Academic Program Annual Summary

Academic Program: Biological and Pre-Professional Sciences

Academic Year: 2024-2025

A. Program Student Learning Outcome 1 & Performance Indicators

1. State the program outcome and indicators:

   PO 1 Illustrate the basic molecular genetic processes of DNA replication and protein synthesis.
   Performance Indicators:
   1. Replicate a segment of DNA by determining the complementary sequence of nitrogenous bases.
   2. Transcribe mRNA from DNA by determining the sequence of mRNA that would result from a given sequence of DNA.
   3. Translate mRNA to protein by determining the sequence of amino acids that would result from a sequence of mRNA.

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

   This Program Outcome was assessed in the same manner as the previous cycle in order to gather data. No additional resources were needed for improvement.

C. Assessment Methods

3. In which courses were direct assessments conducted?

   ZOO 2114 Human Physiology and BIO 2155 Microbiology

4. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

   The DNA-Protein worksheet was given in class as a test component. Students were given a DNA sequence and the mRNA codon key. They used the DNA sequence to determine the complementary DNA sequence and mRNA transcript. Then, they used the mRNA

codon key to look up the resulting amino acid sequence. The shared data collection tool was a program assessment rubric to include mastering, developing, and beginning knowledge. The expected performance level was "90% will score at the mastering level on the rubric". A total of twelve (12) students (Biological and Pre-professional sciences majors in Human Physiology and Microbiology sections) were assessed.

5. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

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

Question(s) to assess the students' perception of the mastery of the outcome: How would you rate your confidence on a scale of 1 (not at all confident) to 5 (completely confident) for each of the following:
   1. I am able to illustrate the replication of a segment of DNA by determining the complimentary sequence of nitrogenous bases.
   2. I am able to illustrate transcription by determining the sequence of mRNA that would result from a given sequence of DNA.
   3. I am able to illustrate translation by determining the sequence of amino acids that would result from a sequence of mRNA.

Twelve (12) students completed the survey for indirect assessment. We expected 90% of students to be at a confidence level of at least 4 on the Likert scale of 1 (not at all confident) to 5 (completely confident).

6. Who analyzed the results? Brook Wiersig and Traci Barnes

D. Results, Summary, & Analysis

7. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Direct Data:

Performance Indicator	Rubric level		
	3-Mastering	2-Developing	1-Beginning
Replicate a segment of DNA by determining the complimentary sequence of nitrogenous bases.	11	1	0

Transcribe mRNA from DNA by determining the sequence of mRNA that would result from a given sequence of DNA.	11	1	0
Translate mRNA to protein by determining the sequence of amino acids that would result from a sequence of mRNA.	9	3	0

On the first and second indicators, 92% of students scored at the "Mastering" level, so the expected performance level was met. For the third indicator, only 75% of students were able to meet the mastering level, meaning they did not make any mistakes when determining the sequence of amino acids, but 25% of the students did make a minor mistake in this process. Overall, 86% achieved a mastering level, so the direct measure indicated that students are just below and progressing toward the expected performance level on the third indicator.

8. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Indirect Data:

Question	Confidence Level Likert Scale Rating: 1 = not at all confident 5 = completely confident				
	1	**2**	**3**	**4**	**5**
1. I am able to illustrate the replication of a segment of DNA by determining the complimentary sequence of nitrogenous bases.	0	0	0	3	9
2. I am able to illustrate transcription by determining the sequence of mRNA that would result from a given sequence of DNA.	0	0	0	1	11
3. I am able to illustrate translation by determining the sequence of amino acids that would result from a sequence of mRNA.	0	0	0	1	11

We did meet the expected confidence level of 90% or more students selecting a "4" or above. 100% of the students selected a confidence level of "4" or higher.

9. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

A positive contributing factor to the direct measure data 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 and Microbiology,

students then progress to being able to complete the assignment in a test or quiz format without help. For the third indicator on the direct measure, students that made mistakes translating the mRNA into amino acids made minor mistakes that were likely due to a lack of attention to detail. They seemed to understand the basic process but probably just didn't pay enough attention when looking up the amino acids, which resulted in a mistake.

The indirect measure results indicate that students do feel confident in their ability to carry out the processes of the performance indicators. Because the majority of these students have been introduced to the concept through the assignment in previous courses, they seem to pick up on it quickly and a basic review is all that is needed to provide them with the confidence they need.

E. Action Plans & Resources to Support Action

10. Describe the action plans based upon findings and analysis.

At this point, we plan to assess this outcome in the same format for the next cycle for the purpose of collecting more data.

11. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

No additional resources are required at this time.

A. Program Student Learning Outcome 2 & Performance Indicators

1. State the program outcome and indicators:

Program Outcome & Performance Indicators: PO 2 Apply problem solving strategies.
Performance Indicators:
1. Apply the appropriate equation to the problem.
2. Choose the correct value for each variable.
3. Solve the mathematical equation.

B. Reflection on Previous Summary's Action Plans and Budget Requests

1. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

   For this cycle, we decided to assess the outcome in Human Physiology rather than in Physics II because only a small portion of BPS majors actually take Physics II. We also changed to an objective direct measure due to the nature of the assessment. No additional resources were needed for the outcome.

C. Assessment Methods

2. In which courses were direct assessments conducted? Human Physiology

3. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

   The following two mathematical problems on the written part of Test 2 were used to assess the outcome: Question (1)- calculate the number of ATP generated from a fatty acid. Question (2) Calculate the equilibrium potential using the Nernst equation. The expected performance level was 80% of students answering correctly on both problems. Because this is an objective measure, no shared data collection tool was used- students either answer correctly or incorrectly. In order to meet the outcome, both questions need to be answered correctly.

   Six (6) students were assessed total for Fall and Spring.

4. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

   Students were given a survey with the following question after the test:

   "How well did the CASC Biological and Pre-Professional Sciences Program give you the confidence to solve mathematical problems?"

   Students were asked to choose on a Likert Scale from 1 (not at all confident) to 5 (completely confident). The Expected Performance Level & Threshold was set to 90% of students rating their confidence as 4 or higher on a scale of 1 (not at all confident) to 5 (completely confident).

   Four (4) students completed the survey.

5. Who analyzed the results? Brook Wiersig

D. Results, Summary, & Analysis

6. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

   Six (6) students were assessed. 50% of students (3) answered both questions correctly by applying the appropriate equation and variables and solving the problem to get the correct answer. The first question did not include the equation while the second question did. The other 50% of students were able to correctly solve the second problem that included the equation, but either did not attempt the first problem (2 students) or made a mistake in applying the equation (1 student). The actual performance level was below the expected performance level.

7. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

   Of the four students that completed the survey, three chose a confidence level of 4-5 while one student chose a confidence level of 3. 75% of students are below/progressing compared to the expected confidence level.

8. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

Based on the direct measure results, it seems that students are better able to solve problems when the equation is given with the problem than when it is not. For the problem without the equation, students were sufficiently taught the method for applying the equation during class at least twice. Since one of the indicators for this outcome involves students using the proper equation, I do think this type of problem adequately assessed their skill level.

The indirect measure results seem to indicate that students feel more confident in their problem-solving abilities than what the direct measure results revealed. I would hypothesize that this could be due to the number of math classes majors are required to take. I think they likely have the skills but did not prepare sufficiently on the first question (calculating ATP output for fatty acids).

One of the biggest takeaways was seeing the difference in why students seem to be more likely to get the second question correct, and even more likely to attempt the problem- because the equation is given.

E. Action Plans & Resources to Support Action

9. Describe the action plans based upon findings and analysis.

   Since this was the first time assessing this outcome in Human Physiology with the two problems, I would like to continue to use the same measure and gather more data. I would also like to try to assess more BPS majors by developing an assessment for Microbiology since several majors take that class in their last semester. I do think the objective measure is appropriate- the students either get the answer correct or they don't- but I would like to possibly be able to allow the data to show when students get at least one question correct.

10. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

    No additional resources are required at this time.

A. Program Student Learning Outcome 3 & Performance Indicators

1. State the program outcome and indicators:

   Program Outcome & Performance Indicators: PO 3. Perform safe and appropriate laboratory techniques.
   Performance Indicators:
   1. Apply appropriate personal protective equipment (PPE).
   2. Demonstrate proper laboratory hygiene.
   3. Demonstrate proper laboratory safety.

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

   This Program Outcome was assessed in the same manner as the previous cycle in order to gather data. No additional resources were needed for improvement.

C. Assessment Methods

3. In which courses were direct assessments conducted? Chemistry II CHEM 1215

4. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

   The outcome was assessed by observing and evaluating student performance with a rubric during the 5th lab session. Four (4) students were assessed. The expected performance level and threshold was set to 90% of students scoring at the "mastery" level on the rubric. The mastery level on the rubric means that students never had to be reminded to apply PPE, use proper lab hygiene or safety protocol.

5. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

Students were given a survey to assess the students' perception of the mastery of the outcome. Four (4) students were assessed. For the first question, the threshold is: 90% of the students will select option 1 or 2, indicating that the lab setting (at least) typically had considerable emphasis on lab safety. For question 2, 90% of the students will select a rating of 4 or higher on the likert scale to indicate that they almost always consider lab safety when working in the lab.

6. Who analyzed the results? Steve Hughes

D. Results, Summary, & Analysis

7. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Performance Indicator	Percentage of Students at each Level	Expected Level of Performance: Mastery
PI1 Apply Appropriate Personal Protective Equipment (PPE) (PPE includes Goggles, gloves, aprons)	Beginning: 0% Developing: 0% Accomplished: 0% Mastery: 100%	4 of 4 students met Mastery level
PI2 Demonstrate Proper Laboratory Hygiene (Lab Hygiene includes cleanup of lab tables and washing of hands at conclusion of lab)	Beginning: 0% Developing: 0% Accomplished: 0% Mastery: 100%	4 of 4 students met Mastery level
PI3 Demonstrate Proper Laboratory Safety (Lab safety includes doing only assigned lab procedures and doing them in a safe manner)	Beginning: 0% Developing: 0% Accomplished: 0% Mastery: 100%	4 of 4 students met Mastery level

The expected performance level was met since all the students were observed at the mastery level on the rubric.

8. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Question 1: Percentage of Assessed Students that Selected Each Option on the Indirect Measure			
100% (4 out of 4)	**0%**	**0 %**	**0 %**
1. The lab setting always included instruction and cautions for lab safety	2. The lab setting typically had considerable emphasis on lab safety	3. The lab setting typically had some emphasis on lab safety, but could have used more	4. The lab setting typically had little to no emphasis on lab safety

Question 2. How would you rate your skills in applying Lab safety? This would include using PPE, using good lab hygiene and lab safety. Rate your skills using a scale of 1 (seldom consider lab safety) to 5 (always consider lab safety)				
0%	**0%**	**0%**	**25%** **(1 out of 4 student)**	**75%** **(3 out of 4 students)**
1	2	3	4	5

All the students indicated that the lab setting always included instruction and cautions for lab safety and rated their own skills at a 4 or higher on the likert scale to indicate that they almost always consider lab safety when in the lab. The expected performance level was met.

9. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

The strong emphasis on lab safety is reflected in these results. We are proud that our students are moving into higher-level lab settings as they further their education with a strong foundation in lab safety.

E. Action Plans & Resources to Support Action

10. Describe the action plans based upon findings and analysis.

We will continue to assess this outcome due to the importance of this skill for students moving forward with their education in biological sciences and pre-professional sciences.

11. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

No additional resources are required at this time.

A. Program Student Learning Outcome 4 & Performance Indicators

1. State the program outcome and indicators:

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

C. Assessment Methods

3. In which courses were direct assessments conducted?

4. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

5. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

6. Who analyzed the results?

D. Results, Summary, & Analysis

7. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

8. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

9. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

E. Action Plans & Resources to Support Action

10. Describe the action plans based upon findings and analysis.

11. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

Academic Program Annual Summary

Academic Program: Child Development

Academic Year: 2024 – 2025

A. Program Student Learning Outcome 1 & Performance Indicators

1. State the program outcome and indicators:

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

C. Assessment Methods

3. In which courses were direct assessments conducted?

4. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

5. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

6. Who analyzed the results?

D. Results, Summary, & Analysis

7. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

8. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

9. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

E. Action Plans & Resources to Support Action

10. Describe the action plans based upon findings and analysis.

11. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

A. Program Student Learning Outcome 2 & Performance Indicators

1. State the program outcome and indicators:

   Upon completion of the program, the student will create an age-appropriate curriculum.
       a. Relate theoretical perspectives to child development
       b. Build age-appropriate learning content
       c. Organize appropriate physical setting

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

   This is the first year to assess this Program Learning Outcome.

C. Assessment Methods

3. In which courses were direct assessments conducted?

   The course used for assessing this Program Learning Outcome will be (CD.1223) Preschool Behavior and Guidance.

4. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

   To assess the direct measure for the outcome of program indicator B, an assignment was given to assess the student's knowledge of creating floor plans that are age-appropriate. There was an emphasis on the physical layout to achieve the state required arrangement and display of a holistic learning environment. The students were also required to tie together the physical layout of their classroom with age-appropriate learning content. This PI was the first and only assessed due to restructuring the program outcomes, assessment process, and program indicators.

   The data collection tool will be a rubric that is used to assess students learning outcome. Expected performance level: 75% of students will achieve an "accomplished" outcome Number of students assessed: 28

5. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

A survey was created to assess the indirect measure for this learning outcome. The survey asked a series of self-reflection questions to assess the students knowledge and ability to achieve each learning outcome. The questions used to asses are as follows:
- To what degree do you feel confident in your abilities to develop curriculum that fosters positive social and emotional engagement. 52% of students assessed met/exceeds the threshold for this question.
- To what degree do you feel confident in your abilities to build age-appropriate learning content. 70% of students assessed met/exceeds the threshold for this question.
- To what degree do you feel confident in your abilities to create relevant, engaging, and age-appropriate activities in your preschool classroom. 74% of students assessed met/exceeds the threshold for this question.
- To what degree do you feel confident in your abilities to collect data through observation and curriculum development. 63% of students assessed met/exceeds the threshold for this question.
- To what degree do you feel confident in your abilities to create a physical classroom setting that is safe, welcoming, and conducive to a positive learning environment. 85% of students assessed met/exceeds the threshold for this question.

Expected performance level: 70% would have a "very great degree" indicator for each question.
Number of assessed students: 27

6. Who analyzed the results?

The course instructor Rhonda Few.

D. Results, Summary, & Analysis

7. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Expected performance level: 75% meets/exceeds an "Accomplished" score
Direct measure results: 50% of students assessed meets/exceeds an "Accomplished" score

Explanation: Out of the 28 students assessed, 50% met or exceeded an "Accomplished" goal for the program outcome.

8. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

    Expected performance level: Out of the 27 students assessed, 20 of the students meets/exceeds a "very great degree" indication
    Indirect measure results: 68% of students meets/exceeds a "very great degree"

    Explanation: Out of the 27 students that responded and were assessed, 68% of them felt a "very great degree" of confidence in their abilities to create an age-appropriate curriculum.

    A survey was created to assess the indirect measure for this learning outcome. The survey asked a series of self-reflection questions to assess the students' knowledge and ability to achieve each learning outcome. The questions used to asses are as follows:
    - To what degree do you feel confident in your abilities to develop curriculum that fosters positive social and emotional engagement. 52% of students assessed met/exceeds the threshold for this question.
    - To what degree do you feel confident in your abilities to build age-appropriate learning content. 70% of students assessed met/exceeds the threshold for this question.
    - To what degree do you feel confident in your abilities to create relevant, engaging, and age-appropriate activities in your preschool classroom. 74% of students assessed met/exceeds the threshold for this question.
    - To what degree do you feel confident in your abilities to collect data through observation and curriculum development. 63% of students assessed met/exceeds the threshold for this question.
    - To what degree do you feel confident in your abilities to create a physical classroom setting that is safe, welcoming, and conducive to a positive learning environment. 85% of students assessed met/exceeds the threshold for this question.

9. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

    The direct assessment was an assignment that was given at the beginning of the semester, which could be a contributing factor in the lower percentages. The students assessed had not developed enough confidence in their abilities to complete the

assessed assignment. A key takeaway to help ensure student confidence and abilities would be to assess them later in the semester.

The indirect assessment results could have been impacted by the significant law changes that occurred during the semester. The stress placed upon them to learn the new laws and apply them to their facilities, as well as continuing their education could have contributed to a slight lack in confidence. A key takeaway for these results would be to assess students' learning styles to reach each individual and help guide them through the constant changes in Early Childhood.

E. Action Plans & Resources to Support Action

10. Describe the action plans based upon findings and analysis.

   The plan of action to improve the direct assessment scores is to assess the students later in the semester, rather than in the beginning. The assignment given to assess is very important to learning about the creating age-appropriate curriculum, so that will not be changed, but rather assessed later on.

   The plan of action to improve the indirect assessment scores is to improve the direct assessment measure and incorporate more specific and individualized feedback on the direct assessment assignment.

11. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

   The Child Development department needs its own budget in order to serve the community and strengthen student support at Carl Albert State College. The department needs resources specific for recruitment. Such as brochures, banners, table cloths, etc. A Child Development budget is needed to help with the costs of travel fare to facilities, recruitment, and conference hosting. A detailed budget is not prepared at this time, however, per request, one can be submitted. In addition a request for a work study is needed.

