CARL ALBERT STATE COLLEGE

VIKINGS

Program Annual Summary

Program/Degree Outcomes - Allied Health (AS)

Annual Assessment Summary

Is this summary complete and official?
Yes

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first
Program Outcome 1: Upon completion of the program, the student will analyze the cardiovascular system.
1. Identify the functions of the cardiovascular system.

2. Examine the parts of the cardiovascular system.

3. Classify common cardiovascular conditions.

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

Fall 2023   Zoo 2114   Human Physiology
Spring 2024   Zoo 2114   Human Physiology
Spring 2024   Zoo 2114   Human Physiology

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 Description
A questionnaire made up of 3 parts. Part 1 is to list and describe the three major functions of the circulatory system. Part 2 is to label the chambers and valves of the heart and to be able to correctly order the pathway of blood flow through the cardiovascular system. Part 3 is to name and describe 2 common cardiovascular conditions.
Data Collection/Evaluation Tool
Questionnaire
Data Collection Points (3)
Zoo 2114 Human Physiology, Fall, 2023; Spring, 2024
Expected Performance Level
50% of students will achieve 'Mastering"
Students Assessed
42

For summary 1, explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?
Measure Description
There were three (3) survey questions that the students were to rate from 1 to 5. One being "not at all confident" and 5 being "completely confident."
1. I am able to describe the three (3) functions of the circulatory system.

2. I am able to correctly label the major structures of the heart.

3. I am able to describe two (2) common cardiovascular diseases.

Data Collection/Evaluation Tool
Survey
Data Collection Point(s)
Zoo 2114 Human Physiology, Fall, 2023; Spring, 2024
Expected Performance Level
50% of students will mark 3 or above on the Performance Indicators
Students Assessed
42 students were assessed

For summary 1, who analyzed the results?
Brook Wiersig, Tracey Barnes, Jeri Hobday

For summary 1, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)
Data Findings – Direct Measure
Performance Indicator A "Identify the functions of the cardiovascular system" was assessed by listing the three major functions of the circulatory system.
35/42 answered correctly (83.3%)   Threshold met
Performance Indicator B "Examine the parts of the cardiovascular system" was accessed by correctly labeling the chambers and valves of the heart and for the student to be able to correctly order the pathway of blood flow through the cardiovascular system.
24/42 answered correctly (57.1%)   Threshold met
Performance Indicator C "Classify common cardiovascular conditions" was assessed by the student naming and describing two (2) common cardiovascular diseases.
25/42 answered correctly (59.5%)   Threshold met
Outcome Findings Conclusion
Meets/Exceeds

Data Findings – Indirect Measure
Performance Indicator A "Identify the functions of the cardiovascular system"
Survey Question 1. I am able to describe the three (3) functions of the circulatory system.
38/42 answered 3 or greater   (90.5%)   Threshold met
Performance Indicator B "Examine the parts of the cardiovascular system"
Survey Question 2. I am able to correctly label the major structures of the heart.
36/42 answered 3 or greater (85.7%)   Threshold met
Performance Indicator C "Classify common cardiovascular conditions"
Survey Question 3. I am able to describe two (2) common cardiovascular diseases.
32/42 answered 3 or greater (76.2%)   Threshold met
Outcome Findings Conclusion
Meets/Exceeds

Human Physiology classifies as "Advanced" on the Allied Health map. Based on the Direct Measure Assessment, the thresholds were met. PO1 direct: This information is presented in a straightforward manner so that students know exactly what to study and how to answer. This is likely the reason for the high percentage of students that met the outcome. PO2 direct: This information is also presented in a way that students know exactly what to study; however, this outcome is a little more difficult for students to remember and may be why the percentage of students that met the threshold level is just slightly lower.

PO3 direct: This outcome material is presented in class but is left somewhat open to allow students to explore conditions they might be interested in learning more about. The exact answers are not provided quite as clearly and students are expected to do some digging on their own. I think this may make it more difficult and result in a lower percentage of students meeting the outcome. One idea to improve on this might be to have the students do something with the information like present to small groups or in a discussion board or even submit a low-stakes assignment before the test.

Based on the Indirect Measure Assessment, the thresholds were met. We will continue to monitor for further data.

For summary 1, what are your plans of action? (Next steps)
Based on the Indirect Measure Assessment, the thresholds were met. We will continue to monitor for further data.

For summary 1, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.
None requested.

PLO & Performance Indicators Summary 2

State the PLO and Performance Indicators you want to discuss second
Upon completion of the program, the student will develop evidence-based dietary plans that include balanced nutritional intake.

1. Define common terminology used in nutrition

2. Identify the role of nutrition in the human body

3. Identify nutrients as they relate to food groups and their functions, toxicities, and deficiencies

For summary 2, in which course(s) were direct assessments conducted?
Fall, 2023   AHS 1203 – 2045   Basic Nutrition
Fall, 2023   AHS 1203 – 2346   Basic Nutrition

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 Description
Create 3-day journal/food diary analysis
Data Collection/Evaluation Tool
Program Outcome Rubric
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.
Data Findings
For all 3 Performance Indicators, the students completed a food diary analysis. They completed a 3-day journal of everything they ate/drank and complied 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%. 100% of the students met the "Competent" level.
Number of students assessed - 5

The data for the Performance Indicator B "Identify the role of nutrition in the human body was based on three levels of competency – "Beginning", "Approaches Competent" and "Competent." The expected level of performance for the class was 80%. 100% of the students met the "Competent" level.
Number of students assessed: 5

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". 94% (14/15) were "Meets/Exceeds" and 6% (1/15) was "Below/Progressing".
Number of students assessed: 5

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)? What is the expected performance level and related threshold(s)? How many students were assessed?

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(s)
AHS 1203
Expected Performance Level
80% of the students will indicate competent for each performance indicator.

For summary 2, who analyzed the results?
Rebecca Sanders, Jeri Hobday

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

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 three levels for the performance indicators were "Competent," the student can define and identify 80% of the terminology and roles of nutrition; "Approaches Competency" 50% of the terminology and roles of nutrition; "Beginning," Below 50% and unable to recognize terminology and roles of nutrition.

Findings Data
For Performance Indicator A, 87.5% (28/32 students) met "Competent." 12.5% (4/32 students) met "Approaches Competency." And 0/32 students met "Beginning."

For Performance Indicator B, 81.25% (26/32 students) met "Competent," 8/75% (6/32 students) met "Approaches Competency." And 0/32 students met "Beginning."

For Performance Indicator C, 93.75% (30/32 students) met "Competent," 6.25% (2/32 students) met "Approaches Competency." And 0/32 students met "Beginning."

Outcome Findings Conclusion
Meets/Exceeds

The expected level of performance was met on all three Performance Indicators for the direct measures. The students who completed these assignments all did well on this project.
The indirect data also shows a feeling of competence from over 80% of the class.

Analysis/Interpretation of Findings Data and Outcome Findings Conclusion:
The expected level of performance was met on all three Performance Indicators for the direct measures. The students who completed these assignments all did well on this project.
The indirect data also shows a feeling of competence from over 80% of the class.

For summary 2, what are your plans of action? (Next steps)
Continue monitoring. The utilization of the Food Diary and the nutrition analysis are appropriate tools for obtaining the data needed for this assessment.

For summary 2, 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 3

State the PLO and Performance Indicators you want to discuss third
Upon completion of the program, the student will use appropriate medical terminology.
a. Utilize prefixes, suffixes, word roots and combining vowels utilized in healthcare
b. Utilize terms and abbreviations related to healthcare.
c. Apply and comprehend medical language.

For summary 3, in which course(s) were direct assessments conducted?
AHS 1113-2019 Fall 2023
AHS 1113-3119 Spring 2024
AHS 1113-3029 Spring 2024

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. What is the expected performance level and related threshold(s)? How many students were assessed?
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
Data Collection Point(s)
AHS 1113 Introduction to Medical Terminology (Fall & Spring)
Expected Performance Level
70% of students will achieve competence of 70% correct answers
Students Assessed
26 students

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)? What is the expected performance level and related threshold(s)? How many students were assessed?
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(s)

Program Annual Summary

AHS 1113 Introduction to Medical Terminology

Expected Performance Level

70% of students will indicate competent for each performance indicator.

Student Assessed

26 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 3, who analyzed the results?

Jeri Hobday and Chelsie Barnes

For summary 3, 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.

70% of the students (26 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.

70% of students (26 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.

70% of students (26 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: 77% (20 students out of 26 students)
Approaches Competency 23% (6 students out of 26 students),
Beginner: 0

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

Competent: 77% (20 students out of 26 students)
Approaches Competency: 23% (6 students out of 26 students).
Beginner: 0

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

Competent: 77% (20 students out of 26 students)

Approaches Competency: 23% (6 students out of 26 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. Based on the Indirect measure assessment, the threshold was met. The program faculty set the threshold at 50% seeing as this is the second 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%.

After analyzing the three classes of Medical Terminology assessed this year, it was found that the lower assessments came from mainly the fall class of (in-class) Medical Terminology. For other reasons also, such as poor studying habits, it is recommended that freshmen students not be put into Medical Terminology their first semester. On discussion with Rebecca Sanders, the Director of the Nursing Program, Medical Terminology would be a better fit for semesters later in the student's preparation for an applied science program, so that it would be fresher in their memory. An email was sent to Rachel Johnson, Vice-President of Enrollment Management, voicing this concern.
A change in curriculum that will be happening in the classes this year, is an increase in the amount of abbreviations taught in the class and also tested over, so that the students will be more efficient in the use of abbreviations in medical terminology.
The online Medical Terminology taught in the Fall, 2023, collected data that was not utilized this year for the assessment, because it was collected in a different format. This will be corrected this coming year.

For summary 3, what are your plans of action? (Next steps)
Continue monitoring in-class courses and add the on-line courses Fall, 2024. The collection method for the direct measure will be simplified but will be using the same format.

For summary 3, 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 - Biological and Pre-Professional Sciences (AS)

Annual Assessment Summary

Is this summary complete and official?
Yes

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

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

A. Replicate a segment of DNA by determining the complimentary sequence of nitrogenous bases.
B. Transcribe mRNA from DNA by determining the sequence of mRNA that would result from a given sequence of DNA.
C. 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?
ZOO 2114 Human Physiology

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?

Outcome Assessment: DNA-Protein worksheet given as part of a test. Students were given the DNA-Protein worksheet as a quiz or test. They had to (1) find the complimentary sequence of bases for DNA to illustrate replication, (2) determine the complimentary sequence of bases for mRNA to illustrate transcription, and (3) determine the amino acid sequence from the mRNA sequence using the codon sheet to look up the correct amino acids to illustrate transcription.
Data collection tool: Program Outcome Rubric
Expected performance level/threshold: 90% will score at the "mastering" level on each performance indicator.
Number of students assessed: 14

For summary 1, explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?
The indirect measure was assessed using a survey given to Biological and Pre-Professional sciences majors after applying the direct measure.
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.
Data collection tool: Rating Scale Survey Questions
Expected performance level/threshold: 90% will be at a confidence level of at least 4 on the Likert scale of 1 (not at all confident) to 5 (completely confident).
Number of students assessed: Fourteen (14)

For summary 1, who analyzed the results?
Brook Wiersig and Traci Barnes

Program Annual Summary

For summary 1, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)
Direct Assessment
Results: Fourteen (14) students were assessed with 100% at the mastery level on the first performance indicator, and 86% at the mastery level for the 2nd and 3rd indicators.

PI Rubric Score	3 (mastering)	2 (developing)	1 (beginning)
PI A	14	0	0
PI B	12	2	0
PI C	12	2	0

Analysis: Our threshold for the expected performance level was set at 90% scoring at the "mastering" level on the rubric. Due to a fairly low number of students assessed, the percentage for the 2nd and 3rd indicators is just below this threshold, but with the first indicator at 100%, the averaged percentage is right at 90% so we decided to interpret this as meeting our expected performance levels since only two students were at the "developing" level on the second and third performance indicators.
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.
Indirect Assessment
Results: Overall, 86% (12/14) chose a confidence level of 5 (completely confident) on all 3 indicators. Two students (14%) chose a confidence level of 4 on all three indicators.
Analysis: Our expected performance level threshold was set at 90% choosing a confidence level of at least 4 so 100% of students met this threshold level.

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.

PLO & Performance Indicators Summary 2

State the PLO and Performance Indicators you want to discuss second
Upon completion of the program, the student will apply problem solving strategies.
Performance Indicators:
A)   Apply appropriate equation to the problem
 B)   Choose the correct value for each variable
 C)   Solve the mathematical equation

For summary 2, in which course(s) were direct assessments conducted?
PHYS 1214 General Physics I

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: Three questions were given on an exam as multiple choice and showing work. The following questions were assessed:
1. A 0.4kg mass is attached to a spring with a spring constant   160N/m so the mass is allowed to move on a horizontal, frictionless surface.   The mass is released from rest when compressed 0.15m and demonstrated simple harmonic motion.   What is the initial force on the mass?
2. A 0.4kg mass is attached to a spring with a spring constant   160N/m so the mass is allowed to move on a horizontal, frictionless surface.   The mass is released from rest when compressed 0.15m and demonstrated simple harmonic motion.   What is the initial acceleration of the mass?
3. A long pendulum extends from the top of a tower to the ground. If it has a period of 12 s, what is its length?
Data Collection Tool: Developmental outcome rubric

Expected Performance level/threshold: 90% of students assessed will be at Mastery Level according to the rubric.
Number of students assessed: Five (5)

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)? What is the expected performance level and related threshold(s)? How many students were assessed?
Indirect measure data collection tool: A survey was given to allow students to rate their confidence level in solving components of equations, recognizing relationships between variables, and interpreting graphical information.
Expected Performance level/threshold: 90% will rate their confidence as 4 or higher on a scale of 1 (not at all confident) to 5 (completely confident).
Number of students assessed: Four (4)

For summary 2, who analyzed the results?
Brook Wiersig

For summary 2, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)
Direct Assessment Results: Five (5) BPS majors were assessed. 80% (4/5) were able to correctly solve the three math problems. One student (20%) got one of the questions incorrect. Based on the rubric, this student is at the "accomplished" level rather than "mastery".
Direct Assessment Analysis: I am considering this outcome to be met because only one student made a mistake in solving one of the three problems.
Indirect Assessment Results: Four (4) students were assessed. A confidence rating of 5 was selected by 3/4 students for the first indicator and one student chose a confidence rating of 3. For the 2nd indicator, 3/4 students chose a confidence rating of 5 and one student chose a rating of 2. For the third indicator, two (2) students chose a confidence rating of 5 and two (2) students chose a confidence rating of 4.
Indirect Assessment Analysis: I feel that this outcome is met because the majority of the students chose a confidence level of "4" or "5" for all three indicators.

