

**Appendix B: General Education Assessment -- Summary of Assessment related to the **Campus-wide Student Learning Outcomes****

*This table summarizes assessment of student learning reports submitted by program and academic discipline faculty.*

<b>1. Critical Thinking: Students solve problems by evaluating arguments or propositions and making judgments that guide the development of their beliefs and actions.</b>				
<b>Program/Discipline</b>	<b>Assessment</b>	<b>Student Motivation</b>	<b>Assessment Results</b>	<b>Faculty Analysis &amp; Recommendations for Change</b>
<p><b>Nurse Science A.A.S.</b> <i>Health Sciences Division</i></p>	<p><b>NURS 2258 Complex Nursing Concepts</b> <i>HESI Exit Exams - Human Flourishing: Advocate for patients and families in ways that promote their self-determination, integrity, and on-going growth as human beings. Achieve score 850 or higher.</i></p> <p><i>HESI Exit Exam - Nursing Judgment: Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care; and promote the health of patients within a family and community context. Achieve score of 850 or higher.</i></p> <p><i>137 students</i></p>	<p><b>Course Requirement</b></p>	<p><b>Spring 2022</b> <b><i>Career Ladder students:</i></b> <i>Human Flourishing: Score 836</i> <i>Nursing Judgment: Score 901</i></p> <p><b><i>Traditional students:</i></b> <i>Human Flourishing: Score 846</i> <i>Nursing Judgment: Score 807</i></p> <p>Comparative values across the last three academic years have fluctuated. In most areas, we are at or above pre-COVID values.</p>	<p>The program is ramping up its efforts to prepare students for a more clinical judgment based NCLEX exam (NGN). These changes are the result of the program responding to this new focus by the licensure provider.</p>

**1. Critical Thinking:** Students solve problems by evaluating arguments or propositions and making judgments that guide the development of their beliefs and actions.

Program/Discipline	Assessment	Student Motivation	Assessment Results	Faculty Analysis & Recommendations for Change
<p><b>Police Science A.A.S.</b>  <b>Police Science A.S.</b></p> <p><i>Human Services Division  (Public Safety dept)</i></p>	<p><b>PLSC 2543 Occupational Proficiency</b></p> <p><i>Students are given the written scenario listed as Exercise C and asked to prepare an oral presentation to provide the assessors with the student's response to the scenario. The student is given 45 minutes to prepare his response to the scenario. During the 45 minutes, the student is allowed to make notes to use during the presentation. The student then has 10 minutes to present his response to the assessors. There are two assessors in the room when the student completes his oral presentation. The assessors are current law enforcement officers.</i></p> <p><i>The assessors evaluated on the "Ethical Issues" and "Recognition of Crime" section of the rubric.</i></p> <p><i>12 students (1 A.S. program, 11 A.A.S. program)</i></p>	<p><b>Course Requirement</b></p>	<p><b>Results</b></p> <p><i>The data that resulted from the assessment of this student learning outcome shows that these students scored average when completing the scenario exercise. The average score for the 12 students assessed was 24.1/30. The average score for the 11 AAS students only was 24/30. When looking specifically at whether or not students could solve problems by evaluating arguments or propositions and making judgments that guide the development of their beliefs and actions (Ethical Issues and Recognition of Crime on the rubric), the students scored above average. The average score was 10.3/12 possible points. The average score of the 11 AAS students only was 10.1/12.</i></p>	<p><i>The results of this assessment show that, overall, students responded appropriately when looking specifically at whether or not students could solve problems by evaluating arguments or propositions and making judgments that guide the development of their beliefs and actions. Based on the information obtained the students did somewhat better at making judgements that guide the development of their beliefs and actions (in regards to the ethical issue provided) than problem solving by evaluating arguments (recognition of crime as presented in the scenario). Students were able to identify ethical issues presented in this exercise, and recognize and respond to criminal activity at the same time. In this exercise, students are extremely nervous when being observed and critiqued by law enforcement professionals especially when having to verbally present information. It is the expectation of faculty that the students be able to complete the scenario at an average or above average performance level.</i></p> <p><i>It has been noticed that each time this campus wide student outcome is assessed within the Police Science program, students have improved as problem solvers. Faculty will continue to emphasize problem solving methods in the PLSC 1413 Police Community Relations course and continue to focus on the importance of ethical standards in the PLSC 1123 Intro to Law Enforcement class and PLSC 1133 Ethics course.</i></p>

**1. Critical Thinking:** Students solve problems by evaluating arguments or propositions and making judgments that guide the development of their beliefs and actions.

Program/Discipline	Assessment	Student Motivation	Assessment Results	Faculty Analysis & Recommendations for Change
<p><b>Police Science-Crime Scene Investigation A.A.S.</b></p> <p><i>Human Services Division (Public Safety dept</i></p>	<p><b>PLSC 2543 Occupational Proficiency</b></p> <p><i>Exercise C: students prepare an oral presentation. They have 45 minutes to prepare a response to the Exercise C scenario. Notes for use during the presentation are allowed. The student then had 10 minutes to present his response to the assessors. There are two assessors in the room when the student completed his oral presentation. The assessors are current law enforcement officers.</i></p> <p><i>4 students</i></p>	<p><b>Course requirement</b></p>	<p><b>Results:</b></p> <p><i>The data that resulted from the assessment of this student learning outcome shows that these students scored above average when completing the scenario exercise. The average score for the 4 students assessed was 27/30.</i></p>	<p><i>The results of this assessment show that, overall, students responded appropriately when looking specifically at whether or not students could solve problems by evaluating arguments or propositions and making judgments that guide the development of their beliefs and actions. Students were able to identify specific elements presented in this exercise, and recognize and respond to criminal activity at the same time. In this exercise, students are extremely nervous when being observed and critiqued by law enforcement professionals especially when having to verbally present information. It is the expectation of faculty that the students be able to complete the scenario at an average or above average performance level.</i></p> <p><i>It has been noticed that each time this campus wide student outcome is assessed within the Police Science program, students have improved as problem solvers. Faculty will continue to emphasize problem solving methods in the Police Science classes, specifically those directly related to the CSI specialty.</i></p>

**2. Effective Communications:** Students communicate effectively using organized and coherent written and oral presentations appropriate for the audience and situation.

