



Program Annual Summary

Program/Degree Outcomes - Business
Administration (AA)

Annual Assessment Summary

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

Upon completion of the program, the student will compose the three main financial statements.

1. Identify accounts and account classifications.
2. Demonstrate the application of double entry accounting systems utilizing debits and credits.
3. Analyze business transactions and impact on organizational accounts.

For Summary 1 - In which course(s) were direct assessments conducted?

ACCT 2103 Financial Accounting

For Summary 1 - How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

The Business Division faculty members chose to assess the outcomes based on the students' performance on question #21 on the chapter two exam. The question included a partially completed financial document where students were asked to utilize knowledge of accounts and accounting systems and rules to identify "issues" and solve for the missing data amounts.

The direct measures used were: identifying accounts and account classifications, illustrating the application of double entry accounting systems utilizing debits and credits, and analyzing the impact of business transactions on organizational accounts.

Twenty-nine students were assessed. Results were evaluated by a program rubric. The expected performance level was 70% of students will achieve accomplished/exemplary.

For Summary 1 - Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?

A survey was conducted in the classroom with 29 students regarding the confidence level of students to perform specific tasks directly correlated to the direct measures. The threshold is 70%. The expected performance level was that 70% of students surveyed will indicate that they are at least competent.

The three questions contained in the opinion survey (indirect measure) are as follows:

1. How confident do you feel you are able to correctly identify accounts and their classifications?
2. How confident do you feel to debit and credit accounts appropriately?
3. How confident to you feel about analyzing a given set of business transactions and their impact on the organizational accounts?

Students were asked to respond using the rating scale below:

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- R1 - I got this! (expert)
- R2 - I feel good about doing this. (proficient)
- R3 - I think I can handle this. (competent)
- R4 - I feel nervous about doing this on my own. (novice)

For Summary 1 - Who analyzed the results?

Hali Repass

For Summary 1 - Results, Summary & Analysis

29 Students/2 Sections (Aggregated)

Performance Indicator	Percentage of Students at each Level	Expected Level of Performance: Accomplished/Exemplary Threshold 70%
A. Identify accounts and account classifications.	Beginning: 0% (0) Developing: 28% (8) Accomplished: 55% (16) Exemplary: 17% (5)	72% of 29 students (Threshold 70%)
B. Illustrate the application of double entry accounting systems utilizing debits and credits.	Beginning: 7% (2) Developing: 24% (7) Accomplished: 52% (15) Exemplary: 17% (5)	69% of 29 students (Threshold 70%)
C. Analyze business transactions and impact on organizational accounts.	Beginning: 10% (3) Developing: 24% (7) Accomplished: 52% (15) Exemplary: 14% (4)	66% of 29 students (Threshold 70%)

Overall results were positive, indicating that 72% students had surpassed a beginning level of knowledge on Performance Indicator A. Also shown through direct measures is that 69% of students had met or passed the threshold level for Performance Indicator B. Performance Indicator C was at 66%, thus slightly lower, but as expected as the content difficulty level increases. The program outcome was met based on the above data.

Survey collection results indicated that students' confidence levels were well correlated to the abilities to complete the task. Results are stated below. Positive results are contributed to the rigorous amount of electronic practice problem completion required in and out of the classroom. Verbal feedback received in the classroom supports this statement regarding correlation.

Results:

1. How confident do you feel you are able to correctly identify accounts and their classifications?
[29 total: R1(21) – R2(6) – R3(2) – R4(0)]
2. How confident do you feel to debit and credit accounts appropriately?
[29 total: R1(19) – R2(7) – R3(2) – R4(1)]
3. How confident to you feel about analyzing a given set of business transactions and their impact on the organizational accounts?
[29 total: R1(16) – R2(4) – R3(5) – R4(4)]
 - R1 - I got this! (expert)

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- R2 - I feel good about doing this. (proficient)
- R3 - I think I can handle this. (competent)
- R4 - I feel nervous about doing this on my own. (novice) -

Factors contributing to results include the repetition of material, material being presented in varying formats, and activities and discussions in class to reinforce the understanding of the concepts rather than memorization of formulas or questions.

For Summary 1 - What are your plans of action? (Next Steps)

The plan of action related to the direct measure is to change the style of questions and classroom atmosphere for assessment as well as delay the timing further into the semester. Upon analyzing results and consulting with other faculty members, the instructors believe the program outcome assessment should be conducted later in the semester when the students have gleaned more knowledge and skills.

For Summary 1 - Resources to Support Action: What resources will support the action (budget allocation, materials, personal donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

Current findings present that no additional funding or material are required at this time.



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Program/Degree Outcomes - Child
Development (AA)

Annual Assessment Summary

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

PO: The student will learn the steps to create an age-appropriate curriculum.

PI 1: Relate theoretical perspectives to child development

PI 2: Build age-appropriate learning content

For Summary 1 - In which course(s) were direct assessments conducted?

CD 2253 Infant/Toddler Program

For Summary 1 - How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

A 25-question multiple choice assessment over age-appropriate steps to creating a curriculum with 8 questions pertaining to the performance indicators.

There were 10 students who took the assessment for CD 2253 with an 80% threshold.

The questions relating to the program outcome, performance indicators 1 and 2 that were chosen were 1 – 5.

CD 2253 10 of 10 responding

Multiple choice questions were:

1. A teacher develops an assessment for a particular curriculum unit prior to writing up a daily lesson plan for the unit. The most important advantage of this approach is that it helps the teacher:

1. Align daily lessons and activities with the targeted learning outcomes.
2. Develop an assessment to match state standards.
3. Ensure that the assessment will be accessible for all students.
4. Improve presentation skills for delivering instruction.

2. Which part of a lesson plan describes how students will build a deep understanding and connect with other ideas and concepts?

1. Objectives
2. Rational
3. Assessment
4. Procedures

3. Which of the following characteristics would indicate atypical cognitive development in a preschool child?

1. Having difficulty matching a toy car to a picture of a car
2. Naming only four colors correctly.
3. Counting accurately to ten but no further.

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4. Engaging only occasionally in fantasy play.
4. An instrument that compares performance to predetermined expectation by age level on a set of skills or behavior:
 1. Raw score
 2. Norm-referenced
 3. Validity
 4. Criterion-referenced
5. A teacher wants to understand more about how a child used metacognition during the writing process. Which assessment method would be most appropriate to use?
 1. Rubric
 2. Process interview
 3. Running record
 4. Multiple choice test

For Summary 1 - Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?

An assessment was conducted using the above outcomes, 10 students participated.

For Summary 1 - Who analyzed the results?

R. Lewis

For Summary 1 - Results, Summary & Analysis

10 Students/1 Section (Aggregated)

Performance Indicator	Percentage of Students at Each Level	Expected Level of Performance: Accomplished/Mastery Thresholds
Relate theoretical perspectives to child development	80%	8 students answered correctly
Build age-appropriate learning content.	80%	8 students answered correctly

On the assessment of learning outcome 2 (The student will learn the steps to create an age-appropriate curriculum), 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.

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For Summary 1 - What are your plans of action? (Next Steps)

Instead of just one single assessment for learning outcomes 1 and 2, specific questions will be incorporated into each of the 3 assessments over creating an age-appropriate curriculum.

Example questions and answer:

Steps to creating age-appropriate curriculum:

- Identify Issue/Problem/Need. ...
- (2) Form Curriculum Development Team. ...
- (3) Conduct Needs Assessment and Analysis. ...
- (4) State Intended Outcomes. ...
- (5) Select Content. ...
- (6) Design Experiential Methods. ...
- (7) Produce Curriculum Product. ...
- (8) Test and Revise Curriculum.

How can teachers relate theoretical perspectives to child development?

Teacher's plan the environment and schedule daily activities to promote each child's development and learning. Teachers arrange firsthand, meaningful experiences that are cognitively and creatively stimulating, invite exploration and investigation, and engage children's active, sustained involvement.

For Summary 1 - Resources to Support Action: What resources will support the action (budget allocation, materials, personal donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

No additional resources needed.



Program Annual Summary

Program/Degree Outcomes - Computer
Information Systems (AA)

Annual Assessment Summary

Is this summary complete and official?

Yes

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

Upon completion of the program, the student will identify security practices that apply to computing and demonstrate graphic processing.

- A. List security practices and select appropriate security measures.
- B. Demonstrate different file types.
- C. Construct a graphic using standard design software

For Summary 1 - In which course(s) were direct assessments conducted?

CS1423

For Summary 1 - How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

The measure was to develop a basic security policy for a network. Security policy directly influences security practices as it applies to computing and networks. If a student can develop a basic security policy and select the appropriate security measures a system can be secured. The expected performance level is 75%.meeting Exemplary/Accomplished. 7 students total were assessed during the semester.

For Summary 1 - Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?

Using a survey students were asked to describe their comfort level in building a security policy if a security audit was provided. The survey had a rating scale of 0-9. 7 students were assessed.