Academic Program Annual Summary

Academic Program: Criminal Justice

Academic Year: 2024-2025

A. Program Student Learning Outcome 1 & Performance Indicators

1. State the program outcome and indicators: Upon completion of the program,
2. the student will be able to manage a crime scene.
   PI:
   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

B. Reflection on Previous Summary's Action Plans and Budget Requests

3. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

   An instructional improvement was made by incorporating more content related to Fourth Amendment protocols, specifically focusing on warrant and warrantless searches. Real-world scenarios were added to enhance understanding and application, allowing students to critically analyze and apply constitutional principles in practical contexts.
   This adjustment was made in response to indirect assessment results, which indicated a need for stronger comprehension in this area. No new budget or resource requests were made or approved; the changes were implemented using existing instructional time and materials.

C. Assessment Methods

4. In which courses were direct assessments conducted? CJ 2133 ; CJ 2224

5. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

   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.

   A checklist observation tool is used to evaluate and collect data. Students are assessed on a Met/Not Met for each indicator. It is expected that 80% of the students complete each indicator at Met. The students work the entire crime scene as a group but are scored individually. 10 students were assessed during this assessment cycle.

6. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

   Using a survey, students will be asked a question 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. 10 students were assessed during this assessment cycle.

7. Who analyzed the results? Chad Brown

D. Results, Summary, & Analysis

8. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

   The assessment results for the 10 students evaluated demonstrated that 90% of the students successfully met competency for the direct indicators: A. Initial Response, B. Securing the Crime Scene, and D. Crime Scene Documentation. This achievement exceeds the acceptable threshold of 80%, signifying a strong performance in these key areas of crime scene management.

   Nine out of ten 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 largely effective.

The 90% competency rate shows that most students are comprehending and applying the fundamental skills required for these specific indicators. This suggests that the current instructional methods for these tasks are effective, though the one student who did not meet expectations indicates a need for continued individual support and possible instructional review.

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.

9. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

   The indirect survey results show that 6 of the 10 students (60%) responded with either "agree" or "strongly agree" to statements regarding their understanding and application of ethical standards and constitutional protocols. This performance falls below the acceptable threshold of 80%.

   While the indirect measures indicate that a majority of students have some understanding and agreement regarding ethical standards and constitutional protocols, the results suggest that there are notable gaps in comprehension—particularly concerning the 4th Amendment and search and seizure laws. The need for more explicit instruction on these constitutional protocols is evident, indicating that the current level of instruction may not be fully addressing the complexities of these topics. Targeted instructional strategies and reinforcement are recommended to improve student understanding in future assessments.

10. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

    The direct assessment results show that 9 out of 10 students (90%) successfully met competency for the key indicators. This strong performance reflects effective instruction, hands-on application, and a clear understanding of procedural responsibilities during crime scene management. Factors contributing to this success likely include scenario-based learning, repetition, and clear rubrics guiding student expectations.

In contrast, the indirect assessment results indicate that only 6 of 10 students (60%) agreed or strongly agreed that they understood and could apply ethical standards and constitutional protocols. This suggests a discrepancy between procedural proficiency and conceptual understanding, particularly regarding 4th Amendment issues such as search and seizure. The lower performance here may be attributed to the abstract nature of constitutional law, limited in-class discussion or application opportunities, or a need for more structured reinforcement.

Key Takeaways
- **Strength in applied skills**: Students perform well when assessments are task-based and hands-on.
- **Gaps in conceptual understanding**: More focus is needed on abstract legal concepts, especially constitutional rights and ethics.
- **Instructional balance is crucial**: Both practical scenarios and theoretical discussions must be emphasized to ensure well-rounded competency.

This analysis highlights the need to maintain strong practical instruction while enhancing conceptual clarity through varied teaching methods such as case studies, debates, or guest speakers from the legal field.

E. Action Plans & Resources to Support Action

11. Describe the action plans based upon findings and analysis.

Maintain Strength in Direct Indicators

Actions:

- Continue scenario-based training with realistic mock crime scenes.

- Rotate roles during exercises to ensure comprehensive skill exposure.

- Integrate peer and instructor feedback after each practical activity.

- Use checklists aligned with assessment rubrics during practice.

Improve Understanding of Constitutional Protocols and Ethics

Actions:

- **Integrate weekly case studies** focusing on 4th Amendment scenarios (search and seizure).

- **Invite guest speakers** (e.g., police legal advisors, attorneys) to discuss real-world applications.

- **Create role-play exercises** simulating ethical dilemmas and constitutional decision-making.

- Use short quizzes and low-stakes writing prompts to reinforce concepts regularly.

  Develop visual aids and flowcharts that simplify legal principles (e.g., search warrant exceptions).

Enhance Instructional Methods

Actions:

- Blend lecture content with interactive learning (e.g., Kahoot,).

- Assign collaborative group work analyzing landmark Supreme Court decisions.

- Provide students with a "Constitution in Practice" worksheet each week, connecting classroom learning with field application.

Monitor and Reassess

Actions:

- Re-administer both direct and indirect assessments at the end of the next instructional cycle.

- Compare data longitudinally to evaluate progress.

- Adjust lesson plans based on formative assessment trends.

12. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

    At this time, no additional budgetary support is needed to implement the outlined improvements. The action items can be effectively achieved using existing resources, instructional materials, and faculty expertise. Continued monitoring and creative use of current tools will support ongoing progress without the need for new funding.

A. Program Student Learning Outcome 2 & Performance Indicators

1. State the program outcome and indicators: 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.

B. Reflection on Previous Summary's Action Plans and Budget Requests

Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

An instructional improvement was made by incorporating more content related to Fourth Amendment protocols, specifically focusing on warrant and warrantless searches. Real-world scenarios were added to enhance understanding and application, allowing students to critically analyze and apply constitutional principles in practical contexts.
This adjustment was made in response to indirect assessment results, which indicated a need for stronger comprehension in this area. No new budget or resource requests were made or approved; the changes were implemented using existing instructional time and materials.

C. Assessment Methods

2. In which courses were direct assessments conducted? CJ 2133; CJ 2224

3. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the 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, and H. Release of crime scene.

   A checklist observation tool is used to evaluate learning and collect data. Students are scored on a Met/Not Met for each indicator. It is expected that 80% of the students complete each indicator at Met. The students work the entire crime scene as a group but are scored individually on their work. 10 students were assessed during this assessment cycle.

13. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

    Using a survey students will be asked a question 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. 10 students were assessed during this assessment cycle.

14. Who analyzed the results? Chad Brown

D. Results, Summary, & Analysis

4. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. (Below/Progressing or Meets/Exceeds)

The assessment results for the 10 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.

15. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

The indirect survey results show that 6 of the 10 students (60%) responded with either "agree" or "strongly agree" to statements regarding their understanding and application of ethical standards and constitutional protocols. This performance falls below the acceptable threshold of 80%.

5. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

The direct assessment results show that 10 out of 10 students (100%) successfully met competency for the key indicators: *Initial Response, Securing the Crime Scene,* and

Release of the Crime Scene. This strong performance reflects effective instruction, hands-on application, and a clear understanding of procedural responsibilities during crime scene management. Factors contributing to this success likely include scenario-based learning, repetition, and clear rubrics guiding student expectations.

In contrast, the indirect assessment results indicate that only 6 of 10 students (60%) agreed or strongly agreed that they understood and could apply ethical standards and constitutional protocols. This suggests a discrepancy between procedural proficiency and conceptual understanding, particularly regarding 4th Amendment issues such as search and seizure. The lower performance here may be attributed to the abstract nature of constitutional law, limited in-class discussion or application opportunities, or a need for more structured reinforcement.

E. Action Plans & Resources to Support Action

Describe the action plans based upon findings and analysis.

Maintain Strength in Direct Indicators

Actions:

- Continue scenario-based training with realistic mock crime scenes.

- Rotate roles during exercises to ensure comprehensive skill exposure.

- Integrate peer and instructor feedback after each practical activity.

- Use checklists aligned with assessment rubrics during practice.

Improve Understanding of Constitutional Protocols and Ethics

Actions:

- **Integrate weekly case studies** focusing on 4th Amendment scenarios (search and seizure).

- **Invite guest speakers** (e.g., police legal advisors, attorneys) to discuss real-world applications.

- **Create role-play exercises** simulating ethical dilemmas and constitutional decision-making.

- Use short quizzes and low-stakes writing prompts to reinforce concepts regularly.

  Develop visual aids and flowcharts that simplify legal principles (e.g., search warrant exceptions).

Enhance Instructional Methods

Actions:

- Blend lecture content with interactive learning (e.g., Kahoot,).

- Assign collaborative group work analyzing landmark Supreme Court decisions.

- Provide students with a "Constitution in Practice" worksheet each week, connecting classroom learning with field application.

Monitor and Reassess

Actions:

- Re-administer both direct and indirect assessments at the end of the next instructional cycle.

- Compare data longitudinally to evaluate progress.

- Adjust lesson plans based on formative assessment trends.

6. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

   At this time, no additional budgetary support is needed to implement the outlined improvements. The action items can be effectively achieved using existing resources, instructional materials, and faculty expertise. Continued monitoring and creative use of current tools will support ongoing progress without the need for new funding.

A. Program Student Learning Outcome 3 & Performance Indicators

1. State the program outcome and indicators: 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

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

C. Assessment Methods

3. In which courses were direct assessments conducted? CJ 2123-2465- CJ 2123-6299

4. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

   Using a multiple-choice final exam, a total of 14 students were assessed. 6 students in the traditional classroom and 8 in an online course. It is expected that 80% of students will me the accomplished level.

   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?

5. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was 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. 14 students were assessed, 6 in a traditional class and 8 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.

6. Who analyzed the results? Chad Brown

D. Results, Summary, & Analysis

7. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

   Out of the 14 students assessed, 12 students (86%) 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.

8. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

   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.

9. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?
   A key takeaway from this assessment is that students not only demonstrated strong factual knowledge of ethical standards through direct measures but also expressed confidence in their understanding and application of these principles through indirect measures. This alignment suggests that instructional strategies are effectively fostering both cognitive understanding and practical confidence in ethical decision-making within criminal justice.

E. Action Plans & Resources to Support Action

10. Describe the action plans based upon findings and analysis.

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.

11. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

None at this time!

Academic Program Annual Summary

Academic Program: Environmental Science Technology

Academic Year: 2025/2026

A. Pr0gram Student Learning Outcome 1 & Performance Indicators

1. Students will apply the scientific method.

   a. Define a question to investigate
   b. Make predictions to formulate a hypothesis.
   c. Gather data
   d. Analyze the data to draw conclusions

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. N/A, this is the first time the program will be assessed. NASNTI grant and endowed professorship foundation funded all hands-on and digital learning materials.

C. Assessment Methods

3. Course - EST-1433 - 3546 Environmental Sampling & Analysis - Spring 2024

4. Results from the week 4 exam were compiled using AI software to calculate competency based on multiple-choice questions in Blackboard related to the Scientific Method. A four-tier Likert scale developmental rubric was used as a guideline, with 4 points (exemplary), 3 points (proficient), 2 points (developing), and 1 point (beginning). The expected threshold is that 90% of students will achieve proficient/exemplary. Six students were assessed.

5. Sophomores graduating from the program were given an exit survey using the Likert scale (Not confident/somewhat confident/confident/very confident). Students were asked a variety of questions assessing their confidence in identifying and using the scientific method. Three students were given the survey.

6. Kody Tackett

D. Results, Summary, & Analysis

7. - Define a question to investigate: ⅚ : 83% of students reached proficiency or higher.
- Make predictions/form a hypothesis: ⅙ : 17% reached proficiency or higher.
- Gather data: ⅚ : 83% reached proficiency or higher.
- Analyze data and draw conclusions: 4/6 : 67% reached proficiency or higher.

This outcome is classified as Below/Progressing in all categories.

8. Two students submitted exit surveys. Student confidence surveys showed that 100% of respondents reported feeling confident or very confident in applying the scientific method.

9. Students showed strength in defining questions and gathering data but struggled with forming hypotheses and analyzing results. All areas fell below the benchmark. Indirect results suggests students view their skills positively, although direct assessment results highlight areas needing improvement.

E. Action Plans & Resources to Support Action

10. 1. Continue course development with more streamlined access to digital content (i.e., videos, handouts, reinforced lecture materials) and hands-on, highly engaging learning materials.
2. Assess more students to aid in the overall assessment averages.
3. Provide additional practice in hypothesis development and data analysis.
4. Strengthen evaluation skills by requiring measurable outcomes and monitoring methods in projects.
5. Introduce these skills earlier in the curriculum to allow multiple opportunities for reinforcement.
6. Realign the evaluation and data collection method to better fit an objective test as a direct measure.

11. Enhance program advertising and partner with local tribes and organizations to increase program exposure.

A. Program Student Learning Outcome 2 & Performance Indicators

1. Students will develop an environmental management plan to address a specific environmental issue.

   a. Identify applicable environmental policy/policies
   b. Construct a mitigation plan for issue
   c. Implement action plan
   d. Evaluate results

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. N/A, this is the first time the program will be assessed. NASNTI grant and endowed professorship foundation funded all hands-on and digital learning materials.

C. Assessment Methods

3. EST-1133 Environmental Compliance and Documentation - Fall 2024

4. Students completed semester Environmental Management Plan projects. Projects were assessed using a four-tier Likert scale developmental rubric was used as a guideline, with 4 points (exemplary), 3 points (proficient), 2 points (developing), and 1 point (beginning). The expected threshold is that 90% of students will achieve proficient/exemplary. 5 students were assessed.

5. Sophomores graduating from the program were given an exit survey using the Likert scale (Not confident/somewhat confident/confident/very confident). Students were asked a variety of questions assessing their confidence in creating an Environmental Management Plan (EMP). Three students were given the survey.

6. Kody Tackett

D. Results, Summary, & Analysis

7. -Identify applicable environmental policies: ⅖ : 40% of students reached proficiency or higher.
   - Construct mitigation plan: ⅘ : 80% reached proficiency or higher.
   - Implement action plan: ⅗ : 60% reached proficiency or higher.
   - Evaluate results: ⅖ : 40% reached proficiency or higher.

   This outcome is also classified as Below/Progressing.

8. Two students submitted exit surveys. Student confidence surveys showed that 100% of respondents reported feeling confident or very confident in creating an Environmental Management Plan (EMP).

9. Students demonstrated the strongest performance in developing mitigation plans, while policy identification and evaluation of results were weaker areas. Student confidence surveys showed that 100% of respondents reported feeling confident or very confident in creating an environmental management plan. This suggests students view their skills positively, although direct assessment results highlight areas need improvement.

E. Action Plans & Resources to Support Action

10. 1. Continue course development with more streamlined access to digital content (i.e., videos, handouts, reinforced lecture materials) and hands-on, highly engaging learning materials.
2. Assess more students to aid in the overall assessment averages.
3. Integrate policy and regulatory research more directly into coursework.
4. Strengthen evaluation skills by requiring measurable outcomes and monitoring methods in projects.
5. Introduce these skills earlier in the curriculum to allow multiple opportunities for reinforcement.

11. Enhance program advertising and partner with local tribes and organizations to increase program exposure.

Academic Program Annual Summary

Academic Program: Mathematics, Physical Science, & Pre- Engineering

Academic Year: 2024-2025

A. Program Student Learning Outcome 1 & Performance Indicators

1. PO1: Upon completion of the program, the student will be able to Apply the Pythagorean Theorem
    PI1 Solve for various components
    PI2 Recognize relationships between variables
    PI3 Interpret graphical information

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. This assessment cycle differed from previous cycles in that it was only assessed in MATH 2275, where previously it had been assessed in MATH 2275, PHYS 1214, & PHYS 2114. Upon review of the data and discussions among the MPSPE faculty it was decided to only assess in MATH 2275 since almost all MATH 2275 students are taking either PHYS 1214 or PHYS 2114 at the same time. The faculty felt that no new budget requirements were needed based upon the previous assessment cycles, and student learning was not hindered by these decisions.

C. Assessment Methods

3. During the 2024/2025 assessment cycle the direct assessments were conducted in MATH 2275.

4. Mr. Wylie assigned multiple questions in an exam over applications of Pythagorean theorem in Math 2275. The expected performance threshold was that 90% of the students assessed would be at a Mastery level for all 3 performance indicators Five students were assessed for Program Outcome 1.

5. The Indirect measure used was a 3 question survey using a Likert scale. The following instrument was used for the survey:
    How would you rate your confidence on a scale of 1 (not at all confident) to 5 (completely confident) for each of the following?
    1. I was able to solve for various components.
        1   2   3   4   5
    2. I was able to recognize relationships between variables.

      1   2   3   4   5

3. I was able to interpret graphical information.

      1   2   3   4   5

The expected performance level for each question was 80% will rate their confidence as 4 or higher. 5 students were assessed during the 2024/2025 assessment cycle.

6. The results were analyzed by Steve Hughes and Rob Wylie.

D. Results, Summary, & Analysis

7. On the direct measure 5 of 5 students (100%) achieved mastery on all three performance indicators.
This meets the threshold of 90% established for this cycle for all 3 Performance indicators. For Performance Outcome 1 the direct measure is at: *Meets/Exceeds*

8. On the Indirect measure 5 of 5 students (100%) selected a 5 on the Likert scale, (completely confident) for all 3 questions. This meets the 80% threshold for their confidence on all 3 performance indicators. For Performance Outcome 1 the indirect measure is at: *Meets/Exceeds*

9. This topic is fundamental for calculus students and occurs in the entire course sequence in multiple scenarios so they have many chances to master it. Additionally, it is also encountered in various forms in earlier courses where they get to interact with it. Our biggest takeaways are: 1) that the assessment indicates that students are getting what we want them to out of the program, and 2) that now the bar is set really high to strive to achieve it again.

E. Action Plans & Resources to Support Action

10. The action plan is to continue the assessment for another cycle to gain cross-sectional data that will be used to make informed program decisions.

