%. Three students passed ENGL 1113 but failed ENGL 0123. Seven students were not enrolled in a co-requisite Comp I course.

Sallisaw

		ENGL 1113					
ENGL 0123		A	B	C	D	F	W
	A			1			
	B			1			
	C						
	D						
	F						
	W						

A total of 22 students enrolled in ENGL 0123 on the Sallisaw campus. Of these 22, only 2 students completed both classes with a C or higher. Twenty students were not enrolled in a co-requisite Comp I course.

Online

		ENGL 1113					
ENGL 0123		A	B	C	D	F	W
	A	3					1
	B		1				
	C			1			
	D						
	F			1		2	1
	W						2

A total of 22 students enrolled in ENGL 0123 online. Of these 22, 5 completed both classes with a C or higher. The pass rate for those taking both courses was 63%. Ten students were not enrolled in a co-requisite Comp I course.

Fall 2017: Students enrolled in ENGL 0111 (Lab) & ENGL 1113

Poteau

		ENGL 1113					
ENGL 0121		A	B	C	D	F	W
	A	11		1			
	B	6	4	4	1		
	C		1	2	1	1	
	D						
	F	1		1		4	
	W						3

A total of 43 students enrolled in ENGL 0121 on the Poteau campus. Of these 43, 29 completed both classes with a C or higher. The pass rate for those taking both courses was 79%. Two students passed ENGL 1113 but failed ENGL 0121. One student was not enrolled in a co-requisite Comp I course.

Sallisaw

		ENGL 1113					
ENGL 0121		A	B	C	D	F	W
	A						
	B	1	4				
	C	2		1			
	D						
	F					1	
	W						2

A total of 12 students enrolled in ENGL 0121 on the Sallisaw campus. Of these 12, 8 completed both classes with a C or higher. The pass rate was 89%. One student was not enrolled in a co-requisite Comp I course.

Online

		ENGL 1113					
ENGL 0121		A	B	C	D	F	W
	A	1					
	B		4	1			
	C			1			
	D	1		1			
	F	1	1	1	1	1	
	W						1

A total of 18 students enrolled in ENGL 0121 online. Of these 18, 7 completed both classes with a C or higher. The pass rate was 50%. Three students passed ENGL 1113 but failed ENGL 0121. Three students were not enrolled in a co-requisite Comp I course.

Spring 2018: Students enrolled in ENGL 0123 & ENGL 1113

Poteau

		ENGL 1113					
ENGL 0123		A	B	C	D	F	W
	A	2		1			
	B					2	
	C						
	D					1	
	F					4	
	W						

A total of 14 students enrolled in ENGL 0123 on the Poteau campus. Of these 14, 10 completed both classes. The pass rate was 30%.

Sallisaw

		ENGL 1113					
ENGL 0123		A	B	C	D	F	W
	A		2			1	
	B						
	C						
	D						
	F					1	
	W						

A total of 5 students enrolled in ENGL 0123 on the Sallisaw campus. Of these 5, 4 students completed both classes. Three students passed both classes with a C or higher. The pass rate was 50%.

Online

		ENGL 1113					
ENGL 0123		A	B	C	D	F	W
	A	2	1				
	B	3	1				
	C						
	D			1		1	1
	F					5	1
	W						1

A total of 26 students enrolled in ENGL 0123 Online. Of these 26, 17 completed both classes. Seven students passed both classes with a C or higher. The pass rate was 50%.

Spring 2018: Students enrolled in ENGL 0111 (Lab) & ENGL 1113

Poteau

		ENGL 1113					
ENGL 0121		A	B	C	D	F	W
	A	6	2				
	B		1				
	C						
	D						
	F					2	
	W						

A total of 11 students enrolled in ENGL 0121 on the Poteau campus. Of these 11, 9 completed and passed both classes with a C or higher. The pass rate was 82%.

