Oklahoma State Regents for Higher Education
CASC Annual Student Assessment Report
2020 – 2021

Submitted December 2021

Oklahoma State Regents for Higher Education
Carl Albert State College
Annual Student Assessment Report of 2020 – 2021 Activity

Section I – Entry Level Assessment and Course Placement

Activities

I-1. CASC's ASSESSMENT PLAN determines a student's college preparedness by evaluating testing results and high school performance measurements. Students are placed into freshman-level courses or into a combination of college-level and remedial when test scores fall below cut-off scores. The Office of Admissions evaluates credentials to provide students with a summary of entry requirements.

These placement testing criteria DO NOT apply to concurrent student enrollments.

COLLEGE LEVEL ENGLISH (ENGLISH 1113):
- ACT 19+;
- Accuplacer Writing 98+;
- Next-Gen Accuplacer Writing 265+; or
- ACT 17-18 & HS GPA of 3.00+

COLLEGE LEVEL READING:
- ACT 19+;
- Accuplacer Reading 90+;
- Next-Gen Accuplacer Reading Comprehension 260+; or
- ACT 17-18 & HS GPA of 3.00+

COLLEGE LEVEL MATH:
- ACT 19+;
- Accuplacer Arithmetic 103+ Accuplacer Elementary Algebra 97+; or
- Next-Gen Accuplacer Arithmetic 265+ Next-Gen Accuplacer Quantitative 264+

COLLEGE LEVEL SCIENCE:
- ACT 19+

I-2. CASC's ASSESSMENT PLAN determines a student's college preparedness by evaluating testing results and high school performance measurements. Students are placed into freshman-level courses or into a combination of college-level and remedial when test scores fall below cut-off scores. The Office of Admissions evaluates credentials to provide students with a summary of entry requirements.

These placement testing criteria DO NOT apply to concurrent student enrollments.

For Deficiency Guidelines, CASC adheres to Oklahoma State Regent policy stating that all students must be evaluated for placement into college-level courses and remediate identified deficiency(s) within the first 24 credit hours of college enrollment. CASC evaluates both standard testing tools (ACT, SAT, & NextGen Accuplacer) and high school GPA and

performance measurements to place students into college-level courses. The following guidelines apply.

- Deficiency courses should be completed in the student's first semester.
- A HOLD will be placed on student's 2nd term enrollment when a student fails to complete/enroll in all deficiency course(s) in the 1st term and removed when the student is enrolled in final deficiency course(s).
- Successful completion of a deficiency course is "C" grade or higher.
- Students who earn a final grade of D, F, or W in any deficiency course and also fail the credit-bearing co-requisite have not met that deficiency requirement and will be administratively withdrawn from the following term's college-level equivalent. Student must repeat the deficiency class and earn an A, B, or C grade, or successfully repeat testing to remove the deficiency.
- CASC evaluates high school GPA and performance measurements to place students into college-level courses.
- "Fast-track" is designed to move students through the deficiency process faster with fewer zero-level credit hours. Fast-track students enroll in both a 1 credit hour study/personal instruction lab and college-level course placement in English 1113, Math 1513, or Math 1413.
- Fast-track course enrollments should be addressed to the Office of Admissions, English advisors or Math advisors.

CO-REQUISITE LEVEL ENGLISH (ENGLISH 1113 + ENGL 0121):
- ACT 16-18;
- Accuplacer Writing 82-97;
- Next-Gen Accuplacer Writing 250-264; or
- HS GPA of 3.00+

CO-REQUISITE LEVEL READING (ENGL 1113 + ENGL 0111):
- ACT 11-18;
- Accuplacer Reading 28-89;
- Next-Gen Accuplacer Reading Comprehension 220-259; or
- HS GPA of 3.00+

Math Pathways:
- Math Pathways is a statewide effort to tie relevant math to an expected major.
- Students should enroll in MATH 1413 Survey of Contemporary Math if their major is Child Development, Computer Information Technology, Enterprise Development, General Studies, HPER, Pre-Elementary Education, Pre-Law Criminal Justice, History and Political Science, and Sociology/Psychology.
- Students should enroll in MATH 1513 College Algebra (Pre-Calculus) if their major is Business Administration, Allied Health, Biological and Pre-Professional Sciences, Math, Physical Science and Pre-Engineering.
- Students should consult transfer college for their Math Pathways requirement and adjust CASC selection accordingly.

CO-REQUISITE LEVEL MATH (MATH 1413 + MATH 0111):
- ACT 16-18;
- Accuplacer Arithmetic 59-102 Accuplacer Elementary Algebra 43-96;
- Next-Gen Accuplacer Arithmetic 245-264 Next-Gen Accuplacer Quantitative 240-263; AND
- HS GPA of 3.00+; AND
- HS Completion of Algebra I, Algebra II, and Geometry

CO-REQUISITE LEVEL MATH (MATH 1513 + MATH 0111):
- ACT 17-18;
- Accuplacer Arithmetic 79-102 Accuplacer Elementary Algebra 63-96;
- Next-Gen Accuplacer Arithmetic 255-264 Next-Gen Accuplacer Quantitative 249-263; AND
- HS GPA of 3.00+; AND
- HS Completion of Algebra I, Algebra II, and Geometry

I-3. Tutoring and coaching were available for students through the Academic Resource Center, Native American Resource Center, Office of Student Support Services, and by appointment with instructors.

Multiple placement measures allowed students to gain access to credit-bearing, college-level coursework more quickly, and in many cases immediately upon enrollment.

Co-requisite remediation options allowed a significant number of students to access credit-bearing, college-level coursework their initial semester.

I-4. CASC's ASSESSMENT PLAN determines a student's college preparedness by evaluating testing results and high school performance measurements. Students are placed into freshman-level courses or into a combination of college-level and remedial courses when test scores fall below cut-off scores. The Office of Admissions evaluates credentials to provide students with a summary of entry requirements.

These placement testing criteria DO NOT apply to concurrent student enrollments.

For Deficiency Guidelines, CASC adheres to Oklahoma State Regent policy stating that all students must be evaluated for placement into college-level courses and remediate identified deficiency(s) within the first 24 credit hours of college enrollment. CASC evaluates both standard testing tools (ACT, SAT, & NextGen Accuplacer) and high school GPA and performance measurements to place students into college-level courses. The following guidelines apply:
- Deficiency courses should be completed in the student's first semester.
- A HOLD will be placed on student's 2nd term enrollment when student fails to complete/enroll in all deficiency course(s) in the 1st term and removed when the student is enrolled in final deficiency course(s).
- Successful completion of a deficiency course is "C" grade or higher.
- Students who earn a final grade of D, F, or W in any deficiency course and also fail the credit-bearing co-requisite have not met that deficiency requirement and will be

administratively withdrawn from the following term's college-level equivalent. Student must repeat the deficiency class and earn an A, B, or C grade, or successfully repeat testing to remove the deficiency.

- CASC evaluates high school GPA and performance measurements to place students into college-level courses.
- "Fast-track" is designed to move students through the deficiency process faster with fewer zero-level credit hours. Fast-track students enroll in both a 1 credit hour study/personal instruction lab and college-level course placement in English 1113, Math 1513, or Math 1413.
- Fast-track course enrollments should be addressed to the Office of Admissions, English advisors or Math advisors.

REMEDISH LEVEL ENGLISH (ENGLISH 1113 + ENGL 0123):
- ACT 0-15;
- Accuplacer Writing 0-81;
- Next-Gen Accuplacer Writing 200-249; and
- HS GPA below 3.00

REMEDIAL LEVEL READING (ENGL 1113 + ENGL 0113):
- ACT 0-10;
- Accuplacer Reading 0-27;
- Next-Gen Accuplacer Reading Comprehension 200-219; and
- HS GPA below 3.00

REMEDIAL LEVEL MATH (MATH 0123):
- ACT 13-15;
- Accuplacer Arithmetic 30-58 Accuplacer Elementary Algebra 28-42;
- Next-Gen Accuplacer Arithmetic 230-244 Next-Gen Accuplacer Quantitative 233-239

REMEDIAL LEVEL MATH (MATH 0123 & MATH 0111):
- ACT 0-12;
- Accuplacer Arithmetic 0-29 Accuplacer Elementary Algebra 0-27;
- Next-Gen Accuplacer Arithmetic 200-229 Next-Gen Accuplacer Quantitative 200-232

1-5. Carl Albert State College encourages all incoming students to take the ACT/SAT since some programs require ACT scores for admission. However, if an adult student is not seeking admission into one of the special programs, the student is then given Accuplacer in order to assess the need for developmental courses. If the adult student's scores indicate proficiency, he/she is immediately placed in credit-bearing classes. If the adult student is unable to obtain the set cut-off score, he/she is placed in the appropriate developmental course whether that be a one-credit hour lab or three-credit hour course. The adult student is also enrolled in the co-requisite, credit-bearing course.

