

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.

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
Healthcare Management A.S. <i>School of Health Sciences</i>	HCM 1153 HEALTHCARE LAW & ETHICS Threaded discussion: "Case Study" student post and 2 peer postings 38 students	Required activity	Achievement target: 80% or higher Overall average: 85.094. 31 of 38 students completed the assignment. Overall average includes non-participating students.	The CWSLO is met with the HCM program. 81% of the class has an 80% or higher. The students completed critical thinking skills in both their initial post and discussion with other students. The students that did not meet the 80% threshold is minimal and correlate with those who have dropped or withdrawn but have not been removed from the Canvas course. <i>No immediate action will be taken at this time as the CWLSO has been meet. HCM will continue to monitor to see if any changes become necessary.</i>
Nurse Science A.A.S. <i>School of Health Sciences</i>	NURS 2258 COMPLEX NURSING CONCEPTS HESI Exit Exam Human Flourishing section of the exam: Advocate for patients and families in ways that promote their self-determination, integrity, and on-going growth as human beings. 75 students	Required activity	Achievement target: 850 or higher composite score In spring 2023 the average composite score was 932: Career Ladder students average: 981 Traditional students average 882	Faculty are continuing to expand and evolve presentations to reflect more of the NGN type questions, formats, case studies, etc. Those ongoing changes will help to not only enhance the students' ability to successfully navigate those types of questions, but also to help facilitate more engaged/active learning classroom sessions.
English discipline <i>School of Professional Studies (formerly Liberal Arts): ICRW/ENGL Dept</i>	ENGL 1113 ENGLISH COMPOSITION I Essay 3 and Essay 4 <i>final drafts</i> 804 students	Required activity	Achievement target: Not provided The average grade for Essay 3 was 73%, increasing to 84% without zeroes. The average grade for Essay 4 was 73%, increasing to 86% without zeroes.	Evaluating arguments and making judgments are defining features of Essays 3 and 4, so the grades suggest that students are meeting this outcome. The second part of the outcome is not directly measurable, but anecdotally, all faculty participating in the discussion of results had stories about conversations with students that suggested students were using their evaluation of arguments to inform their beliefs. Future assessments may need to use qualitative measures to assess this outcome more directly.

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

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<p>Psychology Discipline</p> <p><i>School of Professional Studies (formerly Liberal Arts): Behavioral Sciences Dept</i></p>	<p>PSYC 1113 INTRODUCTORY PSYCHOLOGY</p> <p>Fall 2022, multiple course sections. 2 online, 1 traditional, 2 hybrid</p> <p>Direct method: Brief 5 item assessment quiz relating to scientific report and critical analyses. Purpose to identify key concepts in psychology with emphasis on basic research design and critical analyses of research reports.</p> <p>94 students</p>	<p>Required activity</p>	<p>Achievement target: average pass rate of 70% overall</p> <p>Average per course section:</p> <ul style="list-style-type: none"> i. 60204 = 74% (online) ii. 60883 = 77% (online) iii. 60213 = 63% (trad) iv. 60212 = 76% (hybrid) v. 60216 = 69% (hybrid) <p>Average High Score = 97.2%</p> <p>Average overall for all students = 71.8 = 72% met assessment</p> <p>Only participating students were included in the calculations.</p>	<p>Assessment datum reveal similar patterns that we have seen as outcomes before. Students do poorly on recognizing an experiment, less poor on identifying a correlation, did well on understanding (at least rudimentary) the third-variable problem by identifying at least one confound to the statements, but very accurately understand that correlation does not equal causation.</p> <p>Considering two options for change. 1) perform a pre-test, post-test to look at learning before and after covering content. It is possible that students who performed well on this SLO actually learned more while being in the class and as a function of being in class. 2) give the statement along with “correlation does not equal causation” (since they understand this learning objective so well, but do poorly on recognizing that experiments = causal inference) is to translate it into the experimental language somehow. “Correlation does not equal experimentation?”</p>
<p>Sociology Discipline</p> <p><i>School of Professional Studies (formerly Liberal Arts): Behavioral Sciences Dept</i></p>	<p>SOC 1113 INTRODUCTORY SOCIOLOGY</p> <p>Direct Method: Discussion Board 3. After viewing videos students draft a post addressing the issue “what conclusions can be drawn about the variance among cultures of re gender norms and/or gender deviance. Students are required to respond to at least one other student.</p> <p>Assessment was delivered to 7 sections of Intro to Soc during spring 2023. One fourth of the students completing the assignment were randomly selected and re-graded specifically for critical thinking.</p>	<p>Required activity</p>	<p>Achievement target: Not provided</p> <p>Total number evaluated 52</p> <p>Not met expectation 11 21%</p> <p>Met expectation 14 27%</p> <p>Exceeded expectation 27 52%</p> <p>79% of the sample were able to recognize that gender is culturally constructed and varies by culture. That is not a ‘bad’ result, considering that several students mentioned never having encountered this idea before.</p>	<p>A problem was identified. At least one student addressed having a “safe environment” to learn in and closer moderation of this type of discussion should be addressed.</p> <p>This assignment is being re-written starting summer term: this will be a one-page response paper instead of a discussion board. I may also update the content if I can find more interesting videos.</p>