For Summary 1 - Who analyzed the results?

Gann

For Summary 1 - Results, Summary & Analysis

Direct Measure.

The expected performance level for this measure was 75%. 43% of students did not meet the expected performance level of Exemplary/Accomplished. The 43% were able to perform at the developing level. Reflecting on course components coverage and presentation of the materials was adequate (57% were successful). Interestingly, when analyzing student interaction with the course some trends become evident. Those less than exemplary/accomplished students tend to have a minimalist idea of accomplishment. In other words they perform at a level to just reach bottom end of the goal. These same students when offered additional pathways to gain a better grade will in most cases decline. Students in the 43% were distracted and not engaged. Attendance was sporadic in addition to tardiness. The 57% that were engaged and interested showed remarkable performance and understood security practices and had the background needed to achieve the goal. The

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engaged students could describe security practices and the security measures that were appropriate for the given scenario.

4 of 7 (57%) Exemplary. Able to develop a security policy for a network.

3 of 7 (43%) Developing. Able to identify security measure to secure a PC.

Indirect.

A survey was conducted that simply asked the question "Are you comfortable building a basic security policy for a network given a completed security audit"? Meets or exceeds break over point of the survey was 8 or above. 85% was the expected performance level. 5 out of 7 felt comfortable which is 71.5% of the students. On the direct measure the exemplary students were at 57%. 2 of the 7 students were below the break over point which is 28.5%. The direct measure put the developing students at 43%. Comparing the indirect to the direct measure showed that what students thought they knew verses what they could actually accomplish in practice were two different things.

3 of 7 (43%) 9

2 of 7 (28.5%) 8

2 of 7 (28.5%) 6

For Summary 1 - What are your plans of action? (Next Steps)

Will still require students to build basic security policies. Will gather security policies from education and industry to use as examples. Presentation of the concept with not fundamentally change.

For Summary 1 - Resources to Support Action: What resources will support the action (budget allocation, materials, personal donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

No additional resources are required. No additional budget allocation is necessary.



Program Annual Summary

Program/Degree Outcomes - Health,
Physical Education and Recreation (AA)

Annual Assessment Summary

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

Upon completion of the program, the student will identify the different aspects of physical education and related fields

1. Define physical education
2. Identify physical education terminology
3. Identify careers within physical education and related fields

For Summary 1 - In which course(s) were direct assessments conducted?

HPER 1103 Introduction to HPER

For Summary 1 - How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

Using appropriate exam questions for the direct and an opinion survey for the indirect measure as agreed upon by the program faculty.

9 questions were chosen by the HPER evaluators from the "Meaning and Scope Exam" that were considered specific enough to assess the Performance Indicators for Program Outcome 3.

Questions relating to PO 3 with Performance Indicators A, B, C: were #'s 2, 4, 5, 6, 7, 8, 12, 13, 16. Threshold = 75% Correct Responses/ exam questions

For Summary 1 - Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?

The indirect measure used was an opinion survey/questionnaire with 3 questions.

Question 1 had 6 items for the student to choose from ranging from "Strongly Agree" to "Strongly Disagree", with the 6th item to choose from as "Not Applicable".

Question 2 had 5 items for the student to choose from ranging from "Extremely Confident" to "I have no idea".

Question 3 asked students to write comments regarding their opinions/observations.

How many students were assessed? 31

For Summary 1 - Who analyzed the results?

Chelsie Barnes/Bill Carroll

For Summary 1 - Results, Summary & Analysis

Direct Measure

Students were asked to answer the following questions as part of a multiple choice exam "Meaning and Scope Exam".

Performance Indicator A:

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Q # 12 = 77.77%

Q # 16 = 95.55%

Performance Indicator B:

Q # 2 = 80%

Performance Indicator C:

Q # 4 = 73.77%

Q # 5 = 95.55%

Q # 6 = 97.77%

Q # 7 = 95.55%

Q # 8 = 95.55%

Q # 13 = 75.55%

Outcome Findings Conclusion: *(There are two options in this field. Select "Below/Progressing" if students did not meet the expected performance level. Select "Meets/Exceeds" if students did meet or exceed the expected performance level.)*

The **"Meaning and Scope: exam"** consisted of 20 questions and each question for the measure was chosen for the specificity of answering the three performance indicators as illustrated in the list above.

Performance Indicator A: "Define physical education" was assessed using two questions for item analysis from the "Meaning and Scope" exam the item analysis shows that all students performed well above the set threshold of 75% at approximately 86.66% correct each question.

Performance Indicator B: "Identify physical education terminology" was assessed using one question for item analysis from the "Meaning and Scope" exam. The item analysis shows that the threshold was met for this particular question at 80% exceeding the goal of 75%.

Performance Indicator C: "Classify careers within the field of physical education and related fields" was assessed using six questions for item analysis from the **"Meaning and Scope" exam**. The item analysis shows that the classes performed above the threshold in all but question #4. A review of that question showed there were two answer options that were very similar and that could have affected the outcome of the question.

Select one: "Below/Progressing" or **"Meets/Exceeds"**

Analysis/Interpretation of Findings Data and Outcome Findings Conclusion:

While each performance indicator was represented by the questions in the exam chosen for item analysis, it was done somewhat unequally. Of all of the questions that were identified as specific enough to address each performance indicator. Performance Indicator A had two questions tied to it, while Performance Indicator B had only one question, and Performance Indicator C had six questions tied to it. Judging by the uneven distribution of questions to the performance indicators, Performance Indicator B having only one question, calls into question the reliability of student learning for that indicator. Performance Indicator A had two questions, while still not the most reliable, it is more dependable. The most reliable Performance Indicator C, with six questions, shows that a definite student learning process took place.

A review of the examination is needed and more questions pertaining to Performance Indicator B need to be added. Overall, the faculty is satisfied that student learning has taken place using these

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measures. Some changes need to be made to better ensure that we have a clear picture of students learning in focus.

Indirect Measure

Program outcome 3. Upon completion of the program, the student will identify the different aspects of physical education and related fields.

Performance indicators

- A) "Define physical education".
- B) "Identify physical education terminology".
- C) "Classify careers within the field of physical education and related fields".

Students were asked to answer the following survey questions and expected to answer on a scale.

Question 1: Do you agree or disagree that you can confidently define and identify physical education terminology?

- 1. Strongly agree
- 2. Agree
- 3. Neither agree nor disagree
- 4. Disagree
- 5. Strongly Disagree
- 6. Not applicable

Question 2: How confident are you that you can classify the multiple careers within the Physical Education and related fields?

- 1. Extremely confident
- 2. Confident
- 3. Neither Agree nor disagree
- 4. No confident
- 5. I have no idea

Question 3: If you are confident in your knowledge from this course, share with me what helped you learn the basic terminology and helped you succeed in the course. If you are not confident, what hindered you, and what could have helped you?

Threshold Indirect Measure Question 1-2: 75% of responses will be = Strongly Agree/Extremely Confident for each survey question.

Results:

Question 1: Do you agree or disagree that you can confidently define and identify physical education terminology?

- 1. Strongly agree – 29.032%
- 2. Agree- 54.838%
- 3. Neither agree nor disagree- 12.903%
- 4. Disagree- 0.00%
- 5. Strongly Disagree – 3.225%
- 6. Not applicable- 0.00%

Question 2: How confident are you that you can classify the multiple careers within the Physical Education and related fields?

- 1. Extremely confident- 25.806%
- 2. Confident- 45.161%
- 3. Neither Agree nor disagree- 22.58%
- 4. No confident- 6.451%

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5. I have no idea- 0.00%

Since the curriculum map shows HPER 1103 Introduction to HPER at the Advanced learning level for the assessment of Program Outcome 1, a threshold score of 75% should “Strongly Agree (advanced)” be attained. The 75 % threshold was chosen as the threshold as middle ground between a simple majority (51%) and a full 100%. This threshold may need modifying in future assessing cycles. According to the item analysis of the questions on the survey, it appears that all of the survey respondents missed the agreed threshold of 75% of “Strongly agree” on Question 1 and also “Extremely confident” on Question 2. This threshold if achieved would indicate an “Advanced” level of perceived learning as mapped in the HPER curriculum map.

Although an “Advanced” level of learning was not achieved for all respondents according to this data set, this did not mean that learning did not take place. A review of the responses indicates that greater than 75% of the responses were split between “Strongly agree” (Advanced) and “Agree” (Reinforced). Indicating that the majority of the respondents are in fact grasping the concepts of physical education terminology.

This survey was used as an indirect measure of learning, essentially asking about the student’s “confidence” in the knowledge of general physical education terms.

Performance indicators A and B were covered in question 1 “Do you agree or disagree that you can confidently define and identify physical education terminology.” The results show that 83.87% of the respondents reported “Strongly Agree”/“Agree”.