PLO & Performance Indicators Summary 3

State the PLO and Performance Indicators you want to discuss third
Upon completion of the program, the student will perform safe and appropriate laboratory techniques.
Performance Indicators
A. Apply appropriate personal protective equipment
 B. Demonstrate proper laboratory hygiene
 C. Demonstrate proper laboratory safety

For summary 3, in which course(s) were direct assessments conducted?
CHEM 1215 General Chemistry II and PHYS 1214 General Physics II

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. What is the expected performance level and related threshold(s)? How many students were assessed?
Direct measure: Direct observation of class during the 5th or 6th labDirect observation of class during the 5th or 6th lab. Students were observed during a Chemistry II lab mid-way through the semester and assessed using an observation rubric (attached) by the instructor.
Data collection tool: Shared program observation rubric.
Expected performance level/threshold: 90% will score at the "mastering" level on each performance indicator.
Number of students assessed: Eight (8)

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)? What is the expected performance level and related threshold(s)? How many students were assessed?
Indirect measure: Survey Question(s) to assess the students' perception of the mastery of the outcome:
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:

- The lab setting always included instruction and cautions for lab safety

- The lab setting typically had considerable emphasis on lab safety

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

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

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
Data Collection Tool: Survey Questions
Expected Performance Level: 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.
Number of students assessed: 11

For summary 3, who analyzed the results?
Steve Hughes and Brook Wiersig

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

Direct Assessment Results: 100% of the eight (8) BPS students were observed at the Mastery level for each indicator of the rubric for lab safety.

Direct Assessment Analysis: All students in both labs were observed at the "mastering" level on the observation rubric for all three performance indicators. Students never had to be reminded to use PPE, good lab hygiene, or proper lab safety. Emphasis on the outcome is significant early on so that by the time of assessment, students will be in a habit of applying appropriate lab safety techniques. The program outcome was met.

Indirect Assessment Results: On the first survey question, 8/11 (73%) of students said that the lab setting always included instruction sand cautions for lab safety, while 3/11 (27%) said that the lab setting typically had considerable emphasis on lab safety. No students thought there was only "some" or "little to no" emphasis on lab safety or that more emphasis was needed.
 On the second survey question, 5/11 students (45.5%) rated their skill level in applying lab safety at 5 (always consider safety) and 4, while one (1) student chose a rating of 3 on the scale. No students chose a level of 2 or 1 (seldom considers lab safety).

Indirect Assessment Analysis: The threshold for the first survey question was 90% of students choosing the first option (lab safety always emphasized). Only 73% of students of students chose this option. The remaining students chose the next level. This seems reasonable and I would think that updating the threshold to include this option in the 90% might be more reasonable.
On the 2nd survey question, the threshold was also set at 90% of students choosing the highest level on the scale and only 45.5% actually chose a rating of 5. Another 5 students chose a rating of 4 and only one student chose a rating of 3. This also seems reasonable and indicates that the threshold might be better set to include the ranking of 4 to 5, which would have then come to 91% of students.

In conclusion, students at this level may not feel they are at the highest level of considering lab safety so I think lowering the threshold is reasonable.

For summary 3, what are your plans of action? (Next steps)
My plan of action is to lower the thresholds for the indirect assessment to 90% of students choosing the lab safety emphasis level of "always" and "considerable" (the top two choices) for the first survey question and then for the second survey question, I would like to make the 90% threshold include the rating level of 4 and 5.

Program Annual Summary

Program/Degree Outcomes - Business Administration (AA)

Annual Assessment Summary

Is this summary complete and official?
Yes

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

1. Upon completion of the program, the student will identify inter-workings and functions of national and global economies.
A. Explain the concepts of scarcity, choice, and opportunity cost and how they relate to decision making.
B. Interpret macroeconomic indicators, such as GDP, inflation, and unemployment.
C. Identify factors affecting international trade and finance.

For summary 1, in which course(s) were direct assessments conducted?
ECON 2113 Principles of Macroeconomics

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 member chose to assess the outcomes based on the students' performance on the W08-Summative-Q09 quiz.

21 students were assessed. Results were evaluated by a program rubric. The expected performance level was 70% of students will achieve accomplished/exemplary.
 The direct measures used were:

1. Use the following Production Possibilities Graph to explain the concepts of scarcity, choice, and opportunity cost and how they relate to decision making.
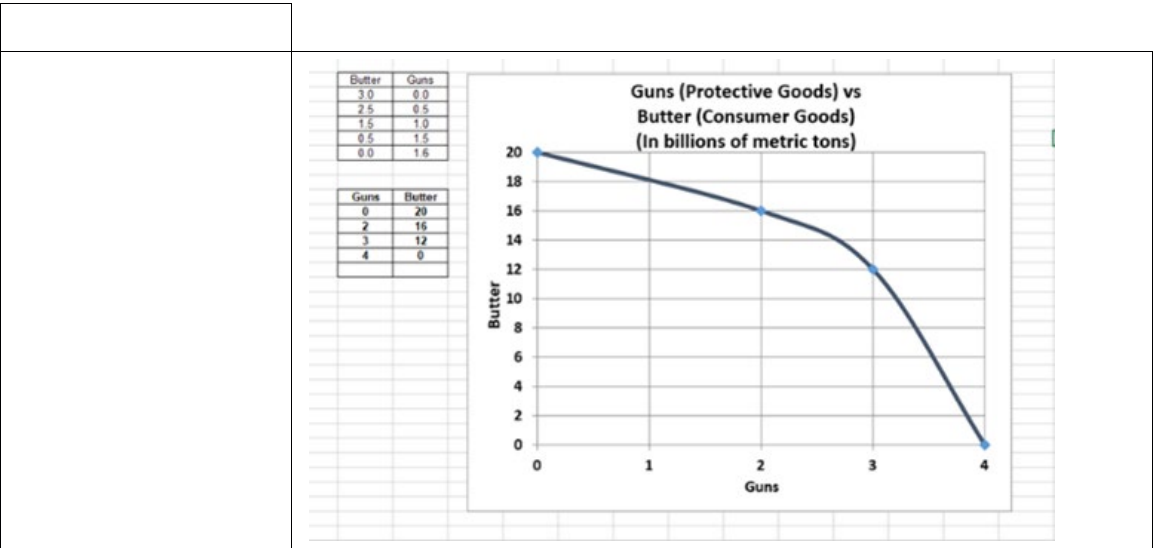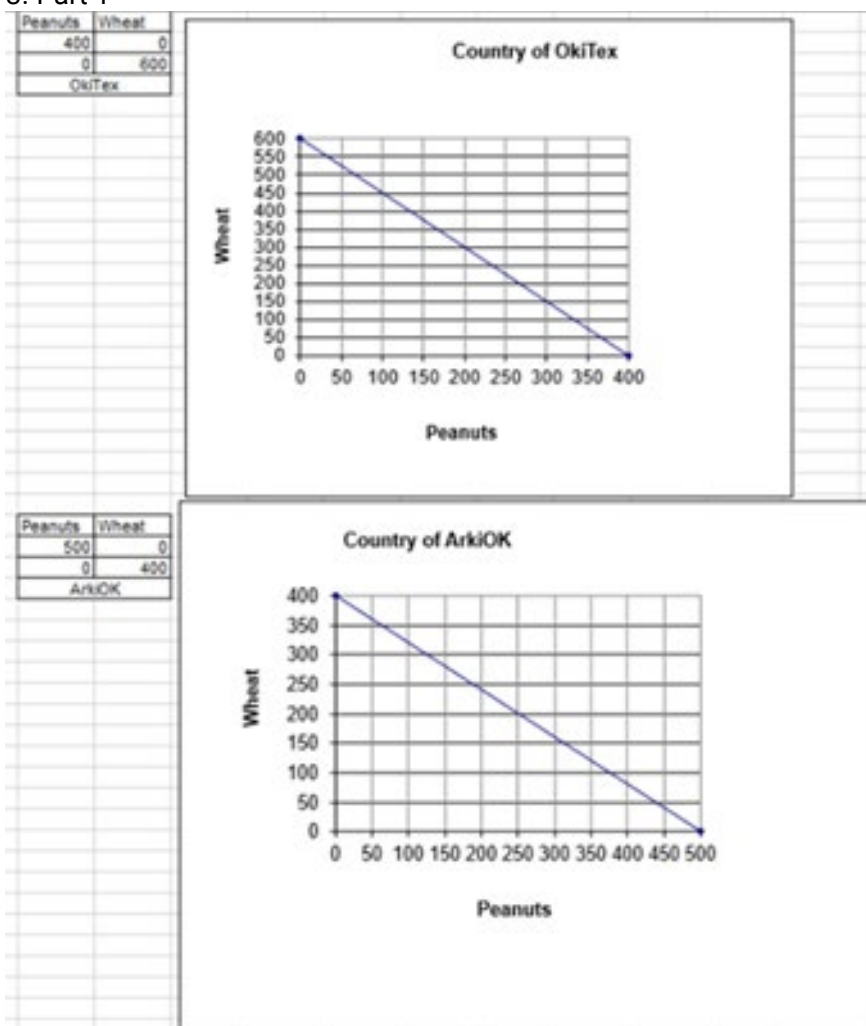
2. Compare and contrast:
a. Real versus Nominal GDP. Be specific on what each actually measures. Provide accurate numerical examples of each.
b. The CPI and the GDP deflator. Provide accurate numerical examples of each.
c. The unemployment rate and full employment. Provide accurate numerical examples of each.

3. Part 1

Peanuts	Wheat
400	0
0	600
OkiTex	

Country of OkiTex

Peanuts	Wheat
500	0
0	400
ArkiOK	

Country of ArkiOK

Answer the following questions based on the graphs shown above.
1. Which country has the comparative advantage in peanut production? Give a numerical explanation of why this is the case.
2. Which country has the comparative advantage in wheat production? Give a numerical explanation of why this is the case.
3. Which country has the absolute advantage in peanut production? Give a numerical explanation of why this is the case.
4. Which country has the absolute advantage in wheat production? Give a numerical explanation of why this is the case.
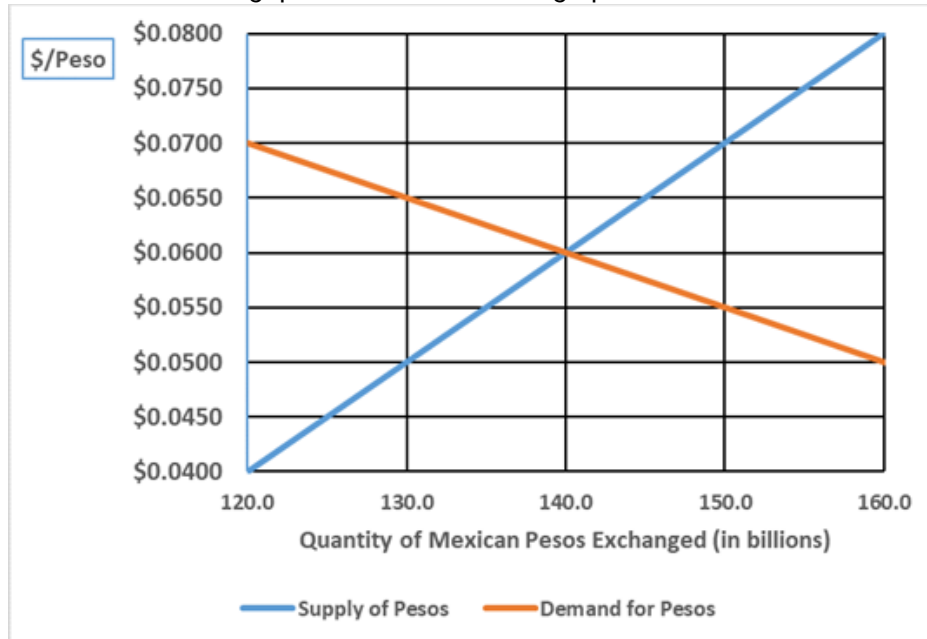
5. Assume the two countries trade and produce based upon what they do best.
   A. Which country would produce peanuts? Explain why this is the case.
   B. Which country would produce wheat? Explain why this is the case.

3. Part 2
 Answer the following questions based on the graph below.

1. One U.S. dollar could be exchanged for how many Mexican Pesos? Give a numerical explanation of why this is the case.
2. One Mexican peso could be exchanged for how many U.S. dollars? Give a numerical explanation of why this is the case.
3. What would likely happen to the floating exchange rate of U.S. dollars viz-a-viz Mexican Pesos if American citizens decided to purchase fewer foreign produced goods, other things being equal? Verbally explain how the graph shown above would change.

For summary 1, explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?
A survey was conducted in Blackboard with 22 students responding. 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 that you are able to correctly explain the concepts of scarcity, choice, and opportunity cost and how they relate to decision making?
2, How confident do you feel that you can interpret macroeconomic indicators such as GDP, inflation, and unemployment?
3. How confident are you that you can identify factors affecting international trade and finance?