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

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<p>Surveying Technology A.A.S.</p> <p><i>School of Science, Technology, Engineering, Math (STEM)</i></p>	<p>SURV 2643 ADVANCED SURVEYING</p> <p>Assessment was conducted as a comprehensive final exam, assessing the skills learned throughout the semester to achieve the desired learning outcome. This assessment requires the student think critically regarding practical situations and concepts commonly encountered while conducting boundary surveys and the determination of the extent of ownership rights. Fall 2022 and Spring 2023.</p> <p>31 students</p>	<p>Required activity</p>	<p>Achievement target: Not provided</p> <p>Average of all students: 92%. This average includes students who did not submit the assignment or who stopped attending the class without withdrawing.</p>	<p>Students who regularly attend and participate in the online classroom are demonstrating proficiency with problem solving and critical thinking.</p> <p>No changes are planned.</p>
<p>Science Discipline: Physics</p> <p><i>School of Science, Technology, Engineering, Math (STEM)</i></p>	<p>PHYS 1114 GENERAL PHYSICS I</p> <p>Discussion based exam covering descriptive physics units on motion, force, energy, momentum and rotation. Qualitative and quantitative questions were asked of the students relating to the introduction to physics – definitions, unit conversion, and more.</p> <p>73 students</p>	<p>Required activity</p>	<p>Achievement target: Not provided</p> <p>The average among the 73 students was a 90.48% with a 19.71% standard deviation. There are a few outliers who did not do the homework resulting in a larger standard deviation.</p>	<p>Most students can make arguments using qualitative and quantitative arguments to support their case.</p> <p>Physics could be too calculation/logic based for “arguments” in the sense implied by the CWSLO.</p> <p>No definitive change recommended</p>

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<p>Science Discipline: Physics</p> <p><i>School of Science, Technology, Engineering, Math (STEM)</i></p>	<p>PHYS 1214 GENERAL PHYSICS II</p> <p>Discussion based exam covering descriptive physics units on motion, force, energy, momentum and rotation. Qualitative and quantitative questions were asked of the students.</p> <p>12 students</p>	<p>Required activity</p>	<p>Achievement target: Not provided</p> <p>The average among the 12 students was a 82.72% with a 24.95% standard deviation. Sample size is not large which affects standard deviation.</p>	<p>Most students can make arguments using qualitative and quantitative arguments to support their case.</p> <p>Physics could be too calculation/logic based for “arguments” in the sense implied by the CWSLO.</p> <p>No definitive change recommended.</p>
<p>Science Discipline: Biologic Sciences</p> <p><i>School of Science, Technology, Engineering, Math (STEM)</i></p>	<p>MCRO 2124 INTRODUCTION TO MICROBIOLOGY</p> <p>Unknown Lab Project, a laboratory exercise that involves identifying unknown bacteria using results from experiments the students carry out and interpret themselves. Students wrote a brief report answering questions about the bacteria they identified as well as the test they performed, which was assessed using a rubric on Canvas.</p> <p>Fall 2022</p> <p>5 sections of MCRO 2124 77 students</p>	<p>Required activity</p>	<p>Achievement target: 80% considered acceptable; 85% ideal target</p> <p>Class averages:</p> <p>Section 20749 – 89%. 19 students; 1 slightly below 85; 1 = 0</p> <p>Section 20750 – 90%. 15 students; 4 below 85; 1 = 80; 1 below 80</p> <p>Section 20751 – 83%. 18 students; 7 below 85; 5 below 80; 1 = 0</p> <p>Section 20753 – 88%. 16 students; 4 below 85; 3 below 80</p> <p>Section 20754 – 82%. 9 students; 1 = 0</p>	<p>All sections have acceptable scores of 80% or higher, but there is still room for improvement as 85% is a more ideal target. Review of individual grades reveal every section show a few students need help on this critical thinking exercise.</p> <p>Planned change includes adding a Grand Rounds activity to each lab exercise that will involve student rotation amongst all lab group tables to answer critical-thinking type questions about each groups results and identifying how they differ or relate between each group/sample.</p>