Program/Discipline	Assessment	Student Motivation	Assessment Results	Faculty Analysis & Recommendations for Change
<p><b>Accounting A.A.S. Management A.A.S. Management- General Business A.A.S.</b></p> <p><i>Business-Agriculture Division (Business Administration dept)</i></p>	<p><b>BUS 2113 Business Communication</b> <i>Course Assignment: Students assigned a multiple-choice quiz that measures comprehension of a Case Study – Learning to  Communicate in a New Job.</i></p> <p><i>71 students enrolled in two online sections of the course</i></p>	<p><b>Course Assignment</b> <i>The grade is calculated as part of the overall course grade.</i></p>	<p><b>Results:</b></p> <p><i>68 of 71 students completed the assignment.</i></p> <p><i>Average score of the quiz = 86%</i></p>	<p><i>The assessment effectively showed students' knowledge of social and professional norms through appropriate language and behavior and appropriate communications for the audience and situation.</i></p> <p><i>No changes are planned</i></p>
<p><b>Cardiovascular Sonography A.A.S.</b></p> <p><i>Health Sciences Division (Diagnostic Sonography dept)</i></p>	<p><b>SON 2403 Cardiovascular Ultrasound IV</b> <i>Capstone presentations – using the SON 2403 rubrics for both oral and written presentations. Students were assessed on their Oral presentation and must achieve a total point scores of 80 or higher.</i></p> <p><i>The Oral and Written Topic was to be on a new or up and coming concept or technology in cardiovascular sonography. Each student prepared a written paper and prepared a 1-2 minute oral overview of their portion of the project.</i></p> <p><i>16 students</i></p>	<p><b>Course Assignment</b> <i>The grade is calculated as part of the overall course grade.</i></p>	<p><b>Results:</b></p> <p><b>Oral Presentation</b> <i>3 students achieved 100% 12 students achieved 90% to &lt;100% 1 student achieved 78.03%</i></p>	<p><i>Students are learning the correct way to interact and communicate in a professional setting. They must be knowledgeable and skilled in communicating. 15 out of 16 students have demonstrated that they are competent and proficient in this task.</i></p> <p><i>Based on the results of this assessment, the primary changes that would be implemented would be to emphasize the importance of ensuring the student is capable of verbally presenting their knowledge of the subject matter with appropriate elocution, organization, analysis, eye contact, and audience engagement. This is an area that many people have difficulty. Instructors will help guide students by giving them tips on public speaking such as: preparing/practicing in advance, organizing the talk, managing anxiety, smiling, and telling a few personal stories that don't require memorization.</i></p>

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<p><b>Healthcare Administration A.S.</b></p> <p><i>Health Sciences Division</i></p>	<p><b>HCM 1143 Healthcare Systems Operations.</b></p> <p><i>Final project: Presentation on the sustainability of Medicare. Students develop arguments based on research and critical thinking.</i></p> <p><i>Students should score 80% on the assignment.</i></p>	<p><i>Required assignment for the course.</i></p>	<p><b>Results:</b></p> <p><i>1 student scored 100%</i>  <i>20 students scored <math>\geq</math> 90%, less than 100%</i>  <i>7 students scored <math>\geq</math> 80%, less than 90%</i>  <i>4 students scored <math>\geq</math> 70%, less than 80%</i>  <i>3 students scored <math>\geq</math> 60%, less than 70%</i></p> <p><i>80% of students achieved 80% or higher.</i></p>	<p><i>No changes are being considered.</i></p>
<p><b>Nurse Science A.A.S.</b></p> <p><i>Health Sciences Division</i></p>	<p><b>NURS 1148 Nursing Concepts and Care Across the Life Span</b></p> <p><i>The Child Health Fair project is as assignment where groups of students work together to develop an 8-12 minute presentation about a health-related topic. Students are reminded that presentations should be made for the designed age groups. This assignment has a Satisfactory/Unsatisfactory-based rubric.</i></p> <p><i>Each group prepares their assigned topic in order to address children with age ranges from 2-5 years. This includes both toddler and pre-school age groups.</i></p> <p><i>62 students</i></p>	<p><b>Course Assignment</b></p>	<p><b>Results:</b></p> <p><i>Teaching faculty evaluated students' projects by using the rubric. The criteria include (1) presentation, (2) team participation, and (3) appropriateness for the audience and audience engagement, and (4) identification of references.</i></p> <p><i>100% of students participated met the <b>Satisfactory</b> requirement.</i></p>	<p><i>Due to lack of available agencies, students presented to their peers. There is a desire to return to a childcare agency to do these presentations. Aside from that return to pre-COVID, there are currently no plans to make changes.</i></p>