Analysis and Findings

1-6. Carl Albert State College fully implemented co-requisite remediation in the Fall of 2018, especially concerning students with English and reading deficiencies. All students are able, with varying degrees of co-requisite remediation, to enroll in ENGL 1113 upon admission to the college. Data collected by the administration is focused on the success of students in both the 0-level courses and, more importantly, in the credit-bearing courses. Also of particular interest is the delivery method of the courses: traditional delivery vs. online delivery. In the past, CASC has experimented with cohort groups enrolled in a section of 0-level and credit-bearing; however, this academic year that restriction was lifted, meaning that students can enroll in any section of 0-level and any section of the credit-bearing course.

After several semesters of analysis and adjustment, placement levels are, for the most part, satisfactory. Data indicates that ENGL 0113 may be an unnecessary class, as both enrollment and success rates are low. This is most likely associated with the extreme lack of preparation indicated by placement scores. ENGL 0123 and ENGL 0113 will be combined to pilot a new course, ENGL 0133 Introduction to College Reading and Writing course, in summer 2021.

Table Set 1: Developmental Grade Distributions Separated by Campus
(Table 1)

The initial set of tables indicate the grade distributions of students enrolled in 0-level English and Reading courses for the 20-21 academic year, separated by campus. The separation by campus was requested by administration to evaluate the effectiveness of online remediation courses in comparison to traditional courses.

For Fall 2020 in ENGL 0123, 12 of 18 students (67%) enrolled in Poteau passed with a C or better; 2 of 5 Sallisaw students (40%) passed with a C or better; and 23 of 48 online students (48%) passed with a C or better. In Spring 2021, the course was only offered online with 11 of 21 students (52%) passing with a C or better. Overall for ENGL 0123 in AY 20-21, 48 of 92 (52%) students completed with a C or better.

For Fall 2020 in ENGL 0121, 27 of 39 students (69%) enrolled in Poteau passed with a C or better; and 40 of 64 Online students (66%) passed with a C or better. In Spring 2021, 3 of 5 in Poteau (60%) passed with a C or better; and 14 of 20 Online students (70%) passed with a C or better. There were no sections of ENGL 0121 offered on the Sallisaw campus either semester. Overall, for ENGL 0121 in AY 20-21, 84 of 128 students completed with a C or better (65.6%).

For Fall 2020 in ENGL 0113, 5 of 16 students (31.2%) enrolled Online passed with a C or better; no sections were offered on the Poteau or Sallisaw campuses. In Spring 2021, 1 of 4 students enrolled Online passed with a C or better (25%); no sections were offered on the Poteau or Sallisaw campuses. Overall, for ENGL 0113 in AY 20-21, 6 of 20 students completed with a C or better (30%).

For Fall 2020 in ENGL 0111, 26 of 41 students (63.4%) enrolled in Poteau passed with a C or better; and 42 of 77 Online students (54.5%) passed with a C or better. In Spring 2021, 2 of 3 in

Poteau (66.6%) passed with a C or better; and 8 of 16 Online students (50%) passed with a C or better. There were no sections offered on the Sallisaw campus either semester. Overall, for ENGL 0111 in AY 20-21, 78 of 137 students completed with a C or better (56.9%).

Table 1: Grade distributions of students enrolled in 0-level English and 0-level Reading

Fall 2020

ENGL 0123	Poteau	Sallisaw	Online	%
A	5	2	10	24
B	6	0	6	17
C	1	0	7	11
D	0	0	1	2
F	5	0	15	28
W	1	3	9	18
Total: 71	18	5	48	

ENGL 0121	Poteau	Sallisaw	Online	%
A	14	No sections of ENGL 0121 were offered on the Sallisaw campus in Fall 2020.	24	37
B	11		10	20
C	2		6	8
D	0		0	0
F	1		14	15
W	11		10	20
Total: 103	39		64	

ENGL 0113	Poteau	Sallisaw	Online	%
A	No sections of ENGL 0113 were offered on the Poteau or Sallisaw campuses in Fall 2020.		1	6
B			4	25
C			0	0
D			1	6
F			7	44
W			3	19
Total: 16			16	

ENGL 0111	Poteau	Sallisaw	Online	%
A	9	No sections of ENGL 0111 were offered on the Sallisaw campus in Fall 2020.	24	28
B	13		12	21
C	4		6	8
D	0		3	3
F	5		16	18
W	10		16	22
Total: 118	41		77	

Spring 2021

ENGL 0123	Poteau	Sallisaw	Online	%
A		No sections of ENGL 0123 were offered on the Poteau or Sallisaw campuses in Spring 2021.	5	24
B			4	19
C			2	10
D			1	5
F			6	28
W			3	14
Total: 21			21	

ENGL 0121	Poteau	Sallisaw	Online	%
A	1	No section offered	10	44
B	2		1	12
C	0		3	12
D	0		0	0
F	1		2	12
W	1		4	20
Total: 25	5		20	

ENGL 0113	Poteau	Sallisaw	Online	%
A		No sections of ENGL 0113 were offered on the Poteau or Sallisaw campuses in Spring 2021.	1	25
B				
C				
D				
F			1	25
W			2	50
Total: 4			4	

ENGL 0111	Poteau	Sallisaw	Online	%
A	2	No section offered	5	37
B			2	11
C			1	5
D			0	0
F	1		3	21
W			5	26
Total: 19	3		16	

<u>Table Set 2: Success of ENGL Students in Co-requisite and Credit-Bearing Courses (Tables 2-5)</u>

This set of tables indicates the grade distribution of students enrolled in co-requisite English courses for the 20-21 academic year. Administration requested this matrix to determine and compare success in credit bearing courses of students enrolled in both 3-hour and 1-hour co-requisite courses.

In Fall 2020, those students identified as most underprepared and requiring the 3-hour co-requisite course (ENGL 0123) (Table 2) demonstrated the following success rates: 8 of 18 Poteau students (44.4%) completed both courses with a C or better; 2 of 5 Sallisaw students (40%) completed both courses with a C or better; and 22 of 48 Online students (45.8%) completed both courses with a C or better.

In Spring 2021, those students identified as most underprepared and requiring the 3-hour co-requisite course (ENGL 0123) demonstrated the following success rates: 3 of 11 Online students (27.2%) completed both courses with a C or better. No sections of ENGL 0123 were offered on campus in Poteau or Sallisaw.

Overall, 35 of 82 students (42.6%) successfully completed both ENGL 0123 and ENGL 1113. An additional 9 students (10.9%) successfully completed ENGL 1113 with a D or higher, but failed to complete ENGL 0123; however, success in the credit-bearing course has demonstrated ability to complete college-level coursework, and the deficiency has been removed.

In Fall 2020, those students identified as less underprepared and requiring the 1-hour co-requisite course (ENGL 0121) (Table 3) demonstrated the following success rates: 22 of 39 Poteau students (56.4%) completed both courses with a C or better; and 35 of 61 Online students (57.3%) completed both courses with a C or better. No sections of ENGL 0121 were offered on the Sallisaw campus in Fall 2020

In Spring 2021, those students identified as less underprepared and requiring the 1-hour co-requisite course (ENGL 0121) demonstrated the following success rates: 3 of 5 Poteau students (60%) completed both courses with a C or better; and 13 of 20 Online students (65%) completed both courses with a C or better. No sections of ENGL 0121 were offered on the Sallisaw campus in Spring 2021.

Overall, 73 of 125 students (58.4%) successfully completed both ENGL 0121and ENGL 1113.   An additional 3 students (2.4%) successfully completed ENGL 1113 with a D or higher, but failed to complete ENGL 0121; however, success in the credit-bearing course has demonstrated ability to complete college-level coursework, and the deficiency has been removed.

In Fall 2020, those students identified as most underprepared and requiring the 3-hour co-requisite course (ENGL 0113) (Table 4) demonstrated the following success rates: 1 of 5 Online

students (20%) completed both courses with a C or better; no sections were offered at Poteau or Sallisaw.

In Spring 2021, those students identified as most underprepared and requiring the 3-hour co-requisite course (ENGL0113) demonstrated the following success rates: 0 of 1 Online student (0%) completed both courses with a C or better; no sections were offered at Poteau or Sallisaw.

Overall, 1 of 6 students (16.6%) successfully completed both ENGL 0113 and ENGL 1113. One student successfully completed ENGL 1113 with a C, but failed to complete ENGL 0113; however, success in the credit-bearing course has demonstrated ability to complete college-level coursework, and the deficiency has been removed.

In Fall 2020 those students identified as less underprepared and requiring the 1-hour co-requisite course (ENGL0111) (Table 5) demonstrated the following success rates: 20 of 41 Poteau students (48.7%) completed both courses with a C or better; and 39 of 73 Online students (53.4%) completed both courses with a C or better. No sections of ENGL 0111 were offered on the Sallisaw campus.

In Spring 2021, those students identified as less underprepared and requiring the 1-hour co-requisite course (ENGL0111) demonstrated the following success rates: 2 of 3 Poteau students (66.6%) completed both courses with a C or better; and 7 of 16 Online students (43.7%) completed both courses with a C or better. No sections were offered at the Sallisaw campus.

Overall, 68 of 133 students (51.1%) successfully completed both ENGL 0111 and ENGL 1113. An additional 3 students successfully completed ENGL 1113 with a D or higher, but failed to complete ENGL 0111; however, success in the credit-bearing course has demonstrated ability to complete college-level coursework, and the deficiency has been removed.