Sallisaw

ENGL 1113		A	B	C	D	F	W
ENGL 0121	A	2	6	1			
	B						
	C						
	D						
	F					1	
	W						

A total of 10 students enrolled in ENGL 0121 on the Sallisaw campus. Of these 10, 9 completed both classes with a C or higher. The pass rate was 90%.

Online

ENGL 1113		A	B	C	D	F	W
ENGL 0123	A	2	1				
	B	3	1				
	C						
	D			1		1	1
	F					5	1
	W						1

A total of 11 students enrolled in ENGL 0121online. Of these 11, 5 completed both completed both classes with a C or higher. The pass rate was 50%. Interestingly, 2 failed 0121 but passed ENGL 1113 with a C or higher.

The first four tables show grade distributions of students enrolled in MATH 0123 and MATH 0113 during the fall 2017 and spring 2018 semesters.

Fall 2017

MATH 0123	Poteau	Sallisaw	%
A	8	2	09
B	18	7	22
C	15	19	30
D	0	0	0
F	11	22	30
W	8	2	09
Total	60	52	

Overall, MATH 0123 had a 62% pass rate.

MATH 0113	Poteau	Sallisaw	%
A	4	3	32
B	3	2	23
C	3	2	23
D	0	0	0
F	2	3	23
W	0	0	0
Total	12	10	

Overall, MATH 0113 had a 77% pass rate.

Spring 2018

MATH 0123	Poteau	Sallisaw	%
A	7	1	11
B	6	4	13
C	17	10	36
D	0	0	0
F	6	15	28
W	6	3	12
Total	42	33	

Overall, MATH 0123 had a 60% pass rate.

MATH 0113	Poteau	Sallisaw	%
A	2	1	16
B	2	4	32
C	2	4	32
D	0	0	0
F	0	4	21
W	0	0	0
Total	6	13	

Overall, MATH 0113 had a 79% pass rate.

The following tables indicate how students performed in the co-requisite MATH courses of MATH 0111 and MATH 1513.

Fall 2017: Students enrolled in MATH 0111 & MATH 1513

Poteau

		MATH 1513					
MATH 0111		A	B	C	D	F	W
	A	3	11	5			
	B	1	3	2	2		
	C			2	4	3	
	D						
	F			1		8	
	W						6

A total of 51 students enrolled into MATH 0111 and MATH 1513. The pass rate for MATH 0111 was 71%, and the pass rate for MATH 1513 was 55%. Out of the 36 who received a C or better in the co-requisite, 6 students received a D and 3 students received an F in MATH 1513. One student failed MATH 0111 but passed MATH 1513 with a C.

Spring 2018: Students enrolled MATH 0111 & MATH 1513

Poteau

		MATH 1513					
MATH 0111		A	B	C	D	F	W
	A	4	2				
	B		3	2			
	C			1	5		
	D						
	F					4	
	W						2

A total of 23 students were enrolled into MATH 0111 and MATH 1513. The pass rate for MATH 0111 and MATH 1513 was 74%. Out of the 17 student who passed the co-requisite, 5 students received a D in MATH 1513.

The assessment process must advance by attempting to close the loop by utilizing the two years of grade distribution and overall pass rate statistics to serve as baseline data for the development of benchmarking and the establishment of criteria to evaluate the data in order to employ strategies of improvement.

Section II – General Education Assessment

Administering Assessment

II-1. CASC understands the importance of general education, especially at the community college level. General education equips students with transferable skills that are paramount to continuing education, entering the workforce, and developing lifelong learning skills. Our outcomes reflect the required foundation of a fundamentally broad based knowledge. CASC has woven the four general education outcomes into the very essence and experience of student learning throughout the institution. On the academic level, all college credit courses should accomplish one or more of the following outcomes:

Demonstrate Knowledge-

- Demonstration of knowledge results from the appraisal of knowledge and practice of core concepts through analytical, practical, or creative means. Students shall assemble evidence; identify, categorize, and distinguish among ideas, concepts, and theories; and relate and analyze the significant uses of the gathered knowledge.