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<p><b>Radiologic Technology A.A.S.</b>  <i>Health Sciences Division</i></p>	<p><b>RAD 2333 Advanced Modalities Capstone project</b> –written and oral presentation. Students are evaluated using scoring rubrics and must achieve an 80 or higher in the oral section.</p> <p><b>Rubric</b> Student are assessed on 5 criteria:</p> <ol style="list-style-type: none"> <li>1. Subject Knowledge</li> <li>2. Elocution</li> <li>3. Organization</li> <li>4. Analysis</li> <li>5. Eye Contact</li> </ol> <p>16 students</p>	<p><b>Course Assignment</b></p>	<p><b>Grade Outcomes</b></p> <p>7 students achieved 100% 8 students achieved <math>\geq</math> 90%, less than 100% 1 student achieved <math>\geq</math> 80%, less than 90%</p> <p>All students achieved 80 or higher. The level of achievement for each student is considered to be proficient/advanced by faculty.</p>	<p>No changes are being considered.</p>
<p><b>Crime Victim/Survivor Services A.A.S.</b>  <i>Human Services Division (Social Services dept)</i></p>	<p><b>CVSS 2313 Stress Management for Service Providers</b> Students were evaluated on their ability to communicate effectively by working as part of an assigned group to deliver an oral presentation to their class on a topic related to stress management. Students were required to combine their individually prepared PPT presentations into a cohesive group presentation lasting one hour in duration. All group members were required to participate in the research and the organization of the material, and to submit a written outline of the presentation at the time of the presentation.</p> <p>8 students</p>	<p><b>Course Assignment</b> The grade is calculated as part of the overall course grade.</p>	<p><b>210 points possible. The class average was 95.83%.</b></p> <p>4 students achieved 210 pts 1 student achieved 200 pts 2 students achieved 195 pts 1 student achieved 180 pts</p> <p>Students were provided a hard copy of the grading rubric showing information about their performance on the assignment. However, the instructor did not keep a copy or upload a copy to Canvas. Unfortunately, this made it impossible to differentiate between the students' performance on both the written and oral communication skills for this semester. Instead, the data referenced the students' combined written and oral communication scores.</p>	<p>The results of the assessment were positive and indicate that students were able to communicate effectively using organized and coherent written and oral presentations appropriate for the audience and situation.</p> <p>No changes to the course curriculum or method of instruction are being considered at this time.</p> <p>However, the Dept. Head has advised the course instructor to upload copies of the grading rubric to Canvas showing each student's individual performance on both written and oral communications skills for future assessment purposes.</p>

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<p><b>Fire Protection A.A.S.</b> <i>Human Services Division (Public Safety dept)</i></p>	<p><b>FIRE 2343 Fire Prevention &amp; Life Safety</b> <i>Students were assessed on written assignments based upon community involvement and fire safety presentation scenarios. This will evaluate their understanding of the communication skills needed when interacting with the external customers of emergency services agencies.</i></p> <p><i>7 students</i></p>	<p><b>Course requirement</b></p>	<p><b>Results:</b> <i>The written assignment yielded an average score of 87% with grades ranging from 70% to 95%.</i></p>	<p><i>The writing sample indicated a lesser degree of understanding of the subject, although all students did demonstrate the learning outcome was achieved. Due to covid and timing of assessment oral presentation was not conducted. As this was an online course, the students successfully demonstrated the use of online resources.</i></p> <p><i>No changes recommended.</i></p>
<p><b>Paramedicine A.A.S.</b> <i>Human Services Division (Public Safety dept)</i></p>	<p><b>EMSP 1246 Paramedic Care I</b> <i>All students are required to write a research paper over a topic that is approved the instructor and do a 8-10 minute presentation over their paper to the class. The topic must relate to EMS and the paper is APA format and 1000 word minimum. The paper is uploaded to Canvas and the presentation can include any audio/visual the student desires or any handouts that the student feels are necessary.</i></p>	<p><b>Course requirement</b></p>	<p><b>Results:</b> <i>All 17 students successfully completed the assignment. No grade information was provided.</i></p>	<p><i>All 17 of the students submitted an appropriate research paper and all were written in a style that reflects an understanding of their topic and effectively communicated the ideas to the reader. All the students did an oral presentation of their paper/topic and most had created some form of audio/visual presentation to aid them in the presentation. One of the students even created a pamphlet in regard to her topic that was both relevant and professionally done.</i></p>

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<p>Police Science A.A.S. Police Science A.S.  Human Services Division (Public Safety dept)</p>	<p><b>PLSC 2543 Occupational Proficiency</b> <i>Exercise C: Students prepare an oral presentation to present to the assessors. The student is given 45 minutes to prepare his response to the scenario. Notes are allowed. Student then have 10 minutes to present his/her response to two assessors. The student submits all written notes and preparation to the assessors. The assessors are current law enforcement officers.</i></p> <p><i>The assessors are given a rubric to complete for each student. The area of the rubric that focuses on the student learning objective assessed for the purposes of this report is the "Communication" and "Report Writing Skills" sections of the rubric.</i></p> <p>12 students (11 A.A.S. and 1 A.S.)</p>	<p>Course requirement</p>	<p><b>Results:</b> <i>The data that resulted from the assessment of this student learning outcome shows that these students scored above average when completing the scenario exercise. The average score for the 12 students assessed was 24.1/30. The average score for the 11 AAS students only was 24/30. When determining whether students communicate effectively using organized and coherent written and oral presentations appropriate for the audience and situation (Communication and Report Writing Skills on the rubric), the students scored above average. The average score was 9.4/12 possible points. The average score of the 11 AAS students only was 9.3/12.</i></p>	<p><i>The results of this assessment show that students, overall, are doing an acceptable job when looking at effective communication using organized and coherent written and oral presentations appropriate for the audience and situation. Based on the information obtained the students did slightly better in their written communication than in their verbal communication. In this exercise, students are extremely nervous when being observed and critiqued by law enforcement professionals especially when having to verbally present information. It is the expectation of faculty that the students be able to complete the scenario at an average or above average performance level.</i></p> <p><i>Additional oral presentations and written reports have been added to many of the police science courses over the last few academic years. Students are also required, in some classes, to complete oral, public presentations, to develop and strengthen verbal communication skills. We are also requiring students to request assistance in email format so the student must email the instructors and learn how to effectively communicate needs, questions and comments in writing. Students are also encouraged to make use of programs and assistance provided by OSU-OKC.</i></p>



