

General Education Outcome – Annual Assessment Summary 2024 – 2025 Academic Year

General Education Outcome & Performance Indicators: Communicate Effectively

- Address the purpose of writing.
- Demonstrate content development.
- Demonstrate use of sources and evidence.
- Express communication free of technical error.

How did you assess the outcome? The committee asked each academic program to select one assignment with artifacts that serve as evidence meeting the outcome performance indicators. Each General Education Outcome Assessment Committee Member was paired with a program faculty member to apply the rubric to the artifact. It should be noted that in most cases, the faculty member was not the assigning faculty member.

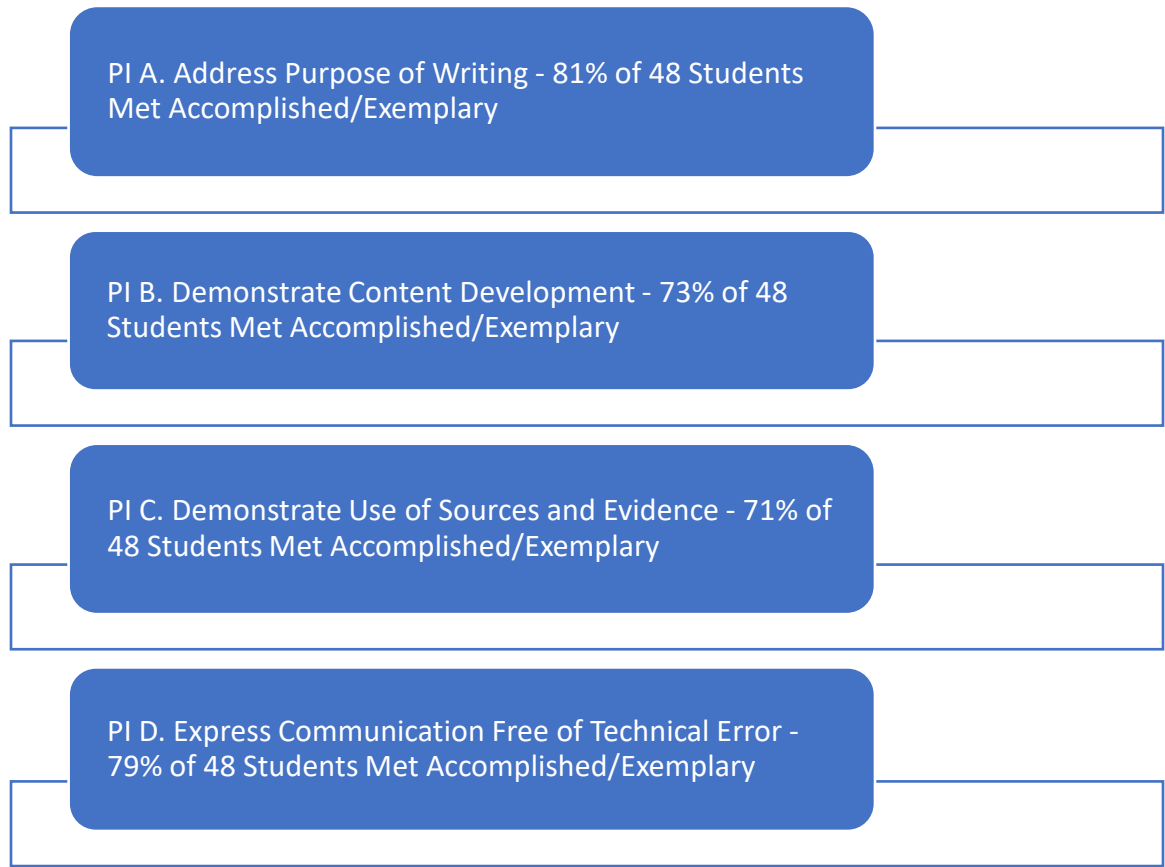
Explain the direct measure(s) and the shared data collection tool with expected performance levels/thresholds. The competency outcome rubric was utilized by the committee members and program faculty to evaluate student work. There is a threshold of 80% set for competency, with an expected performance level of accomplished/exemplary. Six programs participated in the assessment and data collection process: PSY 2123 Developmental Psychology, AHS 1113 Introduction to Medical Terminology, CD 1223 Preschool Behavior and Guidance, HIST 1113 Early Western Civilization, POS 1113 American Federal Government, and ZOO 2114 Human Physiology:

- PSY 2123 Developmental Psychology: Students produced a paper identifying an empirical research design in APA format. A total of five (5) students were assessed.
- AHS 1113 Introduction to Medical Terminology: Four (4) written scenarios in which students were to pick out and define ten (10) terms. Thirteen (13) students were assessed.
- CD 1223 Preschool Behavior and Guidance: Students were to describe the orientation process and to design a floor plan for the classroom. A total of six (6) students were assessed.
- HIST 1113 Early Western Civilization: Students were provided a writing assignment that included direct instruction on what the instructor was looking for. Students were provided a rubric for the assessment. A total of six (6) students were assessed in this course.
- POS 1113 American Federal Government: Students were provided a writing assignment that included direct instruction on what the instructor was looking for. Students were provided a rubric for the assessment. A total of six (6) students were assessed in this course.
- ZOO 2114 Human Physiology: A DNA-Protein worksheet was provided 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 sequences 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. A total of twelve (12) students were assessed.

How many students were assessed? A total of 48 student artifacts selected by program faculty were assessed.

Aggregated Results



Summary of Direct Measure:

81% of 48 students met the ‘accomplished/exemplary mark on performance indicator A, which is to organize, synthesize, and communicate information to fully achieve the specific purpose of the assigned task with clarity and depth. Performance indicator B covered using appropriate, relevant, and compelling content to illustrate mastery of the subject and to develop the control flows logically throughout work, with 73% of 48 students being able to meet the accomplished/exemplary outcome. 71% of 48 students were able to demonstrate 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 (Performance Indicator C) on a ‘met

accomplished/exemplary' level. Performance indicator D, which addressed the ability of students to exhibit a sophisticated structure that communicates content free of error, obtained a percentage of 79% out of 48 students who met the accomplished/exemplary level.

Based on your direct measure PI data results, was the general ed. outcome met? Explain.

The committee reviewed the aggregated results for each PI. Based on the PI results, it was determined that the outcome has been met. The expected threshold of 80% was met or exceeded for each PI that was assessed.

Explain the indirect measure used to assess the outcome(s). A graduate assessment survey was issued. The survey was used to assess their opinion of how their overall experience contributed to their knowledge, skills, and personal development in communicating clearly and effectively. The question read as follows: "To what extent has your OVERALL Educational Experience at Carl Albert State College contributed to your knowledge, skills, and personal development in the following areas: writing clearly and effectively, thinking clearly and analytically, and using computing in information technology?" The expected performance level is 'quite a bit/very much'.

What data collection tools and questions were used to assess the students' perception of mastery of the outcome(s)? The indirect measure included a graduate survey. This survey was sent out to 375 Fall 2024 and Spring 2025 graduates.

How many students were assessed?

The total number of students assessed using the Graduate Survey is 202.

Who analyzed the results? General Education Committee.

To what extent has your OVERALL Educational Experience contributed to your knowledge, skills, and personal development in the following areas? (-202)	
Thinking critically and effectively: <i>(Gen. Ed. Outcome)</i>	Quite a Bit/Very Much 89%

Indirect Data (results)

The graduate survey comprised of Fall 2024 and Spring 2025 graduate candidates. The survey was used to assess their opinion of how their overall educational experience at Carl Albert State

College contributed to their knowledge, skills, and personal development of thinking clearly and effectively.

Did you meet the expected performance level? Explain.

Eighty-nine percent of the graduating students indicated quite a bit/very much.

Analysis of direct and indirect results: What are the factors that contributed to these results?

We must continue to bridge the gap between the general education outcome expectations and the programs. We began assessing this outcome in the 2022-2023 academic year. Throughout these years, there have been more conversations and training with faculty, resulting in a better understanding of the expected outcomes of what is being assessed.

What are your biggest takeaways?

The majority of the PALS team has expressed that they believe in-person meetings best suit how we should discuss and assess these artifacts. It is believed that when we are in person, we are able to ask for further clarification and more communication is exchanged. Meetings via Zoom have proven to have less communication among PALS and therefore less clarification is established.

Action Plan

- Collect assignment instructions and expectations
- Going forward, explain the process, artifact guidelines, and rubric to faculty
- Review the guidelines and rubric(s) with the interdisciplinary team before assessing the artifacts

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

We have not determined any further resources to support this action at this time.

General Education Outcome – Annual Assessment Summary 2024 – 2025 Academic Year

General Education Outcome & Performance Indicators: Information and Technical Literacy

- Access and use relevant, accurate information with appropriate technology tools to facilitate student learning.
- Evaluate information critically using technology as a resource.
- Use information and technology ethically and responsibly.
- Communicate information utilizing a variety of technologies.