Performance indicator C was covered in question 2 “How confident are you that you can classify the multiple careers within the Physical Education and related fields?” The results show that 70.96% reported: “Strongly Agree/Agree”. Indicating that Performance Indicator C was not met due to not meeting the 75% threshold.

Select one: **"Below/Progressing"** or "Meets/Exceeds"

For Summary 1 - What are your plans of action? (Next Steps)

Direct Measure:

Have an equal number of questions distributed across all Performance Indicators so each indicator is equally represented. Also, review each question for relevance to the performance indicator.

Indirect Measure:

According to the survey results, the student’s confidence level for the “Strongly Agree” (Advanced level of learning) was lacking from the 75% threshold.

The students were asked follow-up questions and the majority of students expressed that they went into this class with very little knowledge of physical education as a whole. Some students stated that the discussion questions and real-life scenarios helped them to confidently comprehend the terms. Many students stated that they were unaware of the many fields that come within Physical Education and that this course helped them to research all of the options. While many of the students stated that the PowerPoints were a major aid in the course, the instructor believes that if some things were to be altered to more layman's terms that the students could benefit from it more and have a better chance of reaching the threshold.

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For Summary 1 - Resources to Support Action: What resources will support the action (budget allocation, materials, personal donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

No additional resources are required.



Program Annual Summary

Program/Degree Outcomes - Criminal
Justice (AA)

Annual Assessment Summary

Is this summary complete and official?

Yes

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

Upon completion of the program, the student will apply the 4th Amendment in law enforcement settings.

For Summary 1 - In which course(s) were direct assessments conducted?

1. Criminal Investigations CJ 2224

For Summary 1 - How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

Using an observation method of mock crime scene scenario, students are subjected to answer a call for service and properly conduct a search. Students are required to employ proper 4th amendment protocols by understanding types of searches can be conducted upon arrival, determine if a search warrant is required, secure the crime scene, how to apply for a search warrant and how to properly recover evidence.

Criminal Justice students are subjected to a mock crime scene. The mock crime scene is a murder suicide crime that takes place in a mock private apartment. Students work the crime scene in a group in order to turn in a case file; however, they are scored based on their individual student work. The students are scored on how they assess the crime scene, whether they determine if they need a search warrant to progress with the crime scene, best practices of evidence collection, on how they maintain crime scene security, whether they maintain chain of custody with any evidence collected and by their "officer" statements. Students are also asked specific multiple-choice questions on the final exams in order to show their level of knowledge retention. There were 10 students assessed during this assessment cycle.

For Summary 1 - Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?

The students' perception of mastery of the outcome will be assessed using a question with a rated scale response 1-6: 1 Not Applicable, 2 Strongly Disagree, 3 Disagree, 4 Neither Agree or Disagree, 5 Agree and 6 Strongly Agree

10 Students were asked, Based on *Katz v. U.S.* would you be able to explain what constitutes a search and what exigent circumstances are? To meet acceptable measures I would expect 80% of students to Agree or Strongly Agree.

For Summary 1 - Who analyzed the results?

Chad Brown

For Summary 1 - Results, Summary & Analysis

10 students were observed in the mock crime scene on performance indicator B of Search and Seizure. 2 of the students wanted to search without a search warrant and were given advice on what exigent circumstances are in order to search without a warrant, the other 8 students immediately noted that they would need a search warrant to

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conduct a search of the crime scene. 9 students properly collected evidence while 1 student failed to correctly log evidence on an evidence log.

Also, the students where to answer a multiple-choice question on the final exam,
What four types of evidence are found in not only sexual assault cases, but all cases?
0% of students answered this question correctly.

Performance indicator A case law was measured by two questions on the Patrol Operations final exam.
While approaching a residence on foot to check for prowlers, you see someone dressed in dark clothing jump from behind a tree and run away. You give chase to the runner, who comes to a wooden fence and stops. You tell the runner that he is under arrest and not to move. You shine your flashlight on the runner and see that he is empty-handed, no weapons in sight. The runner does not stop, but instead jumps over the fence and runs away. According to Tennessee v. Garner, what action should you take?

100% of students correctly answered this question.

According to Terry v. Ohio, what must an officer have before he or she can conduct a limited frisk/pat down of a person for the officer's safety?

100% of students correctly answered this question.

Students were asked; Based on Katz v. U.S. would you be able to explain what constitutes a search and what exigent circumstances are? The analysis survey result is that 75% of students marked the 5 (Agree) and 25% of students marked 4 (Neither Agree nor Disagree).

Reviewing the findings of the survey, and comparing the students to the direct measure, students were able to perform based on their knowledge of Katz v. U.S. I believe that the students might be more comfortable with being able to explain Katz v.U.S. with more time spent studying case laws that effect what exigent circumstance means in relation to the 4th amendment.

For Summary 1 - What are your plans of action? (Next Steps)

Students overall where able to correctly perform in the mock crime scene following best practices under 4th amendment used by law enforcement professionals. While in class, I have students work in groups to prepare for test and a peer tutor group. I do believe based on all students failing to recognize 4 of the 5 types of evidence that I will need to provide more instruction on the types that are introduced into the court system. Reviewing the findings of the survey, and comparing the students to the direct measure, students were able to perform based on their knowledge of Katz v. U.S. I believe that the students might be more comfortable with being able to explain Katz v.U.S. with more time spent studying case laws that effect what exigent circumstance means in relation to the 4th amendment.

For Summary 1 - Resources to Support Action: What resources will support the action (budget allocation, materials, personal donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

The resources needed are already in place. I, the instructor, will spend more time covering 4th amendment as it applies to law enforcement.



Program Annual Summary

Program/Degree Outcomes -
Sociology/Psychology (AA)

Annual Assessment Summary

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

Upon completion of the program, the student will apply theoretical perspectives to individual and social behavior.

- A. Define theoretical perspectives
- B. Identify key components/attributes
- C. Relate the concept to a specific aspect of behavior

For Summary 1 - In which course(s) were direct assessments conducted?

Social Problems 2123

Introduction to Behavior and Adjustment 2113

For Summary 1 - How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

Students' direct measure comprised of a verbal capstone. Students were given the rubric at the beginning of the semester in each of the two classes and the instructor discussed what the end of the year verbal capstone would measure and how they would present the information in a one on one interview setting. (The rubric is attached to this paper.) The instructor would assess the student's individual using the rubric created for this verbal capstone assignment. Since this is an advanced level class students are expected to perform at competent or advanced.

For Summary 1 - Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?

The students Intro to Behavior and Adjustment and Social Problems had the same scale to rate the Soc/Psy program after giving the verbal presentation. They were asked to rate the program on how well it has done to prepare them for this presentation.

Student Evaluation Scale

Sociology/Psychology Program Outcomes

On a scale from 1-10 how do you feel the Carl Albert State College Sociology/Psychology program has prepared you for the verbal capstone presentation on the 5 major theoretical perspectives in psychology?

1 (I strongly **disagree** that the program has prepared me for the verbal capstone.)

10 (I strongly **agree** that the program has prepared me for the verbal capstone.)

This is a super easy assignment. All you have to do is read this question and rate the Psy/Soc Program. How well has this program at Carl Albert State College prepared you to give this presentation.

The paper just has to have a number with 1-10 on it. If you want to explain your answer you can but you do not have to.

55 students completed the evaluation scale

The average on the evaluation scale was 8.

Outcome Findings Conclusion: Meets/Exceeds

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Analysis/Interpretation of Findings Data and Findings Conclusion:

Students felt like the classes they have had at Carl Albert State College prepared them for this assignment.

Number of Students Assessed by Modality and Total

- Number of Class Students Assessed: 19
- Number of Hybrid Students Assessed: 0
- Number of Online Students Assessed: 36
- Total Number Assessed: 55

For Summary 1 - Who analyzed the results?

Kristin Snyder

For Summary 1 - Results, Summary & Analysis

Performance Indicator	Beginning (1)	Competent (2)	Advanced (3)	Score
Define the 3 main theoretical perspectives in sociology	The student is unable to define the 3 main theoretical perspectives (1 or less) Requires excessive verbal cuing to complete name the theoretical perspectives The student displays ineffective learning or careless errors	The student defines 2 of the main theoretical perspectives The student requires moderate verbal cuing to define the theoretical perspectives The student displays effective learning with minimal errors	The student can define all 3 of the main theoretical perspectives in sociology The student does not need cuing they can define the theoretical perspectives The student displays competent knowledge	8=3 6=0
Identify key components/ attributes	The student is unable to identify the level of analysis the perspectives take (1 or less) Requires excessive verbal cuing to identify the key components of perspectives The student displays ineffective learning or careless errors	The student can identify 2 of the levels of analysis the perspectives take The student requires moderate verbal cuing to identify the key components for each perspective The student displays effective learning with minimal errors	The student can identify all 3 levels of analysis the perspectives take The student does not need cuing they can identify the key components for each perspective The student displays competent knowledge	8=3 6=0
Relate the concept to a specific aspect of behavior	The student is unable to relate the perspectives to various situations such as health care, family, economics, education (1 or lesss) Requires excessive verbal cuing to relate perspectives to real life	The student can relate 2 of the perspectives to various situations such as health care, family, economics, education Requires moderate verbal cuing to relate perspectives to real life	The student can relate all 3 perspectives to various situations such as health care, family, economics, education The student displays competent knowledge	8=3 6=0

Social Problems 2123

All students that completed the assignment scored advanced on this verbal capstone. This data for this class was completely online. The 6 students that had a 0 on this assignment did not complete the assignment.

