

I. Critical Thinking

A. Select, analyze, interpret, evaluate and defend a claim (orally and/or written) using a range of source materials

BIOL 1114 - General Biology

Activities: Students will design and execute a controlled experiment during the laboratory to test a hypothesis about animal behavior.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assessment.

Data: Traditional On-Site: 184/214 = 86%

Online: 68/80 = 85%

Total: 252/294 = 85.7%

Reflection: Essentially no difference of Critical Thinking pass rates between Traditional On-Site and Online enrollment. 2022 percentages are slightly lower than the previous year, when the adjustment of adding hypothesis building into the lecture prior to students performing this assessment exercise was added. However, it is higher than prior to the incorporation of this component. Discussions on hypothesis building seems to be having a positive effect.

Actions: Continue to collect data separately for Traditional On-Site and Online. Also collect for the stand alone Virtual (O-Live) section(s). Continue implementing hypothesis building into the lecture component and explaining the concept again in the laboratory. Work on adding the hypothesis component into other lab experiments.

BADM 1113 – Digital and Financial Literacy

Activities: Students will complete individual projects in PowerPoint, which involves reading and understanding personal finance content followed by completion of assigned projects to demonstrate application of knowledge gained on the topic utilizing various resources.

Measurements: Projects will be evaluated quantitatively based on a designated grading rubric developed by faculty.

Evaluations: Success rate for each designated project is an overall average of 85% or better of the total value based on the designated grading rubrics.

Data: 322 students were assessed in fall 2022 using the rubric established by faculty. The average for the project was 91.70% for fall 2022. 82.61% of students who completed the project scored an 85% or better. The 242 traditional students scored an average of 92.86% and the 80 online students scored an average of 88.20%. When comparing frequency distributions, 83.88% of traditional students scored an 85% or better on the project and online, 78.75%. (zeros / non-completers were factored out)

Reflection: The project scores dropped slightly, but remained above the target of 85% or better. The online students saw a greater decrease than the traditional in class students, decreasing from an average of 95.39% in fall 2021 to an average of 88.2% in fall 2022. The average for the traditional students stayed fairly consistent at 92.58% and 92.86% respectively. The slight drop for the online students may reflect that the students are not as prepared to work independently as necessary and may need further instructions in online assignments.

Actions: Faculty will adjust the rubric and instructions for the assignment. In addition, as a result of discussions, some additional calculations and / or locational information will be requested to increase the level of analytical and critical thinking skills required of the project. Faculty will adjust the grading rubric for the housing decision to incorporate the students having to decide a location to move to or work from once they graduate. The additional calculation proposed is to compare the cost of living between two locations in the analysis.

CHEM 1314 – General Chemistry I

Activities: Students will use chemistry knowledge obtained in lecture to identify unknown chemicals in the laboratory.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assessment.

Data: 42/59 greater than 70% or a 71.2% pass rate

Reflection: Saw a slight improvement, however students were working more independently, i.e. little to no peer-to-peer interactions. Math skills also have appeared to deteriorate. Instructors have begun to collect more information, i.e., laboratory final results (42/59 greater than 70% or a 71.2% pass rate as a better method of assessing the information).

Actions: Continue to collect prior data and add the overall laboratory final to the assessment.

ENGL 1113 - Composition I

Activities: A research paper was assigned that would be evaluated according to content, reasoning, research and usage.

Measurements: Assignments will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assignment.

Data: 94.7% (536/566) of students made a 70% and better.

Reflection: Scores remain consistent over the last two years. More focus was spent on research skills. It appears that we are on the right course with our focus on research.

Actions: The new rubrics with the new standard of achievement will be in place during the Spring. Assessments on the 4th essay will be collected. We will review data on traditional, ITV, O-Live, and Online courses.

MATH 1513 - College Algebra

Activities: Students will be given a quiz to apply their knowledge of the properties of polynomial functions.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assessment.