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<p>Crime Victim/Survivor Services A.A.S.</p> <p><i>School of Human Services (Social Services dept)</i></p>	<p>CVSS 2512 OCCUPATIONAL PROFICIENCY</p> <p>Capstone: students assessed in their performance on 5 different exercises by victim' services field professionals.</p> <p>Evaluative Exercise: Rapid Fire has the objective to assess the student's ability to quickly understand the circumstance and information presented and to quickly correct misinformation presented in a role-play scenario. Response time allocated: 30 seconds.</p> <p>Evaluated by rubric for performance in decision-making/judgement; poise/confidence; and verbal communications/skills application.</p> <p>Fall 2022 (2 students) Spring 2023 (3 students)</p> <p>5 students</p>	<p>Required course</p>	<p>Achievement target: Not provided. Max score: 30</p> <p>Student scores assigned by the external assessors ranged from 21.83 to 29.8 out of a possible 30 points. Average of all 5 students: 25.87 (86.23%).</p> <p>Average score fall 2022 (2 students): 22.08/30. C average.</p> <p>Average score spring 2023 (3 students) 28.4/30. A average.</p>	<p>Performance on this exercise requires students to quickly problem solve and apply appropriate judgment. Students achieved the stated campus-wide learning outcome. All students passed this exercise and the overall Capstone Assessment. The disparity between the scores achieved by candidates in the fall 2022 and spring 2023 semesters is difficult to explain. However, it is noted that each individual candidate's performance scores on the Rapid Fire exercise were highly predictive of the candidate's overall performance in the Capstone Assessment process, the Occupational Proficiency course, and the CVSS program.</p> <p>Recommended change: The course instructor will increase the amount of time presenting similar scenarios in the unit on "Difficult Conversations" in CVSS-2413-Ethics, and reassess.</p>
<p>Early Care & Child Development A.A.S.</p> <p><i>School of Human Services (Early Care Education dept)</i></p>	<p>ECCD 2513 OCCUPATIONAL PROFICIENCY</p> <p>Role Play activity. Evaluated by rubric across the performance indicators of verbal communication; organization ability, decision-making/judgement; and skills application.</p> <p>Fall 2022</p> <p>7 students</p>	<p>Required course</p>	<p>Achievement target: 70%</p> <p>7 of 7 students (100%) achieved higher than 70%. 5 of 7 achieved 100% 1 student achieved 80%</p> <p>The data analysis documented that all students were able to make sound decisions and applied their outcome to practical situations within the early care education profession.</p>	<p>The data reflects that students are hearing, internalizing, and applying the concepts and theories being taught within the early care & child development academic program.</p> <p>The early care and child development faculty will continue using the instructional methods in-place making sure to update as new concepts and theories emerge within the profession.</p> <p>No changes recommended at this time.</p>

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<p>Police Science-Crime Scene Investigation A.A.S.</p> <p><i>School of Human Services (Police Science dept)</i></p>	<p>PLSC 2543 OCCUPATIONAL PROFICIENCY</p> <p>Capstone Course Exercise C. Students prepare an oral response to the scenario exercise. Students are assessed by current law enforcement officers. Grading is based on the scenario rubric.</p> <p>Spring 2023</p> <p>2 students</p>	<p>Required activity</p>	<p>Achievement target: Not provided</p> <p>Overall average: 83.33%, (25/30)</p> <p>Student 1: 20/30 Student 2: 30/30</p>	<p>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.</p> <p>Changes recommended: 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. <i>Faculty will continue to emphasize problem solving methods in the Police Science classes, specifically those directly related to the CSI specialty.</i></p>
<p>Public Safety Management B.T.</p> <p><i>School of Human Services (Public Safety dept)</i></p>	<p>PSM 4513 ADVANCED OCCUPATIONAL PROFICIENCY IN PUBLIC SAFETY</p> <p>Direct method: Course project 1 - Students complete a scenario-based report on how they will handle an employment situation from a legal and ethical standpoint.</p> <p>Rubric criterion performance indicators define projects meeting grade standard A – F.</p> <p>Spring 2023 Students: 9</p>	<p>Required activity</p>	<p>Achievement target: Minimum grade of C</p> <p>Overall average: 93%</p>	<p>All 9 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. Each students addressed corrective measures, preventive actions and policies to address current and future issues related to the administration of public safety agencies.</p> <p>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. <i>However, the assessment tool (scenario or course project #1) will be updated to include current issues facing public safety organizations. The update and/or revision will be coordinated through the PSM Advisory Board.</i></p>