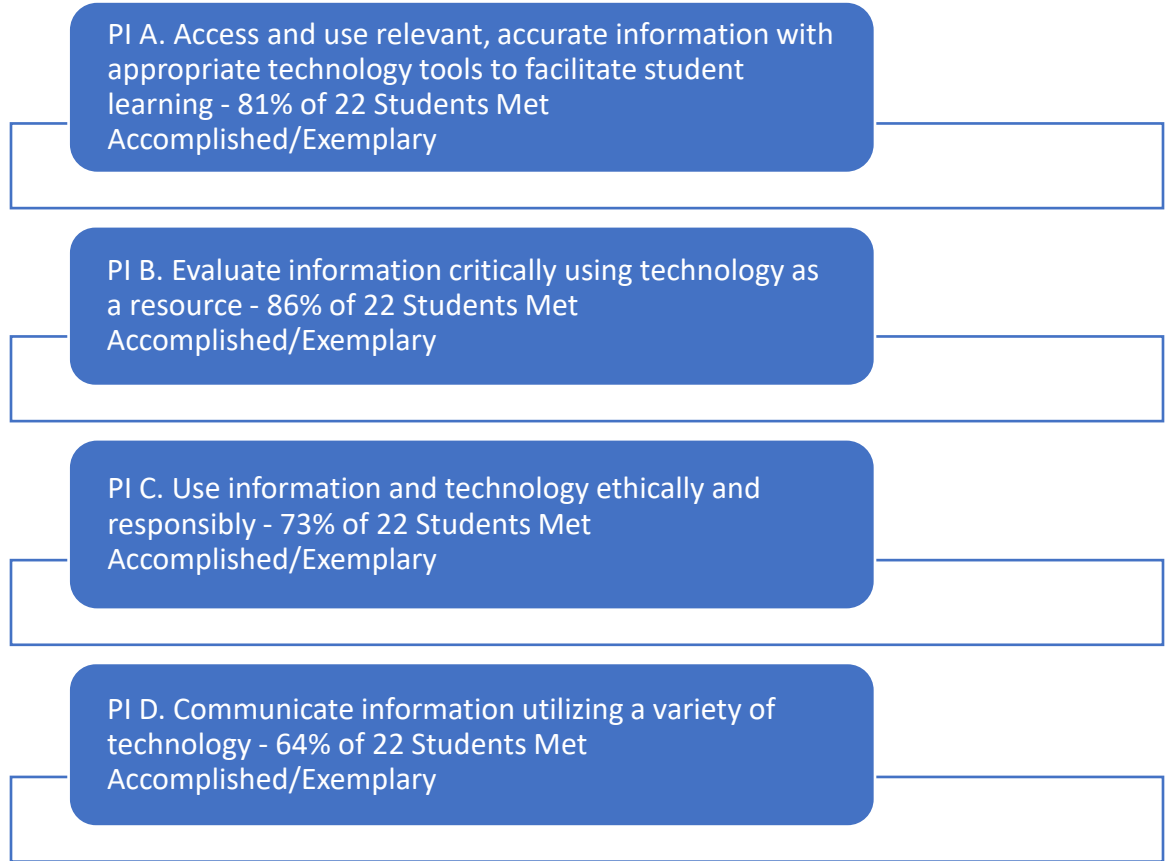
How did you assess the outcome? The committee asked each academic program to select one assignment with artifacts that serve as evidence meeting the outcome performance indicators. Each General Education Outcome Assessment Committee Member was paired with a program faculty member to apply the rubric to the artifact. It should be noted that in most cases, the faculty member was not the assigning faculty member.

Explain the direct measure(s) and the shared data collection tool with expected performance levels/thresholds. The competency outcome rubric was utilized by the committee members and program faculty to evaluate student work. There is a threshold of 80% set for competency, with an expected performance level of accomplished/exemplary. Four (4) programs participated in the assessment and data collection process: CD 1223 Preschool Behavior and Guidance, HIST 1113 Early Western Civilization, POS 1113 American Federal Government, and MATH 1513 College Algebra (Pre-Calc):

- CD 1223 Preschool Behavior and Guidance: Students were to describe the orientation process and to design a floor plan for the classroom. A total of six (6) students were assessed.
- MATH 1513 College Algebra (Pre-Calc): A total of four (4) students were assessed via a comprehensive test using 18 questions over previously delivered materials.
- HIST 1113 Early Western Civilization: Students were provided a writing assignment that included direct instruction on what the instructor was looking for. Students were provided a rubric for the assessment. A total of six (6) students were assessed in this course.
- POS 1113 American Federal Government: Students were provided a writing assignment that included direct instruction on what the instructor was looking for. Students were provided a rubric for the assessment. A total of six (6) students were assessed in this course.