Think Critically-

- Critical thinking encompasses the abilities to identify, categorize, synthesize, and distinguish ideas, concepts, theories, and approaches. The presentation, explanation, and analysis of skills acquired in academic settings allow examination of competing hypotheses and non-academic events in light of acquired knowledge and relate the implications of cultural and social perspectives.

Communicate Effectively-

- Effective communication results from the presentation and expression of concepts encountered in an academic setting in a clear, error-free manner both verbally and in written explanation. Critical aspects are the clear expression of competing hypotheses and perspectives in response to material read, analyzed, or presented in both academic and non-academic settings.

Practice Global and Civil Awareness-

- Practicing global and civil awareness creates the ability to understand both the student's own civic and cultural background as well as that of others. This results from the evaluation of historical and contemporary positions on values, practices, assumptions,

and predispositions. Encouraging active community participation and cognizance provides insight and expands students' perspectives and awareness.

CASC's academic assessment model features a course-embedded assessment of student learning. In each course, student learning outcomes (SLOs) are assessed by direct measures and associated targets that are incorporated into the course curriculum. Throughout each semester, faculty employ assessment software to enter findings that assess whether those SLOs met the established thresholds. Based upon general education curriculum content, specific course SLOs parallel an associated general education outcome (GEO). Therefore, the SLO findings also indicate the performance of the GEOs. CASC utilized a sampling method for the 2017-2018 academic year. Instead of a mass aggregation of findings, this method of assessment not only involves participation of academic division chairs and full-time faculty in producing a quantitative measure of GEO performance, but also provides an intimate and meaningful insight into the functionality of the course-embedded assessment components. The following is an explanation of the sequence of this process:

- For each GEO, academic division chairs and full-time faculty selected four general education courses with specific student learning outcomes (SLOs) that align with and assess the GEO. *Each academic year features a rotation of general education courses.*
- Academic division chairs and full-time faculty narrowed the sample by designating one SLO with related measure, target, and finding from each selected course to assess the associated GEO.
- Course-embedded findings from all sections of the designated courses featuring the SLO/GEO association were aggregated to assess performance for the 2017-2018 academic year, which encompassed online, hybrid, and traditional courses.
- The academic division chairs and full-time faculty provided analysis for internal use of the GEO findings/data.

The goal of the general education outcome process is for the aggregated findings of the associated courses to meet the target of 70%, which is equivalent to a passing grade.

II-2. CASC utilizes a course-embedded mode of assessment. Therefore, general education outcomes and related student learning outcomes and metrics are embedded into the course work of each general education course. The metrics or measures are required assignments within each course. This ensures that all students in each course have the opportunity to be assessed on all general education outcomes over their course of study.

II-3. Course syllabi state the general education outcomes along with the related student learning outcomes for each course. Instructors emphasize general education assessment throughout the course to inform students on the purpose and importance of general education. Student motivation is rooted in the curriculum and course assignments.

II-4. As students progress through the curriculum and student learning outcomes during the semester, faculty report findings on each measure within our assessment software. Faculty create and enter an action plan for each SLO/measure that does not meet the required threshold of

achievement. This action plan details a plan of instructional improvement. Even if targets are met, action plans can be incorporated with instructional changes to reach the population of students who did not reach the threshold. Therefore, modifications and enhancements are made in real-time throughout the academic year.

Analyses and Findings

II-5. Based upon the aggregation of findings, all four of the GEOs surpassed the target of 70%. The 2017-2018 general education assessment results are displayed below:

<p align="center">2017-2018 Course-Embedded Assessment of General Education Outcomes</p>

