



# **Program Annual Summary**

Program/Degree Outcomes - Business  
Administration (AA)

## Annual Assessment Summary

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### PLO & Performance Indicators Summary 1

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**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-two 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)? How many students were assessed?**

A survey was conducted in the classroom with twenty-two students. The survey attempted to measure 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:

- 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)

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**For summary 1, who analyzed the results?**

Hali Repass

**For summary 1, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)**

22 Students/1 Section

Performance Indicator	Percentage of Students at each Level	<b>Expected Level of Performance:</b> Accomplished/Exemplary Threshold 70%
A. Identify accounts and account classifications.	Beginning: 0% (0) Developing: 23% (5) Accomplished: 41% (9) <b>Exemplary: 36% (8)</b>	77% of 22 students (Threshold 70%)
B. Illustrate the application of double entry accounting systems utilizing debits and credits.	Beginning: 9% (2) Developing: 18% (4) Accomplished: 41% (9) <b>Exemplary: 32%(7)</b>	73% of 22 students (Threshold 70%)
C. Analyze business transactions and impact on organizational accounts.	Beginning: 9% (2) Developing: 18% (4) Accomplished: 55% (12) <b>Exemplary: 18% (4)</b>	73% of 22 students (Threshold 70%)

Results were pleasing, giving an overall positive reflection of the students' knowledge and ability to classify, illustrate, and analyze, in order to complete financial statements. Results revealed that 100% students had surpassed a beginning level of knowledge on Performance Indicator A. Also shown through direct measures is that 73% of students had met or passed the threshold level for

Performance Indicator B. Performance Indicator C was also at 73%, which was higher than expected as the content difficulty level had increased. 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?  
[22 total: R1(18) – R2(3) – R3(1) – R4(0)]
2. How confident do you feel to debit and credit accounts appropriately?  
[22 total: R1(16) – R2(3) – 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?  
[22 total: R1(13) – R2(4) – R3(2) – R4(3)]

- R1 - I got this! (expert)
- R2 - I feel good about doing this. (proficient)

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- 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, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.**

No additional resources are needed to support this action.



# **Program Annual Summary**

Program/Degree Outcomes - Child  
Development (AA)

## Annual Assessment Summary

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### PLO & Performance Indicators Summary 1

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**State the PLO and Performance Indicators you want to discuss first**

Upon completion of the program, the student will create an age appropriate curriculum Performance Indicators:

- A. Relate theoretical perspectives to child development
- B. Build age appropriate learning content
- C. Organize appropriate physical setting

**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?**

Measure: Multiple Choice Question -

Which is not a Component of age-appropriate curriculum.

1. Identifying Core learning goals for individual children and the program.
2. Develop a curriculum framework based on child development.
3. Using the framework for planning activities, experiences and routines.
4. Develop a curriculum framework for multiple learning goals.

Data Collection/Evaluation Tool: Multiple Choice Test Question

Expected Performance Level: Accomplished/exemplary

Threshold: 80% of the students; work will meet the expected performance level for 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)? How many students were assessed?**

The indirect measure was a three question survey allowing students to indicate their level of confidence:

Beginning:

Competent:

Advanced:

1. Have an understanding of theoretical perspectives to child development.
2. Recognize age appropriate content.
3. Motivation and skill to organize an appropriate physical setting.

**For summary 1, who analyzed the results?**

The direct assessment results were analyzed by a child development faculty member and division chair:  
Rhonda Few, Tommy Smith

**For summary 1, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)**

Performance Indicators:

Direct Measure:

82% of the 11 students answered correctly

## Program Annual Summary

Although the threshold was met, the limited scope of the question did not adequately assess the outcome.

Indirect Measure:

100% students surveyed indicated they were competent in all the areas they were questioned.

Although the indirect measure results indicate a high level of confidence in the students' ability to perform the outcome, improvements are needed with both direct and indirect measure selection and data collection.

### **For summary 1, what are your plans of action? (Next steps)**

Program faculty will consider using a direct measure that requires the students to demonstrate the skill through performance instead of an objective test. The performance indicators will serve as criteria to meet the outcome. The indirect measure will be modified as well to assess the students' perception of mastery of the outcome.

The leadership of the Child Development Program decided the curriculum should undergo some drastic structural changes. Going forward, the curriculum will embed the current multi certificate system into a single program with the certificates awarded as different skills are achieved. These changes will require the framework and map to be revised to include the embedded certificates.

### **For summary 1, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.**

The Child Development program has had consistent growth in the past five years due to the faculty and administration's dedication. This growth has been so substantial that we hired a new full-time faculty member to manage the increasing student enrollment driven by the high demand for our courses. Furthermore, our accomplishments led to the Cherokee Nation granting us \$100,000, reflecting our success in serving their students. Our office and laboratory spaces have been recently renovated, making the program a state showcase. The administration identified the child development program as a only high-demand program and recently established a new base salaries for instructors. The program is adequately funded for the foreseen future.



# **Program Annual Summary**

Program/Degree Outcomes - Computer  
Information Systems (AA)



## Annual Assessment Summary

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**Is this summary complete and official?**

Yes

## PLO & Performance Indicators Summary 1

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**State the PLO and Performance Indicators you want to discuss first**

Upon completion of the program, the student will build a program in an industry-standard programming language.

Performance Indicators:

1. Identify standard programming nomenclature
2. Demonstrate efficient programming structure
3. Troubleshoot syntax errors

**For summary 1, in which course(s) were direct assessments conducted?**

CS 1313 Programming 1

**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?**

Measure: Guess Word Project - In this project students used C# (programming language) to create a word guessing game that asks a player to guess a random word that is generated by the computer. Users should enter a single letter that is compared to each letter in the secret word. If the letters are found in the word the user received points.

Data Collection/Evaluation Tool: Program Outcome Rubric

Expected Performance Level: Accomplished/exemplary

Threshold: 85% of the students; work will meet the expected performance level for 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)? How many students were assessed?**

Currently, we do not have an indirect measure in place for this outcome.

**For summary 1, who analyzed the results?**

The direct assessment results were analyzed by the computer faculty: [Tommy Smith](#), Savannah Knight, Josh Burris

**For summary 1, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)**

**Result:**

Performance Indicators:

1. Identify standard programming nomenclature.  
100% of the 13 students are accomplished/exemplary
1. Demonstrate efficient programming structure.  
62% of the 13 students are accomplished/exemplary
1. Troubleshoot syntax errors.  
84% of the 13 students are accomplished/exemplary

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The outcome conclusion was **Below/Progressing**. The performance indicator with the lowest result was focused on programming efficiency. After reviewing the assignment it was determined that the assignment was cumulative and many students overlooked the efficiency aspect of the assignment and focused on the more advanced areas.

### For summary 1, what are your plans of action? (Next steps)

The plan in the future is to shorten the assignment with clear directions that focus the student's efforts on the programs efficiency. Also, we plan to add indirect measures in the form of a Blackboard survey to the future courses

### For summary 1, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.

It has been determined that the current resources adequately meet the needs for achieving this outcome

## PLO & Performance Indicators Summary 2

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### State the PLO and Performance Indicators you want to discuss second

1. Upon completion of the program, the student will apply design techniques to multiple media formats.
  1. Apply industry-standard design techniques.
  2. Create media free of common errors in design.
  3. Demonstrate industry-standard design principles.

### For summary 2, in which course(s) were direct assessments conducted?

CS 2243 Internet Programming

### 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?

Measure: Online Store Design - In this project, students create a website storefront that sells fictional Spy Equipment at wholesale prices. The storefront design should be targeted to the demographic of the site and the type of information that the site should provide. The design of the site should be professional with a combination of text and media content.

Data Collection/Evaluation Tool: Program Outcome Rubric

Expected Performance Level: Accomplished/exemplary

Threshold: 85% of the students; work will meet the expected performance level for each performance indicator

### 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?

Currently, we do not have an indirect measure in place for this outcome

### For summary 2, who analyzed the results?

The direct assessment results were analyzed by the computer faculty: Tommy Smith, Savanah Knight, Josh Burris

### For summary 2, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)

#### Performance Indicators:

1. Apply industry-standard design techniques.

100% of the 17 students are accomplished/exemplary
2. Create media free of common errors in design.

88% of the 17 students are accomplished/exemplary
3. Demonstrate industry-standard design principles.

## Program Annual Summary

82% of the 17 students are accomplished/exemplary

The outcome meets/exceeds the expected performance level. The performance indicator with the lowest result was Demonstrate industry-standard design principles. After reviewing the assignment it was determined that the assignment was cumulative and many students overlooked the efficiency aspect of the assignment and focused on the more advanced areas.

### **For summary 2, what are your plans of action? (Next steps)**

The plan in the future is to continue the course as it is, with annual monitoring. However, we plan to add indirect measures in the form of a Blackboard survey to the future courses

### **For summary 2, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.**

It has been determined that the current resources adequately meet the needs for achieving this outcome.

## PLO & Performance Indicators Summary 3

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### **State the PLO and Performance Indicators you want to discuss third**

1. Upon completion of the program, the student will identify security practices that apply to computing.
  1. Give examples of security practices
  2. Demonstrate implementation of appropriate security measures.
  3. Demonstrate the use of different file types

### **For summary 3, in which course(s) were direct assessments conducted?**

CS 1423 Information Security

### **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?**

Measure: Security Policy

Data Collection/Evaluation Tool: Program Outcome Rubric

Expected Performance Level: Accomplished/exemplary

Threshold: 85% of the students; work will meet the expected performance level for each performance indicator.

### **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?**

Currently, we do not have an indirect measure in place for this outcome

### **For summary 3, who analyzed the results?**

Bill Gan

### **For summary 3, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)**

There were 17 students in the data collection Group.

11 of 17 - 65% Exemplary Able to develop a security policy for a network. 6 of 17 - 35% Developing Able to identify security measure to secure a PC.