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<p><b>Police Science-Crime Scene Investigation A.A.S.</b></p> <p><i>Human Services Division (Public Safety dept)</i></p>	<p><b>PLSC 2543 Occupational Proficiency</b></p> <p><i>Exercise C: Students prepare an oral presentation to present to the assessors. The student is given 45 minutes to prepare his response to the scenario. Notes are allowed. Student then have 10 minutes to present his/her response to two assessors. The student submits all written notes and preparation to the assessors. The assessors are current law enforcement officers.</i></p> <p><i>The assessors are given a rubric to complete for each student. The area of the rubric that focuses on the student learning objective assessed for the purposes of this report is the "Communication" and "Report Writing Skills" sections of the rubric.</i></p> <p><i>4 students</i></p>	<p><b>Course requirement</b></p>	<p><b>Results:</b></p> <p><i>Students scored above average when completing the scenario exercise. The average score for the 4 students assessed was 27/30. When determining whether students communicate effectively using organized and coherent written and oral presentations appropriate for the audience and situation (Communication and Report Writing Skills on the rubric), the students scored above average. The average score was 11.5/12 possible points.</i></p>	<p><i>The results of this assessment show that students, overall, are doing an acceptable job when looking at effective communication using organized and coherent written and oral presentations appropriate for the audience and situation. Based on the information obtained the students did slightly better in their written communication than in their verbal communication. In this exercise, students are extremely nervous when being observed and critiqued by law enforcement professionals especially when having to verbally present information. It is the expectation of faculty that the students be able to complete the scenario at an average or above average performance level.</i></p> <p><i>Additional oral presentations and written reports have been added to many of the police science courses over the last few academic years. Students are also required, in some classes, to complete oral, public presentations, to develop and strengthen verbal communication skills. We are also requiring students to request assistance in email format so the student must email the instructors and learn how to effectively communicate needs, questions and comments in writing. Students are also encouraged to make use of programs and assistance provided by OSU-OKC.</i></p>

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<p><b>Discipline/Course:</b> <b>ENGLISH</b></p> <p><i>Initial College Studies Division</i></p>	<p><b>ENGL 1113 English Composition I</b> <i>Assignment: Average grades for all four required essays – final drafts only.</i></p> <p><b>ENGL 1213 English Composition II</b> <i>Assignment: Average grades for all four required essays – final drafts only.</i></p> <p>856 students combined</p>	<p><b>Course requirement</b></p>	<p><i>For ENGL 1113, the mean score for all four essays was 68.63%, while the median was significantly higher at 86.09%, suggesting a number of zeroes. Indeed, 90 students (31%) failed to turn in at least one of the four required essays, including 36 students (12.5%) who did not turn in a single essay. This phenomenon is reflected in the range of grades, with the average range for all students a whopping 25.42% which drops to 13.12% when excluding students with zeroes for any of the essays. Nine students managed to pass with a C despite not turning in one of the four essays; only eight of the students who ended with a D or below actually turned in all four essays. (It is mathematically impossible for a student who turns in fewer than three of the four required essays to pass.) This means that only eight students who actually participated fully in the class failed to demonstrate competence on this outcome. Overall, the numbers for ENGL 1113 suggest that students who submit work are demonstrating competence on the outcome, but far too many students are not participating in the course.</i></p> <p><i>In ENGL 1213, only 51 students (8.9%) failed to submit one or more of the required essays. The average score for all essays was 83.6% and the median slightly higher at 90.5%. Nine students averaged a D on all essays but still passed the class with a C or higher (eight with a C and one with a B). However, each of these nine students did score a C or higher on at least one of the essays, so despite their essay average being below expectations, they did demonstrate writing proficiency at least once.</i></p>	<p><i>Unsurprisingly, composition classes do appear to be teaching writing proficiency. As noted in the ENGL 1113 assessment, the greatest problem seems to be students in ENGL 1113 who stop participating. Many students drop or withdraw, and many others remain enrolled but stop submitting work. It is possible that at least some of these students are discouraged when they see how far they are from college-level writing proficiency. Changes to ENGL 1113 to motivate students and encourage a growth mindset might be worth considering.</i></p> <p><i>In Comp 1, adoption of assignments and activities based on Sandra Yancy McGuire’s Teach Students How to Learn</i></p>

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<p><b>Discipline: Anthropology</b></p> <p><i>Liberal Arts Division (Behavioral Sciences dept)</i></p>	<p><b>ANTH 3253 Language &amp; Culture</b></p> <p><i>Response paper on Language and Power. Topic: How do this week's readings demonstrate the use of speech or speech interactions to support or perpetuate (or challenge) social inequality? (Looking at all the readings together, what is the main take-away?). (Fall 2021)</i></p> <p><i>15 students</i></p>	<p><b>Course Assignment</b></p>	<p><b>Results:</b></p> <p><i>Exceeded expectation: 2/15</i>  <i>Met expectation: 6/15</i>  <i>Did not meet expectation: 5/15</i>  <i>Did not complete: 2/15</i></p> <p><i>53% exceeded or met expectation</i></p> <p><i>After grading the assignment as a whole, I checked for correct grammar and good organization independent of the quality of the analysis/critical thinking/engagement with the topic. Almost half the class could not write effectively. One of them did not even use paragraph breaks.</i></p>	<p><i>I need to make sure all students attempt all writing assignments.</i></p> <p><i>Send out an email before the first writing assignment discussing the goal is developing skills and it isn't about natural talent. Provide links to resources to improve writing.</i></p> <p><i>Gen Ed faculty is working on Writing Across the Curriculum in 2022. I need to talk to our expert in English about what I can do to really help students be more buoyant as they float toward mastery.</i></p>
<p><b>Discipline: Psychology</b></p> <p><i>Liberal Arts Division (Behavioral Sciences dept)</i></p>	<p><b>PSYC 1113 Introduction to Psychology</b></p> <p><i>Work evaluated was the quality of discussion board responses such as proper English, grammar, punctuation, and whether the students answered the prompt with at least 10-12 lines about how psychology relates to their chosen career field.</i></p> <p><i>40 randomly selected students from 4 online sections; 10 each per section.</i></p>	<p><b>Course Assignment.</b></p>	<p><b>Results:</b></p> <p><i>28/34 participating students (82%) wrote the minimum requirement of 10-12 lines.</i>  <i>4/34 participating students (12%) wrote at least 7-9 lines</i>  <i>2/34 participating students (6%) wrote at least 4-6 lines</i>  <i>6/40 randomly selected students (15%) did not participate</i></p> <p><i>26 of 34 participating students (76%) received full points for the assignment.</i></p> <p><i>6 students had points reduced for grammar errors that extended beyond punctuation errors.</i></p>	<p><i>26 of 34 participating students received full points. Full points is an indicator that proper grammar and punctuation was used.</i></p> <p><i>8 students received partial points. Grammatical issues ranged from minor punctuation errors to run-on and/or incomplete sentences.</i></p> <p><i>This assessment assignment has been used for quite a while and students consistently do well on it, overall. It's time to tap into another assessment method such as oral presentations. I will be considering a new assessment method for the 2023-2025 assessment plan.</i></p>