Table 2: Students enrolled in ENGL 0123 & ENGL 1113

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

Fall 2020

Poteau

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

Sallisaw

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

Online

ENGL 1113

	A	B	C	D	F	W
A	6	4				
B	2	2	2			
C	2	4		1		
D				1		
F		2	1	1	9	2
W						9

ENGL 0123 (row labels)

Spring 2021

Online

ENGL 1113

	A	B	C	D	F	W
A		2				
B			1			
C						
D						
F					6	
W						2

ENGL 0123 (row labels)

Table 3: Students enrolled in ENGL 0121 & ENGL 1113

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

Fall 2020

Poteau

ENGL 1113

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

Online

ENGL 1113

		A	B	C	D	F	W
ENGL 0121	A	14	9				
	B	3	3	2	1	1	
	C	1	1	2		2	
	D						
	F			1	1	11	
	W						9

Spring 2021

Poteau

ENGL 1113

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

Online

ENGL 1113

ENGL 0121		A	B	C	D	F	W
	A	9	1				
	B		1				
	C		2		1		
	D						
	F			1		1	
	W						4

Table 4: Students enrolled in ENGL 0113 & ENGL 1113

The following tables indicate how students fared in the co-requisite Reading courses of ENGL 0113 and ENGL 1113.

Fall 2020

Online

ENGL 0113 \ ENGL 1113	A	B	C	D	F	W
A						
B			1			
C						
D			1			
F					2	
W						1

Spring 2021

Online

ENGL 0113 \ ENGL 1113	A	B	C	D	F	W
A						
B						
C						
D						
F					1	

14

Table 5: Students enrolled in ENGL 0111 & ENGL 1113

The following tables indicate how students fared in the co-requisite Reading course of ENGL 0111 and ENGL 1113.

Fall 2020

Poteau

ENGL 0111		ENGL 1113					
		A	B	C	D	F	W
	A	7	1		1		
	B	6	1	3	1	1	1
	C	1		1		2	
	D						
	F					5	
	W						10

Online

ENGL 0111		ENGL 1113					
		A	B	C	D	F	W
	A	11	12	1			
	B	4	4	2	1		
	C	3	2		1		
	D		1	1		1	
	F				1	13	
	W						15

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Spring 2021

Poteau

ENGL 1113

ENGL 0111		A	B	C	D	F	W
	A	1	1				
	B						
	C						
	D						
	F					1	
	W						

Online

ENGL 1113

ENGL 0111		A	B	C	D	F	W
	A	3	2				
	B		1	1			
	C					1	
	D						
	F					3	
	W						5

Table Set 3: Success of Math Students in Co-requisite and Credit-Bearing Courses (Table 6-10)

This set of tables indicates the grade distribution of students enrolled in remedial math courses for the 20-21 academic year. Administration requested this matrix to determine and compare success in credit bearing courses of students enrolled in both 3-hour and 1-hour co-requisite courses.

In Fall 2020, those students identified as most underprepared and requiring the 3-hour co-requisite course (MATH 0123) and 1-hour co-requisite lab (MATH 0111) (Table 7) demonstrated the following success rates: 2 of 2 Poteau students (100%) completed both courses with a C or better. The one student enrolled in both classes on the Sallisaw campus did not pass either course.

In Spring 2021, those students identified as most underprepared and requiring the 3-hour co-requisite course (MATH 0123) and 1-hour co-requisite lab (MATH 0111) demonstrated the following success rates: 2 of 2 students (100%) passed both classes with a C or higher.

Overall, 4 of 5 students (80%) successfully completed the co-requisites MATH 0123 and MATH 0111.

In Fall 2020, students who proved limited proficiency in math were required to take MATH 0123 only (Table 8). These students not enrolled in a co-requisite course demonstrated the following success rates: 38 of 56 Poteau students (68%) completed the course with a C or better; 10 of 20 Sallisaw students (50%) completed the course with a C or better; 15 of 34 Online students (44%) completed the course with a C or better.

In Spring 2021, students who proved limited proficiency in math were required to take MATH 0123 only. These students not enrolled in a co-requisite course demonstrated the following success rates: 12 of 14 Poteau students (85.7%) completed the course with a C or higher; 36 of 56 online students (64.2%) completed the course with a C or better. No section was offered on the Sallisaw campus.

Overall, 111 of 180 students (61.6%) successfully completed the stand-alone MATH 0123.

In Fall 2020, students on a Math Pathway requiring MATH 1413 Survey of Contemporary Math and enrolled in MATH 0111 (Table 9) demonstrated the following success rates: 6 of 7 Poteau students (86%) successfully completed both courses with a C or better.

In Spring 2021, students on a Math Pathway requiring MATH 1413 Survey of Contemporary Math and enrolled in MATH 0111 demonstrated the following success rates: 3 of 3 Poteau students (100%) successfully completed both courses with a C or better; 3 of 5 Sallisaw students (60%) successfully completed both courses with a C or better. Overall, 12 of 15 students (80%) successfully completed the co-requisites of MATH 0111 and MATH 1413.

In Fall 2020, students on the Math Pathway requiring MATH 1513 College Algebra and enrolled in MATH 0111 (Table 10) demonstrated the following success rates: 11 of 13 Poteau students

(84.6%) completed both courses with a C or better; 2 of 8 Sallisaw students (25%) completed both courses with a C or better.

In Spring 2021, students on the Math Pathway requiring MATH 1513 College Algebra and enrolled in MATH 0111 demonstrated the following success rates: 2 of 2 Poteau students (100%) completed both courses with a C or better; 0 of 3 Sallisaw students (0%) completed both courses with a C or better.

Overall, 15 of 26 students (57.6%) successfully completed the co-requisites of MATH 0111 and MATH 1513.

The total number of students who successfully completed both MATH 0111 and either MATH 0123, MATH 1413, or MATH 1513 for the 2020-21 academic year is 31 of 46 students (67.3%).

Table 6: Grade distributions of students enrolled in 0-level Math courses

The initial set of tables indicate the grade distribution of students enrolled in 0-level Math courses for the 20-21 academic year, separated by campus. Two developmental courses were available for students failing to demonstrate proficiency in math.

Fall 2020

MATH 0123	Poteau	Sallisaw	Online	%
A	11	1	6	16
B	12	2		12
C	17	7	9	29
D				
F	8	3	9	18
W	10	7	11	25
Total: 113	58	20	35	

MATH 0111	Poteau	Sallisaw	%
A	16	3	62
B	2		6
C	1	1	6
D			
F	2	4	20
W	1	1	6
Total: 31	22	9	

Spring 2020

MATH 0123	Poteau	Sallisaw	Online	%
A	6		11	24
B	5	No sections were offered on the Sallisaw campus.	7	17
C	3		18	29
D				
F	1		10	15
W	1		10	15
Total: 72	16		56	

MATH 0111	Poteau	Sallisaw	%
A	7	3	67
B			
C			
D			
F		1	7
W		4	26
Total: 15	7	8	

Table 7: Students enrolled in MATH 0123 & MATH 0111

Those students identified as most underprepared were enrolled in two 0-level courses: MATH 0123 Intermediate Algebra and 0111 Fast-Track Math Lab. The following tables indicate how students fared in the co-requisite courses of MATH 0123 and MATH 0111.

Fall 2020

Poteau

MATH 0123

	A	B	C	D	F	W
A	1		1			
B						
C						
D						
F						
W						

MATH 0111

Sallisaw

MATH 0123

	A	B	C	D	F	W
A						
B						
C						
D						
F					1	
W						

MATH 0111

Spring 2021

Poteau

MATH 0123

	A	B	C	D	F	W
A	1	1				
B						
C						
D						
F						
W						

MATH 0111

Table 8: Students enrolled in MATH 0123 only

Students who proved limited proficiency in math were required to take MATH 0123 only. The following tables indicate how students fared in the stand-alone course of MATH 0123.

Fall 2020

MATH 0123	Poteau	Sallisaw	Online	%
A	10	1	0	10
B	12	2	6	18.2
C	16	7	9	29.2
D				
F	8	3	8	17.2
W	10	7	11	25.4
Total: 110	56	20	34	

Spring 2021

MATH 0123	Poteau	Sallisaw	Online	%
A	5	No	11	22
B	4	sections	7	16
C	3	offered	18	30
D				
F	1		10	16
W	1		10	16
Total: 70	14		56	

Table 9: Students enrolled in MATH 0111 & MATH 1413

Students on a Math Pathway requiring MATH 1413 Survey of Contemporary Math who demonstrated some level of proficiency but still required remediation were also enrolled in MATH 0111. The following tables indicate how students fared in the co-requisite course MATH 0111 and MATH 1413. No sections of MATH 0111 were offered online.

Fall 2020

Poteau

MATH 1413

MATH 0111		A	B	C	D	F	W
	A	1	1	1			
	B		1	1			
	C			1			
	D						
	F					1	
	W						

Spring 2021

Poteau

MATH 1413

MATH 0111		A	B	C	D	F	W
	A	1	1	1			
	B						
	C						
	D						
	F						
	W						

Sallisaw

MATH 1413

		A	B	C	D	F	W
MATH 0111	A	1	1	1			
	B						
	C						
	D						
	F					1	
	W						1

Table 10: Students enrolled in MATH 0111 & MATH 1513

Students on a Math Pathway requiring MATH 1513 College Algebra who demonstrated some level of proficiency but still required remediation were also enrolled in MATH 0111. The following tables indicate how students fared in the co-requisite course MATH 0111 and MATH 1513.