The outcome conclusion was **Below/Progressing**. The expected performance level for the measure was 75%. Thirty-five percent of students did not meet the expected performance level of Exemplary/Accomplished. The 35% were able to perform at the developing level. Reflecting on course components coverage and presentation of the materials was adequate (65% were successful). It is logical to think that by virtue of being enrolled in a course that the student would be successful. It is logical to think that

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by virtue of being enrolled in a course that the student would be interested in the subject matter. Sadly passion for a student's chosen course area is sometimes difficult to find especially in lower performing students. In other words they perform at a level to just reach bottom end of the goal. They just want to check the box and move on to the next item. When given the opportunity to correct issues or gain a better grade, students in the most cases decline. Students in the 35% were not engaged. The 65% that were engaged and interested showed remarkable performance and understood security practices and had the background needed to achieve the goal. These students were focused on doing well and going beyond the minimum. They were excited and engaged about the subject. The engaged students could describe security practices and the security measures that were appropriate for the given scenario.

### **For summary 3, what are your plans of action? (Next steps)**

The plan in the future is to continue the course as it is, with annual monitoring. However, we plan to add indirect measures in the form of a Blackboard survey to the future courses.

### **For summary 3, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.**

It has been determined that the current resources adequately meet the needs for achieving this outcome.



# **Program Annual Summary**

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

## Annual Assessment Summary

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### PLO & Performance Indicators Summary 1

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**State the PLO and Performance Indicators you want to discuss first**

Upon completion of the program, the student will demonstrate basic treatments for common injuries/illness.

- A. Identify common injuries/illness
- B. List the steps of common injury/illness assessment
- C. Identify basic treatments for common injuries/illness

**For summary 1, in which course(s) were direct assessments conducted?**

HPER 2103-3718

**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?**

1 question was chosen from a Lower extremity exam that was considered specific enough to assess the performance indicator for Program Outcome #3, Performance indicator B.

"Describe the acronym H.O.P.S and explain each step"

Scored based off of a rubric with the following categories:

Correctly list what H.O.P.S. stands for

List an explanation of each step of H.O.P.S

Each of the categories were scored based on a scale of 1-4

Category 1

1- one of the terms is correctly listed

2- two of the terms are correctly listed

3- three of the terms are correctly listed

4- four of the terms are correctly listed

Category 2

1- one of the definitions is correctly listed

2- two of the definitions are correctly listed

3- three of the definitions are correctly listed

4- four of the definitions are correctly listed

Makes a possible total of 8 points

The threshold for this rubric was set at 6. The program faculty felt as though this was a reasonable threshold setting the average at 75%.

8 out of 10 students met the outcome threshold scoring 6 or above.

2 out of 10 students did not meet the threshold.

Meets/Exceeds

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The next direct measure was a rubric made to measure the level of performance the students displayed while taping an ankle. This artifact assesses P.O 3, Performance outcome C. Students were asked to perform the ankle taping process while being scored on a rubric with the following categories:

- Anchors
- Stirrups
- Heel locks
- Horse Shoes
- Closing Strips
- < 2 minutes
- Professional appearance
- Weakness testing
- Internal Wrinkles
- Tape Coverage

Each of the categories were scored on a scale of 0-2

0= Unable to perform

1= Can perform with minimal mistakes

2= Can perform with no mistakes

Makes a possible total of 20 points

The threshold for this rubric was set at 14. The program faculty felt as though this was a reasonable threshold for this level of learning.

2 out of 10 students met the outcome threshold scoring 14 or above.

8 out of 10 students did not meet the outcome threshold

Lower Extremity Exam question (HOPS): 6/8 Correct Responses =75%

Ankle taping rubric: 14/20 = 70%

**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)? How many students were assessed?**

The indirect measure used was an opinion survey/questionnaire with 4 questions.

Question 1,2,3, and 4 had 4 items for the student to choose from ranging from "Not confident" to "Extremely confident".

Question 1: How confident are you in your ability to to identify and describe each of the steps of H.O.P.S

1 not confident

2 neutral

3 confident

4 extremely confident

Question 2: How confident are you in identifying the signs and symptoms of an ankle sprain?

1 not confident

2 neutral

3 confident

4 extremely confident

## Program Annual Summary

Question 3: How confident are you in taping an ankle?

- 1 not confident
- 2 neutral
- 3 confident
- 4 extremely confident

Question 4: How confident are you in listing the steps to OBU and performing them?

- 1 not confident
- 2 neutral
- 3 confident
- 4 extremely confident

Threshold Indirect Measure Question 1-4: 75% of responses will be = Confident for each survey question.

Results:

Question 1: How confident are you in your ability to to identify and describe each of the steps of H.O.P.S

- 1 not confident- 0%
- 2 neutral- 10%
- 3 confident- 50%
- 4 extremely confident- 40%

Question 2: How confident are you in identifying the signs and symptoms of an ankle sprain?

- 1 not confident- 0%
- 2 neutral- 0%
- 3 confident- 70%
- 4 extremely confident- 30%

Question 3: How confident are you in taping an ankle?

- 1 not confident- 0%
- 2 neutral- 0%
- 3 confident- 60%
- 4 extremely confident- 40%

Question 4: How confident are you in listing the steps to OBU and performing them?

- 1 not confident- 0%
- 2 neutral- 10%
- 3 confident- 50%
- 4 extremely confident- 40%

**For summary 1, who analyzed the results?**

Chelsie Barnes and Bill Carroll.

**For summary 1, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)**

### Direct Measure



## Program Annual Summary

The “Lower Extremity” exam consisted of 20 questions and the question for the measure was chosen for the specificity of answering one of the three performance indicators as illustrated in the list above.

Performance Indicator B: “List the steps of common illness/injury assessment” was assessed using one exam question from the “Lower extremity” exam. The item analysis shows that all 80% of students met the threshold of 6/8 (75%) correct answers to the proposed questions.

Performance Indicator C: “Choose basic treatments for common injury/illness” was not met with the signature assignment of ankle taping. A review of the curriculum schedule is needed to adjust the date that ankle taping is assigned to ensure that all of the students have the proper amount of time to fully participate and comprehend the steps. These changes need to be made to better ensure that we have a clear picture of students learning in focus.

While performance indicator C was met, the option of “Below/Progressing” was chosen for the outcome findings. The program faculty feel as though the results provided many learning moments as to how we should move forward in the future and improve the learning process. For the next assessing cycle for Program Outcome 3, the ankle taping rubric will be altered along with some of the “HOPS” questions on the lower extremity exam. These alterations will make the assessing process more specific.

### Indirect Measure

Since the curriculum map shows HPER 2103 Care and Prevention of Athletic Injuries at the Advanced learning level for the assessment of Program Outcome 3, a threshold score of 75% “Confident” (advanced) should be attained. The 75 % threshold was chosen as the 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 met the agreed threshold of 75% of “Confident” on Questions 1-4. Achieving this threshold indicates an “Advanced” level of perceived learning as mapped in the HPER curriculum map.

This survey was used as an indirect measure of learning, essentially asking about the student’s “confidence” in the knowledge of Performance Indicator A. identify common injuries and illness, Performance Indicator B. list the steps of common illness/injury assessment and Performance indicator C. choose basic treatments for common injury/illness.

Performance indicator A was covered in questions 2 “How confident are you in identifying the signs and symptoms of an ankle sprain?”. The results show 100% of the respondents reported “confident/extremely confident”.

Performance Indicator B was covered in question 1 “How confident are you in your ability to identify and describe each of the steps of H.O.P.S”. The results show that 90% of the respondents reported “confident/extremely confident”.

Performance Indicator C was covered in questions 3 “How confident are you in taping an ankle?” and 4 “How confident are you in listing the steps to OBU and performing them?” The results show that 100% of the respondents reported “confident/extremely confident” on question 3. Question 4 had a response rate of 90% of the respondents reporting “confident/extremely confident”.

### For summary 1, what are your plans of action? (Next steps)

A review of the curriculum schedule is needed to adjust the date that ankle taping is assigned to ensure that all of the students have the proper amount of time to fully participate and comprehend the steps.

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**For summary 1, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.**

As a result of the assessment findings the current level of funding and materials should be continued for the foreseeable future.



# **Program Annual Summary**

Program/Degree Outcomes - Criminal  
Justice (AA)

## Annual Assessment Summary

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**Is this summary complete and official?**

Yes

## PLO & Performance Indicators Summary 1

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**State the PLO and Performance Indicators you want to discuss first**

Upon completion of the program, the student will be able to manage a crime scene.

- A. Initial response
- B. Securing crime scene
- C. Crime scene documentation-sketch
- D. Crime scene documentation-photography
- E. Latent print collection
- F. Evidence collection and packaging
- G. Safety/contamination control
- H. Release of crime scene

**For summary 1, in which course(s) were direct assessments conducted?**

CJ 2133; 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?**

Upon completion of the program, students will be able to manage a crime scene. For this program outcome students are subjected to a mock crime scene. The mock crime scene is evaluated on the 3 of 8 most important indicators of managing a crime scene. PI: A. Initial response, B. Securing crime scene G. Safety/ Contamination control. Students are graded on a Met/Not Met for each indicator. It is expected that 80% of the students complete each indicator at Met. The students work the entire crime scene as a group but are scored individually on their work. 6 students were assessed during this assessment cycle.

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Criminal Investigation Mock Crime Scene

Must meet P (P=Pass) 19 out of the 25 points to receiving a Pass grade overall.