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<p><b>Discipline: Speech Communication</b></p> <p><i>Liberal Arts Division (Humanities dept)</i></p>	<p><b>SPCH 1113 Introduction to Speech Communication AND SPCH 2723 Interpersonal Communication</b></p> <p><i>All faculty/adjunct faculty assessed their final writing assessments using The Writing Assignment Rubric, from the OSU-OKC Writing Across the Curriculum faculty training course.</i></p> <p><i>Total number of students not given. All faculty teach SPCH 1113 &amp; SPCH 2723 assessed this final writing assignment.</i></p>	<p><b>Course assignment</b></p>	<p><b>Results:</b></p> <p><i>All instructors self-reported a score of 9 (meeting each of the three prongs in the assessment tool) for their final project for all sections of SPCH 1113 and SPCH 2723. The Lead instructor also confirmed that the assignment clearly met the assessment, as well.</i></p> <p><i>Note – this was not a typical assessment of student learning, but an assessment of faculty development of an assignment that helps students meet the goal.</i></p>	<p><i>All instructors are meeting the requirements for effective writing assignments in their final project. The writing’s “dominant expectation is for students to interpret, analyze, synthesize, or evaluate information, rather than merely reproduce information.” “The writing assignment asks students to draw conclusions or make generalizations or arguments AND to substantiate them with illustrations, details, or reasons.” They also, “explicitly ask students to connect the topic to experiences, observations, feelings, or situations significant in their lives.”</i></p> <p><i>It is asserted that “Students are meeting this campus-wide assessment goal because the final project is thorough and instructions are clear.</i></p>

**3. Computer Proficiency: Students use computer and network technologies to gather, analyze and communicate information.**

Program/Discipline	Assessment	Student Motivation	Assessment Results	Faculty Analysis & Recommendations for Change
<p><b>Accounting A.A.S.</b> <i>Business-Agriculture Division (Business Administration dept)</i></p>	<p><b>ACCT 2043 Computerized Accounting</b> <i>Quickbooks Assignment: Merchandise Company Case</i></p> <ul style="list-style-type: none"> <li>Students work through the entire accounting cycle process using QuickBooks accounting software</li> <li>To be successful students must use computer and network technologies to gather, analyze and communicate information.</li> </ul> <p><i>All students enrolled in the course are assigned the Merchandise Company case. 25 students enrolled in the course; 23 completed the assignment.</i></p>	<p><b>Course Assignment</b></p> <p><i>The grade is calculated as part of the overall course grade.</i></p>	<p><b>Grade Outcomes</b></p> <p>18 students earned an A (78%) 2 students earned a B (9%) 1 student earned a C (4%) 2 students earned an F (9%)</p>	<p>The outcome is good and what is generally expected. Outcomes reflect students grasped the concepts needed to successfully complete this assignment, which is reflective of a 'real world' experience working in a small company.</p> <p>No major changes to the assignment are recommended at this time, but continued emphasis on the accounting cycle will be stressed in the course.</p>
<p><b>Nurse Science A.A.S.</b> <i>Health Sciences Division</i></p>	<p><b>NURS 2342 Transition to Practical Practice</b> <i>Assignment: Best Practice Poster Presentation. Group assignment. Posters are evaluated using a rubric:</i></p> <ul style="list-style-type: none"> <li><i>Interest</i></li> <li><i>Analysis</i></li> <li><i>Evidence</i></li> <li><i>Participation</i></li> <li><i>Plagiarism (points deduction)</i></li> </ul> <p><i>Students in all sections of NURS 2342 make up the group – 138 students assessed.</i></p>	<p><b>Course Assignment</b></p> <p><i>The grade is calculated as part of the overall course grade.</i></p>	<p><b>Average score: 4.55/5</b></p> <p>This assignment allows students the opportunity to question practices they've seen and/or ask other questions about nursing practice over the course of two years. The students take this assignment seriously. They are at a point that they begin to truly appreciate the role of the nurse. They also appreciate that questioning, reviewing the literature/evidence, and making evidence-based practice decisions are essential to the RN role and that these behaviors are at the heart of this outcome.</p>	<p><i>No changes are planned</i></p>

**3. Computer Proficiency: Students use computer and network technologies to gather, analyze and communicate information.**

Program/Discipline	Assessment	Student Motivation	Assessment Results	Faculty Analysis & Recommendations for Change
<p><b>Management A.A.S. and MGMT-General Business A.A.S.</b></p> <p><i>Business-Agriculture Division (Business Administration dept)</i></p>	<p><b>ECON 2013 Macroeconomics and ECON 2023 Microeconomics</b></p> <p><i>Assignment: Graphing Exercise</i></p> <ul style="list-style-type: none"> <li>• Students complete the exercise using MS Excel</li> <li>• Students are evaluated on accuracy of scale labels, scatterplot, and line of best fit.</li> </ul> <p><i>The assessment requires students to utilize technology in the following ways</i></p> <ul style="list-style-type: none"> <li>• Use of the internet to research needed data</li> <li>• Use of a calculator to determine x and y axis scale</li> <li>• Use of MS Excel to plot data points on a graph and use of Excel's 'line of best fit' functionality</li> <li>• Save and upload file</li> </ul> <p><i>Students from two sections of ECON 2013 and one section of ECON 2023 were assigned the exercise. 51 students assessed.</i></p>	<p><b>Course Assignment</b></p> <p><i>The grade is calculated as part of</i></p> <p><i>the overall course grade.</i></p>	<p>Sixty-seven students in the three sections completed the assignment. The average score for the assignment was 47.61/50 or 95%.</p>	<p>Because the results were consistent in the different sections, no changes are being implemented at this time.</p>
<p><b>Public Safety Management B.T.</b></p> <p><i>Human Services Division (Public Safety dept)</i></p>	<p><b>PSM 4513 Advanced Occupational Proficiency for Emergency Providers</b></p> <p><i>The assessment was conducted by determining if the required documents were uploaded to the appropriate file in the correct format and file type.</i></p>	<p><b>Course Assignment</b></p> <p><i>The assessment is part of graded course assignments.</i></p>	<p>All students enrolled in the course completed the assignments as detailed in the syllabus; all files were submitted in the required file format and documents successfully uploaded to the appropriate file.</p>	<p><i>Faculty determined based on the data that all participating students have the computer skills to satisfy the assessed learning outcome.</i></p> <p><i>Based on the results the assessment will remain the same.</i></p>