Based on your direct measure PI data results the students that completed the assignment exceeds/ meets the advanced criteria.

Program Annual Summary

All students that wanted to put the effort into the class and complete the assignment scored advanced. I need to open the assignment up sooner for my online students so they have more time to prepare for this verbal capstone project this semester.

The expected performance indicator was met at the advanced level for the 2021/2022 year. Students felt like the Soc/Psy program had prepared them to complete this assignment. I think some of the biggest factors that help contribute to this advanced level of knowledge from our CASC Soc/Psy student body is the progressive program map. All instructors know the content and goals for the program. They are introduced, reinforced and then practiced at the advanced level over the span of 2 years. Students have time to dive deep into these theoretical perspectives to understand at a deeper level.

For Summary 1 - What are your plans of action? (Next Steps)

The action steps I would like to take are for my online students. In the upcoming year I would like to set up the exit interview as a zoom conference (this data for online students was from a video they uploaded on Blackboard and I did not zoom the students live). I would like them to scan the room and not have notes or screens to look at. I believe this will give a more valid comparison from the in class students to the online students.

For Summary 1 - Resources to Support Action: What resources will support the action (budget allocation, materials, personal donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

I would like to set up a classroom that is for Active Seating. Students have been proven to learn more in an active classroom. In the field of education and psychology researches are starting to document the need to implement various seating options. When Active Learning Center Classrooms are utilized at the collegiate level the data shows that students participate in class more and have better cognitive attentiveness. I would like to order a class set of desk and chairs for the Ollie Center of Academic Excellence.

Estimated Expense: \$20,000

PLO & Performance Indicators Summary 2

State the PLO and Performance Indicators you want to discuss second

Upon completion of the program, the student will apply theoretical perspectives to individual and social behavior.

- A. Define theoretical perspectives
- B. Identify key components/attributes
- C. Relate the concept to a specific aspect of behavior

For Summary 2 - In which course(s) were direct assessments conducted?

Introduction to Behavior and Adjustment 2113

For Summary 2 - How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

Students' direct measure comprised of a verbal capstone. Students were given the rubric at the beginning of the semester in each of the two classes and the instructor discussed what the end of the year verbal capstone would measure and how they would present the information in a one on one interview setting. (The rubric is attached to this paper.) The instructor would assess the student's individual using the rubric created for this verbal capstone assignment. Since this is an advanced level class student are expected to perform at competent or advanced.

Program Annual Summary

For Summary 2 - Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? How many students were assessed?

The students Intro to Behavior and Adjustment and Social Problems had the same scale to rate the Soc/Psy program after giving the verbal presentation. They were asked to rate the program on how well it has done to prepare them for this presentation.

Student Evaluation Scale **Sociology/Psychology Program Outcomes**

On a scale from 1-10 how do you feel the Carl Albert State College Sociology/Psychology program has prepared you for the verbal capstone presentation on the 5 major theoretical perspectives in psychology?

1 (I strongly **disagree** that the program has prepared me for the verbal capstone.)

10 (I strongly **agree** that the program has prepared me for the verbal capstone.)

This is a super easy assignment. All you have to do is read this question and rate the Psy/Soc Program. How well has this program at Carl Albert State College prepared you to give this presentation.

The paper just has to have a number with 1-10 on it. If you want to explain your answer you can but you do not have to.

55 students completed the evaluation scale

The average on the evaluation scale was 8.

Outcome Findings Conclusion: Meets/Exceeds

Analysis/Interpretation of Findings Data and Findings Conclusion:

Students felt like the classes they have had at Carl Albert State College prepared them for this assignment.

Number of Students Assessed by Modality and Total

- **Number of Class Students Assessed: 19**
- **Number of Hybrid Students Assessed: 0**
- **Number of Online Students Assessed: 36**
- **Total Number Assessed: 55**

For Summary 2 - Who analyzed the results?

Kristin Snyder

For Summary 2 - Results, Summary, & Analysis

Introduction to Behavior and Adjustment 2113

Performance Indicator	Beginning (1)	Developing (2)	Competent (3)	Advanced (4)	Score
Define the 5 main theoretical perspectives in psychology	The student is unable to define the 5 main theoretical perspectives (2 or fewer) Requires excessive verbal cuing to define the theoretical perspectives	The student can define at least 3 of the main theoretical perspectives in psychology The student requires moderate verbal cuing to define the theoretical perspectives	The student defines 4 of the main theoretical perspectives in psychology The student is needs minimal verbal cuing to define the theoretical perspectives	The student can define all 5 of the main theoretical perspectives in psychology The student does not need cuing they can define the theoretical perspectives The student displays competent knowledge	27=4 6=3 8=0

Program Annual Summary

	The student displays ineffective learning or careless errors	The student displays effective learning with errors	The student displays effective learning with minimal errors		
Identify key components/ attributes	The student can identify two or fewer of the founding theorists with the 5 main perspectives Requires excessive verbal cuing to name the theorists and their perspectives The student displays ineffective learning or careless errors	The student can identify 3 or more of the founding theorist and which perspective they developed. The student requires moderate verbal cuing to name the theorists and their perspectives The student displays effective learning with errors	The student can identify 4 of the founding theorists and which perspective they developed The student is needs minimal verbal cuing to name the theorists and their perspectives The student displays effective learning with minimal errors	The student <u>can</u> identify all 5 of the founding theorists and which perspective they developed The student does not need cuing they can name the theorists and their perspectives The student displays competent knowledge	27=4 6=3 8=0
Relate the concept to a specific aspect of behavior	The student is <u>unable</u> to relate the perspective to real life situations (2 or fewer) Requires excessive verbal cuing to complete performance indicator	The student can relate 3 or more perspectives to real life situations The student requires moderate verbal cuing to complete performance indicator	The student can relate 4 or more perspectives to real live situations The student is needs minimal verbal cuing to name the theorists and their perspectives	The student can relate all 5 perspectives to real life situations The student displays competent knowledge	27=4 5=3 1=2 8=0

The two classes had a total of 41 Soc/Psy majors. Eight students from the online class did not do the assignment. The total students that preformed Advanced on PI A = 27. The total number of students that preformed competent on PI A = 6. So all the students that completed the verbal presentation either scored at the competent or advanced level for PI A.

Twenty-seven students scored a 4 on PI B. Six students scored a 3 on PI B.

Twenty-seven students scored advanced on PI C. Five students scored competent on PI C and one student scored developing on PI C.

Based on your direct measure PI data results the students that completed the assignment exceeds/ meets the advanced criteria.

Students felt like the Soc/Psy program had prepared them to complete this assignment. I think some of the biggest factors that help contribute to this advanced level of knowledge from our CASC Soc/Psy student body is the progressive program map. All instructors know the content and goals for the program. They are introduced, reinforced and then practiced at the advanced level over the span of 2 years. Students have time to dive deep into these theoretical perspectives to understand at a deeper level.

For Summary 2 - What are your plans of action? (Next Steps)

The action steps I would like to take are for my online students. In the upcoming year I would like to set up the exit interview as a zoom conference (this data for online students was from a video they 2/4/2025

Program Annual Summary

uploaded on Blackboard and I did not zoom the students live). I would like them to scan the room and not have notes or screens to look at. I believe this will give a more valid comparison from the in class students to the online students.

For Summary 2 - Resources to Support Action: What resources will support the action (budget allocation, materials, personnel, donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

I would like to set up a classroom that is for Active Seating. Students have been proven to learn more in an active classroom. In the field of education and psychology researches are starting to document the need to implement various seating options. When Active Learning Center Classrooms are utilized at the collegiate level the data shows that students participate in class more and have better cognitive attentiveness. I would like to order a class set of desk and chairs for the Ollie Center of Academic Excellence.

Estimated Expense: \$20,000



Program Annual Summary

Program/Degree Outcomes - Allied
Health (AS)

Annual Assessment Summary

Is this summary complete and official?

Yes

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

Program Outcome 2: Upon completion of the program, the student will develop evidence-based dietary plans that include balanced nutritional intake.

- A. Define common terminology used in nutrition
- B. Identify the role of nutrition in the human body
- C. Identify nutrients as they relate to food groups and their functions, toxicities and deficiencies

For Summary 1 - In which course(s) were direct assessments conducted?