11. Fortunately, no additional resources are needed to support the action plans. Current funding levels should be sufficient for the next assessment cycle.

A. Program Student Learning Outcome 2 & Performance Indicators

1. PO2: Upon completion of the program, the student will be able to apply Problem Solving Strategies.
   PI1 Apply appropriate equation to the problem
   PI2 Choose the correct value for each variable
   PI3 Solve the mathematical equation

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. We continued to assess in PHYS 1214, & PHYS 2114 and not in MATH 2275. Discussions among the MPSPE faculty determined that we did not miss any data by not assessing in the MATH 2275 section, since almost all MATH 2275 students are taking either PHYS 1214 or PHYS 2114 at the same time. The faculty felt that no new budget requirements were needed based upon the previous assessment cycles, and student learning was not hindered by these decisions.

C. Assessment Methods

3. During the 2024/2025 assessment cycle the direct assessments were conducted in PHYS 1214, & PHYS 2114.

4. Mr. Wylie utilized 3 questions from a previous exam. The expected performance threshold was that 90% of the students assessed would be at a Mastery level for all 3 performance indicators. Fourteen students were assessed for Program Outcome 2.

5. The Indirect measure used was a 3-question survey using a Likert scale. The following instrument was used for the survey:

How would you rate your confidence on a scale of 1 (not at all confident) to 5 (completely confident) for each of the following?
1. I was able to apply the appropriate equation to the problem.
   1   2   3   4   5
2. I was able to choose the correct value for each variable.
   1   2   3   4   5
3. I was able to solve the mathematical equation.
   1   2   3   4   5

The expected performance level for each question was 80% will rate their confidence as 4 or higher on all 3 questions. 11 students were assessed during the 2024/2025 assessment cycle.

6. The results were analyzed by Steve Hughes and Rob Wylie.

D. Results, Summary, & Analysis

7. On the direct measure 13 of 14 students achieved mastery and 1 student achieved accomplished on all three performance indicators. 93% of the students achieved Mastery on all 3 performance indicators.
This meets the threshold of 90% achieving Mastery on all 3 Performance Indicators established for this cycle. For Performance Outcome 2 the direct measure is at: *Meets/Exceeds*

8. On the Indirect measure 11 students were assessed. 10 students (91%) selected a 5 on the Likert scale, (completely confident) for all 3 questions. 1 Student selected a 3 on the Likert scale. 91% exceeds the established threshold of 80% will rate their confidence at a 4 or higher on all 3 performance indicators. For Performance Outcome 2 the indirect measure is at: *Meets/Exceeds*

9. Problem solving is a major part of the curriculum for all MPSPE students. It is found in multiple topics in the entire course sequence. Therefore, they have many opportunities to master it. Our biggest takeaways are: 1) that the assessment indicates that students are getting what we want them to out of the program, and 2) that now the bar is set really high to strive to achieve it again.

E. Action Plans & Resources to Support Action

10. The action plan is to continue the assessment for another cycle to gain cross-sectional data that will be used to make informed program decisions.

11. Fortunately, no additional resources are needed to support the action plans. Current funding levels should be sufficient for the next assessment cycle.

A. Program Student Learning Outcome 3 & Performance Indicators

1. PO3: Upon completion of the program, the student will perform safe and appropriate laboratory techniques.
      PI1 Apply appropriate Personal Protective Equipment (PPE)
      PI2 Demonstrate Proper Laboratory Hygiene (Lab hygiene includes cleanup of lab tables and washing of hands at conclusion of lab)
      PI3 Demonstrate Proper Laboratory Safety (Lab safety includes doing only assigned lab procedures and doing them in a safe manner)

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. We continued to assess in CHEM 1215, PHYS 1214, & PHYS 2114. The faculty felt that no new budget requirements were needed based upon the previous assessment cycles, and student learning was not hindered by these decisions.

C. Assessment Methods

3. During the 2024/2025 assessment cycle the direct assessments were conducted in CHEM 1215, PHYS 1214, & PHYS 2114.

4. Mr. Wylie and Mr. Hughes used direct observation of the students during the 5th or 6th lab. The expected performance threshold was that 90% of the students assessed would be at a Mastery level for all 3 performance indicators. Six students were assessed for Program Outcome 2. Below is the observational rubric used by the instructors.

Performance Indicator	Mastery	Accomplished	Developing	Beginning
PO 3 PI 1 **Apply Appropriate Personal Protective Equipment (PPE)** **(PPE includes Goggles, gloves, aprons)** **Note: Not all labs require all PPE to be worn.**	Never had to remind students to use PPE	Had to remind students only 1 time to use PPE	Had to remind students 2-3 times to use PPE	Had to remind students 4 or more times to use PPE

PO 3 PI 2 **Demonstrate Proper Laboratory Hygiene** (Lab Hygiene includes cleanup of lab tables and washing of hands at conclusion of lab)	Never had to remind students to use good lab hygiene	Had to remind students only 1 time to use good lab hygiene	Had to remind students 2-3 times to use good lab hygiene	Had to remind students 4 or more times to use good lab hygiene
PO 3 PI 3 **Demonstrate Proper Laboratory Safety** (Lab safety includes doing only assigned lab procedures and doing them in a safe manner)	Never had to remind students to use proper lab safety	Had to remind students only 1 time to use proper lab safety	Had to remind students 2-3 times to use proper lab safety	Had to remind students 4 or more times to use proper lab safety

5. The Indirect measure used by both instructors was a 2 question survey. The following instrument was used for the survey:

1. Select the statement you feel best describes the emphasis placed 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

The expected performance level for each question was as follows:
For question 1 on the indirect assessment the threshold is: 90% of the students will select answer A.

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.

6. The results were analyzed by Steve Hughes and Rob Wylie.

D. Results, Summary, & Analysis

7. *On the direct measure 6 of 6 (100%) of the students were observed at the mastery on all three performance indicators. This meets the threshold of 90% achieving Mastery on all 3 Performance Indicators established for this cycle. For Performance Outcome 3 the direct measure is at: Meets/Exceeds*

8. On the Indirect measure 6 of 6 students (100%) selected the lab always included instructions and cautions for lab safety on question 1. For question 2, 1 Student selected a 3 on the Likert scale and 5 students selected 5 on the Likert scale. That is 83% selected 5 on the Likert scale. This does not meet the 90% threshold established for question 2. For Performance Outcome 2 the indirect measure is at: *Below/Progressing*

9. Lab Safety is a high priority in our department. Our direct assessment indicates the students are operating at a safe level. However, our indirect assessment indicates the students perceive that we are very concerned with lab safety, but they are not completely confident in their own skills to operate safely in the lab. Our biggest takeaway is their confidence level is below their current performance level on our direct assessment.

E. Action Plans & Resources to Support Action

10. The action plan is to continue the assessment for another cycle to gain cross-sectional data that will be used to make informed program decisions. And to implement some lab settings where the students get to discuss their ideas and plans about how to perform the lab safely under guided instructor supervision.

11. Fortunately, no additional resources are needed to support the action plans. Current funding levels should be sufficient for the next assessment cycle.

Academic Program Annual Summary

Academic Program: Sociology/Psychology

Academic Year: 2024-2025

A. Program Student Learning Outcome 1 & Performance Indicators

1. State the program outcome and indicators:

   Outcome 1. Upon completion of the program, the students will apply theoretical perspectives to individual and social behavior.
   a. *Define Theoretical Perspectives*
   b. *Identify key components/ attributes*
   c. *Relate the concepts to a specific aspect of behavior*

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

   One key improvement this year was the addition of new tables and chairs in the classroom. This change significantly enhanced the learning environment. Students have conveyed that they feel more comfortable, and the updated furniture arrangement promotes better collaboration and communication. The setup fosters a more inviting and functional space for class discussions, small group activities, and one-on-one interactions between students and the instructor.

C. Assessment Methods

3. In which courses were direct assessments conducted?

SOC 2123-6392	Spring	Online
SOC 2123-6283	Fall	Online
SOC 2123-2501	Fall	In Person

4. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

The outcome was assessed through a verbal capstone assignment, serving as a direct measure of student learning. Students were informed at the beginning of the semester that they would be evaluated on their understanding of the three major theoretical perspectives in sociology. Each student was provided with a detailed rubric outlining expectations and performance criteria.

Students enrolled in the online section completed the assessment by creating a video presentation in which they explained and applied the theoretical perspectives. This format allowed for both verbal articulation and demonstration of content mastery.

The shared data collection tool used was the standardized rubric, which ensured consistency in grading and provided measurable indicators of student understanding. The expected performance threshold was that at least 80% of students would score at or above a proficient level on the rubric.

In total, 44 students were assessed using this method. The results indicated that the majority of students met or exceeded the performance expectations, demonstrating a solid grasp of the key sociological frameworks.

5. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

   An indirect measure of the outcome was collected through a student perception survey. Students were asked to respond to the following question:

   "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 five major theoretical perspectives in psychology?"
   (1 = Strongly Disagree; 10 = Strongly Agree)

   This survey was designed to assess students' self-perceived mastery and preparedness for the verbal capstone presentation.

   The expected performance threshold was that at least 80% of students would rate their level of preparation as 7 or higher, indicating confidence in their understanding and presentation abilities.

   A total of 44 students were assessed using this indirect measure. Results from the survey were used to guide instructional reflection and identify areas for potential improvement in the program's alignment with capstone expectations.

6. Who analyzed the results?
Kristin Snyder

D. Results, Summary, & Analysis

7. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds*

Fall Online 21 students	1	2	3
a Define Theoretical Perspectives			21
b Identify key components/ attributes		2	19
c Relate the concepts to a specific aspect of behavior		2	19

Fall In Person 5 students	1	2	3
a Define Theoretical Perspectives			5
b Identify key components/ attributes		2	3
c Relate the concepts to a specific aspect of behavior		1	4

Spring Online 18 students	1	2	3
a Define Theoretical Perspectives			18
b Identify key components/ attributes		5	13
c Relate the concepts to a specific aspect of behavior		8	10

Total for the Year	1	2	3
a Define Theoretical Perspectives			44
b Identify key components/ attributes		9	35
c Relate the concepts to a specific aspect of behavior		11	33

*The program **met the expected performance level**, with the majority of students scoring at level 3 (Meets/Exceeds Expectations) across all criteria. All students were able to define the major theoretical perspectives at the highest level. While a small number of students were still progressing in their ability to identify components and relate them to behavior, the overall outcomes show strong mastery.*

These results indicate that the instructional strategies and program structure are effective in preparing students for the capstone assessment. Continued emphasis on application skills may further elevate performance in the "relating concepts to behavior" category.

8. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Indirect Measure Scale	1	2	3	4	5	6	7	8	9	10
Students Ranking of Program preparing them for assignment					4	2	10	14	11	3

The program did not meet the expected performance level for the indirect measure. While a majority of students (nearly two-thirds) felt well-prepared, the result falls below the 80% threshold. This suggests that while the capstone content is being effectively delivered (as shown by direct measures), some students may benefit from additional support, review opportunities, or scaffolding earlier in the semester to increase their confidence and perception of mastery.

These insights will be used to strengthen preparation strategies and student readiness in future semesters.

9. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

Direct results show that most students met or exceeded expectations, especially in defining and applying theoretical perspectives. This indicates strong content delivery and effective assessment. However, the indirect results fell below the expected threshold. This suggests a gap between performance and confidence.

Key Takeaway: Students are learning the material but may need more support and practice to build confidence, especially with verbal presentations. Adding low-stakes speaking opportunities may help close this gap.

E. Action Plans & Resources to Support Action

10. Describe the action plans based upon findings and analysis.

Increase Verbal Practice: Incorporate more low-stakes verbal assignments and peer discussions earlier in the semester to build student confidence in speaking.

11. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

None needed at this time.

A. Program Student Learning Outcome 2 & Performance Indicators

1. State the program outcome and indicators:

   Outcome 2. Upon completion of the program, the students will apply theoretical perspectives to individual and social behavior.

   a. *Define Theoretical Perspectives*
   b. *Identify key components/ attributes*
   c. *Relate the concepts to a specific aspect of behavior*

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

   One key improvement this year was the addition of new tables and chairs in the classroom. This change significantly enhanced the learning environment. Students have conveyed that they feel more comfortable, and the updated furniture arrangement promotes better collaboration and communication. The setup fosters a more inviting and functional space for class discussions, small group activities, and one-on-one interactions between students and the instructor.

C. Assessment Methods

3. In which courses were direct assessments conducted?

PSY 2113-2495	Fall	In Person
PSY 2113-6471	Spring	Online

4. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

   The outcome was assessed through a verbal capstone assignment, serving as a direct measure of student learning. Students were informed at the beginning of the semester that they would be evaluated on their understanding of the three major theoretical perspectives in sociology. Each student was provided with a detailed rubric outlining expectations and performance criteria.

Students enrolled in the online section completed the assessment by creating a video presentation in which they explained and applied the theoretical perspectives. This format allowed for both verbal articulation and demonstration of content mastery.

The shared data collection tool used was the standardized rubric, which ensured consistency in grading and provided measurable indicators of student understanding. The expected performance threshold was that at least 80% of students would score at or above a proficient level on the rubric.

In total, 24 students were assessed using this method. The results indicated that the majority of students met or exceeded the performance expectations, demonstrating a solid grasp of the key sociological frameworks.

5. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

An indirect measure of the outcome was collected through a student perception survey. Students were asked to respond to the following question:

"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 five major theoretical perspectives in psychology?"
(1 = Strongly Disagree; 10 = Strongly Agree)

This survey was designed to assess students' self-perceived mastery and preparedness for the verbal capstone presentation.

The expected performance threshold was that at least 80% of students would rate their level of preparation as 7 or higher, indicating confidence in their understanding and presentation abilities.

A total of 24 students were assessed using this indirect measure. Results from the survey were used to guide instructional reflection and identify areas for potential improvement in the program's alignment with capstone expectations.

6. Who analyzed the results?
   Kristin Snyder

D. Results, Summary, & Analysis

7. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Fall Online In person (8 students)	1	2	3	4
a Define Theoretical Perspectives		1	1	6
b Identify key components/ attributes			3	5
c Relate the concepts to a specific aspect of behavior		3	1	4

Spring Online (16 students)	1	2	3	4
a Define Theoretical Perspectives			1	15
b Identify key components/ attributes			3	13
c Relate the concepts to a specific aspect of behavior			3	13

Total for Year 24 students	1	2	3	4
a Define Theoretical Perspectives		1	2	21
b Identify key components/ attributes			6	18
c Relate the concepts to a specific aspect of behavior		3	4	17

The results clearly indicate that the expected performance level was met or exceeded in all areas. Most notably, the overwhelming majority of students scored a 4 in all outcomes, demonstrating a strong grasp of theoretical perspectives, the ability to identify key components, and the skill to relate those concepts to behavior. Only a few students are still progressing, particularly in Outcome c, suggesting a minor area for improvement in connecting concepts to behavior.

8. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Indirect Measure Scale	1	2	3	4	5	6	7	8	9	10
Students Ranking of Program preparing them for assignment							2	8	6	8

These results clearly reflect high student satisfaction and perceived readiness for the capstone assignment. The concentration of high ratings reinforces that the program effectively prepares students to understand and communicate major theoretical perspectives in psychology. This positive perception supports the strong performance shown in the direct assessment.

9. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

- *Students are both performing well and feel well-prepared, which demonstrates the program is succeeding from both an objective and subjective standpoint.*

- *High performance in defining and identifying concepts suggests content delivery is effective.*

- *Slightly lower results in application (relating to behavior) may indicate an area to refine or emphasize more in future instruction or assignments.*

- *Student perception is a valuable confirmation of program success and suggests strong engagement and satisfaction.*

E. Action Plans & Resources to Support Action

10. Describe the action plans based upon findings and analysis.

- ***Action:*** *Maintain the use of perception surveys and consider adding open-ended questions for qualitative insights.*

- ***Rationale:*** *The indirect measure provided valuable feedback and confirmed the effectiveness of the program. Gathering narrative responses could help pinpoint what specific experiences students find most impactful*

11. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

    None at this time.

A. Program Student Learning Outcome 3 & Performance Indicators

1. State the program outcome and indicators:

   Outcome 1. 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*

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

   One key improvement this year was the addition of new tables and chairs in the classroom. This change significantly enhanced the learning environment. Students have conveyed that they feel more comfortable, and the updated furniture arrangement promotes better collaboration and communication. The setup fosters a more inviting and functional space for class discussions, small group activities, and one-on-one interactions between students and the instructor.

C. Assessment Methods

3. In which courses were direct assessments conducted?

PSY 2123-3808	Spring	In Person

4. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

   The outcome was assessed using a direct measure: a written assignment evaluated by a shared, departmentally approved Developmental Psychology Writing Assignment Rubric. This assessment was embedded in a developmental psychology course and required students to analyze a scholarly journal article focused on an empirical research design in psychology. Students analyzed a scholarly journal article and wrote a paper identifying the purpose of the research design, data collection method, and procedure used, all in APA format. Five students assessed

5. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

   An indirect measure of the outcome was collected through a student perception survey. Students were asked to respond to the following question:

   "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 five major theoretical perspectives in psychology?"
   (1 = Strongly Disagree; 10 = Strongly Agree)

   This survey was designed to assess students' self-perceived mastery and preparedness for the verbal capstone presentation.

   The expected performance threshold was that at least 80% of students would rate their level of preparation as 7 or higher, indicating confidence in their understanding and presentation abilities.

   A total of 5 students were assessed using this indirect measure. Results from the survey were used to guide instructional reflection and identify areas for potential improvement in the program's alignment with capstone expectations.