General Education Outcome 1: Demonstrate Knowledge Met: 92%				
Course	SLO	Measure	Target	Findings
BIO 1114	SLO 5 Upon completion of the course students will be able to explain the major cytological processes in plant and animal cells.	The students will take an exam or quiz covering cytological processes.	70% of students will score an average of passing or higher on the questions pertaining to cytological processes.	Measured: 13 Met: 11 (85%) Overall Target: Met
CHEM 1025	SLO 4 Upon completion of the course students will be able to describe the properties of elements on the periodic table (Chapter 4).	Questions 1-15 from Test #2	70% of students will get 10 or more of the 15 questions correct (67%).	Measured: 6 Met: 4 (67%) Overall Target: Met
HPER 2213	SLO 3 Upon completion of the course students will be able to demonstrate correct techniques of dressing, bandages, and splinting for specific injuries.	An assignment, demonstration and or tests covering techniques of dressing, bandages, and splinting	75% of students will score a letter grade of C or higher.	Measured: 10 Met: 10 (100%) Overall Target: Met
PSY 1113	SLO 1 Upon completion of the course students will be able to characterize the nature of psychology as a discipline.	Exam/quiz question(s) are embedded in the course covering the characterization of the nature of psychology as a discipline.	Students participating in the measure will have an average score of 70% or higher.	Measured: 20 Met: 20 (100%) Overall Target: Met
General Education Outcome 2: Think Critically Met: 95%				
MATH 1413	SLO 5 Upon completion of the course students will be	Students will be given an exam performing	60% of the students tested will score a	Measured 2 Met: 2 (100%)

	able to apply arithmetic operations on real numbers.	operations on real numbers.	passing grade on the exam.	Overall Target: Met
ENG 1113	SLO 6 Upon completion of the course students will be able to define critical thinking and explain its benefits across and outside of the disciplines.	Students will define and explain critical thinking through particular questions in an exam or assignment.	70% of students will answer the question(s) on the exam/ assignment correctly.	Measured: 31 Met: 30 (97%) Overall Target: Met
PHIL 1113	SLO 3 Upon completion of the course students will communicate logically and effectively.	Students will participate in an exam/quiz where they must formulate logical communication.	70% of students participating in the measure will score a passing grade or higher.	Measured: 4 Met: 3 (75%) Overall Target: Met
HPER 2103	SLO 3 Upon completion of the course the student will be able to identify, care for, and prevent injuries to common sports injuries of the shoulder, elbow, wrist, hand, and fingers.	1. Module 2 exam 2. Students will submit 2 taped wrists, 1 buddy taped finger, and 1 check-reign finger as demonstrated by the instructor.	1. There will be a class average attempt on the measure equal to or greater than 70%. 2. All students will demonstrate and submit 2 taped wrists, 1 buddy taped finger, and 1 check-reign finger as demonstrated by the instructor.	Measured: 5 Met: 5 (100%) Overall Target: Met
General Education Outcome 3: Communicate Effectively Met: 94%				
ENG 1213	SLO 5 Upon completion of the course students will be able to produce an informative essay.	Students will compose an original, plagiarism free informative research paper of five or more pages.	75% of students completing the assignment will score a 70% or higher.	Measured: 32 Met: 28 (88%) Overall Target: Met
HIST 1483	SLO 2 Upon completion of this course students will be able to identify key elements of the growth of post-revolutionary America.	Student will be given a quiz/exam over key elements of the growth of post-revolutionary America.	70% of the students will pass with a C or better.	Measured: 19 Met: 18 (95%) Overall Target: Met
CS 1103	SLO 2 Upon completion of the course students will be able to create a word processing document.	Students will create a document in Microsoft word where they must demonstrate their knowledge of word processing techniques.	At least 70% of students participating in the measure will score a C or higher.	Measured: 33 Met: 33 (100%) Overall Target: Met
SOC 1113	SLO 3 Upon completion of the course students will learn and value multicultural	Exam/quiz question(s) are embedded in the course covering multicultural	Students participating in the measure will have an average score of 70% or higher.	Measured: 12 Met: 11 (92%) Overall Target: Met