AHS 1203 Basic Nutrition

For Summary 1 - How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

The data for the Performance Indicator A and B was determined by the letter grade given to the students in class. If a student made an "A" or a "B", they were placed in the "Competent" category. If the student made a "C", they were placed in the "Approached Competent" category. If the student made a "D" or less, they were placed in the "Beginning" category.

On the Performance Indicator C, the students completed a food diary analysis. They completed a 3-day journal of everything they ate/drank and compiled a list of macro/micronutrients in each food/drink item.

The data for the Performance Indicator A. Define common terminology in Nutrition, was based on three levels of competency – "Beginning", "Approaches Competent" and "Competent." The Expected level of performance for the class was 80%. 92.5% of the 40 students met the competent measure. The data for the Performance Indicator B. Identify the role of nutrition in the human body, was based on three levels of competency – "Beginning", "Approaches Competency" and "Competent." The Expected level of performance for the class was 80%. 90% of the 40 students met the competent measure. The Performance Indicator C – Identify nutrients as they relate to food groups and their functions, toxicities and deficiencies. The data from the students was either put into two options. Either "Below/Progressing" or Meets/Exceeds". All 29 students were listed under Meets/Exceeds".

Program Annual Summary

Direct Measure			
Performance Indicator	Percentage of Students at each Level	Expected Level of Performance: 80% Accomplished/Mastery Thresholds: Competent	
A. Define common terminology	Beginning: 2/40 Approaches Competency: 1/40 Competent: 37/40	92.5% of 40 students	
B. Identify the role of nutrition in the human body.	Beginning: 4/40 Approaches Competency: 0/40 Competent: 36/40	90% of 40 students	
C. Identify nutrients as they relate to food groups and their functions, toxicities, and deficiencies.	Beginning: 0/0 Approaches Competency: 0/0 Competent: 29/29	100% of 29 students (only 29 students out of 40 completed the food diary assignment)	

The expected Level of Performance was met on both Performance Indicator A and B.

The students that completed the assignment all did well on this project. 29/40 students completed the assignment and met the "Meets/Exceeds" criteria. The students that completed the assignment met the Program Outcome 2.

Number of Class Students Assessed: 40

Number of Hybrid Students Assessed: 0

Number of Online Students Assessed: 0

Total Number Assessed: 40

For Summary 1 - Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?

Rebecca provided the students a survey that asked them if they felt they had mastered the SLOs for the class. The 4 reflections were "no mastery", "low mastery", "moderate mastery", and "high mastery" Findings were as follows. Only 13/40 students completed the survey.

2 – high mastery

10 – moderate mastery

1 – low mastery

0 – no mastery

12/13 students met "high to moderate mastery"

1/13 students met "low mastery"

Moderate to high mastery of the material by 12 out of 13 students met the criteria that students are able to and are working at an acceptable level at the end of this class. The expected performance level was 80%. The students agree that they are and will be able to use the material in further learning.

Program Annual Summary

Number of Class Students Assessed: 13
Number of Hybrid Students Assessed: 0
Number of Online Students Assessed: 0
Total Number Assessed: 13

For Summary 1 - Who analyzed the results?

Rebecca Sanders

For Summary 1 - Results, Summary & Analysis

Only one course's data was aggregated in both years, 2020 – 2021, 2021 – 2022. The data from the other sections would have been helpful in obtaining an accurate picture of the student's competency levels across the different Nutrition classes, including online classes.

Overall, the data from the direct measure from both years demonstrated that the majority of the students "Met/Exceeded" the Program Outcome 2, Performance Indicator C. The data for Performance Indicator A and B for the year 2021 – 2022, showed that the performance level was met.

For Summary 1 - What are your plans of action? (Next Steps)

The biggest takeaway from this data for two years is that the majority of the students "met/exceeded" the Program Objective 2. The assignment for the Nutrition classes still needs to be revised to the same basic assignment. The action plan is to revise the assignment so that all of the Nutrition classes will be doing basically the same assignment next year in the Spring and Fall, 2022.

For Summary 1 - Resources to Support Action: What resources will support the action (budget allocation, materials, personal donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

The resources needed to support the action plan include budget allocation for personnel. There is not a full-time faculty member dedicated to the Allied Health Degree program. All of the teachers are from the Nursing, HPER (Health, Physical Education, and Recreation), PTA (Physical Therapist Assistant), or Science Departments and are adjunct faculty for the Allied Health courses. It is difficult to get faculty together from all of these different departments to work on the assessment process for the AHS Program.

The estimated budget for a full-time faculty member would be \$45,000. The current majors that are part of the Allied Health Degree are Pre-Sports Medicine, Nursing, Physical Therapist Assistant on campus. Also courses in Allied Health for general studies required for an advanced degree (dental hygiene, occupational therapy assistant, speech-language pathologist, radiology degrees, etc).



Program Annual Summary

Program/Degree Outcomes - Computer
Technology (AS)

Annual Assessment Summary

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

Upon completion of the program, the student will demonstrate the design of fundamental networks.

- A. Identify common components of a network.
- B. Correct networking faults.
- C. Define IP Address structure

For Summary 1 - In which course(s) were direct assessments conducted?

CS2203

For Summary 1 - How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

Design of a network requires understanding of IP addresses. Without an understanding of IP address structure a network cannot be designed. Students are given practical network addressing problems (IP Address and subnetting worksheets) and the results are used to determine level of expertise based on the rubric. The expected performance level is 85%.meeting Exemplary/Accomplished. 17 students total were assessed during the semester.

For Summary 1 - Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?

Using a question on a survey students were asked to respond to what their perception was of their knowledge of IP Address Structure. The ratings from beginning through intermediate and accomplished were available. 17 students were assessed and 17 students took the survey.

For Summary 1 - Who analyzed the results?

Gann

For Summary 1 - Results, Summary & Analysis

Direct Measure. The expected performance level was 85% students in the Exemplary/Accomplished levels on the rubric. Even though technically this was not met at 82% I was pleased over all with student performance of this measure. The remaining 18% of student completed in the developing accomplished range of the rubric. Worksheets have been effective in helping students to develop a knowledge of IP addresses and where these fit in structure of a network. This course will continue to use worksheet exercises (possibly increasing the frequency and with updated numeric values) along with practical examples to reach this program outcome.

14 of 17 (82%) Accomplished/Exemplary Able to calculate IP ranges, Subnets, and public private IPs.

3 of 17 (18%) Developing/Accomplished Able to recognize numerical values and format and determine public private IPs.

Indirect. Respondents perception of knowledge of IP address structure falls in line with their success on worksheets as shown in the direct measures. Overall the students responded that they had an intermediate to accomplished view of their skills which is what would be

Program Annual Summary

expected from students based on their success. 82% of students on the direct measure met the expected performance level. 88% of students on the indirect measure indicated that they felt intermediate to accomplished.

15 of 17 (88%) Responded that they felt Intermediate to accomplished.

2 of 17 (12%) Responded that they felt Intermediate.

For Summary 1 - What are your plans of action? (Next Steps)

Comparison of the two percentages 82% direct to 88% indirect is parallel to student success and their perception of what they. I will continue using the IP worksheets and add additional practical problems to the course.

For Summary 1 - Resources to Support Action: What resources will support the action (budget allocation, materials, personal donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

No additional resources are required. No additional budget allocation is necessary



Program Annual Summary

Program/Degree Outcomes - Nursing
(AS)

Annual Assessment Summary

Is this summary complete and official?

Yes

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

Upon completion of the program, the student will implement nursing care plans based on safe, evidence-based patient care guidelines.

A. Assess pertinent and abnormal patient health data.

B. Identify the top priority patient problems.

C. Implement accepted nursing actions to address priority problems.

For Summary 1 - In which course(s) were direct assessments conducted?

NUR 2219 Health-Illness Nursing IV in the Spring 2022 semester

For Summary 1 - How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

The Carl Albert State College (CASC) nursing faculty members chose to complete an analysis using the NUR 2219 Student Care Plan Rubric. Student care plans for critically ill patients were used as the direct measure. The grading rubric evaluates the students' ability to demonstrate critical thinking, utilize the CASC Human Needs framework, patient medications, patient laboratory data, the nursing process, and their ability to scholarly write. Students must score 75% out of 100% to demonstrate minimal competency. The faculty chose the clinical care plan assignment for a critically ill patient because this will correctly demonstrate the "Advanced" level of learning required to be a competent registered nurse.

For Summary 1 - Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?

The Students' Perception of Learning: Student Survey was given to 44 students, with 38 survey responses returned. The survey included the following questions:

1. "How well did the CASC Nursing Program prepare you to assess patient Health Issues?"
2. "How well did the CASC Nursing Program prepare you to set priorities in patient care?"
3. "How well did the CASC Nursing Program prepare you to implement patient care in common health care settings?"

For Summary 1 - Who analyzed the results?