CRITERIA	Pass=P	Fail=F
<b>INITIAL RESPONSE</b>		
ENSURES THAT THE SEARCH IS LEGAL		
ENSURES ANCILLARY AGENCIES HAVE BEEN NOTIFIED (MEDICAL EXAMINER, EMS, ETC.)		
<b>SECURING THE CRIME SCENE</b>		
ENTRY/ EXIT LOG CREATED/ESTABLISHED		
CRIME SCENE BOUNDARIES ARE CLEARLY/ PROPERLY ESTABLISHED		
EVIDENCE LOG CREATED/COMPLETED		
THOROUGH SEARCH CONDUCTED: ALL PERTINENT EVIDENCE FOUND, FLAGGED, AND DOCUMENTED BY TEAM		
<b>CRIME SCENE DOCUMENTATION-SKETCH</b>		
CRIME SCENE SKETCH IS LEGIBLE		
ROOM/AREA MEASUREMENTS ARE PROPERLY TAKEN AND RECORDED		
EVIDENTIARY ITEMS ARE PLACED IN SKETCH WITH NECESSARY MEASUREMENTS		
COMPASS DIRECTION (N) IDENTIFIED ON SKETCH		
LEGEND		
PERTINENT AGENCY/ CASE INFORMATION NOTATED ON SKETCH		
<b>CRIME SCENE DOCUMENTATION- PHOTOGRAPHY</b>		
COMPLETED PHOTO LOG WITH PERTINENT AGENCY/CASE INFORMATION NOTATED		
PHOTOGRAPHS DEPICT CRIME SCENE AND EVIDENCE AS IT APPEARED UPON ARRIVAL OF INVESTIGATORS (NO EVIDENCE MOVED PRIOR TO PHOTOGRAPHS)		
<b>LATENT PRINT COLLECTION</b>		
NON-MAGNETIC BLACK POWDER USED		
PROPER FINGERPRINT DUSTING TECHNIQUE DEMONSTRATED		
FINGERPRINT IS USEABLE AND READABLE (FREE OF SMUDGES, AIR BUBBLES)		
<b>EVIDENCE COLLECTION AND PACKAGING</b>		
EVIDENCE ITEM IS HANDLED CORRECTLY BY COLLECTOR		
COLLECTED EVIDENCE IS PLACED IN PROPER CONTAINER BASED ON SIZE AND TYPE OF EVIDENCE		
EVIDENCE CONTAINER IS PROPERLY SEALED AND LABELED (ALL RELEVANT CASE INFORMATION PROVIDED)		
EVIDENCE LOG MAINTAINED		
<b>SAFETY / CONTAMINATION CONTROL</b>		
TEAM MEMBERS ARE WEARING PROPER SAFETY EQUIPMENT (GLOVES)		
ALL INVESTIGATIVE TRASH REMOVED FROM THE CRIME SCENE		
<b>RELEASE OF CRIME SCENE</b>		
CRIME SCENE TAPE REMOVED AND DISCARDED		
TEAM MEMBER NOTIFIES JUDGE OF RELEASE OF CRIME SCENE		

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)? How many students were assessed?

Using a survey students will be asked on a scale 1-6, 1 Not Applicable, 2 Strongly Disagree, 3 Disagree, 4 Neither Agree or Disagree, 5 Agree and 6 Strongly Agree.

80% of the students should be able to agree or strongly agree that they can explain what constitutes a search based on the Katz V. U.S. ruling. 6 students were assessed during this assessment cycle.

## Program Annual Summary

### For summary 1, who analyzed the results?

Chad Brown

### For summary 1, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)

#### Direct Measure Results:

All six students met the expected performance level and threshold for 2 of the 3 performance indicators measured. PI ; A. Initial response all 6, (100%) of students assessed accomplished Met Competency, PI B. Securing the crime scene all 6, (100%) of students assessed accomplished Met Competency, PI G. Safety/ Contamination Control all 6 (100%) of students assessed accomplished

Not Met competency.

Following the assessment of all six students on Safety/Contamination Control, it was found that 100% of the students did not meet the required competency. This outcome was due to a significant contamination issue that occurred during the exercise.

One student was observed eating a banana at the crime scene and subsequently discarded the banana peel into a trash can that contained critical evidence. No other student made an attempt to address the contamination, either by explaining why the banana was present or by preventing the student from compromising the scene.

As a result of this incident, none of the students demonstrated the necessary level of awareness or intervention required to maintain proper safety and contamination control at a crime scene. Due to this issue, the instructor will be considering changes to the crime scene assessment, potentially transitioning it from a group exercise to an individual assignment to better hold each student accountable for contamination control.

Moving forward, this adjustment aims to ensure that each student understands the importance of preventing contamination and maintaining the integrity of a crime scene.

#### Indirect Measure Results:

The indirect measures failed to meet the 80% threshold, with only 66% of students responding with either "agree" or "strongly agree." This indicates areas that need improvement, particularly in constitutional protocols, such as the 4th Amendment. Students may benefit from more explicit instruction on case law, particularly related to search and seizure laws. Instructional adjustments should include more focused content on relevant case law discussions and hands-on activities that reinforce proper procedures.

### For summary 1, what are your plans of action? (Next steps)

Given that both the direct and indirect measures failed to meet the 80% threshold, the action plan will focus on increasing instruction in areas where students are underperforming. This includes:

**Enhanced Instruction on Case Law:** Placing greater emphasis on the 4th Amendment and its real-world applications during case studies.

**Focused Case Studies:** Incorporating real-life scenarios to reinforce the understanding and application of constitutional protections, especially those involving the 4th Amendment.

## Program Annual Summary

By implementing these changes, the goal is to improve student performance and understanding in both direct and indirect measures, ensuring that students meet and exceed the necessary competency levels in the future.

### PLO & Performance Indicators Summary 2

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#### **State the PLO and Performance Indicators you want to discuss second**

Upon completion of the program, the student will determine if evidence demonstrates that a crime occurred.

- A. Properly apply constitutional law governing searches and seizures.
- B. Protect a crime scene
- C. Determine if probable cause exists to make an arrest.

#### **For summary 2, in which course(s) were direct assessments conducted?**

CJ 2133; CJ 2224

#### **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?**

For this program outcome students are subjected to a mock crime scene. The mock crime scene is evaluated on the 3 of 8 most important indicators of managing a crime scene. PI: A. Initial response, B. Securing crime scene H Release of Crime Scene. Students are evaluated on a Met/Not Met for each indicator.

It is expected that 80% of the students complete each indicator at Met. The students work the entire crime scene as a group but are scored individually on their work. 6 students were assessed during this assessment cycle.

## Program Annual Summary

Criminal Investigation Mock Crime Scene

Must meet P (P=Pass) 19 out of the 25 points to receiving a Pass grade overall.

CRITERIA	Pass=P	Fail=F
<b>INITIAL RESPONSE</b>		
ENSURES THAT THE SEARCH IS LEGAL		
ENSURES ANCILLARY AGENCIES HAVE BEEN NOTIFIED (MEDICAL EXAMINER, EMS, ETC.)		
<b>SECURING THE CRIME SCENE</b>		
ENTRY/ EXIT LOG CREATED/ESTABLISHED		
CRIME SCENE BOUNDARIES ARE CLEARLY/ PROPERLY ESTABLISHED		
EVIDENCE LOG CREATED/COMPLETED		
THOROUGH SEARCH CONDUCTED: ALL PERTINENT EVIDENCE FOUND, FLAGGED, AND DOCUMENTED BY TEAM		
<b>CRIME SCENE DOCUMENTATION-SKETCH</b>		
CRIME SCENE SKETCH IS LEGIBLE		
ROOM/AREA MEASUREMENTS ARE PROPERLY TAKEN AND RECORDED		
EVIDENTIARY ITEMS ARE PLACED IN SKETCH WITH NECESSARY MEASUREMENTS		
COMPASS DIRECTION (N) IDENTIFIED ON SKETCH		
LEGEND		
PERTINENT AGENCY/ CASE INFORMATION NOTATED ON SKETCH		
<b>CRIME SCENE DOCUMENTATION- PHOTOGRAPHY</b>		
COMPLETED PHOTO LOG WITH PERTINENT AGENCY/CASE INFORMATION NOTATED		
PHOTOGRAPHS DEPICT CRIME SCENE AND EVIDENCE AS IT APPEARED UPON ARRIVAL OF INVESTIGATORS (NO EVIDENCE MOVED PRIOR TO PHOTOGRAPHS)		
<b>LATENT PRINT COLLECTION</b>		
NON-MAGNETIC BLACK POWDER USED		
PROPER FINGERPRINT DUSTING TECHNIQUE DEMONSTRATED		
FINGERPRINT IS USEABLE AND READABLE (FREE OF SMUDGES, AIR BUBBLES)		
<b>EVIDENCE COLLECTION AND PACKAGING</b>		
EVIDENCE ITEM IS HANDLED CORRECTLY BY COLLECTOR		
COLLECTED EVIDENCE IS PLACED IN PROPER CONTAINER BASED ON SIZE AND TYPE OF EVIDENCE		
EVIDENCE CONTAINER IS PROPERLY SEALED AND LABELED (ALL RELEVANT CASE INFORMATION PROVIDED)		
EVIDENCE LOG MAINTAINED		
<b>SAFETY / CONTAMINATION CONTROL</b>		
TEAM MEMBERS ARE WEARING PROPER SAFETY EQUIPMENT (GLOVES)		
ALL INVESTIGATIVE TRASH REMOVED FROM THE CRIME SCENE		
<b>RELEASE OF CRIME SCENE</b>		
CRIME SCENE TAPE REMOVED AND DISCARDED		
TEAM MEMBER NOTIFIES JUDGE OF RELEASE OF CRIME SCENE		

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?

Using a survey students will be asked on a scale 1-6, 1 Not Applicable, 2 Strongly Disagree, 3 Disagree, 4 Neither Agree or Disagree, 5 Agree and 6 Strongly Agree.

80% of the students should be able to agree or strongly agree that they can explain what constitutes a search based on the Katz V. U.S. ruling. 6 students were assessed during this assessment cycle



## Program Annual Summary

### For summary 2, who analyzed the results?

Chad Brown

### For summary 2, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)

The assessment results for the six students evaluated demonstrated that 100% of the students successfully met competency for the direct indicators: A. Initial Response, B. Securing the Crime Scene, and H. Release of the Crime Scene. This achievement exceeds the acceptable threshold of 80%, signifying a strong performance in these key areas of crime scene management.

All students demonstrated the ability to respond to a crime scene efficiently, secure the area properly, and release the scene in accordance with established protocols. These results reflect a thorough understanding of essential crime scene procedures, indicating that the instruction provided for these competencies was effective.

The 100% competency rate shows that students are comprehending and applying the fundamental skills required for these specific indicators. This suggests that the current instructional methods for these tasks are solid and effective. However, continuous evaluation and reinforcement will be necessary to maintain these high standards in future assessments. Despite this positive outcome, it is essential to maintain focus on other areas of the curriculum where improvement is needed, particularly in constitutional protocols and case law as indicated by prior indirect measure results.