Fall 2020

Poteau

MATH 1513

		A	B	C	D	F	W
MATH 0111	A	2	7	2			
	B						
	C						
	D						
	F					1	
	W						1

Sallisaw

<table>
<tr><td colspan="2"></td><td colspan="6">MATH 1513</td></tr>
<tr><td colspan="2"></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td><td>W</td></tr>
<tr><td rowspan="6">MATH 0111</td><td>A</td><td>1</td><td>1</td><td></td><td>1</td><td></td><td></td></tr>
<tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>C</td><td></td><td></td><td></td><td>1</td><td></td><td></td></tr>
<tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>F</td><td></td><td></td><td></td><td></td><td>3</td><td></td></tr>
<tr><td>W</td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr>
</table>

Spring 2021

Poteau

<table>
<tr><td colspan="2"></td><td colspan="6">MATH 1513</td></tr>
<tr><td colspan="2"></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td><td>W</td></tr>
<tr><td rowspan="6">MATH 0111</td><td>A</td><td></td><td>2</td><td></td><td></td><td></td><td></td></tr>
<tr><td>B</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>C</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>F</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>W</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Sallisaw

MATH 1513

MATH 0111		A	B	C	D	F	W
	A						
	B						
	C						
	D						
	F						
	W						3

Table Set 4: Overview of Student Success Rates in both Math and ENGL Co-requisite and Credit-Bearing Courses

Table 7: Co-requisite Success Rates at CASC Fall 2020/ Spring 2021

ENGL 0123/ 1113	Poteau	Sallisaw	Online
Fall	44.4%	40%	45.8%
Spring	NA	NA	27.2%
ENGL 0121/ 1113	Poteau	Sallisaw	Online
Fall	56.4%	NA	57.3%
Spring	60%	NA	65%
ENGL 0113/ 1113	Poteau	Sallisaw	Online
Fall	NA	NA	20%
Spring	NA	NA	0%
ENGL 0111/ 1113	Poteau	Sallisaw	Online
Fall	48.7%	NA	53.4%
Spring	66.6%	NA	43.7%

MATH 0111/ 1413	Poteau	Sallisaw	
Fall	86%	NA	
Spring	100%	60%	
MATH 0111/ 1513	Poteau	Sallisaw	
Fall	84.6%	25%	
Spring	100%	0%	

Summary of Actions

Continual improvement of developmental placement and curriculum has been a priority at CASC with a Developmental Education Committee that meets on a regular basis. In order to develop the best plan of action for the institution, the committee has invited individuals from other colleges to share their plans. CASC has incorporated many ideas from other institutions while constantly looking for what best suits the student population.

Many changes have been made in the developmental placement and curriculum at CASC in the past years. As a result of the placement test changes to include multiple measures and implementation of co-requisite courses, a significant number of students are given earlier access to credit in college-level courses. Working with small pilot groups in curricular concentrations, beginning with writing in 2015, then reading, then math, CASC develops models that guide a "scaling-up" process. Currently, CASC is full "at scale" with placement and co-requisite remediation.

A review of pass rates indicates the co-requisite model currently in place is working fairly well on campus. A noticeable change from AY 2019-20 to 2020-21 is the increase in online student enrollment. Perhaps the COVID crisis of Spring 2020 allowed more students to become familiar with online education, or perhaps the continuing pandemic incentivized more students to enroll in online courses. Either way, pass rates proved to be fairly consistent across the board whether students were enrolled in traditional or online courses, something that could not be said a year ago.

To accommodate online students, MATH 0123 was added to the list of developmental courses offered online. Currently, the only developmental course not offered online is MATH 0111. There are plans to offer it as a Flex course in future semesters. Experiments in online co-requisites continues to be an agenda topic of the committee. Of special interest is the effectiveness of synchronous versus asynchronous Web courses.

Math co-requisites were initially "married" to individual sections, keeping students together as a cohort. No significant advantages appeared to arise from linking courses; as a result, math co-requisite courses were untied beginning Spring 2020. This has proven to be a good move, simplifying the enrollment process and providing more flexibility for students' schedules.

English and Reading faculty collaborated about the content of ENGL 0123 Introduction to College Writing and ENGL 0113 Introduction to College Reading. It was determined that these two courses could be combined and required only for those significantly underprepared as determined by test scores and HS GPA. Under the current model, some of these students were taking six hours of developmental reading and writing courses in addition to or before Freshman Composition I. The new course, ENGL 0133 Introduction to College Reading and Writing, will be a co-requisite of ENGL 1113 Freshman Composition I.

In the past, students who dropped the credit-bearing class were also removed from the zero-level course since these serve as co-requisites. In Spring 2021, the Developmental Education Committee recommended that students enrolled in a three-credit hour zero-level course be allowed to remain in the zero-level course if they drop the credit-bearing course after the 60% date. This may allow them to receive additional help before tackling the credit-bearing course again. It may also help with staying in a full-time student status. However, students enrolled in a one-credit hour zero-level course will be dropped from the lab if they withdraw from the credit-bearing course since the labs are designed to supplement instruction in the credit-bearing course. The recommendations will go into effect in Fall 2021.

Section II – General Education Assessment

Administering Assessment

II-1. The four general education outcomes reflect the purpose of the general education curriculum, which is to:
- Emphasize the broad knowledge and skills characteristic of a lifelong learner
- Serve as the foundation of the education experience
- Equip graduates with transferable skills required to adapt, respond, and contribute to an ever-changing workforce and diverse world
- Provide a shared foundation, regardless of specialization, that unites recipients of higher education.

Demonstrate Technological & Information Literacy
    a. Utilize technology to create and convey information
    b. Employ appropriate technology to complete a task
    c. Apply and evaluate technology as a resource to conduct research
    d. Use technology ethically and responsibly

Think Critically
    a. Examine connections between ideas
    b. Solve problems systematically
    c. Assess relevance of important ideas
    d. Analyze information from credible sources

Communicate Effectively
    a. Use writing, speech, performance, or project to communicate a thought
    b. Organize ideas in an understandable, suitable manner

     c. Employ the appropriate verbal and nonverbal skills within context
     d. Communicate with correct use of grammar, syntax, and punctuation

General education outcome assessment is mission-focused. Curricular goals state what the general education curriculum strives to provide and accomplish within general education courses, and institutional level student learning outcomes (GEOs) are derived from those goals. These outcomes identify crucial skills that all graduates should possess at the end of their academic journey at CASC. Performance indicators define the achievement of the outcomes for all stakeholders and serve as criteria to evaluate evidence of student learning.

Concerning the assessment process, CASC utilizes course-embedded assignments as the direct measure of student learning. During the 2020-2021 academic year, the Faculty General Education Assessment Committee launched a pilot project using the curriculum map of core general education courses as a tool to identify data collection points within the curriculum. The committee chose GEO Outcome 1 – Demonstrate Technological & Information Literacy as the focus of assessment efforts. Direct assessment was conducted in three courses: ENGL 1213 English Composition II, HPER 2213 Standard First Aid and Personal Safety, and CS 1103 Microcomputer Applications. The committee created a shared outcome rubric to assess the student artifacts.

II-2. CASC utilizes the direct measure of course-embedded assessment. During the pilot project, three courses were selected as data collection points to assess the outcome. The committee identified specific assignments within those courses to collect evidence of student learning. Therefore, students who were enrolled in the courses and participated in the assignment were assessed.

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

II-4. During the 2021 fall semester, the Vice President of Academic Affairs and the Office of Institutional Effectiveness and Assessment will meet with the committee to discuss changes to the current instructional levels on the general education curriculum map. Since the committee has decided to assess the general education outcomes within the core general education curriculum, levels of instruction should focus on the initial and reinforcement stages of the outcomes' development. Student evidence of learning will be assessed at the introduced and reinforced levels to provide insight into the development of those skills with advanced learning occurring in the majors. This discussion emphasizes the premise of the outcomes as those major skills all graduates should possess.

Analyses and Findings

II-5. The chart below details the pilot results:

General Education Outcome Assessment Results
2020-2021 Academic Year

Outcome: Demonstrate Technological & Information Literacy	
Data Collection Point: ENGL 1213 **Students Assessed: 36**	
Direct Measure – Research Paper	
Performance Indicators	Rubric Performance Level Student Percentages
PI A. Utilize technology to create and convey information	Beginning: 22% Developing: 17% Accomplished: 61% Exemplary: 0%
PI B. Employ appropriate technology for completing a task	Beginning: 25% Developing: 17% Accomplished: 8% Exemplary: 50%
PI C. Apply and evaluate technology as a resource to conduct research	Beginning: 22% Developing: 17% Accomplished: 61% Exemplary: 0%
PI D. Use technology ethically and responsibly	Beginning: 19% Developing: 45% Accomplished: 36% Exemplary: 0%
Indirect Measure – Student Self-Assessment Response Sheet	
Questions: "What score did I expect to make on the assignment?" "How far away was I from that grade?" (explain/discuss) Students responding "Yes" - scored grade expected: 5 (14%) Students responding "No" - scored lower than expected: 25 (69%) Students responding "No" - scored higher than expected: 6 (17%)	
Data Collection Point: HPER 2213 **Students Assessed: 60**	
Direct Measure – Standardized Concussion Assessment Tool	
Performance Indicators	Rubric Performance Level Student Percentages
PI A. Utilize technology to create and convey information	Beginning: 0% Developing: 43% Accomplished: 57% Exemplary: 0%
Indirect Measure – Survey Question Related to PI A.	
Question to assess students' perception of master of the outcome: "How confident are you in conveying the information that you received from the SCAT and using that info to make a synthesis?"	