**3. Computer Proficiency: Students use computer and network technologies to gather, analyze and communicate information.**

Program/Discipline	Assessment	Student Motivation	Assessment Results	Faculty Analysis & Recommendations for Change
<p><b>Discipline/Course:</b> <b>ENGLISH</b></p> <p><i>Initial College Studies Division</i></p>	<p><b>ENGL 1213 English Composition II</b> <i>Assignment: Average grade for Essays 2 &amp; 3 in English Comp II</i></p> <p><b>ENGL 2333 Intro to Technical Writing</b> <i>Assignment: White Paper grade</i></p> <p><i>Each of the above assignments requires students to find, evaluate, and integrate secondary research materials using the library databases and other tools; successfully doing so is a major determinant of the grade.</i></p> <p><i>ENGL 1213 226 students</i> <i>ENGL 2333 18 students</i></p>	<p><b>Course Assignment</b> <i>The grade is calculated as part of the overall course grade.</i></p>	<p><i>In ENGL 1213, the average student score for Essays 2 &amp; 3 was 73.47%, and the median was 87.5%. When excluding grades for students who turned in neither essay, the mean increases to 83.91% and the median to 90%. Of the 199 students who submitted at least one of the essays, only 22 averaged a D or F for both essays, and only six of these still managed to pass the class.</i></p> <p><i>In ENGL 2333, the mean grade for the White Paper assignment was 80.47% and the median grade was 91%. All but two students scored a C or higher, and those two never submitted the assignment. Neither of those students passed the course.</i></p>	<p><i>It appears that students who successfully complete ENGL 1213 or ENGL 2333 are mastering the CWSLO. Given the significance of this skill for their overall success in these classes, this finding is not surprising.</i></p> <p><i>No changes seem necessary at this point.</i></p>
<p><b>Discipline: Computer Information Systems</b></p> <p><i>Liberal Arts Division (Humanities dept)</i></p>	<p><b>CIS 1113 Computer Concepts with Applications (Fall 2021)</b> <i>Week 1 introductory assignment is to read the question and reply with computer knowledge. Assignment required locating form document, downloading, completing the form and uploading completed form to instructor.</i></p> <p><i>104 students</i></p>	<p><b>Course assignment</b></p>	<p><i>3 of 104 students did not complete the assignment. 101 students successfully completed the assignment.</i></p>	<p><i>All students found the assignment with no issues. The seven that did not complete the work were asked to complete and declined the work.</i></p> <p><i>No additional information provided.</i></p>

**3. Computer Proficiency: Students use computer and network technologies to gather, analyze and communicate information.**

Program/Discipline	Assessment	Student Motivation	Assessment Results	Faculty Analysis & Recommendations for Change
<p><b>Discipline:</b> <b>Anthropology</b></p> <p><i>Liberal Arts Division (Behavioral Sciences dept)</i></p>	<p><b>ANTH 3253 Language and Culture</b> <i>Week 1 Email Inquiry: Instructor emailed enrolled students the following, "Reply to this email and tell me what you're worried about this term." If they mentioned technology of any sort in the response, my return email asked for more detail. (Fall 2021)</i></p> <p><i>17 students enrolled</i></p>	<p><b>Instructor-Student Interaction</b></p>	<p><b>Results</b> <i>Five students replied that they were worried about the upcoming semester. Only two were specifically worried about technology. One was worried about canvas and the other was a generalized technology uncertainty.</i></p>	<p><i>Since these were upperclassmen, they were less worried than newer students. 2 out of 17 is not generalizable, but there is always more we can do to provide more information. I will include a how-to-use-this-classroom video in every canvas class fall 2022, just to help students feel more comfortable, although at this level I don't think they urgently need it.</i></p>
<p><b>Disciplines: Sociology</b></p> <p><i>Liberal Arts Division (Behavioral Sciences dept)</i></p>	<p><b>SOC 2123 Social Problems</b> <i>Week 1 Email Inquiry: Instructor emailed enrolled students the following, "Reply to this email and tell me what you're worried about this term. I'm curious how you're doing, but also I want to make sure canvas is working for you. I'll give you a point in the 'check in' box on the grades page." If students mentioned that they were worried about educational technology (canvas, word processing, submitting work, etc) I responded with a follow up question asking to know more about their concerns.</i></p> <p><i>19 students</i></p>	<p><b>Instructor-Student Interaction</b></p>	<p><b>Results:</b> <i>The answers to their emails mainly had worries about covid disruptions and stress. Of the 18 students in SOC 2123 who replied, 12 of them admitted to worries. Four of the worries touched on technology: 3 were confused by something in Canvas and one was dealing with a non-Canvas technical problem.</i></p>	<p><i>No particular patterns of computer proficiency emerged from this survey. I will continue to ask students what they are concerned about at the beginning of the course (that was helpful and helped me bond with them) and take each case on its own.</i></p>



**3. Computer Proficiency: Students use computer and network technologies to gather, analyze and communicate information.**