The indirect measures failed to meet the 80% threshold, with only 66% of students responding with either "agree" or "strongly agree." This indicates areas that need improvement, particularly in constitutional protocols, such as the 4th Amendment. Students may benefit from more explicit instruction on case law, particularly related to search and seizure laws. Instructional adjustments should include more focused content on relevant case law discussions and hands-on activities that reinforce proper procedures.

Given that both the direct and indirect measures failed to meet the 80% threshold, the action plan will focus on increasing instruction in areas where students are underperforming. This includes:

**Enhanced Instruction on Case Law:** Placing greater emphasis on the 4th Amendment and its real-world applications during case studies.

**Focused Case Studies:** Incorporating real-life scenarios to reinforce the understanding and application of constitutional protections, especially those involving the 4th Amendment.

By implementing these changes, the goal is to improve student performance and understanding in both direct and indirect measures, ensuring that students meet and exceed the necessary competency levels in the future.

### For summary 2, what are your plans of action? (Next steps)

While students performed exceptionally well in these areas, the following actions will be implemented to maintain and further strengthen their competencies:

#### 1. Reinforcement Through Case Studies:

Continue incorporating real-life case studies that challenge students to apply these direct indicators

## Program Annual Summary

in a variety of crime scene scenarios. This will ensure that students can adapt their skills to different types of incidents.

### 2. Expanded Focus on Related Competencies:

Though students excelled in the direct indicators assessed, future instruction will aim to further expand their understanding of related areas, such as evidence collection and documentation, to provide a more comprehensive skill set.

### 3. Integration of Technology:

Introduce simulation tools and digital platforms that mimic real-world crime scene management to provide students with additional practice opportunities, reinforcing their skills in a controlled but realistic environment.

By taking these steps, the goal is to sustain high levels of competency while offering opportunities for continued growth in other critical areas of law enforcement and investigation.

**For summary 2, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.**

Updated Case Study Materials: Acquisition of current legal textbooks, case law resources, and relevant real-life case studies to reinforce classroom instruction.

Cost Estimate: \$1,200 for textbooks and digital case law subscriptions.

Practical Training Equipment: Resources like mock crime scene kits, legal reference guides, and additional materials for hands-on activities.

Cost Estimate: \$1800 for mock crime scene kits, legal guides, and training props.



# **Program Annual Summary**

Program/Degree Outcomes -  
Sociology/Psychology (AA)

## Annual Assessment Summary

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**Is this summary complete and official?**

Yes

## PLO & Performance Indicators Summary 1

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**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?**

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)? 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

## Program Annual Summary

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.

#### For summary 1, who analyzed the results?

Kristin Snyder

#### For summary 1, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)

Performance Indicator	Beginning (1)	Developing (2)	Competent (3)	Advanced (4)	Score
Define the 5 main theoretical perspectives in psychology	The student is <u>unable</u> to define the 5 main theoretical perspectives (2 or fewer) Requires excessive verbal cuing to define the theoretical perspectives The student displays ineffective learning or careless errors	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 displays effective learning with errors	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 displays effective learning with minimal errors	The student <u>can</u> 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	4-19 3-7 2-0 0-0
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	4-20 3-6 2-0 1-0 0-0
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	4-15 3-11 2-0 0-0

Students scored either at competent or advanced on the verbal capstone presentation. The students that did the presentation could define the theoretical perspectives, identify key concepts, and relate the concepts to real life.

#### For summary 1, what are your plans of action? (Next steps)

A meeting at the start of each semester with the instructors teaching any class that has

## Program Annual Summary

PSY/SOC title so they can go over the Curriculum Map, SLO, Performance Indicators, and Rubrics. Even if an instructor is not teaching the Introduction to Behavior and Adjustment or the Social Problems Class they can still cover the material in the Program Outcome.

**For summary 1, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.**

No resources are needed at this time.

## PLO & Performance Indicators Summary 2

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**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?**

Social Problems 2123

**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 students are expected to perform at competent or advanced.

**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

## Program Annual Summary

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.

#### For summary 2, who analyzed the results?

Kristin Snyder

For summary 2, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)

Performance Indicator	Beginning (1)	Developing (2)	Competent (3)	Advanced (4)	Score
Define the 5 main theoretical perspectives in Sociology	The student is <b>unable</b> to define the 5 main theoretical perspectives (2 or fewer) Requires excessive verbal cuing to define the theoretical perspectives The student displays ineffective learning or careless errors	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 displays effective learning with errors	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 displays effective learning with minimal errors	The student <b>can</b> 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	4-19 3-7 2-0 0-0
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 <b>can</b> 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	4-20 3-6 2-0 1-0 0-0
Relate the concept to a specific aspect of behavior	The student is <b>unable</b> 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	4-15 3-11 2-0 0-0

Students scored either at competent or advanced on the verbal capstone presentation. The students that did the presentation could define the theoretical perspectives, identify key concepts, and relate the concepts to real life.

## Program Annual Summary

### **For summary 2, what are your plans of action? (Next steps)**

A meeting at the start of each semester with the instructors teaching any class that has PSY/SOC title so they can go over the Curriculum Map, SLO, Performance Indicators, and Rubrics. Even if an instructor is not teaching the Introduction to Behavior and Adjustment or the Social Problems Class they can still cover the material in the Program Outcome.

### **For summary 2, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.**

No resources are needed at this time.





# **Program Annual Summary**

Program/Degree Outcomes - Allied  
Health (AS)

## Annual Assessment Summary

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**Is this summary complete and official?**

Yes

## PLO & Performance Indicators Summary 1

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**State the PLO and Performance Indicators you want to discuss first**

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

- Define common terminology used in nutrition
- Identify the role of nutrition in the human body
- 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?**

Fall 2022 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?**

### Direct Measure Description

Create 3-day journal/food diary analysis

### **Data Collection/Evaluation Tool**

Program Outcome Rubric

### **Method Type**

Performance Direct

### **Data Collection Point(s)**

AHS 1203 Basic Nutrition

### **Expected Performance Level**

85% or more of the students will meet competent for each performance indicator and overall.

The data for the Performance Indicator A and B was determined by the letter grade given to the student 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 Indicate 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

## Program Annual Summary

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”.

**Number of students assessed: 29**

**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)? How many students were assessed?**

### **Indirect Measure Description**

Survey questions asking the students their perception of completing each of the performance indicators listed with the program outcome. Their choices for each performance indicator are “Beginning”; “Approaches Competency”; “Competent”.

**Data Collection/Evaluation Tool:** Survey

**Data Collection Point:** AHS 1203

**Expected Performance Level**

85% of the students will indicate competent for each performance indicator.

### **Description of how the measure assessed the outcome**

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 Data**

Findings were as follows. Only 13/40 students completed the survey.

2 – high mastery

10 – moderate mastery

1 – low mastery

0 – no mastery

Outcome Findings Conclusion

12/13 students met “high to moderate mastery”

1/13 students met “low mastery”

**Outcome Findings Conclusion:**

**Meets/Exceeds**

**For summary 1, who analyzed the results?**

Rebecca Sanders, Jeri Hobday

**For summary 1, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)**

Analysis/Interpretation of Findings Data and Outcome Findings Conclusion:

The Expected Level of Performance were 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

## Program Annual Summary

the Program Outcome 2. Beginning” category. For next year we will not use grades, which will be a plan of improvement for this outcome on the annual summary report.

The indirect data showed moderate to high mastery of the material by 12 out of 13 students that 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.

### For summary 1, what are your plans of action? (Next steps)

The next steps are to continue monitoring and not using grades for the direct data measurements.

### For summary 1, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.

None

## PLO & Performance Indicators Summary 2

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### State the PLO and Performance Indicators you want to discuss second

Upon completion of the program, the student will use appropriate medical terminology.

- Utilize prefixes, suffixes, word roots and combining vowels utilized in healthcare
- Utilize terms and abbreviations related to healthcare.
- Apply and comprehend medical language.

### For summary 2, in which course(s) were direct assessments conducted?

AHS 1113 - 2019 Class Jeri Hobday Fall, 2022

AHS 1113 -3119 Class Jeri Hobday Spring, 2023

AHS 1113 -3029 Class Chelsea Barnes Spring, 2023

### 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?

#### Direct Measure Description

##### Active Measure

Yes

##### Measure Description

40 question quiz with four scenarios that require students to use the basic knowledge of medical terminology to define the terms with word parts (prefix, suffix, word roots, and combining vowels) and abbreviations.

##### Data Collection/Evaluation Tool

Fill in the blank

##### Method Type

Performance Direct

##### Data Collection Point(s)

AHS 1113 Introduction to Medical Terminology (Fall & Spring)

##### Expected Performance Level

70% of students will achieve competent.

##### Students Assessed

28 students

## 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?

### Indirect Measure Description

#### Active Measure

Yes

#### Measure Description

Survey questions asking the students their perception of completing each of the performance indicators listed with the program outcome. Their choices for each performance indicator are

"Beginning"; "Approaches Competency"; "Competent".

#### Data Collection/Evaluation Tool

Survey

#### Method Type

Indirect

#### Data Collection Point(s)

AHS 1113 Introduction to Medical Terminology

#### Expected Performance Level

70% of students will indicate competent for each PI.

#### Student Assessed

28 students were assessed

## Description of how the measure assessed the outcome

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

Questions 1 – 3 had three different options to choose. Ranging from "beginner" to "competent"

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

Question 1: How comfortable are you at utilizing prefixes, suffixes, word roots and combining vowels utilized in healthcare?

Question 2: How comfortable are you at utilizing terms and abbreviations related to healthcare?

Question 3: How comfortable are you at applying and comprehending medical terminology?

### For summary 2, who analyzed the results?

Jeri Hobday and Chelsie Barnes

For summary 2, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)

#### Data Findings – Direct Measure

**Performance Indicator A** "Utilize prefixes, word roots and combining vowels utilized in healthcare" was assessed with 24 terms that were a part of the 40-question exam. 79% of the students (28 students) answered correctly indicating that the threshold was met.