Data: 338/399 = 84.7% of students taking the assessment scored a 70% or higher

Reflection: Results are improving, about 3% increase. Seems that we probably have more in-person and the students are doing better. Students were often choosing the wrong graph (it was provided first). Suggestions in class in Enid were to do the writing portion first. Students did better when they did the writing first

Actions: Change the layout of the assessment to provide space for work, then space for the writing part of the assessment, then have them choose the graph. Next year we will also look to break out results from in person, o-live, online.

B. Generate/demonstrate original ideas

C. Apply information to a variety of new situations

ARTS 1113 - Art Appreciation

Activities: The students will be given a project, The American Flag in Art, which will allow them to demonstrate their knowledge of the complexities of visual literacy.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Success rate for each project is 70% or better.

Data: 65/70 (92.86%) passed with a 70% or better

General Education Competency Grid 2022-2023

Reflection: Pass rate was consistent with prior year. Success rate of the American Flag in Art Activity has been generally consistent over the six years that data has been collected. The data supplied by new instructor for online section is also consistent with overall success rate.

Actions: This activity continues to challenge and enlighten students and assess the core concepts established for general education competencies. No changes suggested.

HPET 1223 – Health Education & Wellness

Activities: The students will be given a project to demonstrate their knowledge on proper nutritional habits, caloric intake and making better meal choices.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students in the course will have a 80% success rate on this project.

Data: 63/83 (76%) passed the activity

Reflection: The results were down a little, but still in the general vicinity of where they have been. I feel that some students in the online section just neglect to do the assignment completely and it brings the scores down.

Actions: Since we have had a big instructor turnover in our department and we did not hit our benchmark, we will not change anything at this point.

MUSC 1113 - Music Appreciation

Activities: The students will be given a project which will allow them to demonstrate their knowledge of musical styles. The student should be able to aurally analyze a composition to determine its period of origin and likely composer and defend that analysis by using knowledge of instrument and vocal timber, music texture, form and orchestration obtained in this course.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Success Rate for each project is 70% or better.

Data:

Reflection:

Actions:

ORNT 1101 - Orientation

Activities: The students will be given a writing prompt in which they will demonstrate their application of knowledge of 2 of the following items: Learning styles, time management, note taking systems and test taking skills.

Measurements: Assignments will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assignment.

Data:

Reflection: Under construction

Actions:

PHIL 2223 – Business Ethics

Activities: Students will complete a comprehensive paper designed to apply the critical thinking skills and ethical theory developed throughout the course by analyzing a real-world situation and applying those concepts.

Measurements: Exams will be evaluated quantitatively based on a designated grading rubric developed by faculty.

Evaluations: Overall average on the paper assignment will be a score of 70% of the total value based on the designated grading rubric.

General Education Competency Grid 2022-2023

Data: 89 students were assessed in fall 2022 using the rubric established by faculty. The average for the paper was 92.45% for fall 2022. 96.63% of students who completed the paper scored an 80% or better. The 49 traditional students scored an average of 90.27%; the 25 online students scored an average of 95.40%; and 15 Fast Track students scored an average of 94.67%. When comparing frequency distributions, 93.88% of traditional students scored an 80% or better on the paper; online – 100.0%; and Fast Track – 100.0%.

Reflection: The results were consistent with those of the previous year. The benchmark was met in all courses and modalities. Faculty feel that students truly have a grasp on the material and have exhibited comprehension with respect to critical thinking as it relates to ethical decision making.

Actions: Due to changes in faculty and the evolution of the course, a full assessment of the course objectives and the course materials will be reviewed to ensure that it remains relevant.

HIST 1493 - American History since 1877

Activities: Students will submit an essay, writing assignment, or online discussion board that demonstrates application of political principle or policy.

Measurements: Assignments will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assignment.