	differences and similarities.	differences and similarities.		
General Education Outcome 4: Practice Global and Civil Awareness Met: 92%				
HUM 2223	SLO 2 Upon completion of the course students will be able to identify key terms and concepts related to the Reformation.	Students will participate in a discussion, project, or exam and demonstrate familiarity with the Reformation.	70% of students will demonstrate knowledge of the Reformation by scoring a 70% or higher through a chosen assessment method.	Measured: 10 Met: 10 (100%) Overall Target: Met
MUS 1113	SLO 1 Upon completion of the course students will have been exposed to a brief overview of Western musical styles and the elements involved in making music.	Students will attend lectures, participate in discussions, view instructor selected videos, and write a response to what they have observed.	92% of participating students scored a 75% or higher on the written assignment.	Measured: 5 Met: 5 (100%) Overall Target: Met
RLED 2113	SLO 2 Upon completion of this course students will investigate a current North American alternative religion.	End of semester Portfolio Assignment	Students completing the assignment will receive a passing grade or higher on the assignment.	Measured: 1 Met: 1 (100%) Overall Target: Met
POS 1113	SLO 3 Upon completion of this course students will be able to assess the relationship between public opinion and political parties.	Students will be given an exam/quiz covering relationship between public opinion and political parties.	At least 70% of students participating in the measure will score a C or higher.	Measured: 22 Met: 19 (86%) Overall Target: Met

II-6. Since CASC utilizes course-embedded assessment, student performance is tracked continuously throughout the academic year as demonstrated in the 2017-2018 general education assessment sampling method. Once again, instructional changes are made in real-time as those associated general education outcomes and SLOs are assessed and evaluated.

II-7. After the assessment results were collected, academic division chairs analyzed the results and provided feedback. If the aggregated data of courses within the sampling method do not meet the associated thresholds, further analysis with a possible action plan is required. However, all aspects of the 2017-2018 assessment met the desired level of achievement. After the second year of utilizing the sampling method, it is obvious to division chairs and faculty that this process must advance. Therefore based upon faculty evaluation and HLC recommendations, CASC will implement curriculum mapping for general education and program level assessments during the 2018-2019 academic year. Through the application of new assessment software, electronic associations of course-embedded student learning outcomes with general education outcomes will be mapped throughout the general education core curriculum. Also, each general education outcome will feature performance indicators that will provide all CASC constituents with a

better understanding of the expected skillsets. These upcoming enhancements will strengthen general education outcome assessment and equip CASC with a better process and mechanism to support continuous improvement.

Section III – Program Outcomes

Administering Assessment

III-1.

2017-2018 Course-Embedded Assessment of Program Outcomes			
Sampling Method Associating Program Outcomes with Required Program Courses & SLOs			
Program Outcomes & Courses/SLOs	Met	Not Met	Total Measured
Allied Health	218 (93%)	16 (7%)	234
Program Outcome One			
AHS 1113, AHS 1203, HPER 2213, ZOO 2114, ZOO 2124	164 (96%)	6 (4%)	170
Program Outcome Two			
AHS 1113 & ZOO 2124	18 (90%)	2 (10%)	20
Program Outcome Three			
AHS & ZOO 2114	10 (63%)	6 (37%)	16
Program Outcome Four			
AHS 1113, HPER 2213, ZOO 2114	26 (93%)	2 (7%)	28
Biological and Pre-Professional Sciences	287 (97%)	10 (3%)	297
Program Outcome One			
MATH 1613, CHEM 1215, PHYS 1114, PHYS 1214	31 (97%)	1 (3%)	32
Program Outcome Two			
MATH 1613, BIO 2155, ZOO 2114, BOT 1114, ZOO 2124	222 (97%)	8 (3%)	230
Program Outcome Three			
MATH 1613, CHEM 1215, PHYS 1114, BIO 2155, ZOO 2114, BOT 1114	34 (97%)	1 (3%)	35
Business Administration	89 (99%)	1 (1%)	90
Program Outcome One			
ACCT 2103, ACCT 2203, ECON 2213, ACCT 1103, BUS 1013, BUS 2023, BUS 2113	37 (100%)	0	37
Program Outcome Two			
ECON 2113, ACCT 1103, BUS 2113, BUS 2133, MKTG 1103	13 (93%)	1 (7%)	14
Program Outcome Three			
ACCT 2203, BUS 1013, BUS 2123, MKTG 1103	12 (100%)	0	12
Program Outcome Four			
ACCT 2103, ECON 2113, ECON 2213, BUS 2123,	27 (100%)	0	27