6. Who analyzed the results?
   Kristin Snyder

D. Results, Summary, & Analysis

7. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Spring In Person	1	2	3	4
a. Define the purpose of design				5
b. Identify method of collecting data				5
c. Describe procedure				5
d. Recognize intended outcome of design	1	2	2	

The results show strong mastery in defining, identifying, and describing research design components. However, students struggled with clearly recognizing the intended outcome of the design, indicating a need for targeted instruction or support in this area.

8. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Indirect Measure Scale	1	2	3	4	5	6	7	8	9	10
Students Ranking of Program preparing them for assignment								1	1	3

All students felt well-prepared for the assignment, with the majority giving top marks. This aligns with the strong direct performance in most outcomes and supports the conclusion that the program is effectively equipping students for academic tasks.

9. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

Clear instruction and rubric use helped students excel in structured, procedural aspects of the assignment. The challenge in recognizing intended outcomes may reflect limited exposure to interpreting research findings or weaker integration of this concept in class materials. Strong student perception may be influenced by effective overall course design and instructor support.

E. Action Plans & Resources to Support Action

10. Describe the action plans based upon findings and analysis.

There is a clear need to strengthen instruction around recognizing research outcomes. Continued use of detailed rubrics and applied assignments supports strong performance in research skills.

11. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

None needed at this time.

Academic Program Annual Summary

Academic Program: Associate of Science in Allied Health

Academic Year: 2024 - 2025

A. Program Student Learning Outcome 1 & Performance Indicators

Program Outcome 1: Upon completion of the program, the student will analyze the cardiovascular system.
a.   Identify the functions of the cardiovascular system.
b.   Examine the parts of the cardiovascular system.
c.   Classify common cardiovascular conditions.

B. Reflection on Previous Summary's Action Plans and Budget Requests

We will continue to monitor using these direct and indirect measures because we have only recorded 3 semesters of data. No previous action plans or budget requests.

C. Assessment Methods

In which courses were direct assessments conducted?

Course (Data Collection Point)	If all sections are not assessed, state sections that will be assessed and reason.	Delivery Method Class/Online/Hybrid	Instructor(s)	Semester (Fall/Spring)	Type of Direct Measure: Performance or Objective
Zoo 2114	All sections	Class	Traci Barnes Brook Wiersig	Fall, 2024	Performance
Zoo 2114	All sections	Class	Traci Barnes Brook Wiersig	Spring, 2025	Performance

How was the outcome assessed? The direct measure is a test that includes open-ended questions and labeling and the data collection tool is a rubric.

Assignment: 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 Tool: Rubric
Data Collection Points: Zoo 2114 Human Physiology, Fall 2024; Spring 2025
Expected Performance Level
75% of students will achieve "Mastering"

What indirect measure will be used to assess the students' perception of mastery of the outcome?

- **Data Collection Tool**: 3-question survey
  Question(s) to assess the students' perception of the mastery of the outcome:
    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.

    Each indicator was rated using a Likert scale with a rating of 1 to 5 with "1" being the "not at all confident" and "5" being "completely confident."

- **Based upon the questions and data collection tool, what is the expected "perception" level and threshold?**
  75% of the students will mark 3 or above on the Performance Indicators

Who analyzed the results? Brook Wiersig, Traci Barnes, Jeri Hobday

D. Results, Summary, & Analysis

Present the direct measure results followed by a brief summary. Did you meet the expected performance level?

The totals for the classes in the Fall 2024 and Spring 2025 were 67 students

Performance Indicator A	65% of 67 students were mastering
Performance Indicator B	58% of 67 students were mastering
Performance Indicator C	79% of 67 students were mastering

The outcome conclusion is Below/Progressing.

Present the indirect measure results followed by a brief summary. Did you meet the expected performance level?

The totals for the classes in the Fall 2024 and Spring 2025 were 21 students.

Performance Indicator A: 96% of 21 students were 4/5
Performance Indicator B: 96% of 21 students were 4/5
Performance Indicator C: 100% of 21 students were 4/5
The outcome conclusion is Meets/Exceeds.

Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

Direct Measure

Mrs. Wiersig's classes were presented the information in a lecture format. For additional practice, students were given a worksheet with the circulation pathway along with an extra video to watch, and for the heart labeling, they had a homework problem and a worksheet with the same image of the heart to label. Students knew what they would be tested on for this section to be able to study and prepare to do well. Mrs. Wiersig's class by itself without Mrs. Barnes results, meets/exceeds criteria.

Mrs. Barnes believes that the reason that her students brought down the direct measure results percentage rating was because of poor attendance in this particular class.
Indirect Measure

Overall, we are very pleased with these results. The students felt prepared to meet objectives of the Program Outcome.

E. Action Plans & Resources to Support Action

Describe the action plans based upon findings and analysis.
Continue monitoring

Identify the resources needed to support the action plans.
Continue monitoring

A. Program Student Learning Outcome 2 & Performance Indicators

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

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

B. Reflection on Previous Summary's Action Plans and Budget Requests

There were no previous summary action plans or budget requests. We will continue monitoring.

C. Assessment Methods

Direct Measure

Level of Instruction to be Assessed for this Cycle: Advanced Level (Summative)

Where (curriculum map) and when (during academic year) will the students provide evidence of the outcome?

Course (Data Collection Point)	If all sections are not assessed, state sections that will be assessed and reason.	Delivery Method Class/Online/Hybrid	Instructor(s)	Semester (Fall/Spring)	Type of Direct Measure: Performance or Objective
AHS 1203 Basic Nutrition	All sections	Class/Online	Rebecca Sanders	Fall, 2024	Performance
AHS 1203 Basic Nutrition		Online	Maria Sanchez	Fall, 2024	Performance
ASH 1203		Online	Nicole Heck	Spring, 2025	Performance

Data Collection Point: AHS 1203 Basic Nutrition

Assignments: 3-day journal/food diary analysis with students put in 2 option groups – "Below/Progressing" or "Meets/Exceeds" with completion of the journal/diary.

 # A 3-day journal/food diary was utilized for data but it was from another source – My fitness source

Expected Performance Level: 85% of students will be achieve meets/exceeds.

Indirect Measure

Data was not collected in classes this semester

Who analyzed the results   Jeri Hobday

D. Results, Summary, & Analysis

Direct Measures

3-day food diary/My Fitness Pal
With the two classes together using the 3-day food diary from My Fitness Pal, there were a total of 25 students and 25 students exceeded the criteria with 100%. There were 8 students who did not complete the assignment and were not counted in the total.

Vitamin/Mineral Assignment/My Fitness Pal
The combined 2 classes were 24/28 meeting the criteria which is 86% which met the criteria of 85%. There were 5 students who did not complete the assignment and were not counted in this total.

A. Define common terminology used in nutrition.
     100% of 25 students met criteria in one tool. 86% of 28 students in one tool
B. Identify the role of nutrition in the human body
     100% of 25 students met criteria in one tool. 86% of 28 students in one tool.
C. Identify nutrients as they relate to food groups and their functions, toxicities, and deficiencies

100% of 25 students met criteria in one tool. 86% of 28 students in other tool.

Indirect Measures

No data attained this year

The biggest takeaway for the direct measures that were provided is that the performance measure of 85% was met in both measuring tools.

Next year the assessment tools will be sent out via email for Nutrition at the beginning of each semester and a reminder will be submitted to each instructor to complete the assessment during the semester period.

E. Action Plans & Resources to Support Action

Describe the action plans based upon findings and analysis.

Next year the assessment tools will be made available via email for Nutrition at the beginning of each semester and a reminder will be submitted to each instructor to do the assessment during the semester period. All of the assessments will be evaluated with the same assessment tools.

Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

Continue monitoring with correct monitoring tools

A. Program Student Learning Outcome 3 & Performance Indicators

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

  a. Utilize prefixes, suffixes, wood roots and combining vowels utilized in healthcare
  b. Utilize terms and abbreviations related to healthcare.
  c. Apply and comprehend medical language.

B. Reflection on Previous Summary's Action Plans and Budget Requests

Action Plan was to work on "B. Utilize Terms and abbreviation related to healthcare" by adding more abbreviations in each system covered in the curriculum to improve student knowledge of abbreviations for further study. No budget request.

B. Assessment Methods

Direct Measures

Course (Data Collection Point)	If all sections are not assessed, state sections that will be assessed and reason.	Delivery Method Class/Online/Hybrid	Instructor(s)	Semester (Fall/Spring)	Type of Direct Measure: Performance or Objective
AHS 1113 -2019	All	Class	Jeri Hobday	Fall/2024	Performance
AHS 1113 – 6263	All	Online	Stephanie Mann	Fall/2024	
AHS 1113 - 3029	All	Class	Chelsie Barnes	Spring /2025	
AHS 1113 – 6304 And 6371	All	Online	Rebecca Sanders	Spring /2025	

State embedded assignment by each instructor:

Course	Instructors/Assignments
AHS 1113	Present 4-written scenarios in which the students will have to pick out the medical terminology and define 10 terms.

Performance level and threshold: 75% of students will answer correctly.
Number of students accessed – 105 students: 24 in-class students, 81 online students

Indirect Measure

What indirect measure will be used to assess the students' perception of mastery of the outcome?

- Data Collection Tool: survey

- Question(s) to assess the students' perception of the mastery of the outcome: students were asked to rate their performance level for each PI.

  Their choices for each performance indicator are "Beginning"; "Approaches Competency"; "Competent".

- When (semester) and where (specific course, sophomore survey, etc.) will the data be collected? Fall, 2024 and Spring, 2025 In-class courses

  Jeri Hobday and Chelsea Barnes analyzed the results

D. Results, Summary, & Analysis

Direct Measures: In class - 22 out of 24 students were 100% correct in their 10 questions. Online – 81 students were 91% correct in their 10 questions.

Performance Indicators:

A. Utilize prefixes, suffixes, wood roots and combining vowels utilized in healthcare
   92% of 105 students were competent.
B. Utilize terms and abbreviations related to healthcare.
   92% of 105 students were competent.
C. Apply and comprehend medical language.
   92% of 105 students were competent.

   The outcome conclusion is meets/exceeds.

Indirect Measures:

PI A – 96% of 24 students felt competent
PI B – 83% of 24 students felt competent
PI C – 92% of 24 students felt competent

The outcome conclusion is meets/exceeds

D. The instructors were pleased with the outcomes of the direct measures. 22 out of 24 students were 100% correct in their 10 questions which definitely met our

criteria, showing good knowledge in these areas. With the online measures, it was discussed that the students online need to be monitored by the online monitoring system that is provided by CASC while taking the major exams and assessment questions to better evaluate the true outcomes. More abbreviations curriculum will be added to the class work to bring the PI 2 "Utilize terms and abbreviations related to healthcare" up to the Competent level in the "in class" sections.

E. Action Plans & Resources to Support Action

- Continue to add more abbreviations to the curriculum for students to feel more competent in this area for the "in class" sections.
- Use the monitoring system in place at CASC for our online classes to monitor major exams and assessments for the class.

2. No resources needed for these two action plans.

Academic Program Annual Summary

Academic Program: Business Administration

Academic Year: 2024-2025

A. Program Student Learning Outcome 1 & Performance Indicators

1. State the program outcome and indicators:

    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.

B. Reflection on Previous Summary's Action Plans and Budget Requests

Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome? None noted.

C. Assessment Methods

D. In which courses were direct assessments conducted? ECON 2113 Principles of Macroeconomics and ECON 2213 Principles of Microeconomics

E. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

The Business Division faculty member chose to determine the outcomes based on rubrics assessing the students' performance on the following:

All assessments were located in the relevant Blackboard class.

1.A. The direct measure used was essay question 20 on Test 2 (W08-Summative-T02 with essay questions – 90-minute limit) in ECON 2113 and essay question 25 on Test 1 (W05 TP000/001/003/005/006 T01) in ECON2213.

The essay question on both tests is: Thoroughly explain the concepts of scarcity, choice, and opportunity cost and how they relate to decision making. Provide an example of how these concepts would be applied in making a real-world decision.

A total of 73 students were assessed for 1.A.

1.B. The direct measure used was essay question 21 on Test 2. (W08-Summative-T02 with essay questions – 90-minute

limit) in ECON 2113.

Question 21 is: Given the following economic data, interpret how the data can be used to explain the current and possible future condition of the over-all country's economy.

Data for the U.S.

Nominal GDP: Q3 2022 $26.7 Trillion, Q3 2024 $29.4 Trillion

Real GDP: Q3 2022 $22, 1 trillion, Q3 2024 $23.4 Trillion

GDP Deflators (Chained Implicit Price Deflator): (You can calculate this from the above data.)

National Unemployment Rate: Nov. 2022 3.6%, Nov. 2024 4.2%

A total of 34 students were assessed for 1.B.

1.C. The direct measure used was essay question 22 on Test 2. (W08-Summative-T02 with essay questions – 90-minute

limit) in ECON 2113 and question 26 on Test 1 on T1 (W05 TP000/001/003/005/006 T01) in ECON2213. The essay prompt on both tests is:

1. Identify and explain the difference between absolute advantage and comparative advantage involving international trade.

2. Once both are explained, detail which one is the basis for trade and why that is the case.

3. How are changes in exchange rates for currencies affected by exports and imports from a particular country?

A total of 68 students were assessed for 1.C.

The Business Division faculty member chose to determine the outcomes based on rubrics assessing the students' performance. The expected performance level was 70% of students will achieve accomplished/exemplary.

F. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

Because the content related to the direct assessment was covered at different times during the semester, indirect measures were taken during the semester at the appropriate time. 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:
 1. Strongly Disagree
 2. Neither Agree nor Disagree
 3. Strongly Agree

Who analyzed the results? Mike McCoy

D. Results, Summary, & Analysis

Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Performance Indicator	Percentage of Students at each Level	**Expected Level of Performance:** Accomplished/Exemplary Threshold 70%
1.A. Explain the concepts of scarcity, choice, and opportunity cost and how	Beginning: 7% Developing: 22% Accomplished: 27%	Accomplished or Exemplary 71%

they relate to decision making. (73 students)	Exemplary:	44%	

1.B. Interpret macroeconomic indicators such as GDP, inflation, and unemployment. (34 students)	Beginning: Developing: Accomplished: Exemplary:	15% 26% 24% 35%	Accomplished or Exemplary 59%
1C. Identify factors affecting international trade and finance?	Beginning: Developing: Accomplished: Exemplary:	12% 10% 12% 66%	Accomplished or Exemplary 78%

Results indicated a need for improvement in 1 of the 3 program outcomes. Results revealed that 71% students had surpassed a beginning level of knowledge on Performance Indicator 1.A., 50% on Performance Indicator 1.B, and 78% on Performance Indicator 1.C.

Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Survey collection results indicated students' confidence levels were:

Results:

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?

Strongly Agree 35%

Neutral 61%

Strongly Agree + Neutral = 96%

2. How confident do you feel that you can interpret macroeconomic indicators such as GDP, inflation, and unemployment?

Strongly Agree 19%

Neutral 71%

Strongly Agree + Neutral = 90%

3. How confident are you that you can identify factors affecting international trade and finance?

Strongly Agree 29%

Neutral 60%

Strongly Agree + Neutral = 96%

In full disclaimer, the faculty member thought that the survey had been set up with 4 indicators rather than 3. The fact that only 3 indicators were used was discovered only after some students had submitted the survey so that the faculty member could not change it. Therefore, the results are likely poor indicators of student confidence levels.

Factors contributing to results include lack of time spent on basic macroeconomic indicators.

> Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

> None noted

E. Action Plans & Resources to Support Action

> Describe the action plans based upon findings and analysis.

> Results from the program outcome assessments indicate a need for improvement in coverage of Performance Indicator 1.B. The faculty member is retiring. If the faculty ever teaches the courses again as an adjunct, the faculty member will increase the time spent on understanding, and using the basic macroeconomic indicators covered in the class.

> Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

> No additional resources are needed to support this action.

A. Program Student Learning Outcome 2 & Performance Indicators

1. State the program outcome and indicators:

   Upon completion of the program, the student will illustrate pricing and product positioning choices made by businesses in a capitalistic economy.
   A. Calculate elasticities.
   B. Assess consumer choice and consumer behavior.
   C. Compare and contrast profit maximization under different market structures.

B. Reflection on Previous Summary's Action Plans and Budget Requests

Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

C. Assessment Methods

In which courses were direct assessments conducted?

How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

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

Who analyzed the results?

D. Results, Summary, & Analysis

Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

E. Action Plans & Resources to Support Action

Describe the action plans based upon findings and analysis.

Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

A. Program Student Learning Outcome 3 & Performance Indicators

1. State the program outcome and indicators:
   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.

B. Reflection on Previous Summary's Action Plans and Budget Requests

Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

A new challenge faced this year was that of scheduling. It seemed that this course had more students missing more class days than usual. While most were excused absences due to campus activities or legitimate illness and injury, it did change the pace of the class. We moved forward as scheduled, but offered additional classroom time with the instructor to work on homework problems and class assignments.
No budgetary issues were requested or noted.

C. Assessment Methods

In which courses were direct assessments conducted? ACCT 2103 Financial Accounting

How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the 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.

Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was 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)

Who analyzed the results? Hali Repass

D. Results, Summary, & Analysis

Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

14 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: 14% (2) Accomplished: 21% (3) Exemplary: 64% (9)	86% of 14 students (Threshold 70%)

B. Illustrate the application of double entry accounting systems utilizing debits and credits.	Beginning: 7% (1) Developing: 14% (2) Accomplished: 21% (3) Exemplary: 57%(8)	79% of 14 students (Threshold 70%)
C. Analyze business transactions and impact on organizational accounts.	Beginning: 14% (2) Developing: 14% (2) Accomplished: 14% (2) Exemplary: 57% (8)	71% of 14 students (Threshold 70%)

Results were favorable, thus indicating that overall the students' knowledge was proficient 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 79% of students had met or passed the threshold level for Performance Indicator B. Performance Indicator C was also at 71%, which was higher than expected as the content difficulty level had increased. The program outcome was met based on the above data.

Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

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?
   [14 total: R1(14) – R2(0) – R3(0) – R4(0)]
2. How confident do you feel to debit and credit accounts appropriately?
   [14 total: R1(12) – R2(2) – R3(0) – R4(0)]
3. How confident to you feel about analyzing a given set of business transactions and their impact on the organizational accounts?
   [14 total: R1(12) – R2(1) – R3(1) – R4(0)]

- 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.

Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

The culmination of direct and indirect results points to exactly the conclusion that was drawn by the instructor informally through interaction without any type of data. This was viewed as favorable by the analyzer because the students' verbal discussions inside the classroom were reflected on their ability on the direct measure, and also on their confidence levels on the indirect measures.

E. Action Plans & Resources to Support Action

Describe the action plans based upon findings and analysis.

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

Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

No additional resources are needed to support this action.

A. Program Student Learning Outcome 4 & Performance Indicators

1. State the program outcome and indicators:

   Upon completion of the program, the student will classify manufacturing costs to physical flows of inputs as they develop into outputs.
   A. Evaluate the four major financial statements to create meaningful organization data necessary for documentation.
   B. Assess production methods and various impacts on costing methods.
   C. Evaluate a company's master budget to direct the achievement of strategic goals.

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?
   No improvements, challenges, or adjustments to note at this time as the outcome will begin assessment processes in Fall 2025.

C. Assessment Methods

3. In which courses were direct assessments conducted? ACCT 2203 Managerial Accounting

4. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?
   The Business Division faculty members have chosen to assess the outcomes based on the students' performance on question #16 on the chapter five exam. The question will include data needed to complete the COGS portion of a master budget, thereby requiring an application of topics such as budgeting, production, costing, and integration of strategic goals.
   The direct measures to be used include: evaluation of the four major financial statements, assessment of production methods and correlating effects to costing, and evaluation of master budgets to achievement of strategic goals.
   Assess production methods and various impacts on costing methods.

5. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

       None noted at this time.

6. Who analyzed the results? Hali Repass

D. Results, Summary, & Analysis

7. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*
       N/A

8. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*
       N/A

9. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?
       None noted at this time.

E. Action Plans & Resources to Support Action

10. Describe the action plans based upon findings and analysis.
       No action plans at this time as assessment for this outcome has not started yet.

11. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.
       No resources noted at current time.

Academic Program Annual Summary

Academic Program: Computer Information Systems (CIS)

Academic Year: 2025

A. Program Student Learning Outcome 1 & Performance Indicators

- Upon completion of the program, the student will build a program in an industry standard programming language.
    - *Performance Indicators*
        - Identify common programming nomenclature
        - Demonstrate efficient programming structure
        - Troubleshoot syntax errors

B. Reflection on Previous Summary's Action Plans and Budget Requests

1. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

- In the assessed course, indirect measures have been implemented to align with the direct measures, and their results will be analyzed in detail in the result summary. These indirect measures will provide deeper insights into the relationship between students' perceived understanding and their actual comprehension of the course content.

C. Assessment Methods

In which courses were direct assessments conducted?

- Direct Assessment Course: (CS-1333-6067) Programming II

How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

The Technology faculty members chose to base assessment on the students' performance on the course capstone project. The project consists of students creating a word processor using the C# programming language. This project will require students to meet all of the performance indicators for this outcome. The following are

the courses and number of students completing the direct measure:

Programming 2 Final Rubric
(Word Processor)

	Obj	Exemplary	Accomplished	Developing	Beginning
Design Logic	A,B	The code is extremely efficient without sacrificing readability and functionality	The code is fairly efficient without sacrificing readability and functionality	The code is functional but unnecessarily long	The code is bulk and is patched together.
Required Specifications		Program displays more than expected	Program displays expected output	Program displays minimally expected output	Program does not display the required output
Documentation	C	Program is well documented throughout	Program has an adequate number of comments	Program has minimal number comments	Program has very few comments
User Login	A,B	Login Form allows for additional users to be added	Login Form limits access to authorized logins	Login Form single login functionality	Login Form without functionality
Word Processing Form		Word Processing Form with additional functionality	Word Processing Form with complete universal standard functionality	Word Processing Form with basic functionality	Word Processing Form with limited functionality
File Options	A,C	New, Open and Save options with file type and filters and Autosave functionality	New, Open and Save options with file type and filters	New, Open and Save options are functional	New and Open file options are functional
Font Control Options		Font controls on toolbar for document and selected text	Font controls in main menu and popup menu for document and selected text	Font controls in main menu for document and selected text	Font controls in main menu for document
Encryption/Decryption	A,B	Decrypts document when opening by file name shift bit	Encrypt and Decrypt a Document with user determined bit shift	Encrypt and Decrypt a Document	Encrypt a document
Word Count	A,B	Word Counts formula and displays a word count on the taskbar	Counts spacing within the document and displays a word count on the taskbar	Counts characters within a document and displays a word count on the taskbar	Displays a word count on the taskbar not functional
Tally Mark		II	III		
Total					

A: Identify common programming nomenclature
B: Demonstrate efficient programming structure
C: Troubleshoot syntax errors

o The Technology faculty members developed the evaluation rubric that was utilized by the faculty of the courses assessed. The evaluation rubric has multiple areas to evaluate the program indicators as expressed by the course objectives. The faculty chose a 70% threshold for student performance demonstrating the "Accomplished" level competency. Since this was the first time using an item analysis of questions pertaining to a learning outcome, 70% was chosen to gather baseline data. This threshold may go up or down in the future once a baseline is established

2. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?
o The indirect measure employed a survey that prompted students to rate their confidence level for each of the course's performance indicators.
o Students Survey questions
   o I feel confident identifying common programming nomenclature.
   o I feel confident demonstrating efficient programming structure.
   o I feel confident troubleshooting syntax errors.

3. Who analyzed the results?
o Tommy Smith lead instructor for the Computer Information Systems Degree

D. Results, Summary, & Analysis

4. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

   Direct Measure Method: Performance Project (Capstone)

   PI A: Identify common programming nomenclature – 100% of 8 students proficient/excellent

   PI B: Demonstrate efficient programming structure – 100% of 8 students proficient/excellent

   PI C: Troubleshoot syntax errors – 100% of 8 students proficient/excellent

   o The threshold was met with eight students taking part in the final project, with all demonstrating proficiency or excellence in identifying common programming nomenclature. Similarly, every student achieved proficiency or excellence in Demonstrating efficient programming structure and in troubleshooting syntax errors.

5. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

   o The indirect measure results were invalid due to a survey design flaw. The Likert scale was shown as to students as "Option 1, Option 2..." rather than "Strongly Disagree, Disagree, Agree, Strongly Agree."

6. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

   o Due to the indirect measure error, no correlation between direct and indirect measure could be concluded.

E. Action Plans & Resources to Support Action

7. Describe the action plans based upon findings and analysis.

   o Although the direct measure was achieved, we plan to update the curriculum to align with current industry trends, necessitating revisions to course content, lecture videos, and lecture notes.

8. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

   o   The only resource requested is the renewal of the video capture software license, which enables recording lectures and capturing high-definition screen content, allowing students to review code displayed on the computer.
        o   Camtasia Create $250

A. Program Student Learning Outcome 2 & Performance Indicators

- Upon completion of the program, the student will demonstrate the design of fundamental networks.
    - *Performance Indicators*
        - Identify standard components of a network.
        - Recognize and correct networking faults.
        - Define IP Address structure.

B. Reflection on Previous Summary's Action Plans and Budget Requests

9. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

- This year indirect measures have been introduced to complement direct measures, with their outcomes to be thoroughly examined in the results summary. These indirect measures will offer greater insight into the connection between the students' perceived understanding and their true grasp of the course material.

C. Assessment Methods

10. In which courses were direct assessments conducted?

- Direct Assessment Course: CS 2213 3490 Networking II

11. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

- The Technology faculty members chose to base assessment on the students' performance on the network construction lab and lab documentation. The outcome of the lab and documentation will be evaluated based on the following scale with 85% of the students performing advanced or higher.

Exceptional	Advanced	Competent	Developing	Beginning
student answers 90% or higher of the question correctly	student answers 80% to 90% of the question correctly	student answers 70% to 80% of the question correctly	student answers 60% to 70% of the question correctly	student answers fewer than 60% of the question correctly

12. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

- The indirect measure employed a survey that prompted students to rate their confidence level for each of the course's performance indicators.
- Students Survey questions
    - Do you feel you could explain and apply advanced network concepts?
    - Do you feel that you could apply concepts of an ethernet network?
    - Do you feel like you could install a working network?
    - Do you feel like you could apply IP addresses to a network?
    - Do you feel like you can now properly secure a network?

13. Who analyzed the results?

- Tommy Smith lead instructor for the Computer Information Systems Degree
- Josh Burris lead instructor for the Cyber Security Degree

D. Results, Summary, & Analysis

14. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

    Direct Measure Method: Performance (Network Construction Lab & Documentation)

    PI A: Identify standard components of a network – 6 of 6 enrolled students built functioning networks, but only 4 of 6 (67%) documented accurately (below 85% threshold)

    PI B: Recognize and correct networking faults – Performance weaker in documentation phase

    PI C: Define IP Address structure – Evidence present, but weaker than expected

- The observed performance of 67% fell short of the anticipated 85% benchmark. All students in the network creation lab successfully built a network that met the assignment's requirements, but they faced challenges with accurate documentation.

15. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Student confidence varied across skills:

• 50% (3 of 6) confident explaining advanced network concepts (Below 85% threshold)

• 100% (6 of 6) confident applying Ethernet and installing networks

• 83% (5 of 6) confident applying IP addresses and securing networks (Below 85% threshold)

○ The indirect measure data reveals a varied level of student confidence across different networking skills. While only 50% of students felt confident explaining advanced network concepts, indicating a need for enhanced focus on theoretical understanding, all students (100%) expressed confidence in applying Ethernet network concepts and installing a working network, demonstrating strong practical proficiency in these areas. Additionally, 83% of students felt confident in applying IP addresses and securing a network, reflecting solid competence in these critical technical skills

16. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

○ Both the direct and indirect findings suggest that while hands-on application is a strength, further instructional support is needed to boost confidence in articulating complex network concepts.

E. Action Plans & Resources to Support Action

17. Describe the action plans based upon findings and analysis.

○ Extra writing tasks will be incorporated to enhance confidence in explaining complex network concepts.

18. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

○ No additional resources are required for the plan of action

A. Program Student Learning Outcome 3 & Performance Indicators

- Upon completion of the program, the student will apply design techniques to multiple media formats.
  - *Performance Indicators*
    - Apply industry-standard design techniques.
    - Create media free of common errors in design.
    - Create media that clearly communicates information to the intended audience

B. Reflection on Previous Summary's Action Plans and Budget Requests

19. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

- To align with contemporary website design trends, we integrated responsive design principles. The inclusion of new material necessitated a faster-paced curriculum, requiring students to undertake more independent work.

C. Assessment Methods

20. In which courses were direct assessments conducted?

- Direct Assessment Course: CS 2243 Section: 6236 Internet Programming

21. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

- Measure: Online Store Design - In this project, students create a website storefront that sells fictional Spy Equipment at wholesale prices. The storefront design should be targeted to the demographic of the site and the type of information that the site should provide. The design of the site should be professional with a combination of text and media content.
- Data Collection/Evaluation Tool: Program Outcome Rubric
- Expected Performance Level: Accomplished/exemplary
  - Threshold: 85% of the students; work will meet the expected performance level for each performance indicator.

Criteria	4 - Excellent	3 - Proficient	2 - Developing	1 - Needs Improvement
Apply Industry-Standard Design Techniques	The website demonstrates **strong adherence to industry best practices**, including **consistent visual hierarchy, responsive design, and accessibility compliance** (e.g., proper use of contrast, alt text for images). The navigation is **intuitive and user-friendly**, ensuring smooth usability across devices.	The website **mostly follows** industry standards, with good use of design principles such as **grid alignment, color balance, and typography**. Navigation is clear but may have **minor usability issues**.	The website **shows some understanding** of design techniques but has **inconsistent spacing, typography, or layout**. Navigation may be **confusing or cluttered**, making it harder for users to interact effectively.	The website lacks adherence to industry design standards, displaying **poor visual hierarchy, inconsistent formatting, and unclear navigation**. Accessibility is largely **ignored**, making the site difficult to use.
Create Media Free of Common Errors in Design	All media elements (images, videos, graphics) are **high quality, properly formatted, and optimized for web display**. There are **no pixelation issues, broken links, or slow-loading elements**. File types and compression settings are used appropriately.	Media is **generally well-formatted** and properly integrated, but **one or two minor issues** exist, such as **slightly stretched images, minor resolution problems, or inconsistent file formats**.	Several media elements **show noticeable errors**, such as **pixelation, improper aspect ratios, or slow-loading files** that affect usability and professionalism.	Media elements contain **multiple critical errors**, such as **broken links, unoptimized images, poor resolution, or incorrect file types**, making the website look unprofessional.
Create Media That Clearly Communicates Information to the Intended Audience	The website's media (images, videos, icons) are **highly effective in conveying the intended message**. All content is **relevant, engaging, and enhances user understanding**. Text is **clear, well-written, and accessible** to the target audience.	Media mostly supports the website's purpose, with **some minor clarity issues**. Most elements are well-selected but may have **small inconsistencies in message delivery** or **wording that could be refined**.	The website includes media, but it **does not always align well with the intended message**. Some elements may be **misleading, poorly placed, or irrelevant to the audience**.	The website's media is **unclear, confusing, or ineffective** in communicating information. The content is **disorganized, irrelevant, or difficult for the audience to interpret**.

22. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

o The indirect measure employed a survey that prompted students to rate their confidence level for each of the course's performance indicators.
o Students Survey questions
   o I feel confident applying industry-standard design techniques.
   o I feel confident creating media free of common errors in design.
   o I feel confident demonstrating industry-standard design principles.

23. Who analyzed the results?

o Tommy Smith lead instructor for the Computer Information Systems Degree

D. Results, Summary, & Analysis

24. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

    Direct Measure Method: Performance (Online Store Design Project)

    PI A: Apply industry-standard design techniques – 100% of 14 students proficient/excellent

    PI B: Create media free of common errors in design – 100% of 14 students proficient/excellent

    PI C: Create media that clearly communicates information – 100% of 14 students proficient/excellent

    o   The threshold was met with fourteen students taking part in the final project, with all demonstrating proficiency or excellence in applying standard design techniques. Similarly, every student achieved proficiency or excellence in producing media free of common design errors and in creating media that effectively communicated information.

25. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

    Survey of 10 students:

    • 80% confident applying industry-standard design techniques (Below 85% threshold)

    • 90% confident creating media free of common design errors

    •70% confident demonstrating industry-standard design principles (Below 85% threshold)

    o   In a survey of 10 students, 75% expressed confidence in applying industry-standard design techniques and demonstrating industry-standard design principles, while 88% felt confident in creating media free of common design errors. These indirect measures of design competence, though strong, fell slightly below the desired threshold of 85% agreement, suggesting room for improvement to meet the target standard.

26. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

- All students met the anticipated threshold on the direct measure, but only 75% achieved it on the indirect measure, suggesting that students' confidence in their acquired knowledge was lower than desired.

E. Action Plans & Resources to Support Action

27. Describe the action plans based upon findings and analysis.

- To enhance student designers' confidence in their knowledge, we will combine practical experience with constructive feedback. We intend to showcase student projects and encourage peer feedback to foster support and motivation.

28. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

- No additional resources are required for the plan of action

A. Program Student Learning Outcome 4 & Performance Indicators

- Upon completion of the program, the student will apply appropriate security practices to computing.
  - *Performance Indicators*
    - Give examples of security practices
    - Demonstrate implementation of appropriate security measures.
    - Security practices for file management.

B. Reflection on Previous Summary's Action Plans and Budget Requests

1. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

- This course SLO was not previously assessed so no improvements or adjustment have been made.

C. Assessment Methods

2. In which courses were direct assessments conducted?

- Direct Assessment Course: CS 1423 Information Security

3. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

- The Technology faculty members chose to base assessment on the students' performance on security practices test 3. The outcome of test will be evaluated based on the following scale with 85% of the students performing advanced or higher.

Exceptional	Advanced	Competent	Developing	Beginning
student answers 90% or higher of the question correctly	student answers 80% to 90% of the question correctly	student answers 70% to 80% of the question correctly	student answers 60% to 70% of the question correctly	student answers fewer than 60% of the question correctly

4. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?
- We currently do not have indirect measures for this outcome.

5. Who analyzed the results?

- Tommy Smith lead instructor for the Computer Information Systems Degree
- Josh Burris lead instructor for the Cyber Security Degree

D. Results, Summary, & Analysis

6. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

   PI A: Give examples of security practices – 10 of 10 enrolled students (100%) achieved advanced/exceptional (met 85% threshold)

   PI B: Demonstrate implementation of appropriate security measures – 100% met threshold

   PI C: Security practices for file management – 100% met threshold

- The direct measure met the 85% benchmark with all of the students meeting the advanced or exceptional criteria.

7. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

- o No indirect measures were collected for this outcome

8. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

- o We currently only have the direct measures, and they indicate that the course content is adequately covered.