How many students were assessed? A total of 22 student artifacts selected by program faculty were assessed.

Aggregated Results



Summary of Direct Measure:

81% of 22 students met the ‘accomplished/exemplary mark on performance indicator A, which is to access and use relevant, accurate information with appropriate technology tools to facilitate student learning. Performance indicator B asks students to evaluate information critically using technology as a resource with 86% of 22 students being able to meet the accomplished/exemplary outcome. 73% of 22 students were able to use information and technology ethically and responsibly (Performance Indicator C) on a ‘met accomplished/exemplary’ level. Performance indicator D, which addressed the ability to communicate information utilizing a variety of technology, obtained a percentage of 64% out of 22 students who met the accomplished/exemplary level.

Based on your direct measure PI data results, was the general ed. outcome met? Explain.

The committee reviewed the aggregated results for each PI. Based on the PI results, it was determined that the outcome was not met. The outcome conclusion is progressing.

Explain the indirect measure used to assess the outcome(s). A graduate assessment survey was issued. The survey was used to assess their opinion of how their overall experience contributed to their knowledge, skills, and personal development in communicating clearly and effectively. The question read as follows: “To what extent has your OVERALL Educational Experience at Carl Albert State College contributed to your knowledge, skills, and personal development in the following areas: writing clearly and effectively, thinking clearly and analytically, and using computing in information technology?” The expected performance level is ‘quite a bit/very much’.

What data collection tools and questions were used to assess the students' perception of mastery of the outcome(s)? The indirect measure included a graduate survey.

How many students were assessed?

The total number of students assessed using the Graduate Survey is 202.

Who analyzed the results? General Education Committee.

To what extent has your OVERALL Educational Experience contributed to your knowledge, skills, and personal development in the following areas? (-208)	Quite a Bit/Very Much
Using computing and information technology <i>(Gen. Ed. Outcome)</i>	78%

Indirect Data (results)

The graduate survey comprised Fall 2024 and Spring 2025 graduate candidates. The survey was used to assess their opinion of how their overall experience contributed to their knowledge, skills, and personal development of thinking clearly and effectively.

Did you meet the expected performance level? Explain.

Seventy-eight percent of the graduating students indicated quite a bit/very much.

Analysis of direct and indirect results: What are the factors that contributed to these results?

We must continue to bridge the gap between the general education outcome expectations and the programs. We began assessing this outcome in the 2022-2023 academic year. Throughout these

years, there have been more conversations and training with faculty, resulting in a better understanding of the expected outcomes of what is being assessed.

What are your biggest takeaways?

The majority of the PALS team has expressed that they believe in person meetings best suits how we should discuss and assess these artifacts. It is believed that when we are in person, we are able to ask for further clarification and more communication is exchanged. Meetings via Zoom has proven to have less communication among PALS and therefore less clarification is established.

Action Plan

- Collect assignment instructions and expectations
- Going forward, explain the process, artifact guidelines, and rubric to faculty
- Review the guidelines and rubric(s) with the interdisciplinary team before assessing the artifacts

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

We have not determined any further resources to support this action at this time.

General Education Outcome – Annual Assessment Summary 2024 – 2025 Academic Year

General Education Outcome & Performance Indicators: Think Critically

- Define a problem or question appropriate to content.
- Gather information/data necessary to coherently address the problem/question.
- Evaluate the information/data from sources for credibility and relevance.
- Develop appropriate conclusion/solution(s) that reflect an informed, well-reasoned evaluation.

How did you assess the outcome? The committee asked each academic program to select one assignment with artifacts that serve as evidence meeting the outcome performance indicators. Each General Education Outcome Assessment Committee Member was paired with a program faculty member to apply the rubric to the artifact. It should be noted that in most cases, the faculty member was not the assigning faculty member.