The majority of students felt as though they could easily use the info from the SCAT to make a conclusion.

Data Collection Point: CS 1103 Students Assessed: 53
Direct Measure – Microsoft Word Exam

Performance Indicators	Rubric Performance Level Student Percentages
PI A. Utilize technology to create and convey information	Comprehensive Summary of All Performance Indicators Beginning: 11%
PI B. Employ appropriate technology for completing a task	Developing: 13%
PI C. Apply and evaluate technology as a resource to conduct research	Accomplished: 25% Exemplary: 51%
PI D. Use technology ethically and responsibly	

II-6. As reported in Section II – II-7 of last year's report, 2018-2019 results prompted the General Education Assessment Committee to make modifications to the assessment process, which was piloted during the 2020-2021 academic year. Currently, the committee is making improvements based upon the pilot experience. Therefore, findings and action plans have centered on process improvements so that we can collect actionable data and successfully track student performance.

II-7. The Faculty General Education Assessment Committee, which is comprised of a division chair and designated full-time general education faculty, guides the general education faculty in the analysis and reporting based on yearly aggregated results from assessment.

During the 2020-2021 academic year, the committee implemented the pilot project to move away from grade-based methods of assessment. The committee developed a shared outcome rubric using performance indicators as criteria to evaluate evidence of student learning and utilized the curriculum map to determine data collection points within the general education curriculum. Committee members participated in the collection of data and evaluated the assessment. Below are the biggest takeaways and plans of actions in response to the evaluation:

Biggest Takeaways
- Assessment needs to be more focused on the outcome rather than on specific assignments.
- A modification to curriculum, as well as the way it is delivered, could be beneficial in improving outcome results.

Plans of Action
- Identify areas of improvement for direct and indirect measures
- Examine a comparison of online and classroom data
- Coordinate to aggregate data consistently
- Focus indirect measures on the outcome and not specific assignments

Concerning resources to support improvements, the English faculty recommended additional Chromebooks or laptops in the classroom to allow students the opportunity to receive direct assistance from the instructors on how to perform the skills included in the outcome.

Section III – Program Outcomes

Administering Assessment

III-1.

Academic Program Outcome Assessment
2020-2021

Program/ Program Outcome	Data Collection Point	Measure	Students Assessed
Allied Health AS		Course-Embedded	
PO 2. Upon completion of the program, students will develop evidence-based dietary plans that include balanced nutritional intake.	AHS 1203 Basic Nutrition	Direct Dietary Plan	23
Biological and Pre-Professional Sciences AS		Course-Embedded	
PO 1. Upon completion of the program, students will relate structure to function of cell membranes.	ZOO 2114 Human Physiology	Direct Test Questions	42
		Indirect SmartEval Survey Question	30
Business Administration AA		Course-Embedded	
PO 3. Upon completion of the program, students will compose the three main financial statements.	ACCT 2103 Financial Accounting	Direct Essay Problem Chapter 2 Exam	35
Child Development AA		Course-Embedded	
PO 3. Upon completion of the program, students will determine the developmental level of each child.	CD 2253 Infant/Toddler	Direct Multiple Choice Questions	10
		Indirect Class Discussion	10
Child Development AAS		Course-Embedded	
PO 1. Upon completion of the program, students will integrate cultural diversity in an inclusive learning environment.	CD 2253 Infant/Toddler	Direct Multiple Choice Questions	10
		Indirect Class Discussion	10
Computer Information Systems AA		Course-Embedded	
PO 1. Upon completion of the program, students will build a program in an industry-standard programming language.	CS 1333 Programming II	Direct Build a Word Processor	5
Computer Technology AAS		Course-Embedded	

PO 3. Upon completion of the program, students will demonstrate the design of fundamental networks.	CS 2203 Networking I	Direct IPv4 & IPv6 Worksheets	17
Criminal Justice AA			
PO 1. Upon completion of the program, students will apply the 4th Amendment in law enforcement settings.	CJ 2133 Patrol Operations CJ 2224 Criminal Investigations	Direct Crime Scene Investigation/Written Report	10
Health, Physical Ed. & Recreation AA		Course-Embedded	
PO 3. Upon completion of the program, students will demonstrate basic treatment of common injuries/illness.	HPER 2213 Standard First Aid & Personal Health	Direct CPR/AED Exam	75
		Indirect Blackboard Survey Questions	51
Math, Physical Science, & Pre-Engineering AS		Course-Embedded	
PO 3. Upon completion of the program, students will perform safe and appropriate laboratory techniques.	CHEM 1215 General Chemistry II PHY 1214 General Physics II	Direct Lab Observation	20
	CHEM 1215 General Chemistry II	Indirect Two Question Survey	7
Occupational Health & Safety AAS		Course-Embedded	
PO 1. Upon completion of the program, students will identify career options associated with Occupational/Environmental Safety and Health.	OHS 1313 Intro to Health and Safety	Direct Career/Job Search Written Assignment	11
	OHS 2333 Safety Program Training Presentation Techniques	Direct Short Essay Questions	10
Nursing AAS		Course-Embedded	
PO 1. Upon completion of the program, students will implement nursing care plans based on safe, evidence-based patient care guidelines.	NUR 2219 Health-Illness Nursing IV	Direct Care Plan	35
		Indirect Graduate Survey	32
Physical Therapist Assistant AAS		Course-Embedded	
PO 1. Upon completion of the program, students will practice ethics of the Physical Therapist Assistant.	PHTA 2534 Clinical Experience III	Direct Clinical Experience Evaluated by CPI Rubric	17
		Direct Clinical site Visit Form	17
		Indirect Subjective Comments on CPI Rubric	17
		Indirect Student Assessment of Clinical Education	17

PO 2. Upon completion of the program, students will perform within the plan of care in physical therapy.	PHTA 2534 Clinical Experience III	Clinical Experience Evaluated by CPI Rubric	17
		Direct Clinical site Visit Form	17
		Indirect Subjective Comments on CPI Rubric	17
		Indirect Student Assessment of Clinical Education	17
PO 2. Upon completion of the program, students will demonstrate competence in critical safety skills provided by the physical therapist assistant.	PHTA 2534 Clinical Experience III	Clinical Experience Evaluated by CPI Rubric	17
		Direct Clinical site Visit Form	17
		Indirect Subjective Comments on CPI Rubric	17
		Indirect Student Assessment of Clinical Education	17
Sociology/Psychology AA		Course-Embedded	
PO 2. Upon completion of the program, students will apply theoretical perspectives to individual and social behavior.	PSY 2113 Intro to Behavior and Adjustment	Direct Verbal Capstone	14
		Indirect Survey Question	12

Analyses and Findings

III-2. During the 2020 – 2021 academic year, academic programs piloted the mission-based assessment process using curriculum mapping for data collection points and performance indicators to assess the outcomes. Below are the findings and analyses by program:

Allied Health

23 Students/1 Section (Aggregated)

Performance Indicator	Percentage of Students at each Level	Expected Level of Performance: Accomplished/Mastery
A. Define common terminology used in nutrition	Beginning: 4/23 students Approaches Competency: 0/23 Competent: 19/23 students	82.6% of 23 students
B. Identify the role of nutrition in the human body	Beginning: 4/23 students Approaches Competency: 0/23 Competent: 19/23 students	82.6% of 23 students

C. Identify nutrients as they relate to food groups and their functions, toxicities, and deficiencies	Beginning: 4/23 students Approaches Competency: 4/23 Competent: 15/23 students	65.21% of 23 students

- Only one course's data was aggregated in the table above. The data from the other 3 courses would have been helpful in obtaining an accurate picture of the students' competency levels. At this time with the data we have, it looks like performance indicator C (Identify nutrients as they relate to food groups and their functions, toxicities, and deficiencies) needs to be addressed since these students are classified as beginning or approaching competency. Inconsistencies in data collection skewed the data in all areas.

Business Administration AA

35 Students/2 Sections (Aggregated)

Performance Indicator	Percentage of Students at each Level	Expected Level of Performance: Accomplished/Exemplary
A. Identify accounts and account classifications.	Beginning: 3% Developing: 6% Accomplished: 77% Exemplary: 14%	100% of 35 students
B. Illustrate the application of double entry accounting systems utilizing debits and credits.	Beginning: 3% Developing: 9% Accomplished: 77% Exemplary: 11%	97% of 35 students
C. Analyze business transactions and impact on organizational accounts.	Beginning: 3% Developing: 11% Accomplished: 80% Exemplary: 6%	89% of 35 students

- The confidence levels of the students appear to accurately match the performance of the students on assessment measures.
- The repetition of material throughout the semester, while seemingly mundane to some, continues to reinforce the importance of fundamental concepts throughout the semester, aiding in the retention rather than memorization.