**Performance Indicator B** "Utilize terms and abbreviations related to healthcare" was assessed using one specific question of the Quiz.

## Program Annual Summary

79% of students (28 students) answered correctly indicating that the threshold was met.

**Performance Indicator C** “Apply and comprehend medical language” had 15 target questions as part of the assessment quiz.

79% of students (28 students) answered correctly indicating that the threshold was met.

### **Outcome Findings Conclusion**

**Meets/Exceeds**

## Data Findings – Indirect Measure

Question 1: How comfortable are you at utilizing prefixes, suffixes, word roots and combining vowels utilized in healthcare?

Competent: 78.5% (22 students out of 28 students)

Approaches Competency 21.5% (6 students out of 28 students),

Beginner: 0

Question 2: How comfortable are you at utilizing terms and abbreviations related to healthcare?

Competent: 78.5% (22 students out of 28 students)

Approaches Competency: 21.5% (6 students out of 28 students).

Beginner: 0

Questions 3: How comfortable are you at applying and comprehending medical terminology?

Competent: 78.5% (22 students out of 28 students)

Approaches Competency: 21.5% (6 students out of 28 students).

Beginner: 0

### **Outcome Findings Conclusion**

**Meets/Exceeds**

Introduction to medical terminology classifies as “Advanced” on the Allied Health map. Based on the direct measure assessment, the threshold was met. The program faculty was very happy with the results. The students scored above what the faculty thought they would on this first year of using this direct tool. They retained more a large amount of information throughout the class. Based on the indirect measure assessment, the threshold was met. The program faculty set the threshold at 50% seeing as this is the first assessment cycle for this particular signature assignment. The floor, not the ceiling” mindset was used when making the decision. In future assessment cycles, the faculty hopes to set the threshold at 70%. The faculty again was pleased with the results, because of the high number of students believing they could use what they had learned in the class.

### **For summary 2, what are your plans of action? (Next steps)**

Continue monitoring in-class courses and add the on-line courses Fall, 2023.

**For summary 2, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.**

None requested



# **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**

1. Upon completion of the program, the student will demonstrate the design of fundamental networks.
  1. Identify standard components of a network.
  2. Recognize and correct networking faults.
  3. Define IP Address structure.

**For summary 1, in which course(s) were direct assessments conducted?**

CS 2203 Networking 1

**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?**

Measure: IP Addressing questions from exam 1

Data Collection/Evaluation Tool: Program Outcome Rubric

Expected Performance Level: Accomplished/exemplary

Threshold: 85% of the students; work will meet the expected performance level for 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)? How many students were assessed?**

Currently, we do not have an indirect measure in place for this outcome

**For summary 1, who analyzed the results?**

Bill Gann

**For summary 1, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)**

There were 26 students in the data collection Group.

21 of 26 - 80% Accomplished/Exemplary Able to calculate IP ranges, Subnets, and public/private IP's

5 of the 26 - 20% Developing/Accomplished Able to recognize numerical values and format and determine public/private IPs

The outcome Meets/Exceeds the expected performance level. We were close at 80% and I was pleased with the results at this level although not technically met. We may need to adjust this number downward as classes get larger and larger. The worksheet exercise is a conclusive way to determine if students are grasping the ideas behind IP address structure and I will continue to use those sheets. Practical examples are also used in addition to the worksheet which helps reinforce the learning process. I will continue to evaluate this measure using worksheets. These have been effective in helping students develop their knowledge base and gives a go no go indication of performance.

The Plan in the future is to continue the course as it is, with annual monitoring. However, we plan to add indirect measures in the form of a Blackboard survey to the future courses. This is the last year we will have the Computer Technology program it is merging with the Computer Information Systems Program (CIS). This outcome will continue to be monitored but in the future will be monitored with the CIS program

**For summary 1, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.**

It has been determined that the current resources adequately meet the needs for achieving this outcome.





# **Program Annual Summary**

Program/Degree Outcomes - Nursing  
(AS)

## Annual Assessment Summary

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**Is this summary complete and official?**

Yes

## PLO & Performance Indicators Summary 1

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**State the PLO and Performance Indicators you want to discuss first**

Upon program completion, the student will implement individualized Clinical Judgment Tools based on safe, evidence-based patient care guidelines.

1. Assess pertinent and abnormal patient health data.
2. Identify the top priority patient problems.
3. Implement nursing actions to address priority problems.

**For summary 1, in which course(s) were direct assessments conducted?**

Direct assessments were conducted in the 4th semester nursing course, NUR 2219.

**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 outcome was measured with the use of the nursing program approved Clinical Judgment Tool (CJT), associated rubric, and a tally sheet utilized in an actual Intensive Care Unit (ICU) where students provided care to patients. The CJT follows the newly implemented nursing wide Clinical Judgment Model. The model focuses on clinical judgment and less on nursing process to:

- Recognize cues
- Analyzing cues
- Prioritizing Hypotheses
- Generate Solutions
- Take action
- Evaluate outcomes

The Clinical judgment tool assesses the Program Indicator A by having the student perform and document a head to toe physical assessment, interpret laboratory findings according to disease processes and patient status, document and understand the action/side effects/indications for use of prescribed medications. The Clinical judgment tool assesses the Program Indicator B by having the student perform the physical assessment, interpret the cues to determine specific labels/nursing problems/nursing diagnoses and determine what the best outcome or goal for the patient should be. It involves a step approach to critical thinking.

The rubric addresses Program Indicator C by determining if the student was able to evaluate the effects of their nursing actions/interventions to meet the expected outcome/goals of their assigned patient. The goals are evaluated as met, not met, or partially met. This phase evaluates the level of critical thinking via reflection and evaluation. The expected level of performance was that 90% of students would achieve Fair/Good for each performance indicator and the overall program outcome. The number of students assessed was 34.

## Program Annual Summary

**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)? How many students were assessed?**

The indirect measure used to assess the outcome was the indirect survey questions sent to students via text through Facebook Messenger. The expected performance level was that 90% of students surveyed would indicate a rating of 4-5 well/very well. Seven students were assessed.

The questions on the survey include:

- What is your perception of how well CASC Nursing prepared you to Assess Patients?
- What is your perception of how well CASC Nursing prepared you to Prioritize Patient Problems?
- What is your perception of how well CASC Nursing prepared you to Implement Nursing Interventions?

**For summary 1, who analyzed the results?**

The results were analyzed by Marcia Cullum, former Director of Nursing Education at Carl Albert State College and shared with program faculty.

**For summary 1, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)**

### **Direct Data Results:**

The expected level of performance was that 90% of students would achieve Fair/Good.

PI A. Assessment: 100% of 34 students achieved fair/good.

PI B. Prioritization: 97% of 34 students achieved fair/good.

PI C. Implementation: 100% of 34 students achieved fair/good.

### **Analysis of the Data:**

Overall, 100% of the students achieved the expected performance level and threshold in the Assessment and Implementation sections. We realize that Prioritization had a small percentage (3% or 1 person) that demonstrated poor performance. However, The Prioritization indicator was still met at the 90% threshold with 97% overall. Based on the PI results, the outcome was met. Looking at the obtained data verified that Nursing Instructors are doing a great job at teaching Assessment, Prioritizing and Implementation overall. We will continue to uphold the quality measures we currently utilize as data shows student success.

### **Indirect Data Results:**

Expected Performance Level: 90% of the 20 students surveyed will indicate a rating of 4-5 well/very well.

- What is your perception of how well CASC Nursing prepared you to Assess Patients?

100% of 7 students indicated a rating of well/very well

- What is your perception of how well CASC Nursing prepared you to Prioritize Patient Problems?

100% of 7 students indicated a rating of well/very well.

- What is your perception of how well CASC Nursing prepared you to Implement Nursing Interventions?

100% of 7 students indicated a retaining of well/very well.

### **Analysis of the Data:**

Of the 20 students that received the survey, only 7 responded. One hundred percent of those 7 students rated CASC Nursing as preparing them "5/5 Very Well or 4/5 Well" to assess patients, prioritize care, and implement care. The number of respondents significantly decreased from last year. Marcia Cullum analyzed the findings and suspects that this decline was due to her having a more distant relationship with students because of the amount of administrative time she spent last year and less in the classroom.

6. What are your plans of action? (Next steps):

### **Direct Measure:**

We will continue to do what we are doing as the nursing faculty feel that it is serving us well with meeting/exceeding the 90% threshold. We plan to change the headings of the rubric from good, fair, and poor

## Program Annual Summary

to different terminology that is more universal. This terminology will be determined at the next faculty meeting.

### **Indirect Measure:**

As a new Director replacing Mrs. Cullum, I plan to spend a bit more time in the classroom, make appearances in the study room to chat with students and check on how they are doing to develop a bit more of a rapport with them. This may help increase the responses. I plan to send out the survey via Survey Monkey so that it remains confidential. I think Facebook messaging may not be the most reliable method due to the frequency/infrequency that students may be on the app.

### **For summary 1, what are your plans of action? (Next steps)**

#### **Direct Measure:**

We will continue to do what we are doing as the nursing faculty feel that it is serving us well with meeting/exceeding the 90% threshold. We plan to change the headings of the rubric from good, fair, and poor to different terminology that is more universal. This terminology will be determined at the next faculty meeting.

#### **Indirect Measure:**

As a new Director replacing Mrs. Cullum, I plan to spend a bit more time in the classroom, make appearances in the study room to chat with students and check on how they are doing to develop a bit more of a rapport with them. This may help increase the responses. I plan to send out the survey via Survey Monkey so that it remains confidential. I think Facebook messaging may not be the most reliable method due to the frequency/infrequency that students may be on the app.

### **For summary 1, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.**

There are not any resources that would be needed to support the action.



# **Program Annual Summary**

Program/Degree Outcomes -  
Occupational Health Safety (AS)

## Annual Assessment Summary

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### PLO & Performance Indicators Summary 1

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**State the PLO and Performance Indicators you want to discuss first**

Upon completion of the program, the student will identify careers options associated with Occupational/Environmental Safety and Health.