Program/Discipline	Assessment	Student Motivation	Assessment Results	Faculty Analysis & Recommendations for Change
<p><b>Discipline: Psychology</b> <i>Liberal Arts Division (Behavioral Sciences dept)</i></p>	<p><b>PSYC 2413 Abnormal Psychology and PSYC 2113 Psychology of Adjustment</b> <i>Work evaluated were discussion board responses where students had to cite two scholarly sources (one being their book), and use appropriate APA in-text and end-text citations. (Fall 2021)</i></p> <p><i>20 randomly selected students from both classes</i></p>	<p><b>Course Assignment</b></p>	<p><b>Results</b> <i>The data that resulted was that 8 of 20 students (when assignment was completed) did cite at least one scholarly source. Seven of 20 students cited at least two scholarly sources, one being their textbook. And 4 of 20 students actually used appropriate APA citations.</i></p>	<p><i>Students across the board are not great at appropriate citations, whether MLA, APA, or other format. I know this from being Honors Chair. Almost no one cites perfectly. This is where we as faculty work harder at helping students practice either by becoming harder on their grades for inappropriate citing or the student taking initiative to nail it every time. It appears we both have lots of work to do on this objective.</i></p> <p><i>I will continue emphasizing to my students, my department, and colleagues in general the importance of teaching students how to cite appropriately and giving them resources to help them do that.</i></p>
<p><b>Discipline: Psychology</b> <i>Liberal Arts Division (Behavioral Sciences dept)</i></p>	<p><b>PSYC 1113 Introduction to Psychology</b> <i>“Locating a Scientific Article” assignment. Evaluated completed grade, including if assignment was completed. (Fall 2021)</i></p> <p><i>30 randomly selected students from 3 course sections</i></p>	<p><b>Extra Credit Opportunity Assignment</b></p>	<p><b>Result</b> <i>Seventy percent (70%) of students completed this assignment successfully. Thirty percent (30%) did not participate in the assignment.</i></p>	<p><i>The results for this learning objective were not stellar (70% success rate), but that is not the fault of the students, rather poor assessment design. This was an extra credit assignment, so if I randomly chose ten students from one class and five of them did not do the assignment, it's not because they failed to meet the objective, it's because they didn't do the extra credit.</i></p> <p><i>Changes are that I will not use this method of assessing for this outcome in the future. It would be better for me to gather data for this outcome based on a curriculum marker rather than an extra credit assignment. I will gather data on this objective next time using a different method.</i></p>

**3. Computer Proficiency: Students use computer and network technologies to gather, analyze and communicate information.**

Program/Discipline	Assessment	Student Motivation	Assessment Results	Faculty Analysis & Recommendations for Change
<p><b>Surveying Technology A.A.S.</b></p> <p>Science, Technology, Engineering, Math Division – STEM (Surveying Technology dept)</p>	<p><b>SURV 1133 Fundamentals of GIS (Fall 2021)</b></p> <p><i>A lab assignment was evaluated for student achievement of the desired learning outcome. This exercise assesses the students' ability to use technology to evaluate Hurricane Evacuation Routes and create a Web App showcasing a map and demographic data that they have created.</i></p> <p>45 students</p>	<p><b>Course requirement</b></p>	<p><b>Results:</b></p> <p><i>Overall, students earned an average of 88.9%. These scores include students who did not submit the assignment or who stopped attending the class without withdrawing.</i></p>	<p><i>Students who regularly attend and participate in the online classroom are demonstrating proficiency with use of computer and network technologies.</i></p> <p><i>The outcome is being met and no changes are being considered at this time.</i></p>

**4. Civic Responsibility:** Students engage in the community through activities effecting positive change in society and the environment.

Program/Discipline	Assessment	Student Motivation	Assessment Results	Faculty Analysis & Recommendations for Change
<p><b>Cardiovascular Sonography A.A.S.</b></p> <p><i>Health Sciences Division</i></p>	<p><b>SON 2354 Clinical Experience III</b></p> <p><i>Mid rotation clinical evaluation; students must achieve a score of average (80%) or higher on the "Patient care" section.</i></p> <p><i>Each student was assessed by their clinical preceptor for their ability to demonstrate professional communication and understanding of a patient being examined. This included appropriate questioning of patient history and reporting of clinical findings. Students were also evaluated on their ability to demonstrate sensitivity to cultures across local, national and global communities.</i></p> <p><i>16 students</i></p>	<p><b>Clinical evaluation</b></p>	<p><b>Grading scale:</b>  <i>Excellent = 100%</i>  <i>Above Average – 90%</i>  <i>Average = 80%</i>  <i>Below Average = 70%</i>  <i>Poor = 60%</i>  <i>Failed = 20%</i></p> <p><b>Rotation 1</b>  <i>12 students achieved Excellent (100%)</i>  <i>1 student achieved Above Average (90%)</i>  <i>3 students achieved Average (80%)</i></p> <p><b>Rotation 2</b>  <i>11 students achieved Excellent (100%)</i>  <i>2 students achieved Above Average (90%)</i>  <i>3 students achieved Average (80%)</i></p>	<p>The results reveal that all students scored an average of higher on the Patient Care portion of mid rotation evaluation.</p> <p>No changes are being considered.</p>
<p><b>Healthcare Administration A.S.</b></p> <p><i>Health Sciences Division</i></p>	<p><b>HCM 1183 Healthcare Coding</b></p> <p><i>In this course students are required to code internationally recognized diagnosis.</i></p> <p><i>Final scores of all exam and quizzes are evaluated. Students should complete with a 80% or better average.</i></p> <p><i>12 students</i></p>	<p><b>Quizzes and exams are required components of the course.</b></p>	<p><b>Calculated average of all quizzes:</b>  <i>8 students achieved =/&gt; 90%, less than 100%</i>  <i>3 students achieved =/&gt; 80%, less than 90%</i>  <i>1 student achieved less than 70%</i></p> <p><b>Calculated average of all exams:</b>  <i>7 students achieved =/&gt; 90%, less than 100%</i>  <i>2 students achieved =/&gt; 80%, less than 90%</i>  <i>2 students achieved =/&gt; 70%, less than 80%</i>  <i>1 student achieved less than 80%</i></p> <p><b>Overall averages:</b>  <i>8 students achieved =/&gt; 90%, less than 100%</i>  <i>2 students achieved =/&gt; 80%, less than 90%</i>  <i>1 student achieved =/&gt; 70%, less than 80%</i>  <i>1 student achieved &lt; 70%</i></p>	<p>No changes are being considered.</p>

**4. Civic Responsibility:** Students engage in the community through activities effecting positive change in society and the environment.