Marcia Cullum: Director of Nursing Education

Rebecca Sanders: Faculty

Program Annual Summary

Patricia Dollar: Assistant Director

For Summary 1 - Results, Summary & Analysis

For the direct measure, the faculty used the clinical care plan assignment for critically ill patients and the performance indicators to assess the program outcome. The table below summarizes the evaluations of the 30 care plan grade sheets and summative evaluation tools that were available when the data was gathered. All 44 grades are not included because some of the adjunct instructors had not turned in the grade sheets at the time of this program assessment. Each student was given two opportunities to develop a plan of care for a critically ill patient and the higher care plan score was recorded for the student. The summative evaluation covered a performance summary from the seven ICU clinical days.

The results for the direct measure are as follows:

No students (0 of 30) were identified at the beginning level

One (1 of 30) was Level 2-Approaching Competency in prioritization

All others (29 of 30) were Competent or Advanced in the specified skills.

30 of 30 (100%) were identified as competent or advanced in meeting the Assessment indicator;

29 of 30 (96.7%) were identified as competent or advanced in meeting the Prioritization indicator;

30 of 30 (100%) were identified as competent or advanced in meeting the Implementation indicator.

Overall, a total of 96.7% of students met the competency threshold.

Direct Measurement Table

2021-2022

CASC Nursing

Measurement Scale	Assessment of ICU patient	Prioritization of Health Needs	Implementation of Patient Care
4 = Advanced skills	22/30 (73.33%) rated 4	27/30 (90%) rated 4	27 of 30 rated 4
3 = Competent	8/30 (26.67) rated 3	2/30 (6.66%) rated 3	3 of 30 rated 3
2 = Approaching Competency		1/30 (3.33%) rated 2	
1 = Incompetent			

Expected Performance Level – 3 or higher score for 90% of students

29 out of 30 students or 96.67% of the students assessed met the expected performance level.

For the indirect measure, an anonymous survey using Blackboard was sent to 44 of the graduating students in April 2022. The survey contained 6 questions. Three questions asked the students to rate how well they were taught to assess patients, prioritize care needs, and implement patient care. The other three asked for feedback on what learning activities helped the most or what needs to improve within assessment/prioritization/implementation teaching. Of the 44 students who received the survey, there were 38 respondents. The majority (36/38 or 94.74%) rated CASC Nursing as preparing them well or very well in the three focus areas. None of the respondents rated their preparation for nursing as below or far below standard. The vast majority cited use of Clinical and Simulation as the most helpful teaching tools in all three areas. A few cited lectures or writing care plans as helpful.

Program Annual Summary

Survey Question	Rating Scale	Student Number = Percent Answered
1a. How well did the CASC Nursing Program prepare you to assess patient health issues?	5/5 Very Well	30/38 = 78.95%
	4/5 Well	8/38 = 21.05%
	3/5 Minimum Acceptable standard	0.00%
	2/5 Below standard	0.00%
	1/5 Far below standard	0.00%
	Unanswered	0.00%
2a. How well did the CASC Nursing Program prepare you to set priorities in patient care?	5/5 Very Well	25/38 = 65.79%
	4/5 Well	11/38 = 28.95%
	3/5 Minimum Acceptable standard	2/38 = 5.26%
	2/5 Below standard	0.00%
	1/5 Far below standard	0.00%
	Unanswered	0.00%
3a. How well did Carl Albert State College prepare you to implement patient care in common health care settings	5/5 Very Well	29/38 = 76.32%
	4/5 Well	7/38 = 28.947%
	3/5 Minimum Acceptable standard	1/38 = 5.263%
	2/5 Below standard	0.00%
	1/5 Far below standard	0.00%
	Unanswered	1/38 = 2.63%

After analyzing the direct and indirect measures, a total of 29/30 or 96.67% of students met the competency threshold regarding assessment of pertinent and abnormal patient health data. This is an improvement from last year's data. The indirect data indicated that more than 94% rated CASC nursing as preparing them well or very well to assess, prioritize, and implement patient care. Despite that, the faculty report seeing assessment weaknesses in the 2022 Fall clinical groups. Assessment is the foundation of competent patient care decisions.

For Summary 1 - What are your plans of action? (Next Steps)

The biggest takeaways from the direct and indirect data include:

1. Adding a simulation related to the content before every exam in third semester in Fall 2021 noticeably increased student skills and confidence. That should be continued each fall and also similar increased simulation should be added in second semester.
2. Including the completed Care Plan Rubric in the student records, simplified the evaluation process this year.

Program Annual Summary

3. Faculty must continue to provide multiple learning opportunities regarding assessment, prioritization, and implementation of patient care. Student feedback indicates they benefit most from more simulation or hands-on skills lab practice in addition to clinical time.
4. One major goal for 2022-2023 is to move toward better simulation preparation for faculty and to aim for at least 2 faculty to be certified in Nursing Simulation within the next five years.

For Summary 1 - Resources to Support Action: What resources will support the action (budget allocation, materials, personal donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

A. The ARPA funds awarded to CASC Nursing this year will assist with faculty preparation for high quality simulation as well as improvement of skills lab equipment and increased student support.

B. The CASC Administration increased Nursing Salaries this year to a more competitive range when we had difficulty filling some of the faculty openings, however they only filled 8 of the 9 full time nursing faculty slots which required an increase in use of adjunct faculty. Some of the local hospitals are decreasing the number of students allowed in the clinical facility to 8 students/instructor which may further increase the need for adjunct faculty. It is very difficult to find time within the nursing curriculum calendars for faculty to attend conferences on simulation and the NextGen NCLEX exams, but that is a goal for 2022-2023.



Program Annual Summary

Program/Degree Outcomes -
Occupational Health Safety (AS)

Annual Assessment Summary

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

Identify one job that interest the student

For Summary 1 - In which course(s) were direct assessments conducted?

OHS 1313 and OHS 2333

For Summary 1 - How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

Rubric was given to the students.

OHS 1313 Introduced

Survey was given to the students.

OHS 2333 Advance

For Summary 1 - Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?

OHS 1313 One page typed assignment. Students were directed to use search engines like monster.com, indeed and glassdoor to find a job that interested them.

OHS 2333 A 10 question survey was given to the students based on what job interest they have.

For Summary 1 - Who analyzed the results?

Kristi Mcconnell, Jakeob Hembree, and Robert Puhl

For Summary 1 - Results, Summary & Analysis

OHS 1313

11 Students/1 Section (Aggregated)

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

Program Annual Summary

The instructors found that the assignment was a success, many students found more than one job they were interested in. The students verbally reported enjoyment from the assignment. 50% 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 Thresholds
A. Identify one job that interest the student	Beginning: 0% Developing: 0% Accomplished: 0% Mastery: 100%	100% of 10 students (Threshold %)
B. Recognize sources for job listings	Beginning: 0% Developing: 10% Accomplished: 10% Mastery: 80%	100% of 10 students (Threshold %)
C. Define purpose of career identification	Beginning: 0% Developing: 10% Accomplished: 75% Mastery: 15%	85% of 10 students (Threshold %)

Some students did not meet the due date deadline for the assignment. A rubric was used to evaluate the assignment outcome. Once a job was found the students became to improve their resume to better fit the selected job.

For Summary 1 - What are your plans of action? (Next Steps)

OHS 1313 Action plan is to have students share the job they found and identify skills needed to apply for the job.

OHS 2333 Students will narrow down the job search to areas in which they would like to find employment. The search appears to be too broad for the level of learning.

For Summary 1 - Resources to Support Action: What resources will support the action (budget allocation, materials, personal donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

Guest Speakers through zoom/in person, Virtual/In person field trips, Budget allocation to pay for gas for the field trips.



Program Annual Summary

Program/Degree Outcomes - Physical
Therapist Assistant (AS)

Annual Assessment Summary

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

Upon completion of the program, the student will practice ethics of the physical therapist assistant

For Summary 1 - In which course(s) were direct assessments conducted?

PHTA 2534

For Summary 1 - How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

The clinical faculty will assess the student utilizing the Clinical Performance Instrument for the following Criteria:

CPI 2 Demonstrates expected Clinical behaviors in a professional manner in all situations

CPI 3 Performs in a manner consistent with established legal standards, standards of the profession, and ethical guidelines.

CPI 4 Adapts delivery of physical therapy services with consideration for patient's differences, values, preferences, and needs.

CPI 5 Communicates in ways that are congruent with situational needs

CPI 6 Participates in self-assessment and develops plans to improve knowledge, skills, and behaviors

Student should have evidence that supports each of these at being entry level for the profession by the clinical faculty at the end of their terminal clinical experience.

For Summary 1 - Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?

Interview with Clinical Faculty/ Clinical Site Visit Form

Subjective comments for the student's Clinical Performance Instrument. Students are provided feedback into components of their performance.

For Summary 1 - Who analyzed the results?