1. Identify one job of interest
2. Recognize sources of job listings
3. Define purpose of career identification

**For summary 1, in which course(s) were direct assessments conducted?**

OHS 2403 Industrial Hygiene Online

**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 were given a multiple-choice exam with one specific question assessing performance indicator c – define the purpose of career identification. The question used was the following: As an Industrial Hygienist, which skill is needed to make a safety professional successful in this position? Seven students participated in the assessment with an expected performance level that 80% would answer correctly.

**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)? How many students were assessed?**

A rated scale survey question was utilized as the indirect measure to assess the outcome: "How confident are you in your ability to identify basic concepts of Industrial Hygiene?" The expected performance level was that 75% of students will be confident in their ability to identify basic concepts of Industrial Hygiene. Seven students participated in the assessment with an expected performance level that 75% would be confident in their ability.

**For summary 1, who analyzed the results?**

Kristi McConnell

**For summary 1, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)**Direct Measure Results:

Performance Indicator C – Define purpose of career identification  
100% of the students answered correctly.

Indirect Measure Results:

92% reported being confident in their ability to identify basic concepts of Industrial Hygiene when related to career identification. The expected performance level was met.

Analysis of direct and indirect results:

Concerning the indirect measure, three out of seven students gave a "neutral" answer which was more than expected. The question will be reworded/updated to see if more direct answers can be achieved.

Plan of Action:

### Program Annual Summary

The direct measure needs more than one question to ensure knowledge. The Likert scale survey question related to the indirect measure will be updated. I may consider removing the “neutral” opinion. Future plans are to assess all performance indicators moving forward.

**For summary 1, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.**

No additional resources needed.



# **Program Annual Summary**

Program/Degree Outcomes - Physical  
Therapist Assistant (AS)



## Annual Assessment Summary

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### PLO & Performance Indicators Summary 1

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**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 directly measure the student utilizing the Clinical Performance Instrument, (CPI), which is the program's tool for assessing student performance in assigned clinical education.

The program requires a performance level of "Entry Level" by the student to matriculate to graduation. 100% of students in the cohort are expected to meet the threshold. If a student does not meet the "Entry Level" performance, they are assigned additional time in Clinical Experience until the performance level is met.

The CPI identifies fourteen skills that the Student PTA should possess at the completion of the program. The program uses the following five skills to assess Program outcome 1.

- 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)? How many students were assessed?**

The program faculty indirectly measures the student using an interview with Clinical Faculty utilizing the tool Clinical Site Visit (CSV) Form. Here, subjective comments for the student's performance are documented. Students are then provided feedback into components of their ethical performance.

The program requires a performance level of "No Concerns" from the Clinical Faculty about the student's practice of ethics of the physical therapist assistant. 100% of students in the cohort are expected to meet the threshold. If a student does have concerns, they are required to perform at a No Concern level by the end of the clinical experience. If the student does perform at that level, they

## Program Annual Summary

may be assigned additional time in Clinical Experience until the performance level is met. Ultimately, if the level of performance is not met, the student will be removed from PHTA 2534, and potentially the program.

During the interview process, if the clinical faculty do not comment directly on the performance indicators, the faculty identify this as a finding to meet required performance level. The CSV form asks clinical faculty to report on major concerns/ problems on question 1. The program faculty member interviewing the clinical faculty will ask directly concerning ethics of the student. Therefore, if comments are made directly concerning the student's ethics, they are noted at question 3 and both program and clinical faculty make decisions on the remediation needed

### **For summary 1, who analyzed the results?**

Kendal Repass and Jeri Hobday

### **For summary 1, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)**

Direct Data: 100% (14/14) Students met required performance level of "Entry Level," for CPI 2, 3, 4, 5, and 6.

Indirect Data: 100% (14/14) Students met required performance level of "No Concerns," for the timeline that the tool was used.

Analysis of direct and indirect measures: Students improved on professional behaviors. The faculty believe that increased responsibility required of the second year students to mentor first year during pro bono clinic has had a positive impact.

### **For summary 1, what are your plans of action? (Next steps)**

After discussion the program faculty will remain purposeful in the direction of students for ethics as a Physical Therapist Assistant. When needed, the faculty will intervene at mid-term of the clinical rotations during the third and fifth semester.

### **For summary 1, what resources will support the action? 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**

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### **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 directly measure the student utilizing the Clinical Performance Instrument, (CPI), which is the program's tool for assessing student performance in assigned clinical education.

The program requires a performance level of "Entry Level" by the student to matriculate to

## Program Annual Summary

graduation. 100% of students in the cohort are expected to meet the threshold. If a student does not meet the "Entry Level" performance, they are assigned additional time in Clinical Experience until the performance level is met.

The CPI identifies fourteen skills that the Student PTA should possess at the completion of the program. The program uses the following four skills to assess Program outcome 2.

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?**

The program faculty indirectly measures the student using an interview with Clinical Faculty utilizing the tool Clinical Site Visit (CSV) Form. Here, subjective comments for the student's performance are documented. Students are then provided feedback into components of their performance within the plan of care in physical therapy.

The program requires a performance level of "No Concerns" from the Clinical Faculty about the student's practice of ethics of the physical therapist assistant. 100% of students in the cohort are expected to meet the threshold. If a student does have concerns, they are required to perform at a No Concern level by the end of the clinical experience. If the student does perform at that level, they may be assigned additional time in Clinical Experience until the performance level is met. Ultimately, if the level of performance is not met, the student will be removed from PHTA 2534, and potentially the program.

During the interview process, if the clinical faculty do not comment directly on the performance indicators, the faculty identify this as a finding to meet required performance level. The CSV form asks clinical faculty to report on major concerns/ problems on question 2. The program faculty member interviewing the clinical faculty will ask directly concerning performance within the plan of care in physical therapy of the student. Therefore, if comments are made directly concerning the student's performance within the plan of care, they are noted at question 2 and both program and clinical faculty make decisions on the remediation needed.

**For summary 2, who analyzed the results?**

Kendal Repass and Jeri Hobday

**For summary 2, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)**

Direct Data: 100% (14/14) 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).

## Program Annual Summary

Indirect Data: 100% (14/14) Students met required performance level of “No Concerns,” for the timeline that the tool was used.

Analysis of direct and indirect measures: Students performed above threshold level for both measures. Currently the faculty believe that current practices of training for performance within the plan of care for physical therapy are being met. Specific reflection on program curriculum for the plan of care in both the pro bono clinic and the requirements from the skills checks in laboratory courses are felt to be the greatest contributing factors.

### **For summary 2, what are your plans of action? (Next steps)**

Program faculty include the requirement of the plan of care into the skills check assessments. The plan of care is addressed in included documentation for practice and assessment of understanding.

### **For summary 2, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.**

Additional equipment was obtained to improve student training opportunities during the AY 22-23.

## **PLO & Performance Indicators Summary 3**

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### **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 directly measure the student utilizing the Clinical Performance Instrument, (CPI), which is the program’s tool for assessing student performance in assigned clinical education.

The program requires a performance level of “Entry Level” by the student to matriculate to graduation. 100% of students in the cohort are expected to meet the threshold. If a student does not meet the “Entry Level” performance, they are assigned additional time in Clinical Experience until the performance level is met.

The CPI identifies fourteen skills that the Student PTA should possess at the completion of the program. The program uses the following two skills to assess Program outcome 3.

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.

## Program Annual Summary

**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?**

The program faculty indirectly measures the student using an interview with Clinical Faculty utilizing the tool Clinical Site Visit (CSV) Form. Here, subjective comments for the student's performance are documented. Students are then provided feedback into components of their performance within the plan of care in physical therapy.

The program requires a performance level of "No Concerns" from the Clinical Faculty about the student's demonstration of competence in critical safety skills provided in physical therapy. 100% of students in the cohort are expected to meet the threshold. If a student does have concerns, they are required to perform at a No Concern level by the end of the clinical experience. If the student does perform at that level, they may be assigned additional time in Clinical Experience until the performance level is met. Ultimately, if the level of performance is not met, the student will be removed from PHTA 2534, and potentially the program.

During the interview process, if the clinical faculty do not comment directly on the performance indicators, the faculty identify this as a finding to meet required performance level. The CSV form asks clinical faculty to report on major concerns/ problems on question 3. The program faculty member interviewing the clinical faculty will ask directly concerning the student's demonstration of competence in critical safety skills provided in physical therapy. Therefore, if comments are made directly concerning the student's performance within the plan of care, they are noted at question 2 and both program and clinical faculty make decisions on the remediation needed.

**For summary 3, who analyzed the results?**

Kendal Repass and Jeri Hobday

**For summary 3, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)**

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 above threshold level for both measures. Currently the faculty believe that current practices of training for competence in critical safety skills for physical therapy are being met. Specific reflection on program curriculum for safety exist in student preparation throughout PHTA 2332 Clinical Experience 1 and PHTA 2432 Clinical Experience 2. Additionally, the program faculty maintain high standards for all program skills and verify both competency and safety using the skills check prior to allowing the student to participate in clinical education.

**For summary 3, what are your plans of action? (Next steps)**

Program growth has grown concern for the faculty to assess this during skills check. The student number of 20 per cohort will require more time in training and assessment. The program faculty are working to provide solutions to prepare students prior to the clinical experiences.

## Program Annual Summary

**For summary 3, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.**

Additional equipment and space are currently being sought by the program. The program faculty believe that the additional students in the cohort will impact the available space in a negative way. Specifically, the need to make available additional lab practice is required.



# **Program Annual Summary**

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

## Annual Assessment Summary

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**Is this summary complete and official?**

Yes

## PLO & Performance Indicators Summary 1

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**State the PLO and Performance Indicators you want to discuss first**

Upon completion of the program, the student will apply the principles of the US Constitution to historical and contemporary issues.

1. Identify historical and contemporary issues that relate to the US Constitution.
2. Discuss how these issues were impacted by the US Constitution.
3. Explain how the US Constitution impacts everyday life in America.

**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?**

For the PLO 2, a direct assessment was not used for this data collection. The instructor only used an indirect assessment.