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

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<p>Cardiovascular Sonography A.A.S.</p> <p><i>School of Health Sciences</i></p>	<p>SON 2313 CARDIOVASCULAR CONCEPTS</p> <p>Group project: oral and written presentation. Topics selected from</p> <ul style="list-style-type: none"> • Ischemic heart disease • EKG Arrhythmia having clinical significance in cardiac ultrasound or • Specific congenital cardiac anomaly <p>Students worked collaboratively on both the written and oral presentations. The written portion of the assignment must meet defined criteria.</p> <p>Scored by rubric both oral & written rubric and participation rating sheet.</p> <p>20 students</p>	<p>Required activity</p>	<p>Achievement target: 80% or higher</p> <p>Students were assessed on their oral and written presentation of their capstone project. 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. The data that resulted from the assessment includes how well the student could communicate effectively using organized and coherent written and oral presentations appropriate for the audience and situation.</p> <p>20 of 20 students scored better than 80% on both oral and written assessment.</p>	<p>20 out of 20 students, scored an 80 or higher for the written portion of the Cardiovascular Concepts presentation. Students are learning the correct way to interact and communicate in a professional medical setting.</p> <p>No changes planned</p>
<p>Nurse Science A.A.S.</p> <p><i>School of Health Sciences</i></p>	<p>Child Health Fair project</p> <p>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 uses a Satisfactory/Unsatisfactory-based rubric over categories of presentation, participation, audience, and references.</p> <p>122 students (NURS 1148, Nursing Care & Concepts Across Lifespan), fall 2022</p>	<p>Required activity</p>	<p>Achievement target: Satisfactory rating</p> <p>100% of students participated and successfully met the requirements.</p>	<p>Fall 22 implementation was done in-person at a local child care agency, This was well received by students, staff, and children. The in-person presentation was believed to be a more effective exercise for students by teaching team faculty as compared to spring 22 in which some presentations had to be virtual due to a limited number of participating agencies.</p> <p>No changes indicated in the report</p>

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<p>Anthropology Discipline</p> <p><i>School of Professional Studies (formerly Liberal Arts): Behavioral Sciences Dept</i></p>	<p>ANTH 3253 LANGUAGE AND CULTURE (H)</p> <p>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?</p> <p>14 students</p>	<p>Required activity</p>	<p>Achievement target: 1 page paper, coherently written in English, with a main point and paragraphs that support that point organized into paragraphs</p> <p>10 of 14 students completed assignment</p> <p>2 did not meet minimum requirements</p> <p>6 met minimum requirements</p> <p>2 exceeded minimum requirements</p> <p>20% of the students failed to meet the minimum standard.</p>	<p>In general, 80% "met or exceeded", but taken in context it is clear this assignment is not working. Student performance is not improving over the course of the five response papers. Individual scores are not higher for assignment five than they were for assignment one. The class averages do not improve over time. The writing is not improving.</p> <p>After consultation with the English department head changes planned are to reduce the total number of response papers from 5 to 3. The first one will just get feedback. The second and third one will be turned in twice so they have to do two drafts.</p>
<p>Speech Discipline</p> <p><i>School of Professional Studies (formerly Liberal Arts): Humanities Dept</i></p>	<p>SPCH 1113 INTRODUCTION TO SPEECH COMMUNICATION</p> <p>SPCH 2723 INTERPERSONAL COMMUNICATION</p> <p>Final Project in each course.</p> <ul style="list-style-type: none"> • SPCH 1113: informative speech, including outline/presentation • SPCH 2723: a Conflict Analysis assignment was used for this assessment. <p>110 students – <i>only students completing the assignment are included in the data analysis. For SPCH 1113, only first section assigned per instructor was included in the assessment. Both section of SPCH 2723 were assessed.</i></p>	<p>Required activity</p>	<p>Achievement target: Not provided</p> <p>The data was evaluated by reviewing all grades for each of the selected assignments and converted the points to an A-F letter grade. Those letter grades were converted to the grade average scheme (A=-4.0, B=3.0, C=2.0, etc.)</p> <p>SPCH 1113 – 95 students Mean: 3.463158 Median: 4 Mode: 4</p> <p><i>Per section comparison (7): lowest mean score = 2.857143 and highest mean score = 3.8125</i></p> <p>SPCH 2723 – 15 students Mean: 3.6 Median: 4 Mode: 4</p> <p><i>Only 2 sections with equal mean scores of 3.6</i></p>	<p>Students are meeting this campus-wide assessment goal because the informative speech assessment is thorough and instructions are clear.</p> <p>Lead instructor plans to meet with the instructors with the lowest mean grades to make sure content in online and in-person Canvas course shells contain the detailed rubric and enough practice step-by-step to improve overall scores for this major speech in SPCH 1113.</p> <p>SPCH 2723 appears to be meeting goals so no change will be suggested.</p> <p>It does appear that several students in each section chose not to participate. I will be reviewing late work policies and Dropout Detective policies with all instructors.</p>