MKTG 1103			
Child Development	40 (100%)	0	40
Program Outcome One			
CD 1103, CD 2223, CD 2053, CD 2143, CD 2213	10 (100%)	0	10
Program Outcome Two			
CD 1103, CD 1223, CD 2133, CD 2223, CD 2103, CD 2253	10 (100%)	0	10
Program Outcome Three			
CD 2113, CD 2223, CD 2053, CD 2123	8 (100%)	0	8
Program Outcome Four			
CD 1103, CD 1223, CD 2113, CD 2103, CD 2143, CD 2253	12 (100%)	0	0
Computer Information Systems	19 (100%)	0	19
Program Outcome One			
CS 2203, CS 2243, CS 1423, CS 2213, CS 1113	5 (100%)	0	5
Program Outcome Two			
CS 1313, CS 2243, CS 2013	5 (100%)	0	5
Program Outcome Three			
CS 1333 & CS 1433	2 (100%)	0	2
Program Outcome Four			
CS 1313, CS 2243, CS 1433, CS 1443, CS 1513	7 (100%)	0	7
General Studies	1613 (91%)	167 (9%)	1780
Health, Physical Education, & Recreation	186 (97%)	5 (3%)	191
Program Outcome One			
HPER 1103 & HPER 1113	57 (98%)	1 (2%)	58
Program Outcome Two			
HPER 2103 & HPER 2213	46 (98%)	1 (2%)	47
Program Outcome Three			
HPER 2103 & HPER 2213	76 (99%)	1 (1%)	77
Program Outcome Four			
HPER 1103 & HPER 2103	7 (78%)	2 (22%)	9
Math, Physical Science, & Pre-Engineering	207 (91%)	20 (9%)	227
Program Outcome One			
MATH 1613, MATH 2265, MATH 2275, CHEM 1215, PHYS 1114, PHYS 2014, PHYS 2114	86 (92%)	7 (8%)	93
Program Outcome Two			
MATH 1613, MATH 2265, MATH 2275,	62 (91%)	6 (9%)	68

CHEM 1215, PHYS 1114, PHYS 1214 PHYS 2014, PHYS 2114			
Program Outcome Three			
MATH 1613, MATH 2265, MATH 2275, CHEM 1215, PHYS 1114, PHYS 1214 PHYS 2014, PHYS 2114	59 (89%)	7 (11%)	66
Occupational Health & Safety	53 (85%)	9 (15%)	62
Program Outcome One			
OHS 1313, OHS 2003, OHS 1413, OHS 2103, OHS 2203, OHS 2303, OHS 2333, OHS 2413 OHS 2423, OHS 2433	21 (88%)	3 (12%)	24
Program Outcome Two			
OHS 1313, OHS 2003, OHS 2203, OHS 2333, OHS 2403, OHS 2413, OHS 2423, OHS 2433	12 (92%)	1 (8%)	13
Program Outcome Three			
OHS 2003, OHS 2103, OHS 2203, OHS 2303, OHS 2423	9 (82%)	2 (18%)	11
Program Outcome Four			
OHS 1313, OHS 2003, OHS 1413, OHS 2103, OHS 2203, OHS 2303, OHS 2333, OHS 2403 OHS 2423	11 (79%)	3 (21%)	14
Physical Therapy Assistant	136 (99%)	2 (1%)	138
Pre-Law Criminal Justice	29 (100%)	0	29
Program Outcome One			
CJ 1113, CJ 2023, CJ 2224	6 (100%)	0	6
Program Outcome Two			
CJ 2123 & CJ 2133	3 (100%)	0	3
Program Outcome Three			
CJ 1113, CJ 1123, CJ 2023, CJ 2123	13 (100%)	0	13
Program Outcome Four			
CJ 1123, CJ 2023, CJ 2133, CJ 2224, CJ 2253	7 (100%)	0	7
History/Political Science	645 (88%)	85 (12%)	730
Program Outcome One			
HIST 1483, HIST 1493, GEOG 2243	130 (88%)	17 (12%)	147
Program Outcome Two			
HIST 1483, HIST 1493, POS 1113	239 (88%)	32 (12%)	2718
Program Outcome Three			
HIST 1113, HIST 1123, HIST 1483, HIST 1493, GEOG 2243	57 (90%)	6 (10%)	63
Program Outcome Four			
HIST 1483, HIST 1493, GEOG 2243, POS 1113	219 (88%)	30 (12%)	249