**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)? How many students were assessed?**

The instructor developed a Likert scale to indirectly assess if the students felt that the program had properly prepared them to apply the principles of the US Constitution to historical and contemporary issues. The Likert scale was distributed to all of majors during the 2022-2023 academic year. The expected performance indicated was to have 90% of the students indicate that they were "5 very well prepared." Six students were assessed.

**For summary 1, who analyzed the results?**

The instructor, Allexcia Rankin.

**For summary 1, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)**

### **Indirect Measure Results:**

Out of the 6 students assessed, 100% of the students felt they were very well prepared to achieve this learning outcome.

The students met and exceeded the expected performance level for this outcome. The biggest takeaway from these results is the indication that Carl Albert's History, Political Science, and Pre-Law degree is preparing students for the transfer to 4-year institutions, or their entry into the workplace.

**For summary 1, what are your plans of action? (Next steps)**

The next step for these results is to create a direct assessment which will allow students to apply their skills and preparedness to a written assessment. An assessment plan will need to be



## Program Annual Summary

implemented in one of the upper level courses in the major to create an assignment that will assess the student's preparedness.

The curriculum map will also be updated to reflect an upper-level course to assess. The PIs will also be updated to replace the goals pertaining to the US Constitution to the reflecting upon the importance of the three branches of the US Government.

**For summary 1, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.**

The PAL will work with program faculty to develop an assessment plan that identifies a direct measure and data collection/evaluation tool to assess the outcome

## PLO & Performance Indicators Summary 2

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**State the PLO and Performance Indicators you want to discuss second**

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

1. Distinguish between a primary and secondary source.
2. Connect sources to historical events.
3. Apply logic to the documents/sources.

**For summary 2, in which course(s) were direct assessments conducted?**

POS 1113 American Federal Government was used to collect this direct assessment.

**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 instructor created a multiple-choice test to directly assess the performance indicators of the majors in this course. Unfortunately, there were not any majors in the selected course, so no data could be collected.

**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?**

An indirect measure was not used to assess this PLO outcome.

**For summary 2, who analyzed the results?**

The instructor of the course, Allexcia Rankin.

**For summary 2, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)**

A multiple-choice test was created to directly assess the performance indicators; however, there were not any majors in the course for this semester. Due to the lack of majors, data could not be collected for this PLO and assessment. The performance level was expected to be 75% of students would answer questions related to PLO 3 correctly, but unfortunately, there were not any majors to assess.

## Program Annual Summary

### **For summary 2, what are your plans of action? (Next steps)**

The plan of action for next year's assessment would be to check for majors in the course closer to the beginning of the semester. If there are not majors in selected course, another will need to be chosen to collect data for the major. It is also recommended that an upper-level course that is a major requirement should be used for the collection of data. A different course will also be used to assess these PIs.

### **For summary 2, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.**

Resources for the plan of action would be to try and ensure majors are present in the classes that data will be collected. By selecting an upper-level, major requirement course, there is a greater chance majors will be available for data collection.



# **Program Annual Summary**

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

## Annual Assessment Summary

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### PLO & Performance Indicators Summary 1

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**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 six (6) students (Biological and Pre-professional sciences majors in Human Physiology and Microbiology 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)? 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.

## Program Annual Summary

Six (6) students completed the survey for indirect assessment.

### For summary 1, who analyzed the results?

Brook Wiersig

### For summary 1, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)

#### 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- 6
Transcribe mRNA from DNA by determining the sequence of mRNA that would result from a given sequence of DNA.	1- 0 2- 1 3- 5
Translate mRNA to protein by determining the sequence of amino acids that would result from a sequence of mRNA.	1- 0 2- 1 3- 5

100% of the students assessed were able to illustrate the molecular genetic processes of DNA replication and protein synthesis. Two students made very minor mistakes on the protein synthesis components but were still able to carry out the three performance indicators at an appropriate level. 100% of students scored at the mastering level for the first indicator. Five out of six students (83%) scored at the mastering level for both the 2nd and 3rd indicators. The target was 90% but because of the low number of students assessed, this percentage is as close as one could get without being 100%, so I have decided to consider the target met on all three indicators.

#### 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- 4
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- 1 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- 4

## Program Annual Summary

At least four (4) students (67 %) chose a confidence rating of 5 “completely confident” on all three indicators. Five students (83%) chose a rating of 5 “completely confident for indicator 2. Two students chose a rating of 4 for indicators 1 and 3. 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, what resources will support the action? 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**

Apply the Pythagorean? Theorem.

1. Solve for various components
2. Recognize relationships between variables
3. Interpret graphical information

**For summary 1, in which course(s) were direct assessments conducted?**

Direct assessments of PO 1 were conducted in MATH 2275 Calculus II during the Spring 2023 semester. The department had planned to also assess PO 1 in PHYS 1214 General Physics II & PHYS 2114 Engineering Physics II. However, the department decided after making the plan to assess PO 1 only in MATH 2275 Calculus II since the same students were enrolled in the Physics courses and the Calculus course.

**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 program outcome was assessed using math problems covering various aspects of the Pythagorean Theorem. Some problems required them to solve for different components of the Pythagorean Theorem and other problems assessed the students understanding of the relationships between the variables in the problem. The last problems assessed the student's ability to interpret or determine information from graphical content. These problems were designed to relate to each performance indicator of PO 1. The department has developed a rubric to assess students' performance of PO 1. In the Spring of 2023 6 students in MATH 2275 Calculus II were assessed using this instrument. The expected performance for PO 1 for this cycle was set at mastery level with a 90% threshold of students achieving a mastery level.

**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)? How many students were assessed?**

The indirect measure consisted of a brief survey. The indirect measure survey was given at the same time as the direct measure problems. Six total students were assessed in MATH 2275 Calculus II using the following survey:

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 was able to solve for various components.              | 1 | 2 | 3 | 4 | 5 |
| 2. I was able to recognize relationships between variables. | 1 | 2 | 3 | 4 | 5 |
| 3. I was able to interpret graphical information.           | 1 | 2 | 3 | 4 | 5 |



## Program Annual Summary

The expected performance level was a 4 and threshold of 70% of the students will rate their confidence as 4 or higher for each performance indicator for PO 1. Six students were assessed using the survey.

### For summary 1, who analyzed the results?

Rob Wylie

For summary 1, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)

#### Data from Program Outcome 1 Direct Measure

Performance Indicator	Percentage of Students at each Level	Expected Level of Performance: Mastery
<b>PO 1 PI1</b> Solve for various components	Beginning: 0% Developing: 0% Accomplished: 0% Mastery: 100%	100% of 6 students met Mastery level
<b>PO 1 PI2</b> Recognize relationships between variables	Beginning: 0% Developing: 0% Accomplished: 0% Mastery: 100%	100% of 6 students met Mastery level
<b>PO 1 PI3</b> Interpret graphical information	Beginning: 0% Developing: 0% Accomplished: 0% Mastery: 100%	100% of 6 students met Mastery level

Based on the direct data collected the Program Outcome was met. The department was expecting Mastery level, but our threshold was 90% to be at Mastery level. With 100% at the Mastery level the assessment data exceeds our threshold.

#### Data from Program Outcome 1 Indirect Measure

Question: How would you rate your confidence on a scale of 1 (not at all confident) to 5 (completely confident) for each of the following?

PI	Self-rating	Summary
	5 (completely confident): 6	
	4: 0	
<b>PO1 PI1</b> I was able to solve for various components.	3: 0	100% met threshold of 4 or higher
	2: 0	
	1: 0	

## Program Annual Summary

	5 (completely confident): 6	
<b>PO1 PI2</b> I was able to recognize relationships between variables	4: 0	100% met threshold of 4 or higher
	3: 0	
	2: 0	
	1: 0	
	5 (completely confident): 6	
<b>PO1 PI3</b> I was able to interpret graphical information	4: 0	100% met threshold of 4 or higher
	3: 0	
	2: 0	
	1: 0	

All 6 students surveyed (100%) indicated they were completely confident in their abilities on each of the 3 performance indicators. Based on the indirect data collected the Program Outcome was met. The department's expected perception level was a 4 or higher on the confidence level, with a threshold of 70% will rate their confidence as 4 or higher. With 100% self-rating at 5 the assessment data exceeds our expectation and threshold.

### Analysis of Direct and Indirect Results

The results for PO1 were very good however, the department also recognizes that with only 6 students assessed we are working with a very small sample size. Additionally, these students were an exceptionally bright group of students and future results may lag behind this year's results. We have 2 big takeaways for PO1. (1) We only need to assess PO1 using the MATH 2275 Calculus II section since usually these students are taking both MATH 2275 Calculus II and PHYS 1214 General Physics II or PHYS 2114 Engineering Physics II. (2) We need to revisit the direct measure instrument and modify or create a better more comprehensive approach that will better utilize our rubric. We are not fully convinced that our assessment is valid due to the high percentages obtained for both direct and indirect measures of PO 2.

### For summary 1, what are your plans of action? (Next steps)

- 1) Only assess PO1 in MATH 2275 Calculus II in the 2023-24 cycle.
- 2) Modify or create a better instrument to use to assess PO1 for the 2023-24 cycle. We would like for this instrument to be math problems from an exam the students are already taking to minimize additional work on the student and instructor. We also hope that this will also maximize effort on the part of the student since they will already be taking the exam for a grade.

### For summary 1, what resources will support the action? 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.

## PLO & Performance Indicators Summary 2

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**State the PLO and Performance Indicators you want to discuss second**

Apply Problem Solving Strategies.

1. Apply appropriate equation to the problem
2. Choose the correct value for each variable
3. Solve the mathematical equation

**For summary 2, in which course(s) were direct assessments conducted?**

Direct assessments of PO 2 were conducted in PHYS 1214 General Physics II & PHYS 2114 Engineering Physics II during the Spring 2023 semester. The department had planned to also assess PO 2 in MATH 2275 Calculus II as well. However, the department decided after making the plan to assess PO 2 only in PHYS 1214 General Physics II & PHYS 2114 Engineering Physics II since the same students were enrolled in the Physics courses and the Calculus course. It also was determined that the problems in Physics II more readily lend themselves to assessing PO 2 than Calculus II problems.