Child Development AA

10 Students/1 Section (Aggregated)

Performance Indicator	Performance Level
A. Apply individual family service plan based on external forces.	8 students answered correctly

B. Apply developmental characteristics profile to child's development	8 students answered correctly

- A marked improvement was noted in areas of analysis of information and mixture of concepts. Students are able to clearly articulate these concepts, which is demonstrated across the curriculum.

Child Development AAS

10 Students/1 Section (Aggregated)

Performance Indicator	Performance Level
A. Apply appropriate cultural community resources.	8 students answered correctly
B. Engage parental participation based upon family demographics.	8 students answered correctly

- A marked improvement was noted in areas of analysis of information and mixture of concepts. Students are able to clearly articulate these concepts, which is demonstrated across the curriculum.

Computer Information Systems AA
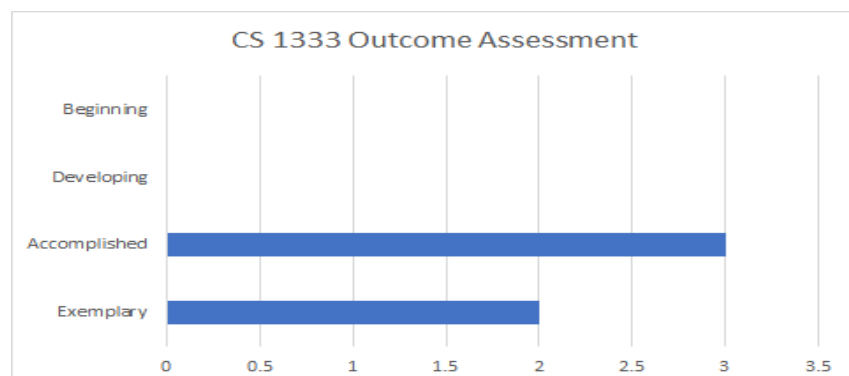
- The assignment used for this assessment is taken during the last course in the CIS degree. Unfortunately, this assessment fell during a pandemic, and only 5 students attempted the project. Of the students that attempted the assessment, all met the threshold set by the faculty, and two even exceeded the expectations.

Computer Technology AAS

17 Students/1 Section

Performance Indicator	Percentage of Students at each Level	Expected Level of Performance: Accomplished/Exemplary
A. Define IP Address Structure	Beginning: 0% Developing: 0% Accomplished: 38% Exemplary: 62%	100% Accomplished/Exemplary (75% Threshold)

- Students were successful in developing a working knowledge of address structures on networks for both IPv4 and IPv6. They were successful in areas of calculating hosts and differentiating between private and public IP addresses.
- Students found difficulty in understanding the number system understructures relationship to IP addressing schemes. They understood number systems standalone. They understood IP addressing schemes standalone. The difficulty was in understanding the relationship between the two although they can stand separately.
- A detailed explanation and numerous worksheets were effective to illustrate and calculate numbers of hosts.
- Less successful students were unable to make a solid connection between these two relatable areas. It is faculty's experience that this working knowledge leads to better understanding and enhances the knowledge base of computer science. Plus this is foundational information and will come up in practical use constantly. With tools like the internet and programs that calculate number systems, students are missing the point that these need to be items that can be addressed instantly and then related just as quickly when solving network issues.

Criminal Justice AA

10 Students/ 2 Sections

Performance indicator:	Percentage of Students	Expected Level of Accomplished/Mastery Thresholds
Apply the 4th Amendment in law enforcement settings.	Beginning: 0% Developing: 10% Accomplished: 30% Mastery: 70%	80% Mastery/Accomplished

- Overall students were successful in applying 4th amendment protocols. One student failed to follow search and seizure laws by immediately collecting evidence, which lead 3 other students to follow in collecting evidence. With a verbal correction, those students recited the 4th amendment and understood the mistake. The other 6 students followed protocols as stated by legal boundaries of the Constitution. Consideration is being made to reinforce more time to the understanding of the 4th amendment warrantless search versus warrant search protocols under legal boundaries.

Health, Physical Ed., & Recreation AA

Direct Measure (Item Analysis of M/C exam) - 80% Threshold

75 Students/2 Sections

Performance Indicator	Test Items Addressing Outcome	Performance Level	Performance Level by Modality
A. Identify common injuries/illness	HPER 2213 6365 Q # 21 = 96.296% Q # 29 = 90.740% HPER 2213 3171 Q # 21 = 85.714% Q # 29 = 95.238%	Students Answering Correctly 80%	HPER2213 6365 94% HPER2213 3171 91%
B. List the steps of common injury/illness assessment	HPER 2213 6365 Q # 3 = 75.925% Q # 5 = 59.259% Q # 31 = 92.592% Q # 56 = 98.148% HPER 2213 3171 Q # 3 = 95.238% Q # 5 = 52.380% Q # 31 = 95.238% Q # 56 = 100.00%	Students Answering Correctly 80%	HPER 2213 6365 82% HPER 2213 3171 86%
C. Choose basic treatments to common injuries/illness	HPER 2213 6365 Q # 8 = 88.888% Q # 23 = 94.444% Q # 32 = 96.296% Q # 33 = 92.592% Q # 36 = 96.296% Q# 39 = 81.481% Q # 58 = 87.037% Q # 60 = 92.592% HPER 2213 3171 Q # 8 = 95.238% Q # 23 = 95.238% Q # 32 = 90.476% Q # 33 = 90.476% Q # 36 = 100. 00 % Q # 39 = 80.95 2%	Students Answering Correctly 80%	HPER 2213 6365 91% HPER 2213 3171 92%

Indirect Measure (Blackboard Survey) – 75% Threshold

Performance Indicator A: Identify common injuries and illness	Statement: "I feel confident recognizing the signs and symptoms of a heart attack."	HPER 2213 6363 Strongly Agree = 46.67% Agree = 53.33% Neither Agree/disagree = 0.00% Disagree = 0.00% Strongly Disagree = 0.00% Unanswered = 0.00% HPER 2213 3171 Strongly Agree = 27.57% Agree = 61.90% Neither Agree/disagree = 4.76% Disagree = 0.00% Strongly Disagree = 4.76% Unanswered = 0.00%
Performance Indicator B: List the steps of common illness/injury assessment	Statement: "I feel confident performing 'hands-only' CPR."	HPER 2213 6363 Strongly Agree = 53.33% Agree = 36.67% Neither Agree/disagree = 10.00% Disagree = 0.00% Strongly Disagree = 0.00% Unanswered = 0.00% HPER 2213 3171 Strongly Agree = 33.33% Agree = 61.90% Neither Agree/disagree = 4.76% Disagree = 0.00% Strongly Disagree = 0.00% Unanswered = 0.00%
Performance Indicator C: Choose basic treatments for common injury/illness	Statement: "I feel confident in how to use an AED."	HPER 2213 6363 Strongly Agree = 46.67% Agree = 40.00% Neither Agree/disagree = 10.00% Disagree = 3.33% Strongly Disagree = 0.00% Unanswered = 0.00% HPER 2213 3171 Strongly Agree = 33.33% Agree = 47.62% Neither Agree/disagree = 19.05% Disagree = 0.00% Strongly Disagree = 0.00% Unanswered = 0.00

- A review of the direct measure examination is needed.
- Questions need to be more equally distributed across Performance Indicators. There needs to be more questions pertaining to "Performance Indicator A" added.
- Thresholds were determined through the expertise of the instructors only.
- There is a disconnect between "book learning" and students' perception of learning regarding the performance indicator.
- Question #5 from the direct measure needs to be evaluated.
- Practice AEDs need to be purchased for classroom demonstration.

Math, Physical Science, & Pre-Engineering AS

20 Students/2 Sections (Aggregated)

Performance Indicator	Percentage of Students at each Level	Expected Level of Performance: Mastery
PI1 Apply Appropriate Personal Protective Equipment (PPE) (PPE includes goggles, gloves, aprons)	Beginning: 0% Developing: 0% Accomplished: 10% Mastery: 90%	90% of 20 students met Mastery level
PI2 Demonstrate Proper Laboratory Hygiene (Lab Hygiene includes cleanup of lab tables and washing of hands at conclusion of lab)	Beginning: 0% Developing: 0% Accomplished: 0% Mastery: 100%	100% of 20 students met Mastery level
PI3 Demonstrate Proper Laboratory Safety (Lab safety includes doing only assigned lab procedures and doing them in a safe manner)	Beginning: 0% Developing: 0% Accomplished: 0% Mastery: 100%	100% of 20 students met Mastery level

Indirect Measure: 7 students from 1 section (CHEM 1215)

When asked on the survey, "How much emphasis has been placed on safety in the laboratory setting?" 100% of the students chose the response stating, "The lab setting always included instruction and cautions for lab safety." On the open ended question asking for suggestions for improvement of lab safety, only 1 student responded with "maybe a little more emphasis on washing hands after the lab was completed."