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)

For summary 1, who analyzed the results?
Mike McCoy

For summary 1, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)
21 Students/2 Sections

Performance Indicator	Percentage of Students at each Level	**Expected Level of Performance:** Accomplished/Exemplary Threshold 70%
1. Explain the concepts of scarcity, choice, and opportunity cost and how they relate to decision making.	Beginning: 52% (11) Developing: 0% (0) Accomplished: 5% (1) Exemplary: 43% (9)	48% of 21 students (Threshold 70%)
2. Interpret macroeconomic indicators such as GDP, inflation, and unemployment.	Beginning: 19% (4) Developing: 5% (1) Accomplished: 19% (4) Exemplary: 57%(12)	76% of 21 students (Threshold 70%)
3. Identify factors affecting international trade and finance?	Beginning: 62% (13) Developing: 10% (2) Accomplished: 19% (4) Exemplary: 10% (2)	29% of 21 students (Threshold 70%)

Results indicated a need for improvement in 2 of the 3 program outcomes. Results revealed that 48% students had surpassed a beginning level of knowledge on Performance Indicator 1, 81% on Performance Indicator 2, and 38% on Performance Indicator 3.

Survey collection results indicated that students' confidence levels somewhat correspond to the abilities to complete the task. Results are stated below. The instructor will restructure the delivery methods and timing of the course materials to introduce content certain content earlier in the course and reinforce content as needed throughout the course.

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.

PLO & Performance Indicators Summary 2

State the PLO and Performance Indicators you want to discuss second
Upon completion of the program, the student will compose the three main financial statements.
A. Identify accounts and account classifications.

B. Demonstrate the application of double entry accounting systems utilizing debits and credits.

C. Analyze business transactions and impact on organizational accounts.

For summary 2, in which course(s) were direct assessments conducted?
ACCT 2103 Financial Accounting

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 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 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)? What is the expected performance level and related threshold(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)

For summary 2, who analyzed the results?
Hali Repass

For summary 2, 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	**Expected Level of Performance:** Accomplished/Exemplary Threshold 70%
A. Identify accounts and account classifications.	Beginning: 0% (0) Developing: 23% (5)	77% of 22 students (Threshold 70%)

	Accomplished: 41% (9) Exemplary: 36% (8)	
B. Illustrate the application of double entry accounting systems utilizing debits and credits.	Beginning: 9% (2) Developing: 18% (4) Accomplished: 41% (9) Exemplary: 32%(7)	73% of 22 students (Threshold 70%)
C. Analyze business transactions and impact on organizational accounts.	Beginning: 9% (2) Developing: 18% (4) Accomplished: 55% (12) Exemplary: 18% (4)	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)
> · 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.

Program Annual Summary

Program/Degree Outcomes - Child Development (AA)

Program Annual Summary

Program/Degree Outcomes - Computer Information Systems (AA)

Annual Assessment Summary

Is this summary complete and official?
Yes

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first
Upon completion of the program, the student will 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 Section: 3929 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?
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 generated by the computer. The user 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.

For summary 1, explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?
14 students completed a Blackboard survey using a Likert scale questions

I feel confident identify standard programming terminology? I feel confident utilizing efficient programming structure? I feel confident troubleshooting syntax errors?
Strongly Agree 25% 25% 25%
Agree 50% 50% 50%
Neither Agree nor Disagree 25% 13% 25%
Disagree 0% 13% 0%
Strongly Disagree 0% 0% 0%

For summary 1, who analyzed the results?
Tommy Smith

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

	Identify standard programming nomenclature	Employ efficient programming structure	Troubleshoot syntax errorsAssessment Data Due		
Beginning	0	0	0		
Developing	0	3	1		
Accomplished	5	4	4		
Exemplary	11	7	9		

Program Annual Summary

Accomplished %Threshold	100	78.57	92.86		

Findings Data
Identify standard programming nomenclature. 100% of the 14 students are accomplished/exemplary Demonstrate efficient programming structure. 79% of the 14 students are accomplished/exemplary Troubleshoot syntax errors. 93% of the 14 students are accomplished/exemplary

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

Two of the performance indicators demonstrate that 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. When analyzing the indirect measures the data indicated that students also struggled with confidence in the efficient aspect of programming and will be addressed in the Action Plan.

Action Plan:
The plan for the future is to continue the course as it is, with annual reviews. However, future iterations of the course will include group assignments where students can review each other's programs, providing opportunities to observe and learn more efficient programming methods.

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

PLO & Performance Indicators Summary 2

State the PLO and Performance Indicators you want to discuss second
Upon completion of the program, the student will demonstrate the design of fundamental networks.

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

For summary 2, in which course(s) were direct assessments conducted?
Fall 2023 CS1423-2117 Networking 1

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 outcome assessed 15 students as a part of the final exam with specific multiple choice questions assessing each PI.

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)? What is the expected performance level and related threshold(s)? How many students were assessed?
15 students completed a Blackboard survey using a Likert scale questions
Strongly Disagree
Disagree Neither
Agree nor Disagree
Agree Strongly
Agree
I feel confident that I can define an IP structure? 0 0 2 7 6
I feel confident that I can recognize and correct network faults? 0 1 3 7 4
I feel confident that I can identify common components of networking? 0 1 0 8 6

For summary 2, who analyzed the results?
Tommy Smith

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

	Identify standard components of a network	Recognize and correct networking faults.	Define IP Address structure		
Beginning	0	6%	0		
Developing	7%	20%	13%		
Accomplished	53%	47%	47%		
Exemplary	40%	27%	40%		
Accomplished %Threshold	93%	73%	87%		

Findings Data
standard components of a network 93% of the 15 students are accomplished/exemplary Recognize and correct networking faults. 73% of the 15students are accomplished/exemplary Define IP Address structure. 87% of the 15 students are accomplished/exemplary

Data Overview
Two of the performance indicators demonstrate that the outcome meets/exceeds the expected performance level. The performance indicator with the lowest result was recognize and correct networking faults.   This was the first semester for evaluation of the course under a new instructor and it was determined that we needed additional data to indicate a trend.

Action Plan:
The plan for the future is to continue the course as it is, with annual reviews.

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

PLO & Performance Indicators Summary 3

State the PLO and Performance Indicators you want to discuss third
Upon completion of the program, the student will recognize appropriate information security practice.
Performance Indicators
a. Identify threats to host computers and networks.
b. List common threats and appropriate countermeasures.
c. Define the scope of information security from data to physical.

For summary 3, in which course(s) were direct assessments conducted?
CS1423-2117

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. What is the expected performance level and related threshold(s)? How many students were assessed?
The outcome assessed 15 students as a part of the final exam with specific multiple choice questions assessing each PI.

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)? What is the expected performance level and related threshold(s)? How many students were assessed?
Strongly Disagree
Disagree
Neither Agree nor Disagree
Agree

Strongly Agree
I feel confident that I can identify threats to host computers and networks? 0 0 0 4 6
I feel confident in identifying common threats and appropriate countermeasures? 0 0 1 6 3
I feel confident that I can define the scope of information security from data to physical? 0 0 0 6 4

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

	Give examples of security practices	Demonstrate implementation of appropriate security measures.	Apply different file types.		
Beginning	0	0%	0		
Developing	0%	8%	0%		
Accomplished	31%	46%	46%		
Exemplary	46%	23%	31%		
Accomplished %Threshold	77%	69%	87%		

Findings Data
Give examples of security practices 77% of the 15 students are accomplished/exemplary Demonstrate implementation of appropriate security measures. 69% of the 15 students are accomplished/exemplary Apply different file types. 87% of the 15 students are accomplished/exemplary
Data Overview
Two of the performance indicators demonstrate that the outcome meets/exceeds the expected performance level. The performance indicator with the lowest result was Demonstrate implementation of appropriate security measures.   This was the first semester for evaluation of the course under a new instructor and it was determined that we needed additional data to indicate a trend.
Action Plan:
The plan for the future is to continue the course as it is, with annual reviews.
Resources:
It has been determined that the current resources adequately meet the needs for achieving this outcome.

Program Annual Summary

Program/Degree Outcomes - Criminal Justice (AA)

Annual Assessment Summary

Is this summary complete and official?
Yes

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

Upon completion of the program, the student will 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?

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 D. Crime scene documentation-photography. Students are evaluated on a Met/Not Met for each indicator. It is expected that 80% of the students meet each indicator. The students work the entire crime scene as a group but are scored individually on their work. 20 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
INITIAL RESPONSE		
ENSURES THAT THE SEARCH IS LEGAL		
ENSURES ANCILLARY AGENCIES HAVE BEEN NOTIFIED (MEDICAL EXAMINER, EMS, ETC.)		
SECURING THE CRIME SCENE		
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		
CRIME SCENE DOCUMENTATION-SKETCH		
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		
CRIME SCENE DOCUMENTATION- PHOTOGRAPHY		
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)		
LATENT PRINT COLLECTION		
NON-MAGNETIC BLACK POWDER USED		
PROPER FINGERPRINT DUSTING TECHNIQUE DEMONSTRATED		
FINGERPRINT IS USEABLE AND READABLE (FREE OF SMUDGES, AIR BUBBLES)		
EVIDENCE COLLECTION AND PACKAGING		
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		
SAFETY / CONTAMINATION CONTROL		
TEAM MEMBERS ARE WEARING PROPER SAFETY EQUIPMENT (GLOVES)		
ALL INVESTIGATIVE TRASH REMOVED FROM THE CRIME SCENE		
RELEASE OF CRIME SCENE		
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)? What is the expected performance level and related threshold(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, 4Neither 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.

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 20 students met the expected performance level and threshold for 2 of the 3 performance indicators measured. PI ; A. Initial response all 20, (100%) of students assessed accomplished Met Competency, PI B. Securing the crime scene all 20, (100%) of students assessed accomplished Met

Competency, PI D. Crime scene documentation-photography 14 of the 20 (70%) of students assessed accomplished Met competency.

The assessment of all 20 students on D. Crime Scene Documentation - Photography revealed that 70% of the students met the required competency. This performance falls short of the 80% threshold for meeting or exceeding the standard. The primary issue identified was the failure of some students to properly complete a photo log with appropriate agency and case information.

Indirect Measure Results:
The indirect survey results show that 16 of the 20 students (80%) responded with either "agree" or "strongly agree" to statements regarding their understanding and application of ethical standards and constitutional protocols. This performance meets the 80% threshold.
While the indirect measures indicate that students generally have a good understanding and agreement regarding ethical standards and constitutional protocols, there are still areas for improvement, particularly concerning the 4th Amendment and search and seizure laws. The need for more explicit instruction on these constitutional protocols is evident, suggesting that the current level of instruction may not be fully addressing the complexities of these topics.

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

Reinforce Photo Log Training:
Action: Provide additional instruction and practical exercises focused on the accurate completion of photo logs, emphasizing the importance of including all relevant agency and case information.

Objective: Ensure that students understand the critical role of the photo log in crime scene documentation and can consistently apply this knowledge in practice.

Review and Practice:
Action: Implement regular review sessions and hands-on practice where students complete photo logs as part of crime scene documentation exercises.

Objective: Enhance students' proficiency and confidence in documenting crime scenes comprehensively and accurately.

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

None at this time.

PLO & Performance Indicators Summary 2

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 probably 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 will meet each indicator. 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
INITIAL RESPONSE		
ENSURES THAT THE SEARCH IS LEGAL		
ENSURES ANCILLARY AGENCIES HAVE BEEN NOTIFIED (MEDICAL EXAMINER, EMS, ETC.)		
SECURING THE CRIME SCENE		
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		
CRIME SCENE DOCUMENTATION-SKETCH		
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		
CRIME SCENE DOCUMENTATION- PHOTOGRAPHY		
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)		
LATENT PRINT COLLECTION		
NON-MAGNETIC BLACK POWDER USED		
PROPER FINGERPRINT DUSTING TECHNIQUE DEMONSTRATED		
FINGERPRINT IS USEABLE AND READABLE (FREE OF SMUDGES, AIR BUBBLES)		
EVIDENCE COLLECTION AND PACKAGING		
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		
SAFETY / CONTAMINATION CONTROL		
TEAM MEMBERS ARE WEARING PROPER SAFETY EQUIPMENT (GLOVES)		
ALL INVESTIGATIVE TRASH REMOVED FROM THE CRIME SCENE		
RELEASE OF CRIME SCENE		
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)? What is the expected performance level and related threshold(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.20 students were assessed during this assessment cycle.

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 20 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 survey results show that 16 of the 20 students (80%) responded with either "agree" or "strongly agree" to statements regarding their understanding and application of ethical standards and constitutional protocols. This performance meets the 80% threshold.

While the indirect measures indicate that students generally have a good understanding and agreement regarding ethical standards and constitutional protocols, there are still areas for improvement, particularly concerning the 4th Amendment and search and seizure laws. The need for more explicit instruction on these constitutional protocols is evident, suggesting that the current level of instruction may not be fully addressing the complexities of these topics.

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 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.

PLO & Performance Indicators Summary 3

State the PLO and Performance Indicators you want to discuss third

Upon completion of the program, the student will demonstrate ethical standards of police conduct.
A. Define ethical standards for criminal justice
B. Identify ethical and moral responsibilities
C. Relate ethical standards to police conduct

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

CJ 2123-2465- CJ 2123-6299

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. What is the expected performance level and related threshold(s)? How many students were assessed?

Using a multiple-choice final exam, a total of 22 students were assessed. 9 students in the traditional classroom and 13 in an online course. It is expected that 80% of students will answer correctly. The questions assessed are as follows:

What are ethical standards in criminal justice, and why are they crucial for maintaining public trust in law enforcement?

Which of the following best describes the ethical and moral responsibilities of a police officer?

Imagine you are a police officer who discovers that a fellow officer has accepted a bribe from a suspect in a major investigation. What should be your course of action based on ethical standards?

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)? What is the expected performance level and related threshold(s)? How many students were assessed?

Using 2 survey questions, 80% of students were expected to answer Agree or strongly agree. 22 students were assessed, 9 in a traditional class and 13 in an online class. The following survey questions were asked;
I have a clear understanding of what ethical standards in criminal justice entail.
I am aware of the ethical and moral responsibilities required of a police officer.