E. Action Plans & Resources to Support Action

9. Describe the action plans based upon findings and analysis.

- o This course will transition to a fully online format in the fall, which is expected to boost enrollment. To address the collection of perceived knowledge we will add indirect measures that correspond to the outcome performance indicators.

10. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

- o No additional resources are required for the plan of action

Academic Program Annual Summary

Academic Program: Cybersecurity (CyS)

Academic Year: 2025

A. Program Student Learning Outcome 1 & Performance Indicators

- 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.

B. Reflection on Previous Summary's Action Plans and Budget Requests

1. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

- In the assessed course, indirect measures have been implemented to align with the direct measures, and their results will be analyzed in detail in the result summary. These indirect measures will provide deeper insights into the relationship between students' perceived understanding and their actual comprehension of the course content.

C. Assessment Methods

In which courses were direct assessments conducted?

- Direct Assessment Course: CS 1423 Information Security

How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

- The Technology faculty members chose to base assessment on the students' performance on the multiple-choice questionnaire. The outcome of the questionnaire will be evaluated based on the following scale with 85% of the students preforming advanced or higher.

Exceptional	Advanced	Competent	Developing	Beginning
student answers 90% or higher of the question correctly	student answers 80% to 90% of the question correctly	student answers 70% to 80% of the question correctly	student answers 60% to 70% of the question correctly	student answers fewer than 60% of the question correctly

2. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

o The indirect measure employed a survey that prompted students to rate their confidence level for each of the course's performance indicators.
o Students Survey questions
    o How confident do you feel you are at identifying threats to host computers and networks.
    o How confident do you feel you are at identifying common threats and appropriate countermeasures.
    o How confident do you feel you are at defining the scope of information security from data to physical

3. Who analyzed the results?
o Tommy Smith chairman of the Business and Technology Division
o Josh Burris lead instructor for the Cyber Security Degree

D. Results, Summary, & Analysis

4. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Direct Measure Method: Objective Test (Multiple-choice questionnaire)

PI A: Identify threats to host computers and networks – 89% of 9 students (8 of 9) advanced/exceptional

PI B: List common threats and appropriate countermeasures – 89% of 9 students (8 of 9) advanced/exceptional

PI C: Define the scope of information security – 89% of 9 students (8 of 9) advanced/exceptional

- o The threshold was met with eight of the nine or 89% of students taking part in the questionnaire demonstrating advanced or exceptional in all three performance I indicators.

5. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

   Survey results:

   • 71% (5 of 7) confident identifying threats to host computers/networks (Below 85% threshold)

   • 43% (3 of 7) confident identifying common threats/countermeasures (Below 85% threshold)

   • 86% (6 of 7) confident defining scope of information security

- o The indirect fell below the expected performance level with
  - o Threat Identification: 5 out of 7 students feel confident identifying threats to host computers and networks.
  - o Common Threats and Countermeasures: 3 out of 7 students feel confident identifying common threats and selecting appropriate countermeasures.
  - o Information Security Scope: 6 out of 7 students feel confident defining the scope of information security, encompassing data to physical aspects.
- o This suggests strong confidence in understanding the broad scope of information security, moderate confidence in identifying threats, and lower confidence in addressing specific threats and countermeasures.

6. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

- o All students achieved the expected threshold on the direct measure; however, only 43% felt confident addressing security threats according to the indirect measure, indicating lower-than-desired confidence in their acquired knowledge.

E. Action Plans & Resources to Support Action

7. Describe the action plans based upon findings and analysis.

- o Despite meeting the direct measure, we intend to transition the course to a fully online format and revise the curriculum to reflect current industry trends, requiring updates to course content, lecture videos, and notes.

8. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

o The sole resource requested is the renewal of the Camtasia Create video capture software license ($250), which facilitates recording lectures and capturing high-definition screen content, enabling students to review code displayed on the computer.

A. Program Student Learning Outcome 2 & Performance Indicators

- Upon completion of the program, the student will build a cybersecurity plan and policy.
    - Performance Indicators:
        - Identify threats based on a vulnerability survey.
        - Recognize the role of the CIA Triad in a universal cybersecurity plan and policy.
        - List appropriate password construction and authentication methods.

B. Reflection on Previous Summary's Action Plans and Budget Requests

9. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

- The indirect measures have been introduced to complement the direct measures, with their outcomes to be thoroughly examined in the results summary. These indirect measures will offer greater insight into the connection between students perceived and actual understanding of the course material. The measures were collected through a course survey with questions rated on a Likert scale ranging from strongly disagree to strongly agree.
    - I feel confident that I can identify threats to host computers and networks.
    - I feel confident in identifying common threats and appropriate countermeasures.
    - I feel confident that I can define the scope of information security from data to physical.

C. Assessment Methods

10. In which courses were direct assessments conducted?

- CS 1423 Information Security

11. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?
- The Technology faculty members chose to base assessment on the students' performance on the multiple-choice password questionnaire. The outcome of the questionnaire will be evaluated based on the following scale with 85% of the students performing advanced or higher.

Exceptional	Advanced	Competent	Developing	Beginning
student answers 90% or higher of the question correctly	student answers 80% to 90% of the question correctly	student answers 70% to 80% of the question correctly	student answers 60% to 70% of the question correctly	student answers fewer than 60% of the question correctly

12. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

o   The measures were collected through a course survey with questions rated on a Likert scale ranging from strongly disagree to strongly agree.
   o   I feel confident that I can identify threats to host computers and networks.
   o   I feel confident in identifying common threats and appropriate countermeasures.
   o   I feel confident that I can define the scope of information security from data to physical.

13. Who analyzed the results?

o   Tommy Smith chairman of the Business and Technology Division
o   Josh Burris lead instructor for the Cyber Security Degree

D. Results, Summary, & Analysis

14. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Direct Measure Method: Objective Test (Password questionnaire)

PI A: Identify threats based on a vulnerability survey – 83% of 6 students (5 of 6) advanced/exceptional (slightly below 85% threshold)

PI B: Recognize the role of the CIA Triad in a universal cybersecurity plan – 83% (5 of 6) (Below 85% threshold)

PI C: List appropriate password construction/authentication methods – 83% (5 of 6) (Below 85% threshold)

- Five out of six students who participated in the password questionnaire scored advanced or exceptional, falling slightly short of the faculty's 85% threshold.

15. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Survey results:

• 71% (5 of 7) confident identifying threats to host computers/networks (Below 85% threshold)

• 43% (3 of 7) confident identifying common threats/countermeasures (Below 85% threshold)

• 86% (6 of 7) confident defining scope of information security

- The indirect assessment was below the expected performance level:
    - 71% of students felt confident in identifying threats to host computers and networks.
    - 43% of students felt confident in identifying common threats and appropriate countermeasures.
    - 86% of students felt confident in defining the scope of information security, from data to physical aspects.

16. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

- The direct measure was nearly achieved with 83% of the students showing they have a strong understanding of cybersecurity planning and policies. However, the indirect measure was well below the desired outcome, suggesting that students lacked confidence in applying the knowledge gained in the course.

E. Action Plans & Resources to Support Action

17. Describe the action plans based upon findings and analysis.

- This course will transition to a fully online format in the fall, which is expected to boost enrollment. To address the issue of student confidence, we will provide more opportunities for students to demonstrate their security knowledge, thereby enhancing their confidence.

18. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

o No additional resources are required for the plan of action

A. Program Student Learning Outcome 3 & Performance Indicators

- 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.

B. Reflection on Previous Summary's Action Plans and Budget Requests

19. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

- Last year's results were achieved, and no improvements or changes were implemented.

C. Assessment Methods

20. In which courses were direct assessments conducted?

- Direct Assessment Course: CS 1113 Intro to Computer Forensics

21. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

- The Technology faculty members chose to base assessment on the students' performance on the report writing and testimony lab. The outcome of test will be evaluated based on the following scale with 85% of the students performing advanced or higher.

Exceptional	Advanced	Competent	Developing	Beginning
student answers 90% or higher of the question correctly	student answers 80% to 90% of the question correctly	student answers 70% to 80% of the question correctly	student answers 60% to 70% of the question correctly	student answers fewer than 60% of the question correctly

22. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the

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

- o We currently do not have indirect measures for this outcome.

23. Who analyzed the results?

- o Tommy Smith chairman of the Business and Technology Division
- o Josh Burris lead instructor for the Cyber Security Degree

D. Results, Summary, & Analysis

24. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

    Direct Measure Method: Performance (Report Writing & Testimony Lab)

    PI A: Define relationship between forensics investigations & CJ constraints – 100% of 7 students advanced/exceptional

    PI B: Construct file inventory & forensic report – 100% met threshold

    PI C: Give examples of privacy limitations in cybersecurity – 100% met threshold

- o The threshold was met with 7 students taking part in the report writing and testimony lab, with all demonstrating advanced or exceptional in writing factual report and testimony.

25. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

- o We have been revising this outcome and have not yet developed a method for indirect measures.

26. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

- o We currently only have the direct measures, and they indicate that the course content is adequately covered.

E. Action Plans & Resources to Support Action

27. Describe the action plans based upon findings and analysis.

- This course will transition to a fully online format in the fall, which is expected to boost enrollment. To evaluate student learning, we will implement indirect assessment measures that align with our outcome performance indicators.

28. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

- No additional resources are required for the plan of action

Academic Program Annual Summary

Academic Program: Digital Media Technology

Academic Year: 2024-2025

A. Program Student Learning Outcome 1 & Performance Indicators

1. State the program outcome and indicators:

   Upon completion of the program students will be able to demonstrate technical proficiency utilizing digital media tools and software for content creation.
   - A. Demonstrate mastery of editing within Adobe software including Premiere Pro, Photoshop and Lightroom.
   - B. Apply in-camera aperture techniques.
   - C. Construct a cohesive editing project.

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

   This will be the first cycle to assess this program.

C. Assessment Methods

3. In which courses were direct assessments conducted?

   DGMT -1613-2328 Digital Audio and Video Engineering

4. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

   The direct measure was the course's final project: a demo reel. A rubric was applied to assess. The expected performance level was that 75% would meet either Proficient (3) or Excellent (4). Nine students were assessed.

5. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the

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

The indirect measure used was a series of three questions, and the data collection tool was Google Forms. Students answered each by determining whether they were very confident, moderately confident, slightly confident, or not confident at all The questions were:

- How confident do you feel in your ability to plan and organize a video project, pre-post production?
- How confident do you feel in operating DSLR cameras and using cinematography techniques to capture visually effective footage?
- How confident do you feel in editing video projects using Adobe Premiere-Pro?

Expected Performance level: 80% will Indicate moderately confident or higher

6. Who analyzed the results?
   Jessica Hunt

D. Results, Summary, & Analysis

7. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

   - PI A: Content Selection & Curation: 67% of students scored either Excellent or Proficient. – Below/Progressing
   - PI B: Creativity & Originality: 100% of students scored either Excellent or Proficient. – Meets/Exceeds
   - PI C: Technical Execution, 89% of students scored either Excellent or Proficient. – Meets/Exceeds

   Overall, the outcome conclusion meets expectations with an overall 85%.
   However, there is room for improvement.

8. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

   Of the 8 students the indirect measure response form was sent out to, there were 6 responses. Question 1 was meets/exceeds, question 2 is below/progressing, and question 3 indicates meets/exceeds.

How confident do you feel in your ability to plan and organize a video project, pre-post production?
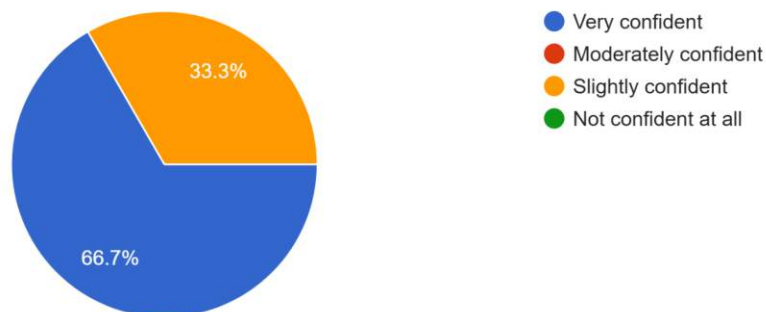
6 responses

- ● Very confident
- ● Moderately confident
- ● Slightly confident
- ● Not confident at all

100%

100% of students indicated very confident.

How confident do you feel in operating DSLR cameras and using cinematography techniques to capture visually effective footage?
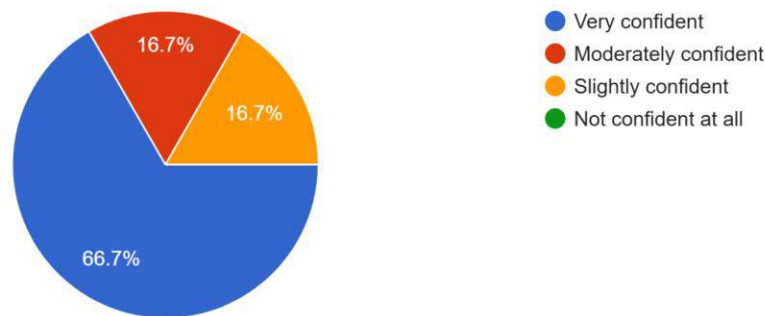
6 responses

- ● Very confident
- ● Moderately confident
- ● Slightly confident
- ● Not confident at all

33.3%

66.7%

67% of students indicated very confident.

How confident do you feel in editing video projects using Adobe Premiere-Pro?
6 responses

● Very confident
● Moderately confident
● Slightly confident
● Not confident at all

83% of students indicated moderately/very confident.
Overall, student perception is met, with room for improvement.

9. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

Direct results show strong performance in Creativity & Originality and Technical Execution, but Content Selection & Curation fell below expectations. This suggests students are technically and creatively capable, but need more support with organizing and curating content effectively.

Indirect results were mostly positive, with two out of three questions rated with moderate to high confidence.

Contributing Factors: A few students had poor attendance, which likely affected their understanding of key concepts. Additionally, courses could possibly use more regular formative assessments (like quizzes) to reinforce foundational knowledge.

Biggest Takeaways: I plan to spend more time reinforcing camera controls and technical concepts, and will introduce quizzes to help ensure comprehension. I will also incorporate more structured support for content planning to improve student outcomes in curation and organization.

E. Action Plans & Resources to Support Action

10. Describe the action plans based upon findings and analysis.

To address the identified gaps and improve overall student outcomes, I will implement the following action plans:

- **Introduce Quizzes** on camera controls and foundational technical concepts to reinforce learning and assess comprehension throughout the semester.
- **Encourage More Diverse Content Creation** by assigning a wider range of project themes and genres, ensuring that students explore varied styles and formats. This will help students build more dynamic, curated demo reels that reflect a broader range of skills and creative approaches.

These strategies aim to strengthen both the technical and creative aspects of student work while ensuring their final portfolios represent a well-rounded body of work.

11. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

Academic Program Annual Summary

Academic Program: HPER

Academic Year: 2024-2025

A. Program Student Learning Outcome 3 & Performance Indicators

1. State the program outcome and indicators:
    PO 3. Upon completion of the program, the student will demonstrate basic treatments of common injuries/illnesses
    A. Identify common injuries/illness
    B. List the steps of common injury/illness assessment
    C. Choose basic treatments for common injuries/illness

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

    No resource or budget requests were made during the previous assessment cycle. However, despite operating within existing institutional resources, notable improvements were observed.

C. Assessment Methods

3. In which courses were direct assessments conducted? *HPER-2103-2352*

4. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?
    > *1 question was chosen from a Lower extremity exam that was considered specific enough to assess the performance indicator for Program Outcome #3, Performance indicator B.*
    > > *"Describe the acronym H.O.P.S and explain each step"*
    > > *Scored based off of a rubric with the following categories*
    > > *Correctly list what H.O.P.S. stands for*
    > > *List an explanation of each step of H.O.P.S*
    > > *Each of the categories were scored based on a scale of 1-4*
    > > *Category 1*
    > > *1- one of the terms is correctly listed*

2- two of the terms are correctly listed
3- three of the terms are correctly listed
4- four of the terms are correctly listed
Category 2
1- one of the definitions is correctly listed
2- two of the definitions are correctly listed
3- three of the definitions are correctly listed
4- four of the definitions are correctly listed
Makes a possible total of 8 points

The 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.

19 out of 20 students met the outcome threshold scoring 6 or above.
1 out of 20 students did not meet the threshold.

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.

17 out of 20 students met the outcome threshold scoring 14 or above.
3 out of 20 students did not met the outcome threshold

Lower Extremity Exam question (HOPS): 19/20 Correct Responses =95%
Ankle taping rubric: 17/20 = 85%
The outcome conclusion is a total 90% of students met the program outcome.

5. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was 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- 0%
3) confident- 60%
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- 10%
3) confident- 70%
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- 10%
3) confident- 40%
4) extremely confident- 50%

6. Who analyzed the results?
   Analysis performed by program faculty, Chelsie Barnes and Bill Carroll.

D. Results, Summary, & Analysis

7. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

   To assess HPER Program Outcome #3, two direct measures were used: a targeted exam question and a practical skills rubric.

   Performance Indicator B:
   A question from the Lower Extremity exam was selected to assess Performance Indicator B: "Describe the acronym H.O.P.S and explain each step." Student responses were evaluated using a rubric that measured their ability to correctly list the H.O.P.S. acronym and explain each component. A total of 8 points was possible, and the expected performance level was set at 6/8. Out of 20 students, 19 met or exceeded the threshold,

yielding a 95% success rate. This clearly exceeds the program's expected benchmark of 75%.