- We are well on our way of obtaining mastery in lab safety. By the time students are half way through CHEM 1215 and PHYS 1214 & 2114, they have a very good understanding of lab safety protocols. As the data suggests, 100% are at either an accomplished or mastery level. These protocols appear to be becoming second nature in our students, which is exactly what we want to happen. However, once COVID-19 precautions are removed and students are not as focused on safety concerns, faculty have considered the

possibility that students might not continue to follow safety protocols to the degree they did during this cycle.

Occupational Health & Safety AAS

OHS 1313 – 11 Students/1 Section (Aggregated)

Performance Indicator	Percentage of Students at each Level	Expected Level of Performance: Accomplished/Mastery
A. Identify one job that interest the student	Beginning: 0% Developing: 5% Accomplished: 85% Mastery: 10%	100% of 11 students
B. Recognize sources for job listings	Beginning: 10% Developing: 0% Accomplished: 75% Mastery: 0%	85% of 11 students
C. Define purpose of career identification	Beginning: 30% Developing: 10% Accomplished: 55% Mastery: 5%	100% of 11 students

- The instructors found that the assignment was a success. Many students found more than one job they were interested in. Fifty percent of students identified oil and gas, 20% construction, 10% undecided and 20% healthcare.

OHS 2333 – 10 Students/1 Section (Aggregated)

Performance Indicator	Percentage of Students at each Level	Expected Level of Performance: Accomplished/Mastery
A. Identify one job that interest the student	Beginning: 0% Developing: 0% Accomplished: 0% Mastery: 100%	100% of 10 students
B. Recognize sources for job listings	Beginning: 0% Developing: 10% Accomplished: 10% Mastery: 80%	100% of 10 students
C. Define purpose of career identification	Beginning: 0% Developing: 10% Accomplished: 75% Mastery: 15%	85% of 10 students

- By completing the short essay questions, each student explained his/her own interests in the jobs found. Students learned to tailor their resume to find the selected job. According to the data found, 15% of the students mastered the purpose of career identification while 10% remained in the developing stage. The instructors believe the difference can be seen

in students who plan to further their education vs students who plan to enter into the work environment.

Nursing AAS

Direct Measure – 35 Students/4 Sections (14 Aggregated)

Performance Indicator	Number of Students at each Level	Expected Level of Performance: Competent
A. Assess pertinent and abnormal patient health data	Beginning: 0/14 Approaches Competency: 3/14 Competent: 11/14	78.57% of 14 students
B. Identify the top priority patient problem	Beginning: 0/14 Approaches Competency: 0/14 Competent: 14/14	100% of 14 students
C. Implement accepted nursing actions to address priority problems	Beginning: 0/14 Approaches Competency: 0/14 Competent: 14/14	100% of 14 students

Indirect Measure – 32 Students Surveyed

Students' Perception of Learning: Student Survey	Likert Scale: 1 to 5 1 = Poor 2 = Not well 3 = Moderate 4 = Moderately well 5 = Very-well prepared	Expected Level of Performance: Competent Thresholds
1. "How well did the CASC Nursing Program prepare you to set priorities in patient care?"	1 - 0 2 - 0 3 - 1 4 - 3 5 - 11	93.33% of 15 students
2. "How well did the CASC Nursing Program prepare you to assess patient Health Issues?"	1 - 0 2 - 0 3 - 1 4 - 4 5 - 10	100% of 15 students
3. "How well did the CASC Nursing Program prepare you to implement patient care in common health care settings?"	1 - 0 2 - 0 3 - 2 4 - 3 5 - 10	86.66% of 15 students

- In the spring of 2021, completed Student Care Plan Rubrics with grades were given to the students at the time of formative evaluation, and only the percentage grade was kept as part of the permanent record. Therefore, only 14 out of 35 scored Care Plan Rubrics

were available to aggregate data. Each student was given two opportunities to develop a plan of care for a critically ill patient and the higher score was given to the student.

- After analyzing the indirect and direct measures, a total of 78.57% of students met the competency threshold regarding assessment of pertinent and abnormal patient health data. The nursing faculty felt that strengthening assessment skills will help to address and increase Performance Indicator A. Results from the indirect data support this finding. Eighty-seven percent of students report feeling afraid or hesitant to implement nursing actions in the patient care area. This, too, coincides with the findings because confidence in taking action comes after mastering assessment skills.

Physical Therapist Assistant AAS

Outcome 1

17 Students/1 Sections (Aggregated)

Performance Indicator	Percentage of Students at each Level	Expected Level of Performance: Entry Level
A. Identify legal practice standards	Beginning: 0% Advanced Beginner to Intermediate: 0% Intermediate to Advanced Intermediate: 0% Advanced Intermediate to Entry Level: 100%	17 of 17 students (Threshold 100%)
B. Report to appropriate authorities	Beginning: 0% Advanced Beginner to Intermediate: 0% Intermediate to Advanced Intermediate: 0% Advanced Intermediate to Entry Level: 100%	17 of 17 students (Threshold 100%)
C. Communicate effectively with all stakeholders	Beginning: 0% Advanced Beginner to Intermediate: 0% Intermediate to Advanced Intermediate: 0% Advanced Intermediate to Entry Level: 100%	17 of 17 students (Threshold 100%)

Outcome 2

17 Students/1 Sections (Aggregated)

Performance Indicator	Percentage of Students at each Level	Expected Level of Performance: Entry Level
A. Explain the plan of care	Beginning: 0% Advanced Beginner to Intermediate: 0% Intermediate to Advanced Intermediate: 0% Advanced Intermediate to Entry Level: 100%	17 of 17 students (Threshold 100%)
B. Apply the plan of care at the level of the Physical Therapist Assistant	Beginning: 0% Advanced Beginner to Intermediate: 0% Intermediate to Advanced Intermediate: 0% Advanced Intermediate to Entry Level: 100%	17 of 17 students (Threshold 100%)

| C. Modify interventions to complete the plan of care | Beginning: 0%
Advanced Beginner to Intermediate: 0%
Intermediate to Advanced Intermediate: 0%
Advanced Intermediate to Entry Level: 100% | 17 of 17 students (Threshold 100%) |

- One hundred percent of students showed progression from midterm to final grading in PHTA 2534, toward the practice of ethics as a physical therapist assistant and the performance within the plan of care in physical therapy. The program believes that the introduction of the outcome and current clinical experiences and faculty are meeting program needs. The program will continue current practice.

Outcome 3

17 Students/1 Sections (Aggregated)

Performance Indicator	Percentage of Students at each Level	Expected Level of Performance: Entry Level
A. Explain critical safety elements	Beginning: 0% Advanced Beginner to Intermediate: 0% Intermediate to Advanced Intermediate: 0% Advanced Intermediate to Entry Level: 100%	17 of 17 students (Threshold 100%)
B. Apply critical safety elements during skill delivery	Beginning: 0% Advanced Beginner to Intermediate: 0% Intermediate to Advanced Intermediate: 0% Advanced Intermediate to Entry Level: 100%	16 of 17 students (Threshold 100%)
C. Modify skills to meet critical safety elements	Beginning: 0% Advanced Beginner to Intermediate: 0% Intermediate to Advanced Intermediate: 0% Advanced Intermediate to Entry Level: 100%	16 of 17 students (Threshold 100%)

- Ninety-four percent of students showed progression from midterm to final grading in PHTA 2534, toward the demonstration of competence in critical safety skills as a Physical Therapist Assistant. The program believes that the introduction of the outcome and current clinical experiences and faculty are meeting program needs. The program will continue current practice. The single student not meeting threshold is currently completing extended time in clinical experience and did not progress to graduation.

III-3. Below are the instructional changes that have occurred or are planned in the programs in response to program outcomes assessment:

Allied Health

- Revise the signature assignment and uniformly distribute throughout all course sections along with the shared rubric that will easily allow the instructors to gather data

Business Administration AA

- Include additional direct measurements throughout the course and emphasize participation in the student survey (indirect measure) with a time for open discussion
- Add the student survey to other courses where it was previously not being utilized so that the students will be better able to understand the link between students' perceived understanding and content being presented in the classroom

Child Development AA & AAS

- Combine some of the questions over developmental levels and revise sequence of questions
- Provide more time for note-taking before assessments

Computer Information Systems AA

- Add additional material to current curriculum
- Add an indirect measure
- Place a greater emphasis on advanced programming techniques, such as classes and databases objects
- Add advanced techniques to the curriculum in CS 1313 that will be reinforced in CS1333 so that an earlier introduction would allow students to better grasp the implementation of objects within a program structure

Computer Technology AAS

- Possibly combine internet tools to reinforce manual calculation methods

Criminal Justice AA

- Revise the outcome and indicator for clarity during assessment planning
- Add Smartboards in each computer lap coupled with videos on the subject matter
- Add two additional performance indicators to support the outcome
- Possibly add more time in the curriculum to reinforce the 4th amendment warrantless search versus warrant search protocols under legal boundaries