For summary 3, who analyzed the results?

Chad Brown

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

Out of the 22 students assessed, 21 students (95%) answered all three direct measure questions related to defining ethical standards for criminal justice correctly. This indicates a strong grasp of the fundamental concepts associated with ethical standards in the field of criminal justice.

The high percentage of students answering the questions correctly suggests that the majority have a solid understanding of the ethical standards required in criminal justice. This level of performance reflects positively on the instructional methods used to convey these concepts.

In the indirect survey, 100% of the students responded with either "agree" or "strongly agree" to all statements regarding their understanding and application of ethical standards in police conduct. This performance exceeds the 80% threshold set for acceptable outcomes.

The fact that all students affirmed their understanding and confidence in applying ethical standards demonstrates a strong overall grasp of the key concepts. This level of consensus indicates that the instructional methods have been effective in conveying the importance of ethical standards and ensuring that students feel prepared to apply these principles in practice.

Given that 95% of students demonstrated proficiency in defining ethical standards, the focus will now shift to reinforcing and expanding on these foundational principles:
1. Enhanced Practical Application:

   o Incorporate more case studies and scenarios where students must apply ethical standards in practical, real-world situations to ensure their understanding translates into practice.

2. Advanced Ethical Dilemmas:

   o Introduce complex ethical dilemmas and discussions that challenge students to navigate and resolve more nuanced issues, enhancing their critical thinking and decision-making skills.

3. Ongoing Evaluation:

   o Continue assessing students' understanding through both direct and indirect measures to ensure that their grasp of ethical standards remains robust and applicable in various contexts.

By emphasizing practical application and advanced ethical discussions, the program aims to build on the strong foundation demonstrated by the students and further enhance their ability to handle ethical challenges in law enforcement.

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

Introduce advanced ethical dilemmas and scenarios that challenge students' decision-making processes and encourage deeper critical thinking. Expand students' ability to handle more intricate

ethical issues, ensuring a robust and comprehensive understanding of ethical conduct. By following these next steps, the goal is to build on the strong performance of the students and ensure that their understanding and application of ethical standards remain robust and effective in real-world law enforcement situations.

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

None at this time.

Program Annual Summary

Program/Degree Outcomes - Cybersecurity (AA)

Annual Assessment Summary

Is this summary complete and official?
Yes

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

Upon completion of the program, the student will recognize appropriate information security practices.
Performance Indicators:
Identify threats to host computers and networks.
List common threats and appropriate countermeasures.
Define the scope of information security from data to physical.

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

CS 1423 Information Security

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?

Data Collection Tool: The measure is a multiple-choice test that evaluates the student's knowledge of appropriate information security practices.
Threshold: 85% of the students; work will meet the expected performance level for each performance indicator.
Number of Students Assessed: 12 student assessed for this outcome

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

In this measure, 10 students took a survey near the end of the semester during their Information Security course. The survey was used to determine the student's confidence level with topics required to secure computer systems.
Strongly Disagree   Disagree   Neither Agree nor Disagree   Agree   Strongly Agree

 I feel confident that I can identify threats to host computers and networks?   0   0   0   4   6
 I feel confident in identifying common threats and appropriate countermeasures?   0   0   1   6   3
 I feel confident that I can define the scope of information security from data to physical?   0   0   0   6   4

Program Annual Summary
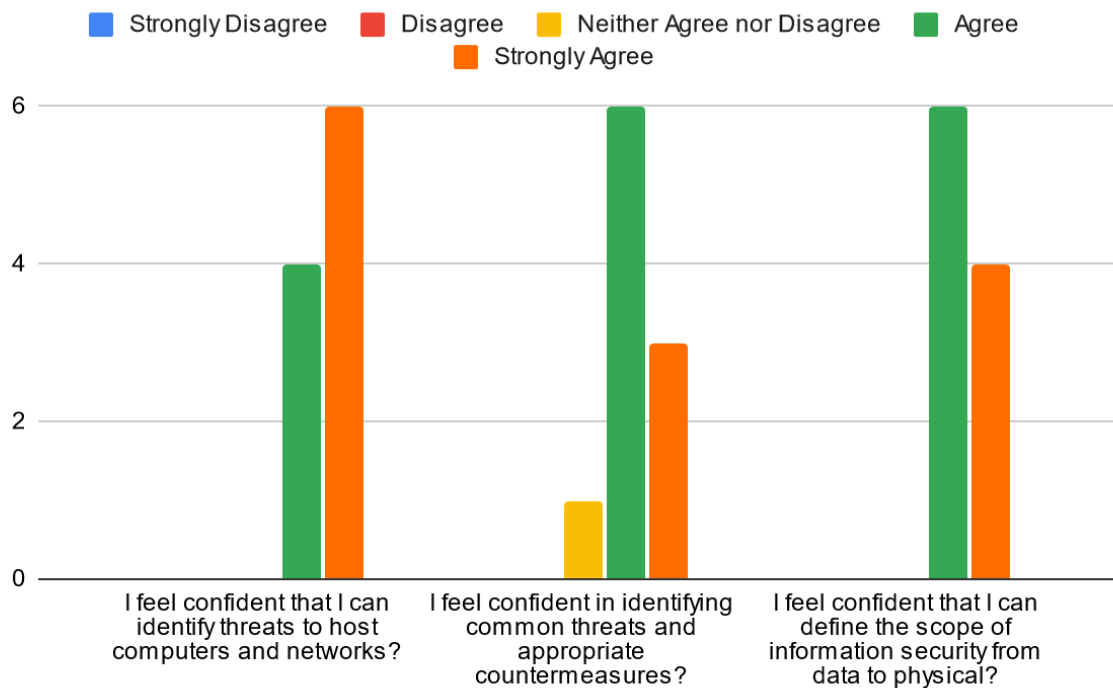
For summary 1, who analyzed the results?

Josh Burris & Tommy Smith

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

students will recognize appropriate information security practices.	# Students	12
Beginning	0	0%
Developing	0	0%
Accomplished	1	8%
Exemplary	11	92%
% Threshold	12	100%

recognize appropriate information security practices
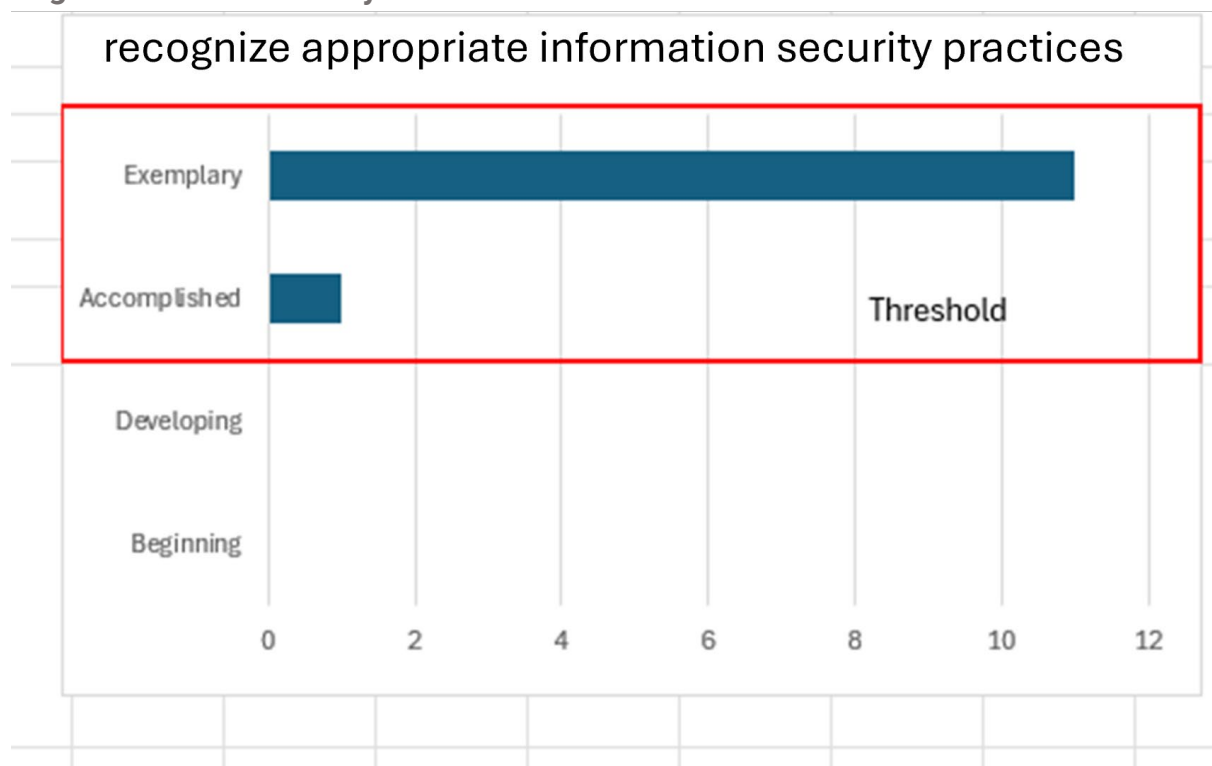
For summary 1, what are your plans of action? (Next steps)

Future evaluations: we plan to separate the evaluation methods to be based on the performance indicators. This will allow for better refinement in evaluating the overall outcome.

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

The course resources are in good condition and uptoday with industy standards. The current funding level is sufficient to meet the needs of the course.

PLO & Performance Indicators Summary 2

State the PLO and Performance Indicators you want to discuss second

Upon completion of the program, the student will demonstrate the design of fundamental networks.
Performance Indicators:
Identify common components of a network.
Correct networking faults.
Define IP Address structure

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

CS2203 Networking 1

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?

Data Collection Tool: The measure is a multiple-choice test that evaluates the student's knowledge of appropriate information security practices.
Threshold: 85% of the students; work will meet the expected performance level for each performance indicator.

Number of Students Assessed: 13 student assessed for this outcome

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)? What is the expected performance level and related threshold(s)? How many students were assessed?

We did not have an indirect measure for this outcome

For summary 2, who analyzed the results?

Josh Burris & Tommy Smith

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

PI A. Identify standard components of a network.
 Beginning   0%
 Developing   7%
 Accomplished   53%
 Exemplary   40%
 % Threshold   93%

PI B. Recognize and correct networking faults.
Beginning   7%
Developing   20%
Accomplished   47%
Exemplary   27%
% Threshold   73%

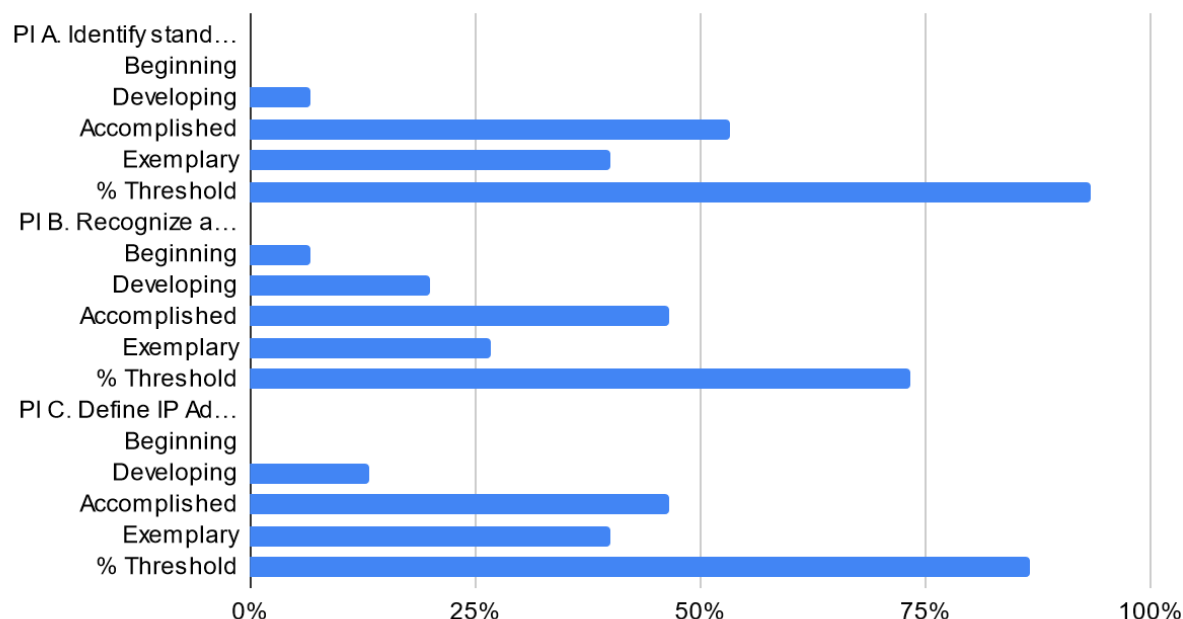PI C. Define IP Address structure
Beginning   0%
Developing   13%
Accomplished   47%
Exemplary   40%
% Threshold   87%

networking

Based on the provided performance indicators (PIs) for networking skills, students are progressing in several key areas, with room for improvement in some.

For **PI A: Identify standard components of a network**, the majority of students have achieved proficiency, with 53% in the "Accomplished" category and 40% reaching "Exemplary" performance. Only 7% are still in the "Developing" stage, indicating that most students can identify network components effectively. However, since the target threshold is 93%, there's still a gap to close before all students meet the expected competency.

PI B: Recognize and correct networking faults shows a broader distribution. While 47% of students have achieved "Accomplished" status and 27% are rated as "Exemplary," 20% are still in the "Developing" stage, and 7% remain in the "Beginning" category. The threshold for this skill is set at 73%, and while progress is being made, additional support may be needed to help students advance to higher performance levels.

For **PI C: Define IP Address structure**, students demonstrate a strong understanding, with 47% at the "Accomplished" level and 40% performing at an "Exemplary" level. A smaller portion, 13%, is in the "Developing" category, and none remain in the "Beginning" stage. The target threshold here is 87%, and students are approaching this benchmark with solid progress.