Performance Indicator C:
To assess Performance Indicator C: "Choose basic treatments for common injury/illness," students completed an ankle taping practical scored using a 20-point rubric across 10 performance categories. The threshold was set at 14/20. Of the 20 students assessed, 17 met or exceeded the benchmark, with 3 falling below. This equates to an 85% success rate, which also exceeds the expected threshold of 75%.

Summary and Outcome Conclusion:
Overall, 90% of students met the program outcome, demonstrating strong comprehension and performance across both assessment measures. The outcome meets/exceeds expectations. The results reflect effective instruction and curricular alignment for Program Outcome #3. Improvements made in the assessment process—such as adjustments to the ankle taping rubric and time expectations—appear to have positively impacted student performance and provided a more accurate representation of learning outcomes.

8. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

To assess HPER Program Outcome #3 using indirect measures, students completed a self-assessment survey that measured confidence in their ability to perform key course competencies. The survey consisted of four questions aligned with the performance indicators. Each question allowed students to rate their confidence on a 4-point scale: 1 = Not Confident, 2 = Neutral, 3 = Confident, 4 = Extremely Confident.

The expected performance level was set at 75% of responses being "Confident" or "Extremely Confident" for each question.

Results:

Question 1: Confidence in identifying and describing each step of H.O.P.S
   - Confident: 60%
   - Extremely Confident: 40%
   → Total at or above threshold: 100%

Question 2: Confidence in identifying signs and symptoms of an ankle sprain
   - Confident: 80%
   - Extremely Confident: 10%
   → Total at or above threshold: 90%

Question 3: Confidence in taping an ankle
   - Confident: 70%
   - Extremely Confident: 20%
   → Total at or above threshold: 90%

Question 4: Confidence in listing and performing steps of OBU
   - Confident: 40%
   - Extremely Confident: 50%
   → Total at or above threshold: 90%

Summary and Outcome Conclusion:

The indirect measures met or exceeded the 75% confidence threshold. This indicates that students perceive themselves as well-prepared in the key competencies associated with Program Outcome #3, specifically in injury assessment (H.O.P.S), identifying injury symptoms, and performing basic treatment skills such as ankle taping and OBU steps.

These results reflect positively on both the content delivery and skill acquisition throughout the course. Based on the data collected, the indirect measure meets/exceeds the expected performance level for this outcome cycle. No modifications to the confidence threshold are recommended at this time, as students consistently demonstrated self-assessed preparedness aligned with program expectations.

9. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

   Both the direct and indirect measures for Program Outcome #3 demonstrated strong student performance, with 90% of students meeting or exceeding expectations on direct measures and each survey item on the indirect measure surpassing the 75% confidence threshold.

   Several factors contributed to these results. The use of clearly defined rubrics aligned with specific performance indicators ensured consistent and objective evaluation of student skills. Curricular adjustments, such as revising the ankle taping rubric and allowing a more reasonable time frame for completion, helped create a more accurate and fair assessment environment. In addition, instructional delivery was well-aligned with the intended learning outcomes, providing students with ample practice opportunities and reinforcing essential concepts. The establishment of clear performance expectations—both in assessment criteria and threshold targets—also likely played a role in student success by giving learners a transparent understanding of what was required.

The biggest takeaways from this assessment cycle include the strong alignment between perceived confidence and actual performance, indicating that students not only met expectations but felt prepared to do so. The data also highlights the positive impact that minor adjustments in assessment structure and instructional timing can have on student outcomes. Going forward, maintaining a responsive and reflective approach to course design and assessment practices will be key in sustaining these positive results and further strengthening student achievement.

E. Action Plans & Resources to Support Action

10. Describe the action plans based upon findings and analysis.

    Based on the findings and analysis from this assessment cycle, the program will maintain the current instructional strategies and assessment tools, as they have proven effective in supporting student success. The recent adjustments made to the ankle taping rubric—including more realistic time expectations and clearer performance criteria—will be kept in place and monitored to ensure they continue providing accurate and fair evaluations of student skills. Although students performed well on the H.O.P.S. assessment, the program will continue to emphasize injury assessment concepts early and consistently throughout the course to reinforce foundational knowledge. Additionally, the program will seek to enhance skill-based learning opportunities by increasing hands-on practice time and incorporating peer feedback sessions, particularly for more complex tasks like taping. Finally, program faculty will meet at the end of the course to review all assessment data collaboratively and identify any further refinements that could improve instruction, scheduling, or student support. These action steps aim to sustain positive outcomes while fostering continuous improvement in teaching and learning.

11. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a 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.

Academic Program Annual Summary

Academic Program: Health Sciences (Nursing)

Academic Year: 2024-2025

A. Program Student Learning Outcome 1 & Performance Indicators

1. State the program outcome and indicators:

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.

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

We used the same measures as in the previous year. It worked well and assessed the data we were wanting to capture well. There were no resource or budget requests.

C. Assessment Methods

3. In which courses were direct assessments conducted?

Direct assessments were conducted in the 4th semester nursing course, NUR2219.

4. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the 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 assessed 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 51.

5. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was 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. 25 of 51 students responded to the survey.

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?

6. Who analyzed the results?

Rebecca Sanders, Director of Nursing Education

D. Results, Summary, & Analysis

7. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*
The expected level of achievement was that 90% of students would achieve Fair/Good.

Analysis of the data:

PI A: Assessment: 100% of 51 students achieved fair/good.

PI B: Prioritization: 100% of 51 students achieved fair/good.

PI C: Implementation: 100% of 51 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.

8. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Indirect data:

The expected level of performance was that 90% of the students surveyed would indicate a rating of 4-5 well/very well.

25 of 51 students responded to the survey. CASC Nursing met the expected level of performance of 90% in each area.

The survey consisted of the following questions:

- 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?

92% of students achieved very well/well.

Very well (5/5):   19/25= 76%
Well (4/5):   4/25= 16%

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

92% achieved very well/well.

Very well (5/5):   21 /25= 84%
Well (4/5):   2/25= 8%

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

96% achieved very well/well

Very well (5/5):   21/25= 84%
Well (4/5): 3/25= 12%

The Nursing program met the expected level of performance for the indirect measures. The Nursing faculty does a great job teaching all the elements listed in the indirect measures. The cohort the data was obtained from are 4th semester students that we would expect to do very well at this point in the program as they get ready to graduate. The Clinical Judgment Tool is used in every semester program wide.

9. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

The results reflect that all expected levels of achievement were met. The Nursing program met the expected level of performance for the indirect measures. The Nursing faculty does a great job teaching all the elements listed in the indirect measures. The cohort the data was obtained from are 4th semester students that we would expect to do very well at this point in the program as they get ready to graduate. The Clinical Judgment Tool is used in every semester program wide.

E. Action Plans & Resources to Support Action

10. Describe the action plans based upon findings and analysis.

The action plan is to continue what we currently do as it is working. However, we always strive to continue to improve what we do each semester.

11. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

There are no resources or budget needed.

A. Program Student Learning Outcome 2 & Performance Indicators

1. State the program outcome and indicators:

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.

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

We used the same measures as in the previous year. It worked well and assessed the data we were wanting to capture well. There were no resource or budget requests.

C. Assessment Methods

3. In which courses were direct assessments conducted?
   Direct assessments were conducted in the 4th semester nursing course, NUR2219.

4. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the 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, a tally sheet, and the summative evaluation 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 assessed 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 assessed the Program Indicator B by students interviewing and assessing patients. Students must analyze cues to develop a plan of care for patient problems.

The rubric assesses Program Indicator C by students documenting how they demonstrated respect and acceptance of the patient during the planning of care process.

51 students were assessed.

5. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was 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 51 students and 25 of 51 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?

6. 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.

D. Results, Summary, & Analysis

7. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

100% of 51 students achieved a Standard rating on the summative clinical evaluation.

100% of 51 students achieved a Fair/Good score on the Clinical judgement tool grading rubric.

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.

The indirect data supports the direct by reflecting that the students achieved anticipated results and they felt they were well prepared.

8. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Results of indirect data from the Clinical judgment tool grading sheet.

The expected level of performance was that 90% of the students surveyed would indicate a rating of 4-5 well/very well.

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

100% achieved very well/well

Very well (5/5): 46/51= 90%	
Well (4/5): 5/51= 10%	

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

100% of students achieved very well/well.

Very well (5/5): 46/51= 90%	
Well (4/5): 5/51= 10%	

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

100% of students achieved very well/well.

Very well (5/5): 46/51= 90%	
Well (4/5): 5/51= 10%	

The surveys reflect that CASC Nursing met the expected level of outcome as evidenced by 100% of the 25 students who completed the surveys providing very well/well ratings.

9. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

Direct data:

The expected level of performance was that 90% of the students surveyed would indicate a rating of 4-5 well/very well.

Analysis of the data:

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.

Indirect data:

25 of 51 students responded to the survey. CASC Nursing met the expected threshold level of 90%.

E. Action Plans & Resources to Support Action

10. Describe the action plans based upon findings and analysis.

The action plan is to continue what we currently do as it is working. However, we always strive to continue to improve what we do each semester.

11. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

There are no budget requests. The resources needed are only the faculty providing the education and grading for the students.

A. Program Student Learning Outcome 3 & Performance Indicators

1. State the program outcome and indicators:

Upon program completion, the student will evaluate plans of care to determine achievement of patient goals.

1. Evaluate the effectiveness of interventions

2. Evaluate patient responses to designated goals.

3. Demonstrate critical thinking in the evaluation process.

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

We used the same measures as in the previous year. It worked well and assessed the data we were wanting to capture well. There were no resource or budget requests.

C. Assessment Methods

3. In which courses were direct assessments conducted?
   Direct assessments were conducted in the 4th semester nursing course, NUR2219.

4. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the 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, a tally sheet, and the summative evaluation 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. Evaluate the effectiveness of interventions
- B. Evaluate patient responses to designated goals.
- C. Demonstrate critical thinking in the evaluation process.

The Clinical Judgment tool assessed the Program Indicator A by evaluating students ability to evaluate their work. They have to reflect on the interventions they chose for their patient and how effective they were. This is followed up with the concept of how they could improve next time.

The Clinical Judgment tool assessed the Program Indicator B by students interviewing and assessing patients for their therapeutic response to interventions. Students must be able to determine the effectiveness of the interventions to determine the therapeutic effects of care provided.

The rubric assesses Program Indicator C by students being able to demonstrate critical thinking in the selection of interventions based on specific needs of their individual clients and developing new/revised interventions to best meet their patient's needs.

5. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?
   The indirect measure survey questions were:
- How well do you perceive CASC Nursing prepared you to evaluate the effectiveness of interventions?
- What is your perception of how well CASC Nursing prepared you to evaluate patient responses to designated goals?
- What is your perception of how well CASC Nursing prepared you to demonstrate critical thinking in the evaluation process?

A survey was provided to all 51 students, of which 25 responded (25/51). Performance level/threshold: 90% will achieve very well/well rating.

6. 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.

D. Results, Summary, & Analysis

7. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

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. Evaluate the effectiveness of interventions.
- B. Evaluate patient responses to designated goals.
- C. Demonstrate critical thinking in the evaluation process..

The Clinical Judgment tool assessed the Program Indicator A by evaluating the effectiveness of the students chosen individualized interventions. This information is crucial to the development of individualized plans of care.

The Clinical Judgment tool assessed the Program Indicator B by evaluating the therapeutic responses of patients to the designated interventions. Patients are a good source to determine if the interventions were well thought out and executed in the most therapeutic manner.

The rubric assesses Program Indicator C by assessing how students demonstrated critical thinking in the evaluation process. This helps students to be able to revise or refine interventions to best meet patients' needs.

100% of 51 students achieved a Standard rating on the summative clinical evaluation.

100% of 51 students achieved a Fair/Good score on the Clinical judgement tool grading rubric.

8. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

   Results of indirect data from the Clinical judgment tool grading sheet.

1. How well do you perceive CASC Nursing prepared you to evaluate the effectiveness of interventions?

100% achieved very well/well.

Very well (5/5):	45/51= 88%
Well (4/5):	6/51= 12%

2. What is your perception of how well CASC Nursing prepared you to evaluate patient responses to designated goals?

100% of students achieved very well/well

Very well (5/5):   48/51= 94%
Well (4/5): 3/51= 6%

3. What is your perception of how well CASC Nursing prepared you to demonstrate critical thinking in the evaluation process?

100% of students achieved very well/well.

Very well (5/5):   47/51= 92%
Well (4/5): 4/51= 8%

The surveys reflect that CASC Nursing met the expected level of outcome as evidenced by 100% of 51 students achieved very well/well ratings.

9. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

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:Evaluate the effectiveness of interventions: 100% of 51 students achieved fair/good.

PI B: Evaluate patient responses to designated goals: 100% of 51 students achieved fair/good.

PI C: Demonstrate critical thinking: 100% of 51 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.

25 of 51 students responded to the survey. CASC Nursing met the expected threshold level of 90%.

E. Action Plans & Resources to Support Action

10. Describe the action plans based upon findings and analysis.

The action plan is to continue what we currently do as it is working. However, we always strive to continue to improve what we do each semester.

11. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

There are no additional resources needed to support the action plan.

Academic Program Annual Summary

Academic Program: Occupational Safety and Health

Academic Year: SP 2025

A. Program Student Learning Outcome 2 & Performance Indicators

Upon completion of the program, the student will conduct a safety training required by OSHA.

A. Defines background of safety training topics
B. Explains importance of training topic.
C. Describes regulations related to Safety Topic
D. Describes the Approach to finding and fixing hazard
E. Summarizes Expectations of Workers

B. Reflection on Previous Summary's Action Plans and Budget Requests

1. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

   Curriculum Updates: Based on feedback from industry partners and students, we adjusted several core courses to emphasize risk management, safety leadership, and data analytics. These skills highly sought after in the field.
   Remote Learning Barriers: Adapting hands-on components for remote learning posed challenges in maintaining the quality of student engagement and practical experience.

C. Assessment Methods

2. In which courses were direct assessments conducted?
   OH&S 2333-6350; this is a two-part assignment. Part one (direct measure) is a recorded video. While part two (indirect measure) is a one-page self-reflection paper of the video.

3. How was the outcome assessed? Explain the direct measure(s) used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?
   80% of the students will show mastery with the related outcome. A rubric was used for all nine students. Students were required to conduct an eight-minute safety training

video for employees. 100% of students achieved accomplished/mastery on this assignment.

4. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

Indirect measure is for the students to write a self-critique paper as a follow up to the training video there created. This short summary is the student's perception of how they performed. 100% of students achieved accomplished/mastery on the second part to this assignment based on their own perception and completion of the assignment.

5. Who analyzed the results?
Kristi McConnell

D. Results, Summary, & Analysis

6. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)* *Meets/Exceeds*
7. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)* *Meets/Exceeds*
8. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

All nine students successfully completed an eight-minute safety training video, evaluated using a standardized rubric, ensuring consistency in grading and clearly defined expectations. As an indirect measure, students also submitted a self-critique paper reflecting on their performance. Notably, 100% of students achieved an "accomplished" or "mastery" level on this reflective component. Several factors contributed to these strong outcomes, including the real-world relevance of the assignment, the structured guidance provided by the rubric, and the opportunity for students to engage in critical self-reflection. This combination of practical application and reflective writing proved highly effective in reinforcing learning and promoting professional skill development. The results suggest that students not only understood the technical content but also demonstrated strong self-awareness and communication abilities, which are essential for roles in occupational safety and health.

E. Action Plans & Resources to Support Action

9. Describe the action plans based upon findings and analysis.
None at this time

10. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

I would like to add a safe driving section to this class. A safe driving course would greatly benefit safety and health students by reinforcing core principles of risk identification, hazard mitigation, and behavioral safety in real-world contexts. Driving is a daily activity that involves significant exposure to hazards such as distracted driving, fatigue, and unsafe road conditions making it a relevant example of occupational and public safety. By participating in such a course, students gain firsthand experience with how human behavior, environmental factors, and technology intersect to affect safety outcomes.

Additionally, many graduates of safety and health programs go on to work in industries like construction, manufacturing, logistics, and oil and gas sectors where fleet safety, transportation compliance, and vehicle operation are key concerns. A safe driving course enhances students' ability to develop, evaluate, and train others on fleet safety policies, DOT regulations, and incident prevention strategies. It also promotes a personal culture of safety, aligning with the broader goals of reducing injuries, fatalities, and liability in the workplace. In short, the course serves as both a practical skill-building opportunity and a strong addition to a well-rounded occupational safety education.

Academic Program Annual Summary

Academic Program: Pre-Elementary Education

Academic Year: 2024-2025

A. Program Student 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

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. Several actions have been taken in response to the 2023-2024 annual summary.

    A.   The previous summary indicated that pre-elementary education students struggled with content development. In response, Freshman Composition instructors will be meeting in the fall of 2025 to discuss what can be done to assist students in this area.
    B. The previous summary suggested the establishment of a writing center staffed by a full-time English tutor. A writing center is currently being developed in Ollie 1301, near the Academic Resource Center. The intent is for the center to be fully staffed and operational by Fall 2025.
    C. The previous assessment was based on spring data alone. The 2024-25 Annual Program Outcome Assessment Summary is based on data from both fall and spring semesters. This allows for a larger pool to assess.
    D. The questionnaire used for the 2024-25 indirect measure was emailed to students three weeks prior to the end of the semester rather than after the semester was complete, in order to ensure greater participation.

C. Assessment Methods

3. In which courses 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 Fall 2024 and Spring 2025 semesters.

4. How was the outcome assessed? Explain the direct measure used, the shared data collection tool, and the 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 15 students were assessed.