Health, Physical Ed., & Recreation AA

Direct Measure
- Move heart attack instruction and testing from the "Sudden Illness" module and add content to CPR/AED module testing and information
- Perform a detailed analysis of each question used in the item analysis for academic consistency
- Distribute questions equally across performance indicators
- Determine baseline accuracy for thresholds based on data

- Evaluate question #5 of the direct measure

Indirect Measure
- Review statements for accuracy and understanding by the student
- Attempt to purchase practice AED
- Emphasize the importance of the material
- Allow more time for the in-class section to practice CPR
- Attempt to find a way for the online class to be able to practice/demonstrate CPR/AED
- Determine baseline accuracy for thresholds based on data

Math, Physical Science, & Pre-Engineering AS

- Continue with our current protocols for a few more cycles to see if the data stays the same
- Gain a broader number of students by assessing not only CHEM 1215 & PHYS 1214 but also assessing PHYS 2114
- Modify the direct measure rubric by removing the point values and changing the exemplary to mastery to better describe what we are attempting to assess
- Change question 1 on the indirect measure

Occupational Health & Safety AAS

- Have students share their career exploration
- Incorporate guest speakers in the different fields of safety and health prior to this assignment
- Improve the number of students developing the skill of research and move more into the "accomplished/mastery" level by adding a job shadow assignment to be completed before this assignment

Nursing AAS

- Incorporate more opportunities for assessment of pertinent and abnormal patient health data
- Include the completed critical care NUR 2219 Student Care Plan Rubric in the individual student's permanent record
- Increase emphasis on assessment skills, setting priorities, and implementation
- Adjust the current curriculum to include additional simulation time

Physical Therapist Assistant AAS

- Continue to look for strategies to mitigate the risk of situations that negatively impact the significant class/lab time required to meet the needs of the skill check assessment

Section IV – Student Engagement and Satisfaction

Administration of Assessment

IV-1. The Online Community College Survey of Student Engagement (CCSSE) was administered April 21 – May 12, 2021, via a link available through student email and the Blackboard Portal to all currently enrolled students who were at least 18 years of age and not enrolled in courses offered entirely to concurrent students. The completion rate was 13%, which was 13% lower than the previous year. A total of 171 students out of 1,373 possible completed the survey.

IV-2.

2020 – 2021 Findings & Analyses

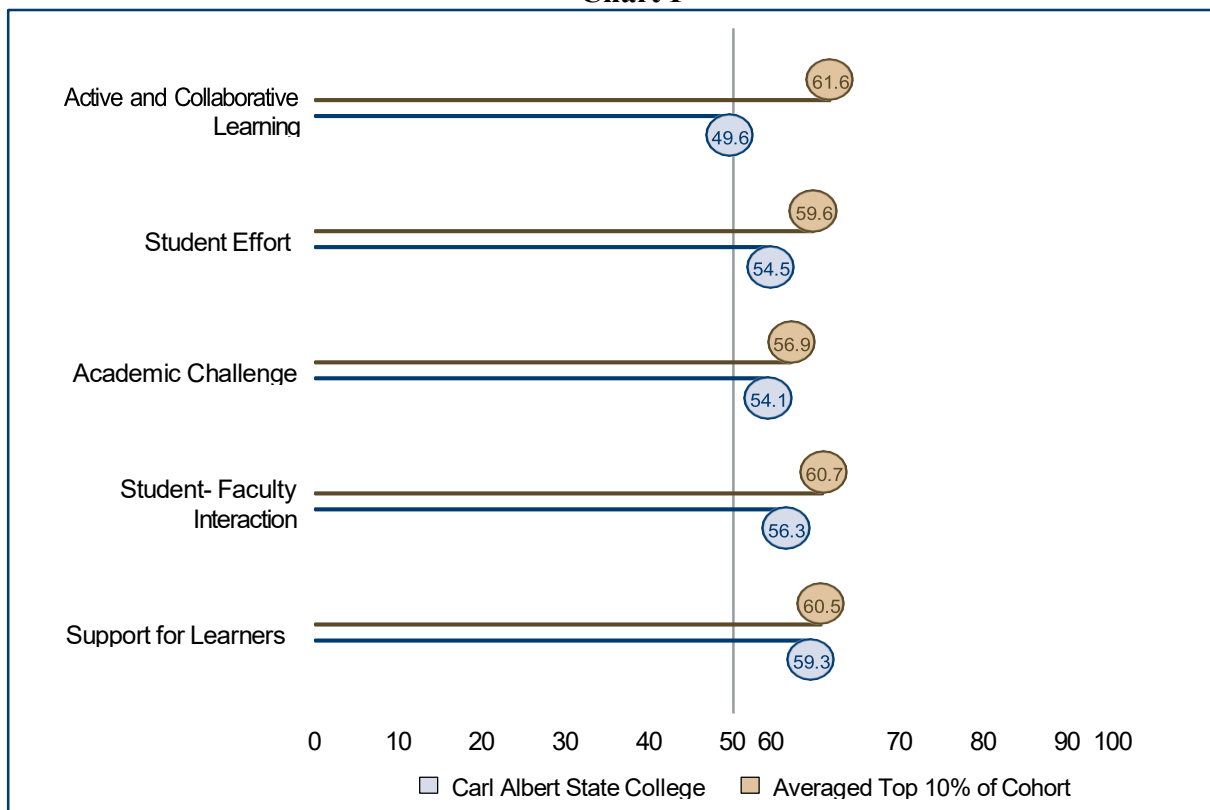| Overall Satisfaction	
Would you recommend this college to a friend or family member?	Yes – 95%
How would you evaluate your overall educational experience at this college?	Excellent/Good – 94%

Standardized Benchmark Scores
Chart I

Chart I is a comparison of CASC to the top 10% of the CCSSE 2021 cohort in five key areas of student engagement. Our goal is to match and exceed those high-performance targets.

The chart below provides a comparison of the benchmark areas to similar small colleges and the total cohort. A 5 point difference triggers a response. A negative 5 point difference denotes challenges, and a positive 5 point difference demonstrates strengths.

	CASC	Small Colleges		2021 Cohort	
Benchmark	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	49.6	50.8	-1.2	50.0	-0.4
Student Effort	54.5	50.5	4.0	50.0	4.5
Academic Challenge	54.1	50.0	4.1	50.0	4.1
Student-Faculty Interaction	56.3	52.8	3.4	50.0	6.3
Support for Learners	59.3	51.3	8.0	50.0	9.3

Active and Collaborative Learning was our lowest benchmark score; however, the point difference was marginal. Student-Faculty Interaction and Support for Learners were over a positive five point difference compared with similar small colleges and the total cohort.

Although CASC scored very well in the benchmark areas, a breakdown of our highest and lowest scoring items provided further insight into the points of engagement that had the greatest impact upon the overall scores.

Highest Aspects of Student Engagement above the 2021 CCSSE Cohort

Item	Benchmark	Aggregated Percentage
4i. Participated in a community-based project as part of a regular course	Active and Collaborative Learning	CASC – 13.7% 2021 Cohort – 7.5%
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	Support for Learners	CASC – 47.7% 2021 Cohort – 35.5%
9e. Providing the support you need to thrive socially	Support for Learners	CASC – 55.2% 2021 Cohort – 40.8%
12.1b. Frequency: Career counseling	Support for Learners	CASC – 27.4% 2021 Cohort – 19.9%
12.1h. Frequency: Computer lab	Student Effort	CASC – 27.7% 2021 Cohort – 16.8%

Lowest Aspects of Student Engagement below 2021 Cohort

Item	Benchmark	Aggregated Percentage
4a. Asked questions in class or contributed to class discussions	Active and Collaborative Learning	CASC – 56.9% 2021 Cohort – 64.7%
4b. Made a class presentation	Active and Collaborative Learning	CASC – 19.9% 2021 Cohort – 29.1%
4f. Worked with other students on projects during class	Active and Collaborative Learning	CASC – 31.7% 2021 Cohort – 39.4%
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	Academic Challenge	CASC – 43.6% 2021 Cohort – 52.9%
12.1d. Frequency: Peer or other tutoring	Student Effort	CASC – 7.1% 2021 Cohort – 9.6%

IV-3. To support a culture of continuous improvement, CASC has decided to rotate the Noel Levitz Student Satisfaction Inventory (SSI) and the CCSSE each year to keep an ongoing focus on both student satisfaction and engagement. Over a decade ago, the College participated in both assessments, but the results were merely collected. Now, CASC is working on best practices to maximize the benefits of these instruments. For the past three years, the President has incorporated the results and analyses in his annual fall "State of the College" address. This current year, the CCSSE results are being disaggregated and then related to applicable assessments: academic, general education, co-curricular, and non-academic. Certain items directly support general education outcomes and co-curricular learning dimensions as indirect measures of learning. Concerning non-academic, the findings reinforce previous administrative/student support assessment plans and provide points of inquiry for future plans.

As with the other layers of assessment, the College has made a commitment to improve processes of data collection and methods of analyses to yield actionable data for evidence-based improvements.

Section V – Assessment Budgets

2020 – 2021 Assessment Fees & Expenditures

Assessment fees	0
Assessment salaries	$49,148
Distributed to other departments	$5,720
Operational costs	$65,880
Total Expenditures	$120,748