Overall, students show strong growth in identifying network components and defining IP address structures, while more focus may be needed on improving fault recognition and correction skills to meet performance goals.

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

In the future, the plan is to add indirect measures for all the outcomes of the cybersecurity degree. Also, the data collection methods will be improved to produce more reliable and consistently repeatable data.

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

The course resources are in good condition and uptoday with industy standards. The current funding level is sufficient to meet the needs of the course.

PLO & Performance Indicators Summary 3

State the PLO and Performance Indicators you want to discuss third

Upon completion of the program, the student will identify the relationship between forensics and criminal justice.

Performance Indicators:
Define the relationship between forensics investigations capabilities and criminal justice constraints.
Construct a file inventory and report of a forensic investigation.
Give examples of privacy limitations in cybersecurity.

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

CS 1113 Intro to Computer Forensics

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. What is the expected performance level and related threshold(s)? How many students were assessed?

Data Collection Tool: The measure is a multiple-choice test that evaluates the student's knowledge of appropriate information security practices.
Threshold: 85% of the students; work will meet the expected performance level for each performance indicator.
Number of Students Assessed: 12 student assessed for this outcome

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)? What is the expected performance level and related threshold(s)? How many students were assessed?
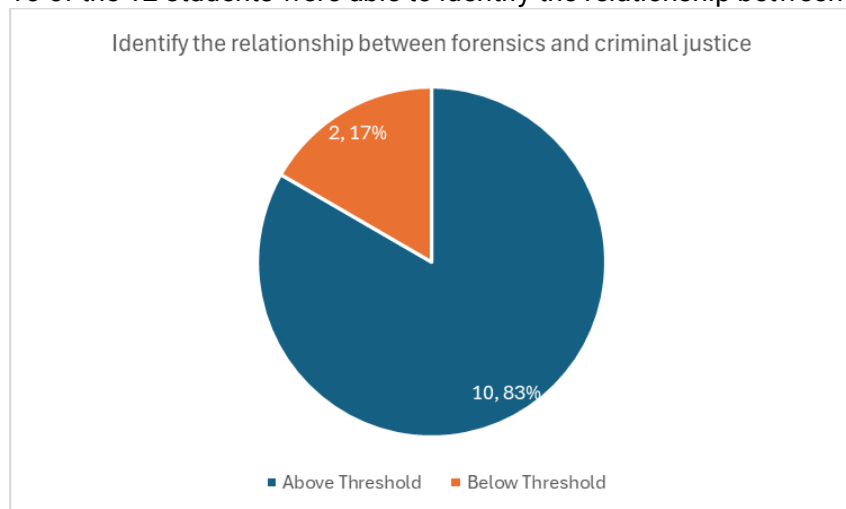
This outcome currently does not have an indirect measure.

For summary 3, who analyzed the results?

Josh Burris & Tommy Smith

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

12 students in intro to computer forensics were ask questions on the final exam the corrispond to the outcomes proformance indicators. The questions would were the final test in a multiple choice question form.
10 of the 12 students were able to identify the relationship between forensics and criminal justice.

Identify the relationship between forensics and criminal justice

2, 17%

10, 83%

■ Above Threshold   ■ Below Threshold

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

In the future, the plan is to add indirect measures for all the outcomes of the cybersecurity degree. Also, the data collection methods will be improved to produce more reliable and consistently repeatable data.

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

The course resources are in good condition and uptoday with industy standards. The current funding level is sufficient to meet the needs of the course.

Program Annual Summary

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

Annual Assessment Summary

Is this summary complete and official?
Yes

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

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

A. identify common injuries and illness
B. list the steps of common illness/injury assessment
C. choose basic treatments for common injury/illness

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

HPER 2103-2352

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?

One 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 expected performance level for this rubric was set at 6/8. The program faculty felt as though this was a reasonable threshold setting the average at 75% of students will correctly answer 6/8 to meet the performance indicator and overall program outcome.
8 out of 9 students met the outcome threshold scoring 6 or above.
1 out of 9 students did not meet the threshold.
Meets/Exceeds

Program Annual Summary

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 expected performance level for this rubric was set at 14/20. The threshold was set at an average of 75% of students will be expected to correctly perform 14/20 items of the listed rubric to meet the performance indicator and overall program outcome.
7 out of 9 students met the outcome threshold scoring 14 or above.
2 out of 9 students did not met the outcome threshold
Lower Extremity Exam question (HOPS): 8/9 Correct Responses =88%
Ankle taping rubric: 7/9 = 77%
The outcome conclusion is a total 82% of students met the program outcome

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

The indirect measure used was an opinion survey/questionnaire with 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

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- 30%
3 confident- 30%
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- 10%
3 confident- 80%
4 extremely confident- 10%

Question 3: How confident are you in taping an ankle?
1 not confident- 0%
2 neutral- 20%
3 confident- 60%
4 extremely confident- 20%

Question 4: How confident are you in listing the steps to OBU and performing them?
1 not confident- 0%
2 neutral- 30%
3 confident- 30%
4 extremely confident- 40%

For summary 1, who analyzed the results?

Analysis performed by program faculty, 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

Performance indicator B "list the steps of common illness/injury assessment" was targeted by assessing an exam question from the Lower Extremity exam. 88.8% of the students met the threshold. This exceeds the threshold expectation of 75%. The program faculty felt as though this was a fair expectation for the course as this particular question essentially sets the foundation of the course by properly knowing how to list the steps of an injury assessment. This course that is being

assessed primarily focuses on the assessment and different types of injuries that could affect the body

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.

In reference to Performance indicator C "choose basic treatments for common injury/illness" the threshold was met at 77.7%. Each student was familiar with the steps needed to complete a functional ankle taping, but we found in the previous semester that the timing of the semester and the timing of the assessment did not favor each other. The alterations proved to make a difference in the amount of students who reached that threshold significantly. As part of the rubric used for grading, one of the required elements was completing the ankle taping process in a specific time frame. The last assessment cycle that time frame was less than 2 minutes, but for this cycle we altered the time frame to 5 minutes or less . The program faculty felt as though this expectation was not fair at this level of learning and needed to be changed to a more reasonable amount of time in the next assessment cycle for the course.

Additionally there was an alteration made in the scoring of the rubric as two of the criteria items were similar. The faculty felt as though the adjustment from 22 points to 20 points avoided skewed results.

The outcome conclusion of HPER program outcome 3 was met with a total of 82% of students meeting the criteria.

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 90% 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 70% 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 80% of the respondents reported "confident/extremely confident" on question 3. Question 4 had a response rate of 70% of the respondents reporting "confident/extremely confident".

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

The program faculty believe that no alterations are needed for "Lower Extremities" exam question as the measure was met. For the ankle taping assignment the alterations of when the assignment was performed in the semester showed significant improvement on assessment.

Indirect Measure- According to the survey results, the students are performing at an advanced level of learning by meeting the threshold of 75% responding "confident/extremely confident". Plan of action is to continue with the current curriculum and provide optimal learning at this advanced level of the curriculum map.

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.

PLO & Performance Indicators Summary 2

PLO & Performance Indicators Summary 3

State the PLO and Performance Indicators you want to discuss third

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. What is the expected performance level and related threshold(s)? How many students were assessed?

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)? What is the expected performance level and related threshold(s)? How many students were assessed?

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

Program Annual Summary

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

Annual Assessment Summary

Is this summary complete and official?
Yes

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

> Upon completion of the program, the student will relate and identify key elements in the development of Western Civilizations.
>
> A. Recognize the key elements/periods in the development of Western Civilization
> B. Connect the geographic components in relation to the growth of early Western Civilization
> C. Interpret the changing religious ideologies impacted early Western Civilization

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

Early Western Civilizations Hist. 1113. The Spring 24 semester was used assessed. The instructor was Harley Martin.

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

A written assignment was given, titled "Assessing Your Knowledge So Far". Students were tasked with responding to the following questions:
1. Discuss the key elements/periods that led to the development of Western Civilization.

2. Connect the geographic components in relation to the growth of Early Western Civilization.

3. Discuss how the changing religious ideologies impacted Early Western Civilization.

Expected Performance Level: 90%
Only 1 student was assessed during this cycle, as that was the only major in my course.

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

A survey was used to assess the indirect measure. Students were given a Likert Scale, 1-4 with 4 being "very great degree" of confidence to assess their own knowledge and understanding of early Western Civilizations. They were given the following prompts:
1. To what degree do you feel confident in your abilities to recognize events in the development of early Western Civilization?

2. To what degree do you feel confident in your ability to recognize the West's first empires?

3. To what degree do you feel confident in your ability to identify the geographic regions of the Byzantine, Persian, and Islamic empires?

4. To what degree do you feel confident in your ability to describe the relationship between orthodox Christianity and the Byzantine Empire?

5. To what degree do you feel confident in your ability to describe the Protestant Reformation and Catholic Counter-Reformation in Europe?

6. To what degree do you feel confident in your ability to identify methods used by Protestants to spread their ideas and beliefs?

7. To what degree do you feel confident in your knowledge of the growth of Western Civilization?

One student was assessed for this indirect measure. The expected level was "4 very great degree" off the Likert Scale for each prompt. The threshold was 90% of the students will indicate "4 very great degree".

For summary 1, who analyzed the results?

The instructor, Harley Martin analyzed the results.

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

One student was assessed in Spring 2024 for these Program Outcomes. The student was assessed by using a direct measure and indirect measure. The direct measure given was a short answer assignment that was used to assess the learning outcomes, as well as the Program Outcomes. The analysis of the data showed that the student had meet/exceeded the expected performance level of 90%. The student recieved high scores based on the rubric given. The indirect assessment given to the student was a survey that was used as a self-assessment. The student was asked to reflect upon their knowledge of the Program Outcomes. The analysis of the results showed that the student reported to have a "moderate degree" and/or "very great degree" of confidence in their knowledge of the Program Outcomes, which met the data threshold level.

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

Is this summary complete and official?
No - In Progress

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first
PO 1 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?
MATH 2275

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?
Assigned 3 questions over applications of Pythagorean theorem and made them turn in their work and answers.
Our expected performance level/threshold for all 3 performance indicators is 90% to be at mastery level.
Number of students: 8

For summary 1, explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?
Number of students: 8
Data Collection Tool: Survey question (s):
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
Expected Perception level and thresholds: The department expects the perception level to be a 4 or higher with a threshold of 80% will perceive their abilities at a 4 or higher.

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)

Direct measure		
PO1: Apply the Pythagorean Theorem		
PI	Performance	Summary
PO1 PI1 Solve for various components	Mastery: 8	100% met threshold of Mastery
	Accomplished: 0	

	Developing: 0	
	Beginning: 0	
PO1 PI2 Recognize relationships between variables	Mastery: 8	100% met threshold of Mastery
	Accomplished: 0	
	Developing: 0	
	Beginning: 0	
PO1 PI3 Interpret graphical information	Mastery: 8	100% met threshold of Mastery
	Accomplished: 0	
	Developing: 0	
	Beginning: 0	

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 for all three performance indicators and the assessment data exceeds our threshold.

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
PO1 PI1 I was able to solve for various components.	5 (completely confident): 8	100% met threshold of "completely confident"
	4: 0	
	3: 0	
	2: 0	
	1: 0	
PO1 PI2 I was able to recognize relationships between variables	5 (completely confident): 8	100% met threshold of "completely confident"
	4: 0	
	3: 0	
	2: 0	
	1: 0	
PO1 PI3 I was able to interpret graphical information	5 (completely confident): 8	100% met threshold of "completely confident"
	4: 0	
	3: 0	
	2: 0	
	1: 0	

All 8 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 80% will rate their confidence as 4 or higher. With 100% self-rating at 5 the assessment data exceeds our expectation and threshold.

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.

PLO & Performance Indicators Summary 2

State the PLO and Performance Indicators you want to discuss second
PO 2 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?
PHYS 1214 & PHYS 2114

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?
Used 3 questions from previous exam in both physics courses.
Our expected performance level/threshold for all 3 performance indicators is 90% to be at mastery level.
Number of students: 10

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)? What is the expected performance level and related threshold(s)? How many students were assessed?
Number of Students: 8
Data Collection Tool: Survey
Question(s):
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
Expected Perception level and thresholds: The department expects the perception level to be a 4 or higher with a threshold of 80% will perceive their abilities at a 4 or higher.

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)

PO2: Apply the Problem Solving Strategies		
PI	Performance	Summary
PO2 PI 1 Apply appropriate equation to the problem	Mastery: 9	90% met threshold of Mastery
	Accomplished: 1	
	Developing: 0	

Program Annual Summary

	Beginning: 0	
PO2 PI2 Choose the correct value for each variable	Mastery: 9	90% met threshold of Mastery
	Accomplished: 1	
	Developing: 0	
	Beginning: 0	
PO2 PI3 Solve the mathematical equation	Mastery: 9	90% met threshold of Mastery
	Accomplished: 1	
	Developing: 0	
	Beginning: 0	

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 90% at the Mastery level the students met our threshold.

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
PO2 PI 1 I was able to apply appropriate equation to the problem	5 (completely confident): 8	100% met threshold of "completely confident"
	4: 0	
	3: 0	
	2: 0	
	1: 0	
PO2 PI2 I was able to choose the correct value for each variable	5 (completely confident): 8	100% met threshold of "completely confident"
	4: 0	
	3: 0	
	2: 0	
	1: 0	
PO2 PI3 I was able to solve the mathematical equation	5 (completely confident): 8	100% met threshold of "completely confident"
	4: 0	
	3: 0	
	2: 0	
	1: 0	

All 8 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 80% will rate their confidence as 4 or higher. With 100% self-rating at 5 the assessment data exceeds our expectation and threshold. Problem solving is consistently taught through out the MPSE program. Therefore student should build confidence in problem solving.