Data: Sections Tested: 11

Students Tested: 221

Percentage of Students Achieving Competency: 76%

Reflection: Results indicate that a common rubric for the assessment of this criteria in history creates fair and measurable outcomes. Through this use instructors also have the ability to create personal assignments while maintaining learning that demonstrates and measures specific learning outcomes. Fall 2022 The data numbers are a reflection of data collected in Spring 2022. Here data was repeated due to a scheduling change and the measure was carried over one semester to reestablish correct sequencing moving forward.

Actions: Faculty will continue to build assignments fit for the competency grid. Division Chair will assure that current events are addressed and assessed.

II. Communication

A. Create written responses that demonstrate clear purpose, logic, organization, support, and proper mechanics.

ARTS 1113 - Art Appreciation

Activities: Using the American Flag in Art project, the students will demonstrate their knowledge using the above criteria for communication.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Success Rate for each project is 70% or better.

Data: 65/70 (92.86%) passed with a 70% or better

Reflection: Pass rate was consistent with prior year. Success rate of the American Flag in Art Activity has been generally consistent over the six years that data has been collected. The data supplied by new instructor for online section is also consistent with overall success rate.

Actions: This activity continues to challenge and enlighten students and assess the core concepts established for general education competencies. No changes suggested.

BIOL 1114 - General Biology

Activities: Students will design and execute a controlled experiment during the laboratory to test a hypothesis about animal behavior and then use the above competency to communicate those results.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assessment.

Data: Traditional On-Site: 160/196 = 81.6%

Online: 70/80 = 87.5%

Total: 230/276 = 83.3%

Reflection: Percentages across both class formats are much higher than the previous year. Online students tended to perform this assessment better than traditional courses. The data from 2022 suggests that 2021 may have been an outlier and not a trend. Interestingly, Online students had higher pass rates on the written components. This may suggest that those students that choose to take online course have better developed writing skills.

Actions: Since percentages increased in 2022, closer to those pre-Covid, we suggest not changing the assessment. Continue to track percentages of On-site vs. Online pass rates, as well as the virtual format. Update the on-site lab instructions for this component with better testing options.

CHEM 1314 – General Chemistry I

Activities: Students will use chemistry knowledge obtained in lecture to identify unknown chemicals in the laboratory and then using the above competency communicate those results.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assessment.

Data: 42/59 greater than 70% or a 71.2% pass rate

Reflection: Saw a slight improvement, however students were working more independently, i.e. little to no peer-to-peer interactions. Math skills also have appeared to deteriorate. Instructors have begun to collect more information, i.e., laboratory final results (42/59 greater than 70% or a 71.2% pass rate as a better method of assessing the information).

Actions: Continue to collect prior data and add the overall laboratory final to the assessment.

General Education Competency Grid 2022-2023

PHIL 2223 – Business Ethics

Activities: Students will complete a comprehensive paper designed to evaluate written communication skills based on an analysis of a real-world ethical situation.

Measurements: Papers will be evaluated quantitatively based on a designated grading rubric developed by faculty.

Evaluations: Success rate for the paper is that the overall average on the assignment will be a score of 70% of the total value based on the designated grading rubric.

Data: 89 students were assessed in fall 2022 using the rubric established by faculty. The average for the paper was 92.45% for fall 2022. 96.63% of students who completed the paper scored an 80% or better. The 49 traditional students scored an average of 90.27%; the 25 online students scored an average of 95.40%; and 15 Fast Track students scored an average of 94.67%. When comparing frequency distributions, 93.88% of traditional students scored an 80% or better on the paper; online – 100.0%; and Fast Track – 100.0%.

Reflection: The results were consistent with those of the previous year. The benchmark was met in all courses and modalities. The communication skills instructions and rubric were updated for Fall 2022 and performance on that portion of the project improved overall.

Actions: Due to changes in faculty and the evolution of the course, a full assessment of the course objectives and the course materials will be reviewed to ensure that it remains relevant. This will include review of the communication related requirements of the project as well.