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<p>Management A.A.S Management-General Business A.A.S</p> <p><i>School of Professional Studies (Business Dept)</i></p>	<p>BUS 2113 BUSINESS COMMUNICATIONS</p> <p>Learning to Communicate assignment; scenario-based reading that requires students to utilize their understanding of the business environment to present information.</p> <p>Spring 2023 28 students</p>	<p>Required activity</p>	<p>Achievement target: Not provided</p> <p>Average score 80% (8/10)</p>	<p>Students have demonstrated their ability to act appropriately in professional situations.</p> <p>No changes recommended</p>
<p>Science Discipline: Chemistry</p> <p><i>School of Science, Technology, Engineering, Math (STEM)</i></p>	<p>CHEM 1154 GENERAL, ORGANIC AND BIOCHEMISTRY</p> <p>CHEM 1104 BASIC CHEMISTRY</p> <p>CHEM 1154: Metabolism Packet project; responses to questions evaluated for effective communication.</p> <p>CHEM 1104: Basic research project w/ option of written paper or video presentation.</p> <p>All projects evaluated by rubric.</p> <p>92 students</p>	<p>Required activity</p>	<p>Achievement target: 3 out of 4 (75%)</p> <p>Aggregated mean all courses/sections was 3.20.</p> <p>CHEM 1154 mean: 3.23</p> <p>CHEM 1104 mean: 2.85</p>	<p>Overall, students met the threshold for the Effective Communication CWLO. There was however, some disparity between the two courses. Students in CHEM 1154 scored better than those in CHEM 1104. They type of assessment may have played a part in the difference. CHEM 1154 students were assessed on their ability to communicate their answers to specific questions, whereas students in CHEM 1104 were assessed on their communication skills via a research paper or presentation. Obviously, effectively communicating research via a written paper or presentation requires more involvement than answering specific questions using complete, coherent sentences. CHEM 1104 students, however, were provided with resources such as a library research guide, to aid in their research, and sample videos to show how to present their findings via a screencast or recording.</p> <p>Changes being considered include providing additional information re resources such as the SSOC Writing Lab and revising the assessment for CHEM 1154 from packet project question responses to a presentation paper.</p>