CARL ALBERT STATE COLLEGE ASSESSMENT RUBRIC
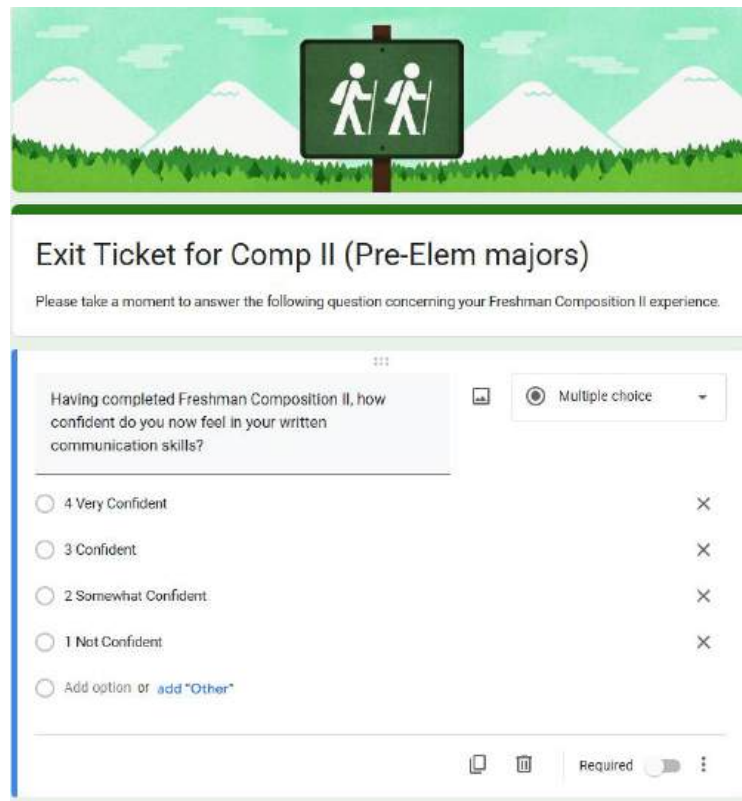
Pre-Elementary Education Outcome Assessment Date:
Outcome: Upon completion of the program, the student will communicate ideas effectively in a written format.

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.

5. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

- Pre-elementary majors completing ENGL 1213 Freshman Composition II in a course taught by a full-time faculty member Fall 2024/ Spring 2025 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 (see below) two weeks before finals 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 17 students surveyed, 6 responded.

Exit Ticket for Comp II (Pre-Elem majors)

Please take a moment to answer the following question concerning your Freshman Composition II experience.

Having completed Freshman Composition II, how confident do you now feel in your written communication skills?   Multiple choice

○ 4 Very Confident   ✕

○ 3 Confident   ✕

○ 2 Somewhat Confident   ✕

○ 1 Not Confident   ✕

○ Add option or add "Other"

                                          Required

6. Who analyzed the results?   Susan Hill

D. Results, Summary, & Analysis

7. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

While 17 Pre-elementary majors were enrolled in a section of ENGL 1213 taught by a full-time faculty member in Fall 2024/Spring 2025, only 15 students submitted the five-to-seven-page research paper used for assessment. The results, therefore, are based on the 15 who completed the assignment.

The rubric assessed four program indicators:
   A.   Address a specific purpose of writing
        11 of 15 students (73.3%) are at accomplished/exemplary

   B.   Demonstrate content development to support the purpose
        10 of 15 students (66.6%) are at accomplished/exemplary

   C.   Use appropriate supporting sources/evidence
        7 of 15 students (46.6%) are at accomplished/exemplary

   D.   Communicate content free of technical error
        11 of 15 students (73.3%) are at accomplished/exemplary

The data collected indicated that assessed pre-elementary education majors continue to struggle with written communication. While improvements were made from last year in the area of content development, percentages decreased in the appropriate use of sources with 53.4% assessed at developing or beginning levels.

Based on the results of the selected 15 students, the program outcome was "Below/Progressing."

8. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Of the six students responding to the distributed Google Form, four (66.6%) indicated feeling Very Confident or Confident in personal written communication skills after completing Freshman Composition II. The other two respondents indicated Somewhat Confident. The outcome fell short of meeting the 85% threshold, and is "Below/Progressing."

9. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

Even though AI made its debut the preceding year, students were more aware of the resource during the 2024-25 academic year. Instructors provide lectures on the ethical and unethical use of AI, but students still rely heavily on the software programs, which affects their overall grade on submissions.

Students are often aware they are too dependent on AI, making them less confident in their personal ability to communicate ideas effectively in a written format. Some indicate feeling less confident because Freshman Composition II is more focused on completing two research papers in two formatting styles and less focused on the step-by-step process for organizing ideas.

E. Action Plans & Resources to Support Action

10. Describe the action plans based upon findings and analysis.

In order to better equip Pre-Elementary Education majors to communicate ideas effectively in a written format, it may be beneficial to develop an ENGL Freshman Composition II cohort for them. While students could continue to take the instructor of their choice, they would be connected in a group chat where they can ask questions of one another and receive periodic reminders of resources available to them. During the second month of the semester, these students would be encouraged to attend a source-citing workshop hosted by CASC faculty members. The workshop will be hosted in the Writing Center so that students will develop a connection with this ongoing resource.

In addition, it will prove profitable to all students for Freshman Composition instructors to participate in a roundtable discussion, reevaluating the student learning objectives for writing courses in the wake of AI.

11. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

Work has begun on a Writing Center to be located on the third floor of the Ollie Center. The data collected on pre-elementary majors indicates supplemental instruction is needed; a full-time, professional tutor will certainly be a step in the right direction.

A. Program Student Learning Outcome 2 & Performance Indicators

1. Upon completion of the program, the student will communicate ideas effectively orally.

    A. Address a specific purpose of speaking
    B. Demonstrate content development to support the purpose
    C. Use appropriate supporting sources/evidence
    D. Communicate using visual and vocal cues

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. Highlight any improvements, challenges, or adjustments made. Describe any approved and implemented resource or budget requests. How did these resources impact student learning and the program outcome?

    Last year was the first year for the Pre-Elementary Education program to be assessed. The focus was on developing program outcomes and performance indicators, and only the first program outcome was assessed. During the 2024-2025 academic year, assessment of the second program outcome was added.

C. Assessment Methods

3. In which courses were direct assessments conducted?

    Direct assessments were conducted in all in-class and online sections of SPCH 1113 Introduction to Speech taught by full-time faculty in which pre-elementary majors were enrolled in the Fall 2024/Spring 2025 semesters.

4. How was the outcome assessed? Explain the direct measure used, the shared data collection tool, and the expected performance level/thresholds. How many students were assessed?

    - To demonstrate the ability to communicate ideas effectively orally, students were required to deliver a well-organized, three-to-five-minute speech, incorporating appropriate material and exhibiting strong visual and vocal cues.
    - 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 a selected speech in Introduction to Speech. 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 19 Pre-Elementary majors were identified.
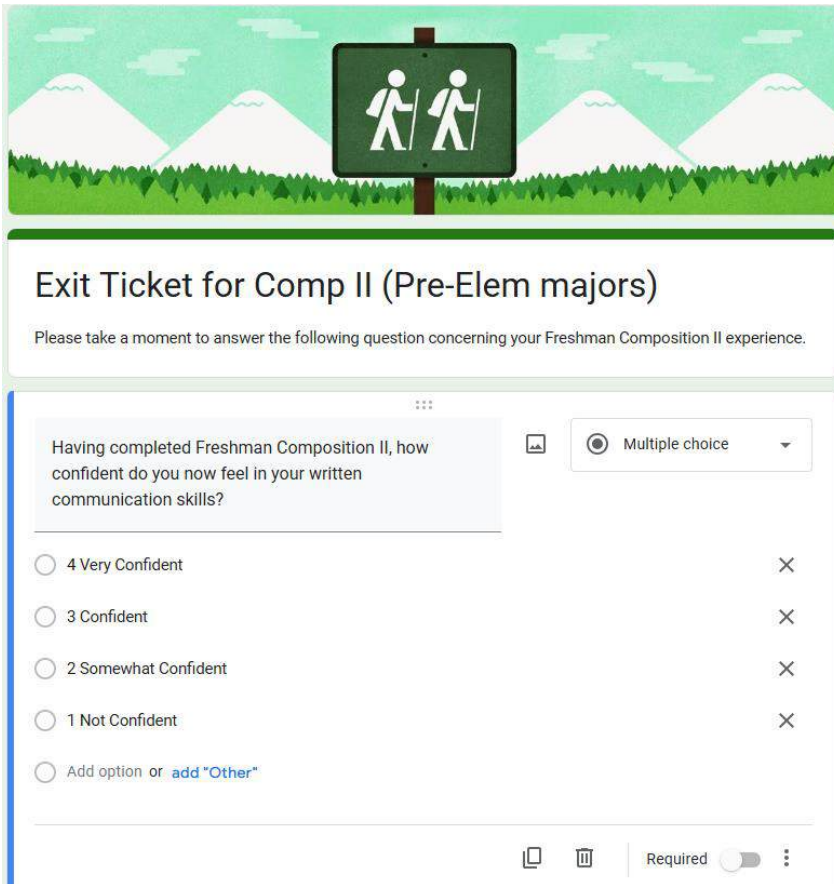
CARL ALBERT STATE COLLEGE ASSESSMENT RUBRIC

Pre-Elementary Education Outcome Assessment Date:

Outcome: Upon completion of the program, the student will communicate ideas effectively orally.

Performance Indicator	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)	Not Evident (0)	Score
Address purpose of speaking	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 verbal citations to develop ideas that are appropriate for the speech.	Demonstrates consistent use of credible, relevant sources and verbal citations to support ideas that are appropriate for the speech.	Demonstrates an attempt to use credible and/or relevant sources and verbal citations to support ideas that are appropriate for the speech.	Demonstrates an attempt to use sources to support ideas in the speech.		
Communicates using visual and vocal cues	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.		

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

5. Explain the indirect measure used to assess the outcome. What data collection tool and questions (if applicable) were used to assess the students' perception of mastery of the outcome? What was the expected performance level and related threshold(s)? How many students were assessed?

- Pre-elementary majors completing SPCH 1113 Introduction to Speech in a course taught by a full-time faculty member Fall 2024/ Spring 2025 were assessed concerning their confidence level as related to oral communication skills.
- To assess the students' perception of mastery of the outcome, each student received a Google form (see below) two weeks before finals with one question: Having completed Introduction to Speech, how confident do you now feel in your oral 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 19 students surveyed, 6 responded.

Exit Ticket for Comp II (Pre-Elem majors)

Please take a moment to answer the following question concerning your Freshman Composition II experience.

Having completed Freshman Composition II, how confident do you now feel in your written communication skills?

Multiple choice

○ 4 Very Confident ✕

○ 3 Confident ✕

○ 2 Somewhat Confident ✕

○ 1 Not Confident ✕

○ Add option or add "Other"

Required ⦿ ⋮

6. Who analyzed the results?   Susan Hill

D. Results, Summary, & Analysis

7. Present the direct measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

   While 19 Pre-elementary majors were enrolled in a section of SPCH 1113 taught by a full-time faculty member in Fall 2024/Spring 2025, only 18 students completed the assignment to deliver a three-to-five-minute speech to be used for assessment. The results, therefore, are based on the 18 who completed the assignment.

   The rubric assessed four program indicators:
   A. Address a specific purpose of speaking
       17 of 18 students (94.4%) are at accomplished/exemplary

   B. Demonstrate content development to support the purpose
       17 of 18 students (94.4%) are at accomplished/exemplary

C. Use appropriate supporting sources/evidence
   15 of 18 students (83.3%) are at accomplished/exemplary

D. Communicate content free of technical error
   17 of 18 students (94.4%) are at accomplished/exemplary

The data collected indicated that students exceeded expectations on three of the four program indicators and were a couple of percentage points shy of meeting the threshold on the fourth program indicator. The program outcome earns a Meets/Exceeds ranking.

8. Present the indirect measure results followed by a brief summary. Did you meet the expected performance level? Explain. *(Below/Progressing or Meets/Exceeds)*

Of the six students responding to the distributed Google form, five (83.3%) indicated feeling Very Confident or Confident in personal oral communication skills after completing Introduction to Speech. The other respondent indicated Somewhat Confident. The outcome fell slightly short of meeting the 85% threshold, and is "Below/Progressing."

9. Provide a short analysis of the direct and indirect results. What factors contributed to these results? What are your biggest takeaways?

The direct and indirect results indicate that CASC students have been adequately equipped to engage in dyadic, small-group, and public speaking settings. The weakest area is the use of sources and evidence. This is consistent with data collected on written communication. Again, the use of AI and proper citing of sources may be a factor.

It is interesting to note that students are often less confident in their abilities than their performance would suggest; however, this is to be expected since public speaking consistently makes the top ten list of fears.

E. Action Plans & Resources to Support Action

10. Describe the action plans based upon findings and analysis.

In order to better equip Pre-Elementary Education majors to communicate ideas effectively orally, it may be beneficial to provide more instruction on ethical issues concerning the use of AI for writing speeches, including a process for fact-checking and citing information retrieved from AI software.

Additional public speaking opportunities may be provided through OAEA, the student organization for future teachers. A club activity would allow students to organize lesson plans for specific age groups and then teach the content in area schools.

To better assess the indirect measure, more responses are needed regarding the students' confidence levels. To garner more responses, the initial email containing the Google form should be followed by a phone call or an in-class survey.

11. Identify the resources needed to support the action plans. What resources are required (e.g., budget allocation, materials, personnel, donations, outside support)? For budget requests, please provide a cost breakdown and total cost.

    The only expense would be associated with supplies needed for Pre-Elementary Education majors to use when teaching the organized lesson plans. Currently, these funds can be accessed through Student Activities since OAEA is a recognized campus organization.

Academic Program Annual Summary

Academic Program: Physical Therapist Assistant

Academic Year: AY 24-25

A. Program Student Learning Outcome 1 & Performance Indicators

1. Upon completion of the program, the student will practices ethics of the physical therapist assistant

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. PTA faculty are utilizing the CPI in Clinical Experience 1 when they are grading the students as their clinical faculty. This has increased exposure and allows faculty to highlight the performance indicators at an earlier and more controlled timeline in the program.

C. Assessment Methods

3. PHTA 2534 Clinical Experience III

4. 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.

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

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

6. Data analyzed by Kendal Repass and Jeri Hobday

D. Results, Summary, & Analysis

7. 94% (15/16) Students met required performance level of "Entry Level," for Clinical Performance Instrument 2, 3, 4, 5, and 6.

8. 94% (15/16) Students met required performance level of "No Concerns," for the timeline that the tool was used.

9. Students in this cohort demonstrated ethics for the physical therapist assistant. One student required an alternative timeline for course delivery due to personal reasons. The data on that student did not stabilize for reporting.

E. Action Plans & Resources to Support Action

10. No new action plan was determined based on the data for this cohort.

11. At the time of assessment, the faculty are unable to determine that a financial burden would be necessary for additional training opportunities for the students.

A. Program Student Learning Outcome 2 & Performance Indicators

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

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. PTA faculty are utilizing the CPI in Clinical Experience 1 when they are grading the students as their clinical faculty. This has increased exposure and allows faculty to highlight the performance indicators at an earlier and more controlled timeline in the program.

C. Assessment Methods

3. PHTA 2534 Clinical Experience III

4. 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 skills to assess Program outcome 2.

   • CPI 7 Demonstrates expected Clinical problem solving
   • CPI 9 Applies selected manual therapy, airway clearance, integumentary repair, and protection techniques in a competent manner.
   • CPI 10 Applies selected physical agents and mechanical modalities in a competent manner.
   • CPI 11 Applies selected electrotherapeutic modalities in a competent manner.
   • Student should have evidence that supports each of these at being entry level for the profession by the clinical faculty at the end of their terminal clinical experience.

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

components of their ethical performance.

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

6. Data analyzed by Kendal Repass and Jeri Hobday

D. Results, Summary, & Analysis

7. 94% (15/16) Students met required performance level of "Entry Level," for Clinical Performance Instrument 7, 9, 10, and 11.

8. 94% (15/16) Students met required performance level of "No Concerns," for the timeline that the tool was used.

9. Students in this cohort demonstrated ethics for the physical therapist assistant. One student required an alternative timeline for course delivery due to personal reasons. The data on that student did not stabilize for reporting.

E. Action Plans & Resources to Support Action

10. No new action plan was determined based on the data for this cohort.

11. At the time of assessment, the faculty are unable to determine that a financial burden would be necessary for additional training opportunities for the students.

A. Program Student Learning Outcome 3 & Performance Indicators

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

B. Reflection on Previous Summary's Action Plans and Budget Requests

2. PTA faculty are utilizing the CPI in Clinical Experience 1 when they are grading the students as their clinical faculty. This has increased exposure and allows faculty to highlight the performance indicators at an earlier and more controlled timeline in the program.

C. Assessment Methods

3. In which courses were direct assessments conducted?

4. 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 skills to assess Program Outcome 3.

   • 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.

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

components of their ethical performance.

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

6. Data analyzed by Kendal Repass and Jeri Hobday

D. Results, Summary, & Analysis

7. 94% (15/16) Students met required performance level of "Entry Level," for Clinical Performance Instrument 1 and 2

8. 94% (15/16) Students met required performance level of "No Concerns," for the timeline that the tool was used.

9. Students in this cohort demonstrated ethics for the physical therapist assistant. One student required an alternative timeline for course delivery due to personal reasons. The data on that student did not stabilize for reporting.

E. Action Plans & Resources to Support Action

10. No new action plan was determined based on the data for this cohort.

11. At the time of assessment, the faculty are unable to determine that a financial burden would be necessary for additional training opportunities for the students.