Kendal Repass and Jeri Hobday

For Summary 1 - Results, Summary & Analysis

Direct Data: 100% (13/13) Students met required outcomes to progress from mid-term to final and be assigned "Entry Level," to the standards of the assessment tool (Clinical Performance Instrument).

Indirect Data: 100% (13/13) of students were determined to meet threshold of Entry Level Performance in the standard 10 weeks of clinical education and progressed from Mid-Term to Final Assessment according to the interviews with clinical faculty and using the Clinical Site Visit Form.

Analysis of direct and indirect measures: Students performed better at what the program considers professional behaviors. One student was not performing well prior to mid-term in the second five weeks of the course. At mid-term, CPI 2 was below standard for the student. Interventions and a plan of action were developed and communicated to the student and clinical instructor. A potential extension was discussed but the student did meet minimal criterion to "Entry Level" at the end of the semester.

Program Annual Summary

For Summary 1 - What are your plans of action? (Next Steps)

After discussion on current and the previous year concerning CPI 2, the faculty have discussed a greater emphasis on developing the students professionally with the new Clinical Experience 1 and to create a formal training to occur during the fourth semester prior to PHTA 2534 Clinical experience 3.

For Summary 1 - Resources to Support Action: What resources will support the action (budget allocation, materials, personal donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

At the time of assessment, the faculty are unable to determine if a financial burden would be applied to additional training opportunities to the students.

PLO & Performance Indicators Summary 2

State the PLO and Performance Indicators you want to discuss second

Upon completion of the program, the student will perform within the plan of care in physical therapy.

For Summary 2 - In which course(s) were direct assessments conducted?

PHTA 2534

For Summary 2 - How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

The clinical faculty will assess the student utilizing the Clinical Performance Instrument for the following Criteria:

CPI 7 Demonstrates clinical problem solving.

CPI 9 Applies selected manual therapy, airway clearance, integumentary repair, and protection techniques in a competent manner.

CPI 10 Applies selected physical agents and mechanical modalities in a competent manner.

CPI 11 Applies selected electrotherapeutic modalities in a competent manner.

Student should have evidence that supports each of these at being entry level for the profession by the clinical faculty at the end of their terminal clinical experience.

For Summary 2 - Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? How many students were assessed?

Interview with Clinical Faculty/ Clinical Site Visit Form

Subjective comments for the student's Clinical Performance Instrument. Students are provided feedback into components of their performance.

For Summary 2 - Who analyzed the results?

Kendal Repass and Jeri Hobday

For Summary 2 - Results, Summary, & Analysis

Direct Data: 100% (13/13) Students met required outcomes to progress from mid-term to final and be assigned "Entry Level," to the standards of the assessment tool (Clinical Performance Instrument).

Indirect Data: 100% (13/13) of students were determined to meet threshold of Entry Level Performance in the standard 10 weeks of clinical education and progressed from Mid-Term to Final Assessment according to the interviews with clinical faculty and using the Clinical Site Visit Form.

Analysis of direct and indirect measures: Students performed at level of "Entry Level" at the end of the semester. Currently the faculty believe that current practices of training for performance within the plan of care for physical therapy are being met.

Program Annual Summary

For Summary 2 - What are your plans of action? (Next Steps)

Program faculty will continue to monitor

For Summary 2 - Resources to Support Action: What resources will support the action (budget allocation, materials, personnel, donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

Additional funding has been acquired to replace older equipment in the lab and additional equipment is being obtained to improve student training opportunities.

PLO & Performance Indicators Summary 3

State the PLO and Performance Indicators you want to discuss third

Upon completion of the program, the student will demonstrate competence in critical safety skills provided in physical therapy.

For Summary 3 - In which course(s) were direct assessments conducted?

PHTA 2534

For Summary 3 - How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

The clinical faculty will assess the student utilizing the Clinical Performance Instrument for the following Criteria:

CPI 1 Performs in a safe manner that minimizes the risk to patient, self, and others

CPI 2 Demonstrates expected Clinical behaviors in a professional manner in all situations

Student should have evidence that supports each of these at being entry level for the profession by the clinical faculty at the end of their terminal clinical experience.

For Summary 3 - Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(S)? How many students were assessed?

Interview with Clinical Faculty/ Clinical Site Visit Form

Subjective comments for the student's Clinical Performance Instrument. Students are provided feedback into components of their performance.

For Summary 3 - Who analyzed the results?

Kendal Repass and Jeri Hobday

For Summary 3 - Results, Summary, & Analysis

Direct Data: 100% (13/13) Students met required outcomes to progress from mid-term to final and be assigned "Entry Level," to the standards of the assessment tool (Clinical Performance Instrument).

Indirect Data: 100% (13/13) of students were determined to meet threshold of Entry Level Performance in the standard 10 weeks of clinical education and progressed from Mid-Term to Final Assessment according to the interviews with clinical faculty and using the Clinical Site Visit Form.

Analysis of direct and indirect measures: Students performed at level of "Entry Level" at the end of the semester. Currently the faculty believe that current practices of critical safety skills provided in physical therapy are being met.

For Summary 3 - What are your plans of action? (Next steps)

Program faculty will continue to monitor

Program Annual Summary

For Summary 3 - Resources to Support Action: What resources will support the action (budget allocation, materials, personnel, donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

Additional funding has been acquired to replace older equipment in the lab and additional equipment is being obtained to improve student training opportunities.



Program Annual Summary

Program/Degree Outcomes -
History/Political Science/Pre-Law (AA)

Annual Assessment Summary

Is this summary complete and official?

Yes

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

Upon completion of the program, the student will analyze both primary and secondary sources in the field of study.

- A. Distinguish between a primary and secondary source.
- B. Connect sources to historical events.
- C. Apply logic to the documents/sources

For Summary 1 - In which course(s) were direct assessments conducted?

HIST Oklahoma History 1063

For Summary 1 - How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

Three students were assessed – all majors. A book report over *Prelude to the Dust Bowl* was the assignment/direct measure. A developmental outcome rubric evaluated the student artifacts. The expected performance level was accomplished to exemplary, and the threshold was 70% of the students' work will obtain the accomplished/exemplary at each performance indicator.

For Summary 1 - Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?

The indirect measure used to assess the outcome was a survey.

Three students were assessed. The question asked was:

This course in Oklahoma History was supposed to meet this objective. This Unit 14 discussion should have met this objective along with other activities you have completed previously. Please think about how well you were able to meet this objective after completing the exercises mentioned.

Upon completion of the program, the student will analyze both primary and secondary sources in the field of study.

- A. Distinguish between a primary and secondary source*
- B. Connect sources to historical events*
- C. Applies logic to the documents/sources*

- A. Very small degree
- B. Small degree
- C. Moderate degree
- D. Great degree
- E. Very great degree

The expected performance level was "great to very great degree." The threshold was 70% of students would meet the expected performance level.

For Summary 1 - Who analyzed the results?

Instructor – Allexcia Rankin

For Summary 1 - Results, Summary & Analysis

Direct Data –

All three students met or exceeded the outcome, and all three showed outstanding mastery of the PIs.

Program Annual Summary

After reviewing the students' book reports, it is evident that they excel in the PIs. Validity to the assessment is enhanced since the students did not know that they were specifically being assessed on the PIs.

Many of the students with this major end up changing majors. That said, this then becomes an elective course for many students enrolled. As an elective course, some students don't see the need to complete the course, especially if they are changing to a business major for example. The course is designed to have a heavy reading and writing load. That load may be intimidating to some students.

The students assessed are majors that don't intend to change majors at this time. They are bound for other programs/institutions that this course will add value to. This group seems to excel in their reading and writing abilities more so than non-majors. They genuinely enjoy the history topics we offer to them and strive to perform well in this course. This lead to their abilities to easily apply logic to the document/sources. Another secret to their success is that there is an emphasis on the PIs throughout the course.

Indirect Data –

All three students indicated that were able to meet the outcome at a very great degree. Students meet/exceed expectations as expressed in this survey and orally in that they can successfully identify and use a primary and secondary source in their research.

For Summary 1 - What are your plans of action? (Next Steps)

This program outcome will continue to be emphasized throughout the curriculum.

For Summary 1 - Resources to Support Action: What resources will support the action (budget allocation, materials, personal donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

No additional resources needed.



Program Annual Summary

Program/Degree Outcomes - Biological
and Pre-Professional Sciences (AS)

Annual Assessment Summary

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

Upon completion of the program, the student will illustrate the basic molecular genetic processes of DNA replication and protein synthesis.

1. Replicate a segment of DNA by determining the complimentary sequence of nitrogenous bases.
2. Transcribe mRNA from DNA by determining the sequence of mRNA that would result from a given sequence of DNA.
3. Translate mRNA to protein by determining the sequence of amino acids that would result from a sequence of mRNA.

For Summary 1 - In which course(s) were direct assessments conducted?