ENGL 1213 - Composition II

Activities: A research paper will be evaluated according to criteria above.

Measurements: Assignments will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assignment.

Data: 151/165 (92%) of student made a 70% or better

Reflection: Fall 2022 remains consistent for past Fall data, with the exception of Fall 2021. Overall we were pleased with the results. We continue to focus on all aspects of written communication.

Actions: The new rubrics and standards of achievement will begin Spring 2023. Our assessments will be conducted on the 4th essay. We have separated the assignment for more detailed assessments. We will review data on the traditional, ITV, O-Live, and Online Courses.

HPET 1223 – Health Education & Wellness

Activities: The students will be given a project to demonstrate their knowledge on proper nutritional habits, caloric intake and making better meal choices for which application of the above

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students in the course will have a 80% success rate on this project.

Data: HPET 1223 – 33/42 (79%) passed the activity

Reflection: We are close to our benchmark. Once again, some students in the online section who did not complete the assignment brought the scores down.

Actions: Since we have had a big instructor turnover in our department and we did not hit our benchmark, we will not change anything at this point.

MATH 1513 - College Algebra

Activities: Students will be given a quiz to apply their knowledge of the properties of polynomial functions and will be assessed on their communication of their reasoning using proper math language and grammar/mechanics.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assessment.

General Education Competency Grid 2022-2023

Data: 332/399 = 83.2% of the students taking the assessment scored a 70% or higher

Reflection: Results are improving, about a 6% increase. Hopefully due to more in-person students rather than o-live. When students pick the graph first, if they pick wrong, they tend to write their explanation to fit the graph. Enid suggested writing first, then picking graph.

Actions: We will adjust the layout to have students work, write and then pick graph. We will break out results by in-person, online and o-live

MUSC 1113 - Music Appreciation

Activities: Students will attend a concert and write a response essay about their experience. Students will be required to demonstrate clear purpose, logic, and organization in their paper. Students must support their observations about the concert with the use of proper musical terms, and demonstrate proper grammatical syntax.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Success Rate for each project is 70% or better.

Data:

Reflection:

Actions:

ORNT 1101 - Orientation

Activities: The students will be given a writing prompt in which they will demonstrate their application

Measurements: Assignments will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assignment.

Data:

Reflection: Under construction

Actions:

HIST 1493 - American History since 1877

Activities: Common writing assignment

Measurements: Assignments will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assignment.

Data: Sections Tested: 11

Students Tested: 221

Percentage of Students Achieving Competency: 76%

Reflection: Results indicate that a common rubric for the assessment of this criteria in history creates fair and measurable outcomes. Through this use instructors also have the ability to create personal assignments while maintaining learning that demonstrates and measures specific learning outcomes. Fall 2022 The data numbers are a reflection of data collected in Spring 2022. Here data was repeated due to a scheduling change and the measure was carried over one semester to reestablish correct sequencing moving forward.

Actions: Faculty will continue to build assignments fit for the competency grid. Division Chair will assure that current events are addressed and assessed.

B. Develop and deliver oral presentations that demonstrate clear purpose, logic, organization, support, and proper mechanics.

C. Create visual representations that demonstrate clear purpose, logic, organization, support, and proper mechanics.

BADM 1113 – Digital and Financial Literacy

Activities: Students will create a presentation using Microsoft PowerPoint communicating their evaluation of available housing alternatives.

Measurements: Projects will be evaluated quantitatively based on a designated grading rubric developed by faculty.

Evaluations: Success rate for each designated project is an overall average of 70% or better of the total value based on the designated grading rubrics.

Data: 352 students were assessed in fall 2022 using the rubric established by faculty. The average for the project was 88.05% for fall 2022. 76.42% of students who completed the project scored an 85% or better. The 262 traditional students scored an average of 89.30% and the 90 online students scored an average of 84.41%. When comparing frequency distributions, 80.53% of traditional students scored an 85% or better on the project and online, 64.44%. (zeros / non-completers were factored out).