PLO & Performance Indicators Summary 3

State the PLO and Performance Indicators you want to discuss third
PO 3 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, PHYS 1214 and PHY 2114

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. What is the expected performance level and related threshold(s)? How many students were assessed?
Data Collection Tool: Observation Rubric used during the 5th or 6th Lab of CHEM 1215, PHYS 1214 and PHY 2114. In these labs students were observed for their observance of safe lab procedures and rated using an observational rubric.
Our expected performance level/threshold for all 3 performance indicators is 90% to be at mastery level.
Number of Students: 22

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)? What is the expected performance level and related threshold(s)? How many students were assessed?
Number of Students: 22
Data Collection Tool: Survey
Evaluation Tool:
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.
A. The lab setting always included instruction and cautions for lab safety
B. The lab setting typically had considerable emphasis on lab safety
C. The lab setting typically had some emphasis on lab safety, but could have used more
D. The lab setting typically had little to no emphasis on lab safety

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
Expected Perception level and thresholds: The department expects 90% of the students on question 1 will perceive "The lab setting always included instruction and cautions for lab safety" (answer A). Similarly, the department expects 90% of the students on question 2 will rate their skills in applying Lab safety as a 5 on the Likert scale.

For summary 3, who analyzed the results?
Steve Hughes & Rob Wylie

For summary 3, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)
Direct results:
100 % (22 out of 22) of students met the mastery level using the direct observation rubric.

Our analysis exceeds 90 % threshold and demonstrates the behavior we want our students to exhibit.

Indirect results:
Question 1 data: 95 % (21 out of 22) of students indicated the lab setting always included instructions and cautions for lab safety.
Question 2 data: 80 % (12 out of 15) of students selected 5 on Likert scale to describe their skill in applying lab safety.
For students in Gen Chem II, the data shows the students see the labs as always including a lab safety component. 93.33% on questions 1 saw this as the case. This meets our 90% threshold for question 1. However, on question 2 only 80% indicated they always consider lab safety as they begin a lab. Perhaps this is due to a couple of labs we do that are not hazardous (working with food coloring only) and they do not have to use PPE for this lab except goggles. Maybe that is what they were thinking about when they responded with a 4 out of 5 on the Likert scale for considering lab safety.

Note: Mr. Wylie survey did not include the second question.

For summary 3, what are your plans of action? (Next steps)
To continue to assess all PO in the 2024-25 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. Additiohally Mr. Wylie plans to include question 2 on the indirect assessment for 24/25.

Program Annual Summary

Program/Degree Outcomes - Nursing (AS)

Annual Assessment Summary

Is this summary complete and official?
Yes

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first
Upon program completion, the student will implement individualized Clinical Judgment Tools based on safe, evidenced based practice care guidelines.
1. Assess pertinent and abnormal health data.
2. Identify 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, NUR2219.

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

- Analyze cues

- Prioritize hypotheses

- Generate solutions

- Take action

- Evaluate outcomes

The Clinical Judgment tool assess the Program Indicator A by having the student perform and document a head to toe 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 a 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 the critical thinking process. The rubric assesses 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 is that 90% of the students would achieve Fair/Good for each performance indicator and the overall program outcome. The number of students assessed was 42.

For summary 1, explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?
The indirect measure used to assess the outcome was an indirect survey students completed via Blackboard. The expected performance level was that 90% of students surveyed would indicate a rating of 4-5 well/very well. 42 students were surveyed. ___14___ of 42 students responded to the survey.

Program Annual Summary

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?

1. What is your perception of how well CASC Nursing prepared you to assess patients?

Very well (5/5):   13/14= 93%
Well (4/5):   1/14= 7%
Minimum Acceptable Standard (3/5): 0/14= 0%
Below Standard (2/5): 0 /14= 0%
Far Below Standard (1/5): 0/14= 0%
Unanswered: 0/14= 0%

2. What is your perception of how well CASC Nursing prepared you to prioritize patient problems?

Very well (5/5):   13/14= 93%
Well (4/5): 0/14= 0%
Minimum Acceptable Standard (3/5): 1/14= 7%
Below Standard (2/5): 0/14= 0%
Far Below Standard (1/5): 0/14= 0%
Unanswered: 0/14= 0%

3. What is your perception of how well CASC Nursing prepared you to Implement Nursing interventions?

Very well (5/5):   9/14= 64%
Well (4/5): 5/14= 36%
Minimum Acceptable Standard (3/5): 0/14= 0%
Below Standard (2/5): 0/14= 0%
Far Below Standard (1/5): 0/14= 0%
Unanswered: 0/14= 0%

For summary 1, who analyzed the results?
The results were analyzed by Rebecca Sanders, Director of Nursing Education and Patricia Dollar, Assistant Director of Nursing Education 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:
The expected level of achievement was that 90% of students would achieve Fair/Good.

Assessment	Prioritization	Implementation
Good performance: 42/42=100%	Good performance: 42/42=100%	Good performance: 39/42= 93%

Fair performance: 0/42=0%	Fair performance: 0/42=0%	Fair performance: 0/42= 0%
Poor performance: 0/42=0%	Poor performance: 0/42=0%	Poor performance: 3/42= 7%

Analysis of the data:
PI A: Assessment: 100% of 42 students achieved fair/good.
PI B: Prioritization: 100% of 42 students achieved fair/good.
PI C: Implementation: 93% of 42 students achieved fair/good.

The students, overall, did very well. For the implementation section, the students that did not achieve fair/good, made oversight mistakes on formulating their interventions such as timing and dating interventions. These are important pieces of data to support executing a well written plan of care.

Overall, the students did very well and achieved the expected level of achievement. Looking at the data collectively, it is evident that the Nursing Instructors are doing a great job at teaching Assessment, Prioritizing, and Implementation. We will continue to uphold the quality measures we currently utilize as data shows student success.

Indirect data:
The expected level of performance was that 90% of the students surveyed would indicate a rating of 4-5 well/very well.
14 of 42 students responded to the survey. CASC Nursing met the expected level of performance level of 90% in each area.
The survey consisted of the following questions:
1. What is your perception of how well CASC Nursing prepared you to assess patients?

Very well (5/5):   13/14= 93%
Well (4/5):   1/14= 7%
Minimum Acceptable Standard (3/5): 0/14= 0%
Below Standard (2/5): 0 /14= 0%
Far Below Standard (1/5): 0/14= 0%
Unanswered: 0/14= 0%

2. What is your perception of how well CASC Nursing prepared you to prioritize patient problems?

Very well (5/5):   13/14= 93%
Well (4/5): 0/14= 0%
Minimum Acceptable Standard (3/5): 1/14= 7%
Below Standard (2/5): 0/14= 0%
Far Below Standard (1/5): 0/14= 0%
Unanswered: 0/14= 0%

3. What is your perception of how well CASC Nursing prepared you to Implement Nursing interventions?

Very well (5/5): 9/14= 64%
Well (4/5): 5/14= 36%

Minimum Acceptable Standard (3/5): 0/14= 0%
Below Standard (2/5): 0/14= 0%
Far Below Standard (1/5): 0/14= 0%
Unanswered: 0/14= 0%

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. Upon discussion, we feel there are no changes that need to be done at this time.
Indirect Measure:
We will continue to follow our plan as it currently is. The plan seems to be working well in meeting the required threshhold.

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 no resources that are needed to support the action at this time.

PLO & Performance Indicators Summary 2

State the PLO and Performance Indicators you want to discuss second
Upon program completion, the student will communicate with patients in a therapeutic manner to achieve patient goals.
1. Listen to patient health concerns.
2. Pursue cues that may indicate health problems.
3. Demonstrate respect and acceptance of the patient.

For summary 2, in which course(s) were direct assessments conducted?
Direct assessments were conducted in the 4th semester nursing course, NUR2219.

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 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:

- A. Listen to patient health concerns.

- B. Pursue cues that may indicate patient problems.

- C. Demonstrate respect and acceptance of the patient.

The Clinical Judgment tool assess the Program Indicator A by having the student to therapeutically communicate with patients to listen and understand health concerns. This information is crucial to the development of individualized plans of care.

The Clinical Judgment tool assess the Program Indicator B by students interviewing and assessing patients. Students must analyze cues to develop a plan of care for patient problems.

Program Annual Summary

The rubric assesses Program Indicator C by students documenting how they demonstrated respect and acceptance of the patient during the planning of care process.
100% of 42 students achieved a Standard rating on the summative clinical evaluation.
100% of 42 students achieved a Fair/Good score on the Clinical judgement tool grading rubric.

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)? What is the expected performance level and related threshold(s)? How many students were assessed?
The indirect measure used to assess the outcome was an indirect survey of students. The expected performance level was that 90% of students surveyed would indicate a rating of 4-5 well/very well. The survey was provided to all 42 students and 14 of 42 students responded.
The questions on the survey include:

- How well do you perceive that CASC Nursing prepared you to listen to and communicate therapeutically with patients?

- What is your perception of how well CASC Nursing prepared you to pursue verbal or assessment cues of patient problems?

- What is your perception of how well CASC Nursing prepared you to demonstrate respect and acceptance of patients?

1. What is your perception of how well CASC Nursing prepared you to listen and communicate therapeutically with patients?

Very well (5/5):   14/14= 100%
Well (4/5):   0/14= 0%
Minimum Acceptable Standard (3/5): 0/14= 0%
Below Standard (2/5): 0 /14= 0%
Far Below Standard (1/5): 0/14= 0%
Unanswered: 0/14= 0%

2. What is your perception of how well CASC Nursing prepared you to pursue verbal or assessment cues of patient problems?

Very well (5/5):   14/14= 100%
Well (4/5): 0/14= 0%
Minimum Acceptable Standard (3/5): 0/14= 0%
Below Standard (2/5): 0/14= 0%
Far Below Standard (1/5): 0/14= 0%
Unanswered: 0/14= 0%

3. What is your perception of how well CASC Nursing prepared you to demonstrate respect and acceptance of patients??

Very well (5/5):   14/14= 100%
Well (4/5): 0/14= 0%
Minimum Acceptable Standard (3/5): 0/14= 0%

Below Standard (2/5): 0/14= 0%
Far Below Standard (1/5): 0/14= 0%
Unanswered: 0/14= 0%

For summary 2, who analyzed the results?
The results were analyzed by Rebecca Sanders, Director of Nursing Education and Patricia Dollar, Assistant Director of Nursing Education and shared with program faculty.

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

Direct data:
The expected level of achievement was that 90% of students would achieve Fair/Good on the Clinical Judgement tool rubric for Communication.

Analysis of the data:
PI A: Listen, assess, and document patient's highest priority health concerns: 100% of 42 students achieved fair/good.
PI B: Gather subjective and objective data to determine patient's health problems: 100% of 42 students achieved fair/good.
PI C: Use therapeutic communication to educate patients on health issues and patient care goals: 100% of 42 students achieved fair/good.

The students, overall, did very well and met the expected threshold. By the fourth semester, students should be at the point where they are able to achieve the program indicators due to 3 previous semesters of providing care and writing plans of care.
Looking at the data collectively, it is evident that the Nursing Instructors are doing a great job at teaching students to communicate effectively. We will continue to uphold the quality measures we currently utilize as data shows student success.

Indirect data:
The expected level of performance was that 90% of the students surveyed would indicate a rating of 4-5 well/very well.
14 of 42 students responded to the survey. CASC Nursing met the expected threshold level of 90%.
The survey consisted of the following questions:

1. What is your perception of how well CASC Nursing prepared you to listen, assess, and document patient's highest priority health concerns?

Very well (5/5):   14/14= 100%
Well (4/5): 0/14= 0%
Minimum Acceptable Standard (3/5): 0/14= 0%
Below Standard (2/5): 0/14= 0%
Far Below Standard (1/5): 0/14= 0%
Unanswered: 0/14= 0%

2. What is your perception of how well CASC Nursing prepared you to gather subjective and objective data to determine patient's health problems?

Very well (5/5):   14/14= 100%
Well (4/5): 0/14= 0%

Program Annual Summary

Minimum Acceptable Standard (3/5): 0/14= 0%
Below Standard (2/5): 0/14= 0%
Far Below Standard (1/5): 0/14= 0%
Unanswered: 0/14= 0%

3. What is your perception of how well CASC Nursing prepared you to use therapeutic communication to educate patients on health issues and patient care goals?

Very well (5/5):   14/14= 100%
Well (4/5): 0/14= 0%
Minimum Acceptable Standard (3/5): 0/14= 0%
Below Standard (2/5): 0/14= 0%
Far Below Standard (1/5): 0/14= 0%
Unanswered: 0/14= 0%

For summary 2, 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 do not feel there are any needed adjustments or changes to implement.
Indirect 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 do not feel there are any needed adjustments or changes to implement.

For summary 2, what resources will support the action? For resources that include a budget request, please provide cost breakdown and total cost.
There are not any needed resources to support the action.

PLO & Performance Indicators Summary 3

Program Annual Summary

Program/Degree Outcomes - Occupational Health Safety (AS)

Annual Assessment Summary

Is this summary complete and official?
Yes

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first
Upon completion of the program, the student will conduct a safety training required by OSHA.
Performance Indicators:

1. Defines Background of training topic.

2. Explains importance of training topic.

3. Describes Methodology related to safety topic.

4. Describers the approach to finding and fixing hazards.

5. Summarizes Expectations of workers.

For summary 1, in which course(s) were direct assessments conducted?
OH&S 2333 Safety Program Training

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?
6 students were assessed for this measure. Students were required to conduct and eight-minute safety training video. Throughout the video students discussed a safety topic of their choice. A program outcome rubric was used to assess the student's performance. The high-performing students often showcased creativity in how they present their information. They used unique angles, innovative visuals, or engaging storytelling techniques that make their video stand out. Most students spoke clearly, maintain a confident and engaging presence, and use appropriate body language and eye contact. 84% of the students accomplished/mastery this outcome.

For summary 1, explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?
6 students were assessed for this measure. Students completed a written self-critique as a follow up assignment to the training video. The purpose is to collect qualitative feedback regarding students' perceptions of their performance in content and delivery. The data collection/evaluation tool is a one-page paper. This reflection helps them understand their strengths and areas for improvement. Students looked at their own presentation skills, including clarity of speech, body language, and overall delivery.