**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?**

PO 2 was assessed using math problems on an exam given in PHYS 1214 General Physics II & PHYS 2114 Engineering Physics II that utilized various problem solving strategies. These problems required them to solve for different components of the Pythagorean Theorem and other problems assessed the students understanding of the relationships between the variables in the problem. The last problems assessed the student's ability to interpret or determine information from graphical content. These problems were designed to relate to each performance indicator of PO 2. The department has developed a rubric to assess students' performance of PO 2. In the Spring of 2023 6 students total from PHYS 1214 General Physics II & PHYS 2114 Engineering Physics II were assessed using this instrument. The expected performance for PO 2 for this cycle was set at mastery level with a 90% threshold of students achieving a mastery level.

**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 indirect measure consisted of a brief survey. The indirect measure survey was given at the same time as the direct measure problems. Six students total were assessed from PHYS 1214 General Physics II & PHYS 2114 Engineering Physics II using the following survey:

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 was able to apply the appropriate equation to the problem. |   |   |   |   |   |
|   | 1 | 2 | 3 | 4 | 5 |
| 2. I was able to choose the correct value for each variable.    |   |   |   |   |   |
|   | 1 | 2 | 3 | 4 | 5 |
| 3. I was able to solve the mathematical equation.               |   |   |   |   |   |
|   | 1 | 2 | 3 | 4 | 5 |

The expected performance level for PO 2 was a 4 or higher. The threshold was set at, 70% of the students will rate their confidence in their ability at 4 or higher, for each performance indicator for PO 2. Six students were assessed using the survey during the 22-23 cycle.

## Program Annual Summary

For summary 2, who analyzed the results?

Rob Wylie

For summary 2, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)

### Data from Program Outcome 2 Direct Measure

Performance Indicator	Percentage of Students at each Level	Summary
	Mastery: 9	
<b>P02 PI 1</b> Apply appropriate equation to the problem	Accomplished: 0 Developing: 0 Beginning: 0 Mastery: 9	100% of 9 students met Mastery level
<b>P02 PI2</b> Choose the correct value for each variable	Accomplished: 0 Developing: 0 Beginning: 0 Mastery: 9	100% of 9 students met Mastery level
<b>P02 PI3</b> Solve the mathematical equation	Accomplished: 0 Developing: 0 Beginning: 0	100% of 9 students met Mastery level

Based on the direct data collected the Program Outcome for PO 2 was met. The department was expecting Mastery level, but our threshold was 90% to be at Mastery level. With 100% at the Mastery level the assessment data exceeds our threshold.

### Data from Program Outcome 2 Direct Measure

Question: How would you rate your confidence on a scale of 1 (not at all confident) to 5 (completely confident) for each of the following?

PI	Self-rating	Summary
	5 (completely confident): 9	
P02 PI 1 I was able to apply appropriate equation to the problem	4: 0 3: 0 2: 0 1: 0	100% met threshold of 4 or higher

## Program Annual Summary

	5 (completely confident): 9	
PO2 PI2 I was able to choose the correct value for each variable	4: 0	100% met threshold of 4 or higher
	3: 0	
	2: 0	
	1: 0	
	5 (completely confident): 9	
PO2 PI3 I was able to solve the mathematical equation	4: 0	100% met threshold of 4 or higher
	3: 0	
	2: 0	
	1: 0	

All 9 students surveyed (100%) indicated they were completely confident in their abilities on each of the 3 performance indicators. Based on the indirect data collected the Program Outcome was met. The department's expected perception level was a 4 or higher on the confidence level, with a threshold of 70% will rate their confidence as 4 or higher. With 100% self-rating at 5 the assessment data exceeds our expectation and threshold.

The results for PO2 were very good however, the department also recognizes that with only 9 students assessed we are working with a very small sample size. Additionally, these students were an exceptionally bright group of students and future results may lag behind this year's results. We have 2 big takeaways for PO2. (1) We only need to assess PO2 using the PHYS 1214 General Physics II or PHYS 2114 Engineering Physics II. Students taking MATH 2275 Calculus II, are generally enrolled in one of the Physics II sections. (2) We need to revisit the direct measure instrument and modify or create a better more comprehensive approach that will better utilize our rubric. We are not fully convinced that our assessment is valid due to the high percentages obtained for both direct and indirect measures of PO 2.

### **For summary 2, what are your plans of action? (Next steps)**

- 1) Only assess PO 2 in PHYS 1214 General Physics II or PHYS 2114 Engineering Physics II in the 2023-24 cycle.
- 2) Modify or create a better instrument to use to assess PO2 for the 2023-24 cycle. We would like for this instrument to be math problems from an exam the students are already taking to minimize additional work on the student and instructor. We also hope that this will also maximize effort on the part of the student since they will already be taking the exam for a grade.

### **For summary 2, what resources will support the action? 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.

## PLO & Performance Indicators Summary 3

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**State the PLO and Performance Indicators you want to discuss third**

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 3, in which course(s) were direct assessments conducted?**

CHEM 1215 General Chemistry II, PHYS 1214 General Physics II, and PHYS 2114 Engineering Physics II during the Spring 2023 semester

**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 direct measure utilized a shared observational rubric. The instructors in CHEM 1215 General Chemistry II, PHYS 1214 General Physics II, and PHYS 2114 Engineering Physics II 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. The total number students that were assessed, (5 students in CHEM 1215 General Chemistry II and 5 students in PHYS 2114 Engineering Physics II), was 10 students. We failed to assess students in PHYS 1214 General Physics II. The expected performance level was Mastery, with a threshold of 90% will be at Mastery level.

**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?**

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. Five students were assessed in CHEM 1215 General Chemistry II and 5 students in PHYS 2114 Engineering Physics II. We failed to assess any students in PHYS 1214 General Physics II. Therefore, a total of 10 students were assessed during the 2022-23 assessment cycle.

The students assessed in PHYS 2114 Engineering Physics II were only given the first of the 2 question survey.

The two questions on the survey were as follows:

**1. Place a check in the box above the statement you feel best describes the emphasis the CASC Science Department places on lab safety in the laboratory setting.**

1. The lab setting always included instruction and cautions for lab safety

2. The lab setting typically had considerable emphasis on lab safety

3. The lab setting typically had some emphasis on lab safety,

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

## Program Annual Summary

but could have used  
more

**2.** How would you rate your skills in applying Lab safety? This would include using PPE, using good lab hygiene and lab safety. Rate your skills using a scale of 1 (seldom consider lab safety) to 5 (always consider lab safety)

1                      2                      3                      4                      5

For question 1 on the indirect assessment survey the expected perception level is: Option 1. The lab setting always included instruction and cautions for lab safety. The threshold is: 90% of the students will select option 1.

For question 2 on the indirect assessment the expected perception level is: 5 always consider lab safety, The threshold is: 90% of the students will select option 5.

**For summary 3, who analyzed the results?**

Rob Wylie and Steve Hughes

**For summary 3, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)**

### Data from Program Outcome 3 Direct Measure

Performance Indicator	Percentage of Students at each Level	Expected Level of Performance: Mastery
<b>PI1</b> Apply appropriate personal protective equipment (PPE)	Beginning: 0% Developing: 0% Accomplished: 10% (1 out of 10) Mastery: 90% (9 out of 10)	90% of 10 students met Mastery level
<b>PI2</b> Demonstrate proper laboratory hygiene	Beginning: 0% Developing: 0% Accomplished: 0% Mastery: 100% (10 out of 10)	100% of 10 students met Mastery level
<b>PI3</b> Demonstrate proper laboratory safety	Beginning: 0% Developing: 0% Accomplished: 0% Mastery: 100% (10 out of 10)	100% of 10 students met Mastery level

The data collected by the instructors for the direct assessment of Program Outcome 3 indicated that 90% of the students were at Mastery level for performance indicator 1. 100% of the students were at the Mastery level for performance indicators 2 and 3. These results indicate the program meets the set threshold for the direct measure of PO 3.

The Indirect assessment of PO 3 utilized the following 2 questions.

### Question 1: Percentage of Assessed Students that Selected Each Option on the Indirect Measure

90% (9 out of 10)                      10 % (1 out of 10)                      0 %                      0 %

## Program Annual Summary

- |  |  |  |  |
|--|--|--|--|
| 1. The lab setting always included instruction and cautions for lab safety | 2. The lab setting typically had considerable emphasis on lab safety | 3. The lab setting typically had some emphasis on lab safety, but could have used more | 4. 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 Question 1 indicated 90% of the students selected the option of "The lab setting always included instruction and cautions for lab safety". The expected perception level was option 1 with a threshold of 90%. For question 1 the threshold was met.

**Question 2. How would you rate your skills in applying Lab safety?** This would include using PPE, using good lab hygiene and lab safety. Rate your skills using a scale of 1 (seldom consider lab safety) to 5 (always consider lab safety)

0%	0%	0%	40% (2 out of 5 students)	60% (3 out of 5 students)
1	2	3	4	5

The data collected by the instructors for the indirect assessment of Program Outcome 3 Question 2 indicated 40 % of the students surveyed rated their skills in applying lab safety at a 4 and 60 % rated their skills at 5. The expected perception level was a 5 with a threshold of 90% selecting a 5. We rate question 2 as our threshold is progressing but not met. (The students assessed in PHYS 2114 Engineering Physic II were only given the first of the 2 question survey, therefore, the difference of 10 students in question 1 were assessed verses 5 students in question 2).

After analyzing the direct and indirect data for PO 3 we believe our students are gaining the knowledge needed to operate safely in a laboratory setting. However, we also realize we have room for improvement to fully meet our expectations. We also realize we are working with a very small sample size which reduces our reliability in our findings. Our biggest takeaways from the 22-23 cycle are a need to better coordinate the instruments used for indirect measuring so all students are completing the same survey, and to be sure and collect the data from all sections.

### **For summary 3, what are your plans of action? (Next steps)**

To continue to assess PO 3 in the 2023-24 cycle and see if we can meet our expected perception level. This will also give us time to hopefully get a bigger sample size for more reliable data.

### **For summary 3, what resources will support the action? 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.