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<p>Science Discipline: Nutritional Science</p> <p><i>School of Science, Technology, Engineering, Math (STEM)</i></p>	<p>NSCI 1113 BASIC HUMAN NUTRITION</p> <p>Final project</p> <p>Spring 2023; all online sections</p> <p>152 students</p>	Required activity	<p>Achievement target: Not provided</p> <p>80% (121/152) of students communicated effectively.</p>	<p>80% of students were able to communicate effectively in an academic, scientific paper.</p> <p>Changes being considered include ensuring students are aware of SSOC Writing Lab and to provide examples of successful final papers in which effective communication was utilized.</p>
<p>Early Care & Child Development A.A.S.</p> <p><i>School of Human Services (Early Care Education dept)</i></p>	<p>ECCD 2513 OCCUPATIONAL PROFICIENCY</p> <p>Direct method: Portfolio – resume and cover letter. Evaluated for clarity, conciseness and formatting.</p> <p>Spring 2023</p> <p>5 students</p>	Required course	<p>Achievement target: 70%</p> <p>4 of 5 students (80%) achieved greater than 70%.</p> <p>3 of 5 students (60%) achieved 99%</p> <p>1 student achieved 86%</p> <p>1 student achieved 22%</p>	<p>The majority of students were able to apply knowledge and skills taught within the course. One student did not follow instructions.</p> <p>Recommended change: More explicit instructions will be given and additional check points prior to the due date.</p>
<p>Police Science A.S. and A.A.S</p> <p><i>School of Human Services (Public Safety dept)</i></p>	<p>PLSC 2543 OCCUPATIONAL PROFICIENCY</p> <p>Exercise C Scenario. Student prepare an oral presentation for the scenario; 45 minutes prep time; 10 minute present time. Students are assessed by current law enforcement officers using a defined rubric.</p> <p>Rubric Assessment performance indicators: Communication: Public Speaking and Report Writing Skills.</p> <p>Spring 2023 6 students; 3 A.A.S. program and 3 A.S. program.</p>	Required activity	<p>Achievement target: Not provided</p> <p>Overall average: 22.8/30</p> <p>1 23/30 2 23/30 3 22/30 4 24/30 (AS Student) 5 20/30 (AS Student) 6 25/30 (AS Student)</p>	<p>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.</p> <p>No current changes planned; continue with changes implemented in prior semesters.</p>

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<p>Public Safety Management B.T.</p> <p><i>School of Human Services (Public Safety dept)</i></p>	<p>PSM 4513 ADVANCED OCCUPATIONAL PROFICIENCY IN PUBLIC SAFETY</p> <p>Direct method: Course project #1 – Students complete a scenario-based report on how they will handle an employment situation from a legal and ethical standpoint.</p> <p>Rubric criterion performance indicators define projects meeting grade standard A – F.</p> <p>Fall 2022 Students: 10</p>	<p>Required activity</p>	<p>Achievement target: Minimum grade C</p> <p>Overall average 92%</p>	<p>All 10 students were able to write at a level expected of a graduating bachelor students. They were able to articulate clear and thorough understanding of the topic, and convey that understanding through an oral presentation.</p> <p>No changes are recommended at this time</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>Radiologic Technology A.A.S.</p> <p><i>School of Health Sciences</i></p>	<p>RAD 2434 RADIOLOGIC CLINICAL PRACTICE IV</p> <p>Students are evaluated by their clinical preceptors on Trajecsys on the Psychomotor Domain section of the Domain Learning Assessment. The Psychomotor Domain covers equipment on/off & laboratory start up/shut down; exam room prep; appropriate performance in the clinical setting; demonstration of appropriate use of anatomic side markers on all images; manipulation of xray equipment for imaging anatomy; and xray room clean up.</p> <p>18 students</p>	<p>Required clinical activity</p>	<p>Achievement target: 80% or higher</p> <p>17 out of 18 students in the cohort (94.4%) met the student learning outcome assessment goal benchmark. Though 1 student fell below the benchmark in the second 8-week rotation, that same student excelled in the first 8-week rotation. This is most likely attributed to the student attending an advanced modality rotation with minimal exposure to that modality. The level of achievement for each student is considered proficient by faculty.</p>	<p>The data enabled the instructors to evaluate the students' ability to use computer and network technologies to gather, analyze, and communicate information based on the "Psychomotor Domain" section of the Domain Learning Assessment completed by the clinical preceptor in the RAD 2434 clinical course.</p> <p>No changes are being considered based on the results of this assessment. The student learning outcome has been achieved by 94.4% of the students in the cohort.</p>
<p>Nurse Science A.A.S.</p> <p><i>School of Health Sciences</i></p>	<p>NURS 2342 TRANSITION TO PROFESSIONAL PRACTICE</p> <p>EBP Poster Presentation</p> <p>All students in the course are required to develop presentation (group project) and paper regarding chosen best practices. Peer reviewers, faculty, and staff complete rubric for each presentation and course faculty tabulate results.</p> <p>Rubric criterion: interest, analysis, evidence, handout, participation, deductions, and plagiarism.</p> <p>159 students</p>	<p>Required activity</p>	<p>Achievement target: Not clearly specified</p> <p>Fall 2022 average score: 47.16/50</p> <p>Spring 2023 average score: 48.67/50</p> <p>Overall average 159 students: 47.91/50</p> <p>Sp23 results are more than a full percentage point higher. This could be attributed to some combination of it being in-person vs. virtual and faculty's role modeling the use of evidence-based teaching-learning practices in their evolution towards NGN style.</p>	<p>In addition to the prescribed assessment measures for this outcome, students have to have a functional general knowledge of operations of computers given the program's continued adoption of computer-based testing, computer-based clinical compliance systems, textbook/testing supplemental resources.</p> <p>No changes to this assessment are planned.</p>