Reflection: The project scores increased slightly overall and remained above the target of 70% or better. The online students saw a slight decrease from an average of 85.36% in fall 2021 to an average of 84.41% in fall 2022. The average for the traditional students stayed fairly consistent at 88.60% and 89.30% respectively. The slight drop for the online students may reflect that the students are not as prepared to work independently as necessary and may need further instructions in online assignments.

Actions: Faculty discussed changing the requirement for the Resume from a physical paper submission to an electronic submission using a predetermined template and to include both a Word document (since that is what the course teaches) and a PDF (since that is what anyone can receive and read in the workforce). Additionally, the requirement will be adjusted to require students to generate cover letter wording on their own without allowing the use of a template. The rubric will be adjusted to include the change.

III. Cultural, Societal, & Environmental Awareness

A. Analyze the impact of historical and political events

HIST 1493 - American History since 1877

Activities: Common writing assignment

Measurements: Assignments will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assignment.

Data: Sections Tested: 11

Students Tested: 221

Percentage of Students Achieving Competency: 76%

Reflection: Results indicate that a common rubric for the assessment of this criteria in history creates fair and measurable outcomes. Through this use instructors also have the ability to create personal assignments while maintaining learning that demonstrates and measures specific learning outcomes. Fall 2022 The data numbers are a reflection of data collected in Spring 2022. Here data was repeated due to a scheduling change and the measure was carried over one semester to reestablish correct sequencing moving forward.

Actions: Faculty will continue to build assignments fit for the competency grid. Division Chair will assure that current events are addressed and assessed.

B. Examine ways to enhance and embrace multicultural diversity

ARTS 1113 - Art Appreciation

Activities: Using the American Flag in Art project, students will conduct interviews and analyze data to observe how cultural norms and political views can influence the interpretation of various works of art.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Success Rate for each project is 70% or better.

Data: 65/70 (92.86%) passed with a 70% or better

Reflection: Pass rate was consistent with prior year. Success rate of the American Flag in Art Activity has been generally consistent over the six years that data has been collected. The data supplied by new instructor for online section is also consistent with overall success rate.

Actions: This activity continues to challenge and enlighten students and assess the core concepts established for general education competencies. No changes suggested.

ENGL 1213 - Composition II - New data will be entered after spring data collection

Activities: An essay will be written that reflects awareness of culture, society and or environmental issues.

Measurements: Assignments will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assignment.

Data: 154/165 (93%) students scored a 70% or higher on the assignment

Reflection: This is a substantial increase from Fall 2021 and a minor decrease from previous Springs. Overall, we remain satisfied with the types of prompts and assignments that we use.

Actions: Revisions to the rubric, which includes a change to the standard of achievement, will begin Spring 2023.

MUSC 1113 - Music Appreciation

Activities: Students will answer an assessment question on the final exam examining the scope and value of human diversity in relation to music.

Measurements: Projects will be graded based on a grading rubric developed for this project.

General Education Competency Grid 2022-2023

Evaluations: Success Rate for each project is 70% or better.

Data:

Reflection:

Actions:

ORNT 1101 - Orientation

Activities: The students will complete an online quiz following a lecture on diversity.

Measurements: Assignments will be graded based off a key.

Evaluations: Students will earn a 70% or higher on the assignment.

Data:

Reflection: Under construction

Actions:

C. Discuss how cultural, societal, or environmental changes can impact a population

BIOL 1114 - General Biology

Activities: Students will watch a video on Population Dynamics video and complete a worksheet

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assessment.

Data: Traditional On-Site: $168/196 = 85.7\%$

Online: $69/80 = 86.3\%$

Total: $237/276 = 85.9\%$

Reflection: Students posted very similar pass rates between On-site and Online classes. The overall percentage was also increased over 2022. The data from 2022 suggests that 2021 may have been an outlier and not a trend, since the pass rates were very similar to pre-Covid data.