Program/Discipline	Assessment	Student Motivation	Assessment Results	Faculty Analysis & Recommendations for Change
<p><b>Emergency Medical Technician (EMT) Certificate</b></p> <p><i>Human Services Division (Public Safety dept)</i></p>	<p><i>Optional written self-reflection on the importance of volunteer activities/community service as it related to the EMT.</i></p> <p><i>18 of the EMT students enrolled spring 2022 semester that were successful and attended the EMT Psychomotor exam chose to participate.</i></p> <p><i>Assessment conducted via email. The students were asked to write a one-page self-reflection on the importance of volunteer activities relate to the EMT.</i></p>	<p><b>Self motivation</b></p>	<p><b>Results:</b>  <i>All participants were all able to write 1-2 paragraphs on the importance. The paragraphs were written with very few grammatical errors and were easy to understand.</i></p>	<p><b>It is my suggestion that the students should have to write three self-reflections over the course of the semester.</b></p> <ol style="list-style-type: none"> <li>1. The first self-reflection should be written early in the class, asking what volunteer activities are and how they relate to the EMT.</li> <li>2. The second self-reflection should be written halfway through the semester, again asking what volunteer activities are and how they relate to the EMT.</li> <li>3. The third should be written at the end of the semester asking what the importance of volunteer activities are in relation to the EMT.</li> </ol>

**5. Global Awareness: Students display sensitivity to cultures across local, national and global communities.**

Program/Discipline	Assessment	Student Motivation	Assessment Results	Faculty Analysis & Recommendations for Change
<p><b>Nurse Science A.A.S.</b> <i>Health Sciences Division</i></p>	<p><b>NURS 2258 Complex Nursing Concepts</b> <i>HESI Exit Exams - Human Flourishing: Advocate for patients and families in ways that promote their self-determination, integrity, and on-going growth as human beings</i></p> <p><i>HESI Exit Exam - Nursing Judgment: Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care; and promote the health of patients within a family and community context.</i></p> <p>138 students</p>	<p><b>Course Assignment</b></p>	<p><b>HESI exit exams: Composite score of 850</b></p> <p><b>Fall 2021</b> Human Flourishing: Score 810</p> <p><b>Spring 2022</b> Human Flourishing: Career Ladder students = 836 Traditional students = 846</p>	<p><i>Further exploration of sub-categories within Human Flourishing, as specific to Global Awareness, will need to be done to explore whether this outcome is met as has previously been reported.</i></p> <p><i>Explore with HESI vendor to see if there are more granular results available to separate out Global Awareness from the larger category of Human Flourishing.</i></p>
<p><b>Radiologic Technology A.A.S.</b> <i>Health Sciences Division</i></p>	<p><b>RAD 2434 Radiologic Clinical Practice IV</b> <i>Mid-Rotation Student Clinical Evaluation. Student must achieve a score of average of 80 or higher on the "Student is professional in actions, behaviors, and attitude" section of the Clinical Coordinator Evaluation.</i></p> <p>16 students</p>	<p><b>Clinical Requirement</b></p>	<p><i>Each student was assessed on their ability to display sensitivity to cultures across local, national, and global communities.</i></p> <p><b>Clinical Coordinator Evaluation Results:</b> 15 students achieved 100% 1 students achieved <math>\geq</math> 80%, less than 90%</p>	<p><i>16 out of 16 students scored an "average" (80) or higher on their Clinical Coordinator Evaluation. Thus achieving 100% of the student learning outcome assessment goal.</i></p> <p><i>No changes are being considered based on the results of this assessment.</i></p>

**5. Global Awareness:** Students display sensitivity to cultures across local, national and global communities.

Program/Discipline	Assessment	Student Motivation	Assessment Results	Faculty Analysis & Recommendations for Change
<p><b>Emergency Medical Technician (EMT) Certificate</b></p> <p><i>Human Services Division (Public Safety Dept)</i></p>	<p><b>EMSP 1148 Emergency Medical Technician</b></p> <p><i>Students were asked to write a self-reflection on their experience as it relates to cultural sensitivity and special population patients that they encountered on their clinical shifts. The affective evaluations from the clinical shifts of the students were also evaluated in FISDAP.</i></p> <p><i>8 students</i></p>	<p><b>Self-motivation</b></p>	<p><b>Voluntary written self-reflection</b></p> <p><i>All the students reported adequate skills relating to cultural sensitivity and diversity among patients. However, most students had little to no contact in dealing with special patient populations. The exception to this was geriatric patients as all students interacted with at least one patient in the geriatric population. Pediatrics and patients with special needs were rarely encountered by the EMT students on their clinical rotations.</i></p>	<p><i>The data shows that most students (7 out of 8) are culturally aware but that all students lack adequate interactions with special patient populations based on an audit of their clinical rotations in FISDAP.</i></p> <p><i>The only way that I can see to ensure that EMT students are exposed to the various special patient populations would be to increase the number of clinical hours that they are required to attend and to add new clinical sites that afford them the opportunity to interact with patients from these special populations (pediatric triage/ER for example).</i></p>
<p><b>Public Safety Management B.T.</b></p> <p><i>Human Services Division (Public Safety Dept)</i></p>	<p><b>PSM 4513 Advanced Occupational Proficiency for Emergency Providers</b></p> <p><i>Students completed a scenario based report on how they would handle an employment situation involving unethical and possibly illegal actions of subordinates.</i></p> <p><i>8 students</i></p>	<p><b>Course Assignment</b></p>	<p>Average score all students = 95% Score range all students = 100% - 90%</p>	<p><i>The results show that the students understood the need for fairness and proper treatment not only from the legal side but from the ethical and moral side as well. The students addressed each of the required items and expounded upon how in today's world, some traditions must be expelled to ensure "sensitivity to cultures across local, national and global communities."</i></p> <p><i>No changes are being considered for this learning outcome. The program will continue with assessment and compare data from this class to the next one that will be assessed. Then, depending on the results, changes will be considered.</i></p>