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 Data

Performance Indicators

Defines Background of training topic.
90% of 6 students are at accomplished/exemplary

Explains importance of training topic.
 90% of 6 students are at accomplished/mastery

Describes Methodology related to safety topic.
50% of 6 students are at accomplished/mastery

Describers the approach to finding and fixing hazards.
95% of 6 students are at accomplished/mastery

Summarizes Expectations of workers.
95% of 6 students are at accomplished/mastery

Overall, 84% of the 6 students are at accomplished/mastery on the performance indicators. Students met the expectations as a whole. Although, performance indicator "C" appeared to give the students are harder time. Action plan is in place.

<u>Indirect Data</u>

 The indirect data shows that the outcome was "meets/exceeds." Most students reported "public speaking" to be their worst attribute. Students reported themselves as "monotone" and "rambled" to much. All 6 students showed accomplished/mastery in their knowledge of safety topic picked.

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

Based on the data/rubric, students struggled with performance indicator C. Describes methodology related to safety topics. To help students understand methodology extra information will be included into the assignment.
For example:
Methodology plays a crucial role in the safety training of employees by providing a structured approach to designing, implementing, and evaluating training programs. Here's how methodology relates to safety training:

1. <u>Designing the Training Program</u>:

1. Needs Assessment: Methodology helps identify the specific safety training needs of employees through methods like surveys, interviews, or risk assessments. This ensures the training program addresses the most relevant safety concerns.

2. Learning Objectives: A clear methodology establishes specific, measurable, achievable, relevant, and time-bound learning objectives. This guides the content and delivery of the training to ensure it meets the desired outcomes.

3. <u>Developing Training Content</u>:

- o Instructional Design: Methodological principles guide the creation of engaging and effective training materials. This includes developing content that is accurate, up-to-date, and relevant, and using various instructional methods such as videos, interactive modules, or hands-on practice.

- o Educational Theories: Applying educational theories and models helps tailor the training to different learning styles and ensures that employees can effectively absorb and retain safety information.

4. Delivering the Training:

- o Training Methods: Methodology dictates the choice of training methods, whether it's in-person workshops, online courses, simulations, or blended learning approaches. It ensures that the chosen methods are effective for the intended audience and context.

- o Facilitation Techniques: Structured approaches are used to facilitate training sessions, including how to present information, engage participants, and manage group dynamics.

5. Evaluating Effectiveness:

- o Assessment Tools: Methodology includes designing assessment tools to evaluate the effectiveness of the training. This could involve quizzes, practical demonstrations, or simulations to measure employees' understanding and application of safety practices.

6. Compliance and Documentation:

- o Record-Keeping: Methodological procedures ensure proper documentation of training activities, including attendance records, training materials, and assessments. This is essential for compliance with regulatory requirements and for tracking employee progress.

- o Standardization: A consistent methodology helps standardize training across different departments or locations, ensuring that all employees receive the same level of instruction and information.

PLO & Performance Indicators Summary 2

PLO & Performance Indicators Summary 3

Program Annual Summary

Program/Degree Outcomes - Physical Therapist Assistant (AS)

Annual Assessment Summary

Is this summary complete and official?
Yes

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

Upon completion of the program, the student will practices 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)? What is the expected performance level and related threshold(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.

Program Annual Summary

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 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)

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

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

<u>Analysis of direct and indirect measures</u>: *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.

PLO & Performance Indicators Summary 2

State the PLO and Performance Indicators you want to discuss second

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

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

PHTA 2534

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

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 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 gents and mechanical modalities in a competent manner.
• CPI 11Applies 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)? What is the expected performance level and related threshold(s)? How many students were assessed?

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).

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.

PLO & Performance Indicators Summary 3

State the PLO and Performance Indicators you want to discuss third

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

For summary 3, in which course(s) were direct assessments conducted?
   PHTA 2534

For summary 3, how did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. What is the expected performance level and related threshold(s)? 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.

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)? What is the expected performance level and related threshold(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% (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% (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 1and 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.

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 - Pre Elementary Education (AA)

Annual Assessment Summary

Is this summary complete and official?
Yes

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first

Program Learning Outcome 1 & Performance Indicators
1. Upon completion of the program, the student will communicate ideas effectively in a written format.
       A. Address a specific purpose of writing
       B. Demonstrate content development to support the purpose
       C. Use appropriate supporting sources/evidence
       D. Communicate content free of technical error

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

Direct assessments were conducted in all in-class and online sections of ENGL 1213 Freshman Composition II taught by full-time faculty in which pre-elementary majors were enrolled in the Spring 2024 semester.

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

- To demonstrate the ability to communicate ideas effectively in a written format, students were required to compose a well-organized, five-to-seven page research paper, synthesizing information from a minimum of three credible sources, all of which were properly cited.

- Program Outcome Rubrics (see below) were emailed to full-time instructors of pre-elementary education majors, allowing for assessment of the four program indicators on the final essay for Freshman Composition II. Instructors evaluated students as beginning, developing, accomplished, or exemplary. The expected threshold was 85% of the students' work would meet the performance levels of Accomplished or Exemplary. A total of eight students were assessed.

Program Annual Summary

CARL ALBERT STATE COLLEGE ASSESSMENT RUBRIC

Pre-Elementary Education Outcome Assessment **Date:**

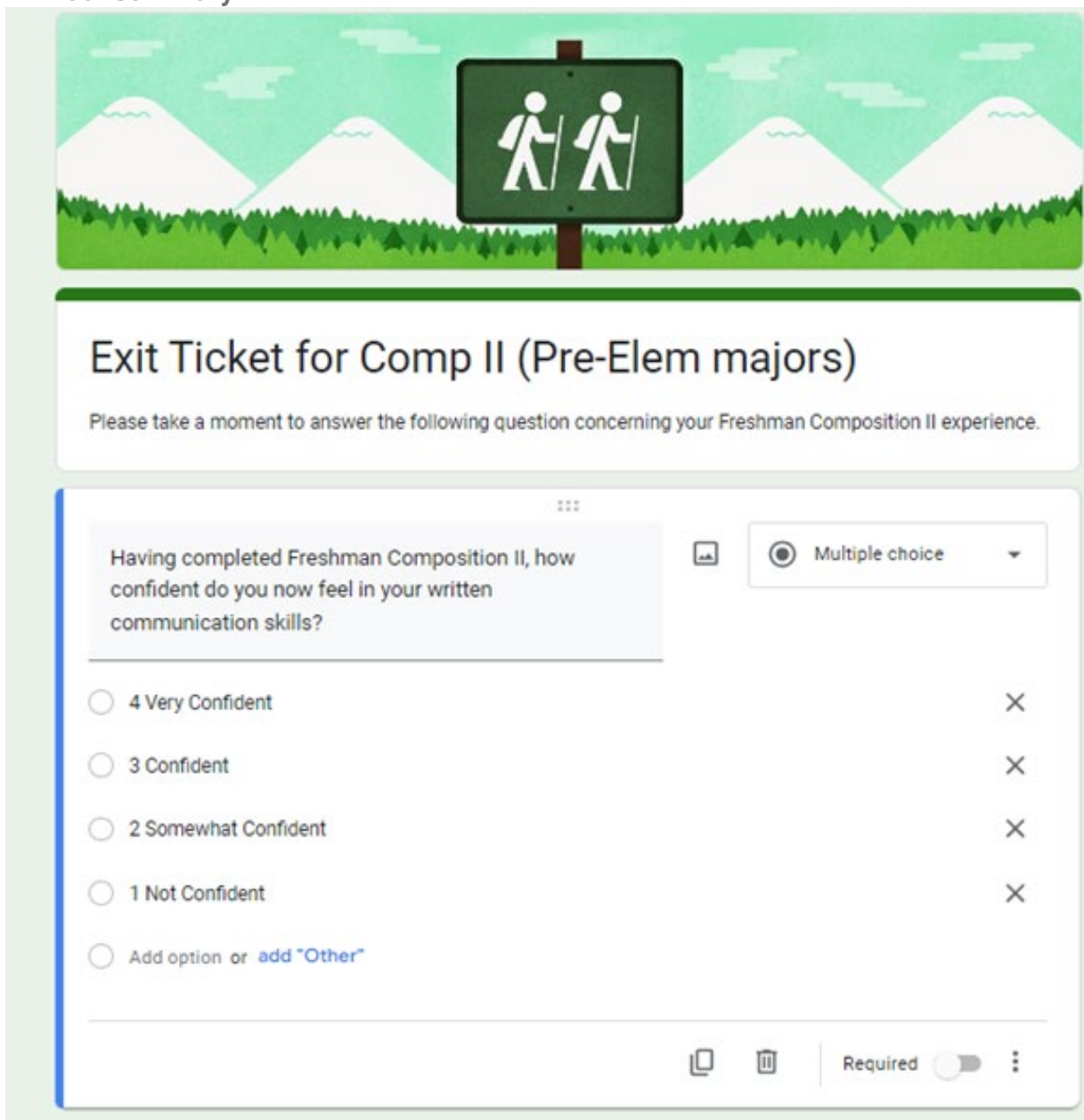**Outcome:**   Upon completion of the program, the student will communicate ideas effectively in a written format.

Performance Indicator	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)	Not Evident (0)	Score
Address purpose of writing	Organizes, synthesizes, and communicates information to fully achieve the specific purpose of the assigned task with clarity and depth.	Organizes, synthesizes, and communicates the information to achieve intended purpose of the assigned task.	Organizes and communicates information. The information is not yet synthesized so the intended purpose is not fully achieved.	The information is fragmented and/or used inappropriately, so the intended purpose is not achieved.		
Demonstrate content development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject. Development of control flows logically throughout work.	Uses appropriate, relevant, and compelling content to explore ideas. To a large extent, control flows logically.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.		
Demonstrate use of sources and evidence	Demonstrates skillful use of high quality, credible, relevant sources and/or citations to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources and/or citations to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources and/or citations to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources and/or citations to support ideas in the writing.		
Express communication free of technical error	Exhibits a sophisticated structure that communicates content free of error.	Exhibits a sophisticated structure that communicates content with minimal errors.	Exhibits a structure that communicates content with numerous errors.	Exhibits a structure that communicates content with significant errors.		

Note: Sources are not limited to written references and can be images, charts, data, etc.

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

- Pre-elementary majors completing ENGL1213 Freshman Composition II in a course taught by a full-time faculty member Spring 2024 were assessed concerning their confidence level about personal written communication skills.

- To assess the students' perception of mastery of the outcome, each student received a Google form with one question: Having completed Freshman Composition II, how confident do you now feel in your written communications skills? (4) Very Confident; (3) Confident; (2) Somewhat Confident; (1) Not confident. An email accompanied the form, explaining why a response was being requested and how responses would be used.

- The expected performance level and threshold was 85% of respondents would indicate (4) Very Confident or (3) Confident.

- Of the eight students surveyed, only one responded.

For summary 1, who analyzed the results?

The results were analyzed by Susan Hill, CASC faculty.

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

Summative Direct Results
Program Outcome: Upon completion of the program, the student will communicate ideas effectively in a written format.

Program Indicators:
> A. Address a specific purpose of writing
> > 62.5% of 8 students are at accomplished/exemplary
> B. Demonstrate content development to support the purpose
> > 50% of 8 students are at accomplished/exemplary

      C. Use appropriate supporting sources/evidence
       62.5% of 8 students are at accomplished/exemplary
      D. Communicate content free of technical error
       62.5% of 8 students are at accomplished/exemplary

The data collected indicated the assessed pre-elementary education majors struggled with written communication more than what was expected. This was especially true with the ability to demonstrate content development by using appropriate, relevant, and compelling content to explore ideas in a logical flow.

Based on the results of the selected eight students, the program outcome was not met. The low percentages may be somewhat related to the small pool of students being assessed.

Was the outcome met? "Below/Progressing"

Summative Indirect Results

Program Outcome: Upon completion of the program, the student will communicate ideas effectively in a written format.

100% of 1 student responding indicated feeling Confident in personal written communication skills after completing Freshman Composition II

While eight students received the email and attached Google form, only one student responded. The email was sent after the completion of the spring semester, and it may be that students do not check their emails regularly during the summer. More responses are needed in order for the indirect measure to adequately convey whether the program outcome was met.

Was the outcome met? Exceeds/Meets Expectations

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

Direct Measure: Plan of action

- Discuss with General Education faculty teaching composition classes what can be done to assist students in content development.

- For future data collection, assess pre-elementary majors completing sections of ENGL 1213 taught by full-time faculty in both fall and spring semesters. This will provide a larger pool to assess.

Indirect Measure: Plan of Action

- Provide questionnaire to students the last week of the semester rather than after the semester is complete. This may ensure greater participation.

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

Resources to Support Action:
Based on the collected data, pre-elementary majors are struggling with written communication skills. This may provide to be even more of a challenge as Oklahoma continues to undergo changes in developmental education. In the shift to supplemental instruction, CASC has recently eliminated

three-credit hour developmental courses. As a result, the most underprepared students will now receive only one hour per week of additional English instruction as opposed to three hours per week. If the trend is to completely eliminate all zero-level courses, the most underprepared will soon be placed directly into Freshman Composition without any mandatory remediation.

Of the eight students assessed, five entered CASC underprepared in English/written communication skills and received remediation through zero-level courses. Without the additional instruction, these students may have struggled even more in the credit-bearing courses. To compensate for the loss of zero-level courses, it would be beneficial for CASC to consider establishing a writing center staffed by a full-time English tutor. The data collected on pre-elementary majors indicates an inability to demonstrate content development. While many online tools are available to assist with grammar errors, they are unable to lend much help with content development. It is here that a professional tutor can prove more beneficial.