Human Physiology ZOO 2114

For Summary 1 - How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

The DNA-Protein worksheet was given in class as a test component. Students were given a DNA sequence and the mRNA codon key. They used the DNA sequence to determine the complimentary DNA sequence and mRNA transcript. Then, they used the mRNA codon key to look up the resulting amino acid sequence. The shared data collection tool was a program assessment rubric to include mastering, developing, and beginning knowledge. The expected performance level was "90% will score at the mastering level on the rubric". A total of seven (7) students (Biological and Pre-professional sciences majors in Human Physiology sections) were assessed.

For Summary 1 - Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?

Students were given a survey to assess their confidence level for each indicator. Each indicator was rated using a Likert scale with a rating of 1-5 with 1 being "not at all confident" and 5 being "completely confident".

Question(s) to assess the students' perception of the mastery of the outcome: How would you rate your confidence on a scale of 1 (not at all confident) to 5 (completely confident) for each of the following:

1. I am able to illustrate the replication of a segment of DNA by determining the complimentary sequence of nitrogenous bases.
2. I am able to illustrate transcription by determining the sequence of mRNA that would result from a given sequence of DNA.
3. I am able to illustrate translation by determining the sequence of amino acids that would result from a sequence of mRNA.

Seven (7) students completed the survey for indirect assessment.

Program Annual Summary

For Summary 1 - Who analyzed the results?

Brook Wiersig and Beverly Afzali

For Summary 1 - Results, Summary & Analysis

Direct Data:

Performance Indicator	Rubric Level 1. Beginning 2. Developing 3. Mastering
Replicate a segment of DNA by determining the complimentary sequence of nitrogenous bases.	1- 0 2- 0 3- 7
Transcribe mRNA from DNA by determining the sequence of mRNA that would result from a given sequence of DNA.	1- 0 2- 0 3- 7
Translate mRNA to protein by determining the sequence of amino acids that would result from a sequence of mRNA.	1- 0 2- 0 3- 7

100% of the students assessed were able to illustrate the molecular genetic processes of DNA replication and protein synthesis. Six of the seven students had been introduced to this concept before in General Zoology and were familiar with the format of the assignment. One student was not enrolled at CASC in General Zoology and was formerly a concurrent high school student, so this was his introduction to the concept(s) being assessed rather than a reinforcement. After a review of the content in lecture, all students were able to illustrate these processes on their own. Because none of the students made any mistakes on the direct assessment, each performance indicator was successfully completed at the "mastering" level of the rubric; therefore, the program outcome was met.

Indirect Data:

Question	Likert Scale Rating 1. Not at all confident 5. Completely confident
1. I am able to illustrate the replication of a segment of DNA by determining the complimentary sequence of nitrogenous bases.	1- 0 2- 0 3- 0 4- 2 5- 5
2. I am able to illustrate transcription by determining the sequence of mRNA that would result from a given sequence of DNA.	1- 0 2- 0 3- 0 4- 2 5- 5
3. I am able to illustrate translation by determining the sequence of amino acids that would result from a sequence of mRNA.	1- 0 2- 0 3- 0 4- 2 5- 5

Program Annual Summary

Five (5) students (71 %) chose a confidence rating of 5 “completely confident” on all three indicators while two (2) students (29%) chose a rating of 4 on all three indicators. The expected performance level was “90% will be at a confidence level of at least 4”. Since 100% of students selected a confidence rating of “4” or above on all three indicators the expected performance level was met.

Analysis:

The largest contributing factor to the outcome being met is likely the introduction of the concept in the same format in the General Zoology course that most students at CASC complete before taking Human Physiology accompanied by the reintroduction and review using the same format. In General Zoology, students complete the assignment with the help of the instructor in a group setting. In Physiology, students then progress to being able to complete the assignment in a test format without help.

For Summary 1 - What are your plans of action? (Next Steps)

We plan to assess this outcome in the same format for the next cycle for the purpose of collecting more data.

For Summary 1 - Resources to Support Action: What resources will support the action (budget allocation, materials, personal donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

Currently there are no additional resources needed to continue program assessment.



Program Annual Summary

Program/Degree Outcomes -
Mathematics, Physical Science, & Pre-
Engineering

Annual Assessment Summary

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

Perform safe and appropriate laboratory techniques.

1. Apply appropriate personal protective equipment (PPE)
2. Demonstrate proper laboratory hygiene
3. Demonstrate proper laboratory safety

For Summary 1 - In which course(s) were direct assessments conducted?

CHEM 1215 and PHYS 2114 during the Spring 2022 semester

The Department intended to assess majors enrolled in PHYS 1214, however, no students enrolled in PHYS 1214 who were majoring in Mathematics, Physical Science and Pre-Engineering.

For Summary 1 - How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

The direct measure utilized a shared observational rubric. The instructors in CHEM 1215 and PHYS 2114 observed the class during the 5th or 6th lab period to see at what level they were performing safe and appropriate laboratory techniques. Students were unaware they were being assessed until after the lab period to ensure validity of the data collected. The shared observational rubric has four levels – beginning, developing, accomplished, and mastery. For each performance indicator the rubric defines what observations should be evident for each level. Four total students were assessed (3 students in CHEM 1215 and 1 student in PHYS 2114).

For Summary 1 - Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?

The indirect measure consisted of a brief survey given to the students at the end of the lab period in which the direct measure was applied. Four total students were assessed (3 students in CHEM 1215 and 1 student in PHYS 2114). The two questions on the survey were as follows:

Question 1. Place a check in the box above the statement you feel best describes the emphasis placed on lab safety in the laboratory setting.

The lab setting always included instruction and cautions for lab safety

The lab setting typically had considerable emphasis on lab safety

The lab setting typically had some emphasis on lab safety, but could have used more

The lab setting typically had little to no emphasis on lab safety

Program Annual Summary

Question 2. In the space below write any suggestions you have for improvement in lab safety in the physical science course at CASC.

For Summary 1 - Who analyzed the results?

1. Rob Wylie analyzed the results in PHYS 2114 and Steve Hughes in CHEM 1215

For Summary 1 - Results, Summary & Analysis

Data from Program Outcome 3 Direct Measure

Performance Indicator	Percentage of Students at Each Level	Expected Level of Performance: Mastery
PI1: Apply appropriate personal protective equipment (PPE)	Beginning: 0% Developing: 0% Accomplished: 0% Mastery: 100%	100% of 4 students met Mastery level
PI2: Demonstrate proper laboratory hygiene	Beginning: 0% Developing: 0% Accomplished: 0% Mastery: 100%	100% of 4 students met Mastery level
PI3: Demonstrate proper laboratory safety	Beginning: 0% Developing: 0% Accomplished: 0% Mastery: 100%	100% of 4 students met Mastery level

The data collected by the instructors for the direct assessment of Program Outcome 3 indicated 100% of the students are at the mastery level for performance indicators 1, 2 and 3. These results indicate the program meets the set threshold for the direct measure of program outcome 3.

Percentage of Assessed Students that Selected Each Option on the Indirect Measure
(Expected Performance Level: 100% should self-report that the lab setting always included instructions and cautions for lab safety)

100%	0 %	0 %	0 %
The lab setting always included instruction and cautions for lab safety	The lab setting typically had considerable emphasis on lab safety	The lab setting typically had some emphasis on lab safety, but could have used more	The lab setting typically had little to no emphasis on lab safety

The data collected by the instructors for the indirect assessment of Program Outcome 3 indicated 100% of the students selected the option of "The lab setting always included instruction and cautions for lab safety". When the students were asked to write any suggestions they have for improving lab safety, 3 of the 4 students assessed reported "there is no need for improvement", or "none needed". 1 student left the question blank. These results indicate the program meets the set threshold for the indirect measure of program outcome 3.

Program Annual Summary

Analysis of both the direct and indirect data indicate that for PO3 the students are gaining the knowledge and ability the department has established. The biggest takeaway for the department is the knowledge that the data indicates these students have the knowledge and demonstrated ability to operate in a lab setting safely. As stated last year we were concerned that when Covid protocols were relaxed that students might not be as safety conscious as they should be. This was particularly our concern in cases of lab hygiene. However, our data indicates they performed as well or better in this assessment cycle as the last. Additionally, this data has been shared with the other faculty teaching in the Math, Physical Science, and Pre-Engineering degree. PO3 has been and will continue to be a major program outcome of the department.

For Summary 1 - What are your plans of action? (Next Steps)

The department plans to assess PO3 in the 2022-23 academic year for one more cycle and if the data continues to indicate mastery level, then to either set PO3 aside for a few cycles or work to develop a new program outcome to replace PO3.

In addition, the department plans to assess PO1 and PO2 in the 2022-23 academic year.

For Summary 1 - Resources to Support Action: What resources will support the action (budget allocation, materials, personal donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

To assess the program outcomes for our department will not require any additional resources outside of our current budget and department personnel.