Sociology/Psychology	218 (98%)	4 (2%)	222
Program Outcome One			
PSY 1113, PSY 2113, PSY 2123, SOC 1113, SOC 2123	115 (98%)	2 (2%)	117
Program Outcome Two			
PSY 2113, SOC 1113, SOC 2123	45 (98%)	1 (2%)	46
Program Outcome Three			
PSY 1113, PSY 2113, PSY 2123, SOC 1113	58 (98%)	1 (2%)	59
Total	3740 (92%)	319 (8%)	4059

Nursing End of Program Outcomes 2017-2018
PO 1. Evaluate nursing process by using scientific rationale, evidence-based practice and critical thinking to meet client needs while respecting their dignity, cultural diversity and right to make health care decisions.
ELA: 80% or more of students at end of program will pass NCLEX-RN on first attempt. Met: 92.30% on 11/12/2018 (Final percentage pending completion of NCLEX-RN by 2 more graduates)
PO 2. Select therapeutic communication principles to establish and maintain the therapeutic, professional relationship with clients as they adapt to their health status on the health-illness continuum.
ELA: 90% of students at end of program will achieve “Standard” on Communication in Summative Clinical Evaluation. Met: 100%
PO 3. Collaborate with members of the healthcare team to manage a group of clients with diverse needs while functioning within the scope of associate degree nursing practice and continuous quality improvement.
ELA: 90% of students at end of program will achieve 90 or more points on the Clinical Leadership Grade. Met: 96%
PO 4. Value nursing skills according to evidence based practice for health promotion, restoration, and prevention of complications while providing a safe environment to reduce risk to clients.
ELA: 90% of students at end of program will achieve “Standard” on the ICU Summative Clinical Performance Evaluation regarding Psychomotor Skills, Medication Administration, and Safety. Met: 100%
PO 5. Appraise technology and informatics in communication and management of data in support of nursing practice and teaching/learning principles for clients and peers in order to maintain and promote client health throughout the lifecycle.
ELA: 90% of students will achieve “Standard” for Summative Clinical Performance Evaluation regarding Communication in N2219 Clinical Rotations. Met: 100%

Analyses and Findings

III-2. The total program aggregated findings surpassed the 70% threshold by meeting 92% of program outcomes, which increased 3% from the previous academic year. Although the sampling method for 2017-2018 displayed an aggregated score for each program outcome, the process still lacked the ability to assess student performance and development across the curriculum. A more in-depth process must be implemented to provide data that can be utilized to influence program level planning and budgeting to improve student learning.

The nursing program excelled by surpassing the designated thresholds for their end of program outcomes. The table addresses the 28 who completed and graduated after the spring 2018 semester. Six of the 34 originally enrolled in the course were not able to maintain their 75% exam average and withdrew before the drop date to save their GPA. They were all eligible to take the NCLEX for LPNs and most are eligible to return and repeat the 4th semester within two years.