Program Annual Summary

Program/Degree Outcomes - Sociology/Psychology (AA)

Annual Assessment Summary

Is this summary complete and official?
Yes

PLO & Performance Indicators Summary 1

State the PLO and Performance Indicators you want to discuss first
Upon completion of the program, the student will apply theoretical perspectives to individual and social behavior.
A. Define theoretical perspectives
B. Identify key components/attributes
C. Relate the concept to a specific aspect of behavior

For summary 1, in which course(s) were direct assessments conducted?
Social Problems 2123

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?
At the beginning of the semester, students were provided with a rubric outlining the expectations for the verbal capstone project. The instructor discussed the objectives of the capstone and explained how students would present their information in a one-on-one interview setting at the end of the semester. The instructor used the rubric to assess each student's performance during the verbal capstone. As this is an advanced-level course, 80% of students are expected to perform at a competent or advanced level. The shared data collection tool is the verbal capstone rubric, all students had to complete the verbal capstone exit exam.

For summary 1, explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? What is the expected performance level and related threshold(s)? How many students were assessed?
> The students in Social Problems used a 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. Eighty percent of students are expected to indicate 8 or higher.

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.

 17 students completed the evaluation scale
 The average on the evaluation scale was 8.
 Outcome Findings Conclusion: Meets/Exceeds

Program Annual Summary

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)

Direct Data:

Performance Indicator	Beginning (1)	Competent (2)	Advanced (3)	Score
A. Define the 3 main theoretical perspectives in sociology	• The student is _**unable**_ to define the 3 main theoretical perspectives (1 or less) • Requires excessive verbal cuing to complete name the theoretical perspectives • The student displays ineffective learning or careless errors	• The student defines 2 of the main theoretical perspectives • The student requires moderate verbal cuing to define the theoretical perspectives • The student displays effective learning with minimal errors	• The student _**can**_ define all 3 of the main theoretical perspectives in sociology • The student does not need cuing they can define the theoretical perspectives • The student displays competent knowledge	**20 Total** **17=3** **100%**
B. Identify key components attributes	• The student is _**unable**_ to identify the level of analysis the perspectives take (1 or less) • Requires excessive verbal cuing to identify the key components of perspectives • The student displays ineffective learning or careless errors	• The student can identify 2 of the levels of analysis the perspectives take • The student requires moderate verbal cuing to identify the key components for each perspective • The student displays effective learning with minimal errors	• The student _**can**_ identify all 3 levels of analysis the perspectives take • The student does not need cuing they can identify the key components for each perspective • The student displays competent knowledge	**16=3** **1=1** **94%**
C. Relate the concept to a specific aspect of behavior	• The student is _**unable**_ to relate the perspectives	• The student can relate 2 of the perspectives	• The student can relate all 3 perspectives to various	**16=3** **1=2** **100%**

	to various situations	to various situations		

All students that completed the assignment scored advanced on this verbal capstone.
This data for this class was completely online. Based on your direct measure PI data
results the students that completed the assignment exceeds/ meets the advanced criteria.

PI-A 17 students scored advanced
PI-B 16 students scored advanced; 1 student scored beginning
PI-C 16 students scored advanced; 1 student scored competent

I need to open the assignment up sooner for my online students so they have more time to
prepare for this verbal capstone project this semester.

The expected performance indicator was met at the advanced level for the 2023/2024 year.

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

Indirect Data: Student Evaluation Scale

1 Strongly Disagree	2	3	4	5	6	7	8	9	10 Strongly Agree
Number of Student's Responses						3	2	2	10

Analysis of direct and indirect results:
Students expressed that the Soc/Psy program equipped them well to tackle this assignment. One of the key
factors contributing to the advanced knowledge within our CASC Soc/Psy student body is the well-
structured program map. Each instructor is thoroughly familiar with the content and goals of the
curriculum, ensuring that concepts are introduced, reinforced, and then practiced at an advanced level
over the course of two years. This approach gives students ample time to explore theoretical perspectives
in depth, fostering a deeper understanding of the material.

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

The action steps I plan to implement are focused on my online students. In the coming year, I
intend to conduct the exit interviews via Zoom (previously, online students uploaded a video to
Blackboard, and I did not meet with them live). During these Zoom interviews, I will ask students
to scan the room to ensure they don't have notes or screens in view. I believe this will provide a
more accurate comparison between online and in-class students.

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

I would like to set up a classroom that is for Active Seating. Students have been proven
to learn more in an active classroom. In the field of education and psychology researches

are starting to document the need to implement various seating options. When Active
Learning Center Classrooms are utilized at the collegiate level the data shows that
students participate in class more and have better cognitive attentiveness. I would like to
order a class set of desk and chairs for the Ollie Center of Academic Excellence.
Estimated Expense: $20,000

PLO & Performance Indicators Summary 2

State the PLO and Performance Indicators you want to discuss second
Upon completion of the program, the student will apply theoretical perspectives to individual and
social behavior.
 A. Define theoretical perspectives
 B. Identify key components/attributes
 C. Relate the concept to a specific aspect of behavior

For summary 2, in which course(s) were direct assessments conducted?
Introduction to Behavior and Adjustment 2113

For summary 2, how did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?
Students' direct measure comprised of a verbal capstone. Students where 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 80% of 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)? What is the expected performance level and related threshold(s)? How many students were assessed?
The students Intro to Behavior and Adjustment and Social Problems had the same scale to rate
the Soc/Psy program after giving the verbal presentation. They were asked to rate the program
on how well it has done to prepare them for this presentation.

<div align="center">

Student Evaluation Scale
 Sociology/Psychology Program Outcomes
</div>

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.
 Expected outcome: 80% of students are expected to indicate 8 or higher.
 14 students completed the evaluation scale

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)
Direct Data:

Program Annual Summary

Performance Indicator	Beginning (1)	Competent (2)	Advanced (3)	Score
A. Define the 3 main theoretical perspectives in sociology *Measure Used*:*	· The student is **_unable_** to define the 3 main theoretical perspectives (1 or less) · Requires excessive verbal cuing to complete name the theoretical perspectives · The student displays ineffective learning or careless errors	· The student defines 2 of the main theoretical perspectives · The student requires moderate verbal cuing to define the theoretical perspectives · The student displays effective learning with minimal errors	· The student **_can_** define all 3 of the main theoretical perspectives in sociology · The student does not need cuing they can define the theoretical perspectives · The student displays competent knowledge	**20 Total** **17=3** **100%**
B. Identify key components/ attributes *Measure Used*:*	· The student is **_unable_** to identify the level of analysis the perspectives take (1 or less) · Requires excessive verbal cuing to identify the key components of perspectives · The student displays ineffective learning or careless errors	· The student can identify 2 of the levels of analysis the perspectives take · The student requires moderate verbal cuing to identify the key components for each perspective · The student displays effective learning with minimal errors	· The student **_can_** identify all 3 levels of analysis the perspectives take · The student does not need cuing they can identify the key components for each perspective · The student displays competent knowledge	**16=3 1=1** **94%**
C. Relate the concept to a specific aspect of behavior *Measure Used*:*	· The student is **_unable_** to relate the perspectives to various situations such as health care, family, economics, education (1 or lesss) · Requires excessive verbal cuing to relate perspectives to real life	· The student can relate 2 of the perspectives to various situations such as health care, family, economics, education · Requires moderate verbal cuing to relate perspectives to real life	· The student can relate all 3 perspectives to various situations such as health care, family, economics, education · The student displays competent knowledge	**16=3 1=2** **100%**

Fifteen students completed the verbal capstone, with all scoring at either the advanced or competent level. This demonstrates their strong understanding of the five major theoretical perspectives in psychology. One student did not complete the assignment.

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

PI-A 14 students scored advanced; 1 student scored a 0
PI-B 12 students scored advanced, 1student scored developing, 2 students scored 0
PI-C 11 students scored advanced, 2 students scored competent, 1 student scored developing, 1 student scored 0

Indirect Data: Student Evaluation Scale

1 Strongly Disagree	2	3	4	5	6	7	8	9	10 Strongly Agree
Number of Student's Responses						2	2	2	8

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?

Students overall rated the Soc/Psy Program as preparing them for this assignment. The Carl Albert State

College Soc/Psy program meets the standard for the indirect measure on students' perception of learning taking place in the program at CASC.

Performance level is: Exceeds/Meets
86% of students indicated 8 or higher on the indirect measure

Analysis:
Students expressed that the Soc/Psy program equipped them well to tackle this assignment. One of the key factors contributing to the advanced knowledge within our CASC Soc/Psy student body is the well-structured program map. Each instructor is thoroughly familiar with the content and goals of the curriculum, ensuring that concepts are introduced, reinforced, and then practiced at an advanced level over the course of two years. This approach gives students ample time to explore theoretical perspectives in depth, fostering a deeper understanding of the material.

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

Integrate Peer Review or Group Work: Incorporate opportunities for peer review or collaborative work that allows students to engage with the material and learn from each other's perspectives.

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

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

Estimated Expense: $20,000

PLO & Performance Indicators Summary 3

State the PLO and Performance Indicators you want to discuss third
Upon completion of the program, the student will identify empirical research designs.
 a. Define the purpose of design
 b. Identify method of collecting data
 c. Describe procedure
 d. Recognize intended outcome of design

For summary 3, in which course(s) were direct assessments conducted?
Dev Psy 2123

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. What is the expected performance level and related threshold(s)? How many students were assessed?

Students will read a scholarly journal and identify the empirical research design process used in the research. Students will write a paper in APA format describing the journal reading assignment and identify in the paper: Purpose of Design, Method of Collecting Data, Procedure Used, Intended Outcome. The shared data collection tool is a rubric that instructors will use to grade the writing assignment. The expected performance level for students to reach would be excellent or proficient

on the grading rubric. Seven students were assessed. 80% of students will score at the excellent or proficient mark on the rubric.

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)? What is the expected performance level and related threshold(s)? How many students were assessed?

The students Dev Psy had a scale to rate the Soc/Psy program after students completed the writing assignment they were asked to complete this indirect measure to rate the CASC Soc/Psy program. How had the program prepared them for this assignment?

<p align="center">Student Evaluation Scale
Sociology/Psychology Program Outcomes</p>

On a scale from 1-10 how do you feel the Carl Albert State College Sociology/Psychology program has prepared you for the written assignment identifying the empirical research design process used in research?

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.
7 students completed the evaluation scale
80% of students will indicate 8 or higher on the indirect measure scale

For summary 3, who analyzed the results?
Kristin Snyder

For summary 3, Results, Summary, & Analysis (section must include the following with summary and analysis in narrative format)
 Direct Data:
Developmental Psychology Writing Assignment Rubric
Students will read a scholarly journal and identify the empirical research design process used in the research. Students will write a paper in APA format describing the journal reading assignment and identify in the paper: Purpose of Design, Method of Collecting Data, Procedure Used, and Intended Outcome.

	Excellent 4	Proficient 3	Basic 2	Limited 1	Total
A. Define Purpose of Design:	Clearly and concisely defines the purpose of the design in relation to developmental psychology. Summarizes the research question or hypothesis being addressed.	Defines the purpose of the design with some clarity, but may lack depth or precision in connecting it to developmental psychology.	Attempts to define the purpose of the design, but the connection to developmental psychology is vague or unclear.	Fails to clearly define the purpose of the design in relation to developmental psychology.	6=4 1=3 100%
B. Identify Method of Collecting Data:	Provides a comprehensive and accurate identification of the method of collecting data, summarizing the research methodologies in	Clearly identifies the method of collecting data, with some minor inaccuracies or omissions.	Attempts to identify the method of collecting data, but with significant inaccuracies or gaps in understanding.	Fails to accurately identify the method of collecting data.	6=4 1=3 100%

	developmental psychology.				
C. Describe Procedure:	Presents a detailed and well-organized description of the procedure, including all necessary steps and considerations. Outlines the research process.	Describes the procedure clearly, with some minor oversights or lack of detail.	Attempts to describe the procedure, but with significant gaps or lack of clarity.	Fails to provide a coherent or accurate description of the procedure.	5=4 2=3 100%
D. Recognize Intended Outcome of Design:	Clearly articulates and analyzes the intended outcome of the design, showing a sophisticated understanding of the potential impact on developmental psychology.	Recognizes and discusses the intended outcome of the design, with some minor lapses in analysis or insight.	Attempts to recognize the intended outcome, but lacks depth or fails to provide a meaningful analysis.	Fails to adequately recognize or discuss the intended outcome of the design.	6=4 1=3 100%
Overall Writing Quality:	Exceptional writing with clear organization, precise language, and a strong academic tone. APA style formatting	Competent writing with good organization, clarity, and appropriate academic language.	Adequate writing, but may lack organization, clarity, or appropriate academic language.	Poor writing, with significant issues in organization, clarity, and academic language.	1=4 5=3 1=1 86%

Overall, students completed the Developmental Psychology research design process writing assignment with scores of either excellent or proficient. Based on the collected data, the program outcome meets or exceeds the standard. Students have demonstrated a solid understanding of the research design process and effectively applied their knowledge in this area.

Indirect Data:
Student Evaluation Scale

1 strongly disagree	2	3	4	5	6	7	8	9	10 strongly agree
Number of student's response							1	1	5

On a scale from 1-10 how do you feel the Carl Albert State College Sociology/Psychology program has prepared you for the written assignment describing the research design process?
100% of students indicated 8 or higher on the indirect measure
Students overall rated the Soc/Psy Program as preparing them for this assignment. The Carl Albert State College Soc/Psy program meets the standard for the indirect measure on students' perception of learning taking place in the program at CASC.

Performance level is: Exceeds/Meet

Analysis:
Students expressed that the Soc/Psy program equipped them well to tackle this assignment. One of the key factors contributing to the advanced knowledge within our CASC Soc/Psy student body is the well-structured program map. Each instructor is thoroughly familiar with the content and goals of the curriculum, ensuring that concepts are introduced, reinforced, and then practiced at an advanced level over the course of two years. This approach gives students ample time to explore the research design process before completing this writing rubric assignment.

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

Integrate Peer Review or Group Work: Incorporate opportunities for peer review or collaborative work that allows students to engage with the material and learn from each other's perspectives.

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

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

Estimated Expense: $20,000