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

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Accounting A.A.S. <i>School of Professional Studies (Business dept)</i>	ACCT 2043 COMPUTERIZED ACCOUNTING Project Spring 2023 20 students	Required activity	Achievement target: Not provided Average score: 70%	This successfully tests students' ability to demonstrate computer efficiency. No changes recommended

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

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<p>Radiologic Technology A.A.S.</p> <p><i>School of Health Sciences</i></p>	<p>RAD 2434 RADIOLOGIC CLINICAL PRACTICE IV</p> <p>Students are evaluated by their clinical preceptors on Trajecsys on the Patient Care section of the mid rotation student clinical evaluation.</p> <p>For the Patient Care section students must demonstrate professional communication and understanding given to patient being examined and demonstrate appropriate questioning of patient history.</p> <p>18 students</p>	<p>Required as part of clinical</p>	<p>Achievement target: 80% or higher</p> <p>18 out of 18 students achieved a score of average (80) or higher on the "Patient Care" section of the Mid-Rotation Student Clinical Evaluation in RAD 2434. Thus achieving 100% of the student learning outcome assessment goal. The level of achievement for each student is considered to be proficient/advanced by faculty.</p>	<p>The data enabled the instructor to evaluate the student's ability to engage in the community through activities effecting positive change in society and the environment based on their interactions with patients in the clinical setting.</p> <p>No changes are being considered based on the results of this assessment. The student learning outcome benchmark has been met.</p>
<p>Psychology Discipline</p> <p><i>School of Professional Studies (formerly Liberal Arts): Behavioral Sciences Dept</i></p>	<p>PSYC 2113 Psychology of Adjustment, PSYC 2413 Abnormal Psychology, and PSYC 1113 Introductory Psychology (random section)</p> <p>Work evaluated was response to a project prompt. Second level course's prompt was: Community Projects Promoting Positive Societal or Environmental Change. First level course prompt was: The Sociocultural Perspective and Ethical Values Promoting Cultural Awareness</p> <p>4 students</p>	<p>Extra credit/Optional activity</p>	<p>Achievement target: Not Provided. <i>Up to 15 points available.</i></p> <p>Individual scores/points awarded not provided.</p> <p>Low participation is common for extra credit assignments.</p> <p>The data analyzed consisted of two projects from second level courses and two essays from first level courses. Some of the ethical values that were identified are as follows: peace, love and a genuine good spirit of understanding and acceptance. put aside any differences they have when it comes</p>	<p>This is generally a hard question (prompt) to answer as a product of the way the SLO is presented. How do you define, gauge, and assess cultural sensitivity and awareness and whether or not an individual has met that goal? It is my thought that global competency/awareness should be defined first. Sensitivity to culture is hard to define and assess in the student population, in general.</p> <p>In the future, I will be defining global competence by creating my own learning objectives and test items for a specific culture or destination. Although this SLO is stated to measure sensitivity to diverse cultures on a local, national, and global scale, I want an assessment that taps global awareness and learning about other cultures on a global scale. Cultural sensitivity is hard to define and assess on a global scale.</p>

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

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<p>Nurse Science A.A.S.</p> <p><i>School of Health Sciences</i></p>	<p>NURS 2258 COMPLEX NURSING CONCEPTS</p> <p>HESI Exit Exam Human Flourishing section of the exam: Advocate for patients and families in ways that promote their self-determination, integrity, and on-going growth as human beings.</p> <p>The tenets of global awareness and cultural sensitivity are embedded within the Human Flourishing outcome.</p> <p>75 students</p>	<p>Required activity</p>	<p>Achievement target: 850 or higher composite score</p> <p>In spring 2023 the average composite score was 932:</p> <p>Career Ladder students average: 981 Traditional students average 882</p>	<p>Of note is the Career Ladder students' composite in this area of 981 compared to the traditional composite of 882. As asserted in the literature, experience is a key component of progression from beginner to mastery. Given the Career Ladder group has many practicing LPNs and Paramedics, this higher score is somewhat a logical consequence of that experience.</p> <p>No changes are planned.</p>