Explain the direct measure(s) and the shared data collection tool with expected performance levels/thresholds. The competency outcome rubric was utilized by the committee members and program faculty to evaluate student work. There is a threshold of 80% set for competency, with an expected performance level of accomplished/exemplary. Six programs participated in the assessment and data collection process: PSY 2123 Developmental Psychology, NUR 2219 Health Nursing IV, CD 1223 Preschool Behavior and Guidance, HIST 1113 Early Western Civilization, POS 1113 American Federal Government, and BIO:

- PSY 2123 Developmental Psychology: Students produced a paper identifying an empirical research design in APA format. A total of five (5) students were assessed.
- NUR 2119 Health Illness Nursing IV: Students were tasked with a community nursing research assignment. A total of four (4) students were assessed.
- CD 1223 Preschool Behavior and Guidance: Students were to describe the orientation process and to design a floor plan for the classroom. A total of six (6) students were assessed.
- MATH 1513 College Algebra (Pre-Calc): A total of four (4) students were assessed via a comprehensive test using 18 questions over previously delivered materials.
- HIST 1113 Early Western Civilization: Students were provided a writing assignment that included direct instruction on what the instructor was looking for. Students were provided a rubric for the assessment. A total of six (6) students were assessed in this course.
- POS 1113 American Federal Government: Students were provided a writing assignment that included direct instruction on what the instructor was looking for. Students were provided a rubric for the assessment. A total of six (6) students were assessed in this course.
- BIO

How many students were assessed? A total of 37 student artifacts selected by program faculty were assessed.

Explain the indirect measure used to assess the outcome(s). A graduate assessment survey was issued. The survey was used to assess their opinion of how their overall experience contributed to their knowledge, skills, and personal development in communicating clearly and effectively. The question read as follows: "To what extent has your OVERALL Educational Experience at Carl Albert State College contributed to your knowledge, skills, and personal development in the following areas: writing clearly and effectively, thinking clearly and analytically, and using computing in information technology?" The expected performance level is 'quite a bit/very much'.

What data collection tools and questions were used to assess the students' perception of mastery of the outcome(s)? The indirect measure included a graduate survey.

How many students were assessed?

The total number of students assessed using the Graduate Survey is 202.

Who analyzed the results? General Education Committee.

Aggregated Results

Performance Indicators	• Rubric Performance Level with Student Percentages
PI A. Defining a problem or question appropriate to context	• 54% of 54 students met proficient
PI B. Gather information/data necessary to coherently address the problem/question	• 46% of 54 students met proficient
PI C. Evaluate information/data from sources for credibility and relevance	• 43% of 54 students met proficient
PI D. Develop appropriate conclusion/solution(s) that reflects an informed, well reasoned evaluation	• 43% of 54 students met proficient

Summary of Direct Measure:

54% of 54 students met the ‘accomplished/exemplary’ mark on performance indicator A, which is to define a problem or question appropriate to context. Performance indicator B covered the gathering of information/data necessary to coherently address the problem/question being presented with 46% of 54 students being able to meet the accomplished/exemplary outcome. 43% of 54 students were able to evaluate information/data from sources for credibility and relevance (Performance Indicator C) on a ‘met accomplished/exemplary’ level. Performance indicator D, which addressed the ability of students to develop appropriate conclusion/solution(s) that reflects an informed, well-reasoned evaluation, obtained a percentage of 43% out of 54 students who met the accomplished/exemplary level.

Based on your direct measure PI data results, was the general ed. outcome met? Explain.

The committee reviewed the aggregated results for each PI. Based on the PI results, it was

determined that the outcome was not met. The outcome conclusion is progressing; however, it was the first application of the rubric, which was introduced late in the year.

To what extent has your OVERALL Educational Experience contributed to your knowledge, skills, and personal development in the following areas? (-208)	Quite a Bit/Very Much
Thinking clearly and effectively <i>(Gen. Ed. Outcome)</i>	95%

Indirect Data (results)

The graduate survey comprised Fall 2023 and Spring/Summer 2024 graduate candidates. The survey was used to assess their opinion of how their overall experience contributed to their knowledge, skills, and personal development of thinking clearly and effectively.

Did you meet the expected performance level? Explain.

Ninety-five percent of the graduating students indicated quite a bit/very much.

Analysis of direct and indirect results: What are the factors that contributed to these results?

We must continue to bridge the gap between the general education outcome expectations and the programs. In the history of CASC, 2022-2023 academic year was the first time an outcome was assessed. It will take more conversations and training with all faculty. Faculty need to be familiar with the rubrics, how they are applied, and most definitely contribute to the analysis of findings. We need to involve the rest of the gen. ed. faculty in the process to some extent.

What are your biggest takeaways?

The majority of the PALS team has expressed that they believe in person meetings best suits how we should discuss and assess these artifacts. It is believed that when we are in person, we are able to ask for further clarification and more communication is exchanged. Meetings via Zoom has proven to have less communication among PALS and therefore less clarification is established.

Action Plan

- Collect assignment instructions and expectations
- Going forward, explain the process, artifact guidelines, and rubric to faculty
- Review the guidelines and rubric(s) with the interdisciplinary team before assessing the artifacts

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

We have not determined any further resources to support this action at this time.