III-3. Through CASC's involvement in the Higher Learning Commission (HLC) Assessment Academy, the institution is dedicated to developing and implementing a systematic approach to institutional assessment that increases the capacity to assess student learning and to use assessment data to enhance student success across the institution. At the beginning of the 2017-2018 academic year, CASC embarked upon their first year in the academy and quickly formed the first phase of the assessment project. Based upon HLC directives from a 2018 focused visit, CASC will implement outcome mapping and curriculum mapping for each academic program. CASC has incorporated all HLC directives into the remaining three years of the assessment project. We are excited to see how the improvements will enhance our processes and most importantly improve student learning throughout the institution.

Concerning instructional changes, faculty are incorporating action plans on the course level for all student learning outcomes that do not meet the established thresholds throughout the progression of the academic year. However, true program outcome assessment has missed its mark if the process does not assess student performance through program outcome mapping across the curriculum in order to make needed changes in a holistic manner. Each semester, CASC is evolving in academic and institutional assessment, and the goal is to obtain the best data possible to allow for intervention and improvement beyond the course level.

Section IV – Student Engagement and Satisfaction

Administration of Assessment

IV-1. CASC utilizes *SmartEvals* online software to assess student satisfaction of instruction for all courses at the end of the fall and spring semesters. This modality provides real-time access to quantitative data that reflect the students' evaluation of academic instruction. Another advantage of *SmartEvals* is the immediate instructor access to survey results, which affords the opportunity to make course adjustments in a timely manner. For the 2017-2018 academic year, the survey results consisted of rated-scale questions on the following criteria: overall teaching ability, learned in course, instructor effectiveness, timely feedback, and student recommendation. The

rated-scale questions used a five-point scale (1-5) with 5 as the highest favorable score. Students who were enrolled in fall and spring courses were given access to the survey through email.

IV-2. A duplicated total of 6,194 responded out of a duplicated possible total of 14,121 respondents.

Division Aggregated Scores of Student Feedback on Instruction Fall 2017 & Spring 2018						
Division	Allied Health	Business and Technology	Communication and Fine Arts	Math and Science	Social and Behavioral Sciences	New Student Orientation
Response Rate	43%	41%	41%	54%	42%	48%
Overall Teaching Ability	3.3	5	3.4	4.5	3.8	N/A
Learned in this Course	4.3	4.4	4.1	4.2	4.1	3.7
Instructor Effectiveness	4.2	4.3	4.2	4.3	4.1	4.1
Timely Feedback	4.4	4.5	4.3	4.5	4.4	4.4
Recommend to Other Students	4.4	4.5	4.4	4.4	4.3	4.2

**Overall Aggregated Scores for All Divisions
2017-2018**

Response Rate	45%
Overall Teaching Ability	4
Learned in this Course	4.2
Instructor Effectiveness	4.2
Timely Feedback	4.4

Recommend to Other Students	4.4
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IV-3. CASC's average on the rated-scale questions was 4.2 on a 5.0 scale, which is an indicator of overall positive student feedback on classroom instruction. The division chairs set a target threshold of 3. All aggregated responses that fall below that mark warrant investigation and possible action.

The 2017-2018 academic year marked the second year of aggregated data for the fall and spring semesters. After comparison of two years of data, there is concern that the results related to the "overall teaching ability" category consistently contradict the scores of the other questions that pertain to instructor effectiveness and information gained in the course. There is probability that this category is assessing instructor popularity instead of meaningful aspects of course instruction. Further investigation is required to determine whether the category needs to be removed or revised.

In order to assess student engagement and satisfaction across the institution, CASC plans to implement a comprehensive survey such as the *Noel Levitz SSI* during the 2018-2019 academic year. A national inventory will not only provide baseline data for many departments on campus, but also it will serve as a valuable comparison among peer institutions.

Assessment Budgets

CASC 2017-2018 Assessment Fees & Expenditures	
Assessment Fees	\$0
Assessment Salaries	\$27,661.89
Distributed to Other Departments	\$0
Operational Costs	\$116,150
Total Expenditures	\$143,811.89