Actions: Since percentages increased in 2022, we suggest using the same parameters for collection in 2023. We will continue to track percentages of On-site vs. Online pass rates, as well as the virtual format.

CHEM 1314 – General Chemistry I

Activities: Chemical Hazard Hunt

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assessment.

Data: 42/59 greater than 70% or a 71.2% pass rate

Reflection: Saw a slight improvement, however students were working more independently, i.e. little to no peer-to-peer interactions. Math skills also have appeared to deteriorate. Instructors have begun to collect more information, i.e., laboratory final results (42/59 greater than 70% or a 71.2% pass rate as a better method of assessing the information).

Actions: Continue to collect prior data and add the overall laboratory final to the assessment.

IV. Consumer and Personal Wellness

A. Analyze the process and develop a framework for making personal finance decisions

MATH 1493 - Math Applications

Activities: Students will be given a problem in which they will analyze the best investment of money at different types of interest.

Measurements: Written response on quiz or test graded by a rubric designed by faculty.

Evaluations: Students will earn 70% or higher on the assessment.

Data: $64/93 = 68.8\%$ of students taking the assessment scored a 70% or higher

Reflection: Performance actually dropped from previous year by 7%. Students are still picking the wrong formula. Students are still not paying attention to the difference in saving money and borrowing money.

Actions: We need to really emphasize the difference in the two formulas (simple vs compound) – when each typically is used. Then really make them see the difference in saving vs borrowing and why each formula would be used in those cases.

B. Analyze Wellness, Fitness, and Nutrition scenarios pertaining to daily health and wellness choices

BADM 1113 – Digital and Financial Literacy

Activities: Students will create a budget project utilizing Microsoft Excel to demonstrate the ability to establish financial goals, budget tracking and reflection, demonstrating real world application of the financial literacy skills.

Measurements: Projects will be evaluated quantitatively based on a designated grading rubric developed by faculty.

Evaluations: Success rate for each designated project is an overall average of 70% or better of the total value based on the designated grading rubrics.

Data: 313 students were assessed in fall 2022 using the rubric established by faculty. The average for the project was 82.50% for fall 2022. 62.30% of students who completed the project scored an 85% or better. The 244 traditional students scored an average of 83.70% and the 69 online students scored an average of 78.23%. When comparing frequency distributions, 63.93% of traditional students scored an 85% or better on the project and online, 56.52%. (zeros / non-completers were factored out)

Reflection: The project scores decreased slightly overall and remained above the target of 70% or better. The online students saw a slight decrease from an average of 80.07% in fall 2021 to an average of 78.23% in fall 2022. The average for the traditional students stayed fairly consistent at 83.44% and 83.70% respectively. The slight drop for the online students may reflect that the students are not as prepared to work independently as necessary and may need further instructions in online assignments.

Actions: Faculty discussed the validity of the project and the rubric as compared to the assessment objectives. Faculty will review the rubric and instructions for the assignment. On the budget, changes proposed include students analyzing a budget that is out of balance and making changes to balance it; or situational cases such as students need to save \$4,000 for tuition for the next semester but they are only budgeted to save \$2,000. They would have to make changes and perhaps explain their strategy for those changes to that budget. They will review possibilities and make adjustments for fall 2023.

HPET 1223 – Health Education & Wellness

Activities: The student will complete a lab on stress and relaxation techniques. They will have to attempt 2 different relaxation techniques described in the lab and then will have to complete a one page paper discussing the items they have learned and how to apply this to everyday stresses in life.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students in the course will have a 70% success rate on this project.

Data: 54/73 (74%) passed the activity

Reflection: We surpassed our benchmark on this activity. I think this is a good tool to use for this assessment.

Actions: We will not change anything on this assessment, we have had instructor turnover and I do not want to change anything.
