

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: 201/217 = 92.6%

Online: 70/79 = 88.6%

Total: 271/296 = 91.6%

Reflection: There were slight differences in Critical Thinking pass rates between Traditional On-Site and Online sections. Both formats successfully passed minimum parameters. For the past two years, we have added hypothesis building into the curricula for the lecture portion and have seen slight increases in pass rates.

Actions: Continue to collect data separately for Traditional On-Site, Online, and 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. Add the "Properties of Water" lab for all lab sections.

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: 366 students were assessed in fall 2023 using the rubric established by faculty. The average for the project was 89.68% for fall 2023. 79.23% of students who completed the project scored an 85% or better. The 280 traditional students scored an average of 89.29% and the 86 online students scored an average of 90.98%. When comparing frequency distributions, 78.21% of traditional students scored an 85% or better on the project and online, 82.56%. (zeros / non-completers were factored out)

Reflection: Results were similar to previous years, in that the benchmarks were met in all areas. A slight decline in results for traditional students and a slight increase in results for online students was observed. Though a slight decline in result for online students was observed, it was not significant. Discussion ensued regarding the measurement tool whether the assessment is serving the purpose of the SLO. A more integrated approach may be beneficial to see how students are connecting all three of the general education competencies in a meaningful way. Additionally, grading reliability has not been validated in several semesters, so the consistency of the application of the current rubrics by all instructors was discussed.

Actions: An edited and more integrated project will be developed and implemented in fall 2024. To validate grading reliability, a sample set of the current projects will be graded by all instructors and compared by committee and the division chair for consistency.

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: CHEM 1315 – 52/68 (76.5 %) passed the assessment with >70%

Reflection: Saw improvement. Students have begun to increase peer to peer interactions. During the past few years, we have seen a decline in study groups and peer-to-peer interactions. In the areas of science, peer-to-peer interactions provide a students alternatives, new points of views, and facilitate problem solving. In 2023, we observed that more students were working in groups to solve problems and complete tasks.

Still seeing issues with math skills. Still trying to collect more information regarding overall performance collected data on the laboratory final for Tonkawa 16/27 completed the final with an overall grade of 70% or better, more reflective of the math skills issue than the critical thinking issue.

Instructors have been working to promote group interactions. Currently, as the decline in group interaction was externally driven, we are waiting to change the assessment as the group interactions return to pre-COVID levels.

The critical thinking assessment appears to remain a good tool to address critical thinking skills. This will continue in 2024-2025.

Actions: Instructors will continue adding more math support through homework solutions. In Spring 2024, added a math assessment tool to the general chemistry courses (used by other institutions) to assess math competency as a predictor of success. I did a pre-assessment in Gen Chem 1 early this year and will be doing the post-assessment with classes. Continue to monitor this 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 80% or higher on the assignment.

Data: 81% of the total student population scored 80% or better. (557 Students)

81.5% of students enrolled in traditional sections scored 80% or better.

63% of students enrolled in online sections scored 80% or better.

85% of students enrolled in O-Live sections scored 80% or better.

93.5% of students enrolled in high school sections scored 80% or better.

Reflection: There is a stark difference in scores for the online sections. This needs to be an area of focus. The Online Learning Committee has passed basic RSI guidelines for all online courses. Providing instructor guidance maybe an area where these scores can be addressed. Our faculty is smaller and stretched thin in certain areas.

Actions: Extra preparation through video or content links added to the online class sections in an effort to provide online students with extra help. Creating an instructor focus with limited course preparations can also allow for the extra video preparation.

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: Overall: 225/281 or 80% of the students taking the assessment scored a 70% or higher

In-person: 162/202 or 80%

ITV: 27/32 or 84%

O-live: 21/27 or 77%

Online: 15/20 or 75%

Reflection: We found it interesting that the overall pass rates and the breakdown between instruction method were all very close. We expected online to be lower, which proved correct. It is interesting that the O-live and the ITV are so different – possibly due to individuals on O-live maybe being more distracted during the instructional time. We are glad to see that success rates are similar. Need to think of ways to address the Online and O-live lower rates.

Actions: Not changing anything at this time. Want to see how the breakdowns compare. May consider changing slightly next year to explain why a graph is the wrong choice.

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: 62/66 (93.94%) 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.

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: Moving the benchmark to 80% has proved to be difficult. There are many students in the online section that simply do not complete the assignment. I don't know how to get better participation.

Actions: Since we did not meet our benchmark, I want to keep everything streamlined and not change anything and continue to work on improving. I will separate out the results by delivery type to determine how the students in the traditional classes are doing.

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: 78/84 (92.86%) passed with a 70% or better

Reflection: The pass rate was slightly elevated and included online students for the first time. Finding a project that works well for the online version of the course took some experimenting but eventually found success with a few iterations.

Actions: The final iteration for the online section will be used in the future.

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.

Data: 111 students were assessed in fall 2023 using the rubric established by faculty. The average for the paper was 83.02% for fall 2023. 69.37% of students who completed the paper scored an 80% or better. The 59 traditional students scored an average of 84.31%; the 34 online students scored an average of 77.79%; and 18 Fast Track students scored an average of 88.67%. When comparing frequency distributions, 64.41% of traditional students scored an 80% or better on the paper; online – 70.59%; and Fast Track – 83.33%.

Reflection: The results were consistent with those of the previous year. The benchmark was met in all courses and modalities. Due to changes in faculty and the evolution of the course, a full assessment of the course objectives and the course materials was conducted and it was determined that all objectives remain relevant to the objectives of the overall course and general education competencies. Faculty expressed overall satisfaction with students understanding of the concepts, but not necessarily with their ability to apply the concepts to real-world situations effectively.

General Education Competency Grid 2023-2024

Actions: Faculty plan to update the rubric to include more instruction and detail regarding the communication piece of the paper to improve the application of concepts in a meaningful way. The old rubric will be used for spring 2024 to ascertain what edits and additions are needed and the more detailed rubric will be implemented in fall 2024

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: 13

Students Tested: 301 out of 391

Percentage of Students Achieving Competency: 77%

Reflection: Results indicate that the 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. Notably, there was about 80 more students tested this semester and the results were consistent and show that the rubric measures what it says it is measuring. Fall 2023 The data numbers are a reflection of data collected in Fall 2023. Results were obtained with a higher confidence level since COVID did not affect data gathering this semester in any way.

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: 62/66 (93.94%) passed with a 70% or better.

Reflection: Pass rate was a bit higher than prior year. Success rate of the American Flag in Art Activity has been generally consistent over the years.

Actions: This activity continues to challenge and enlighten students and assesses the core concepts established for general ed 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: 85/100 = 85%

Online: 53/63 = 84.1%

Total: 138/163 = 84.7%

Reflection: Total percentage is very close to last year. However, there was some shifting of percentages between traditional and online, with online numbers decreasing a bit from last year, but still hitting the benchmark. Since the data is still holding in the mid-80%, it is likely that 2021 was in fact an outlier and no change in trend can be expected.

Actions: Since percentages matched those from 2022, we suggest not changing the assessment for 2024, however, will engage conversation about updates that may need to be made for 2025. Continue to track percentages of On-site vs. Online pass rates, as well as the virtual format.

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: CHEM 1315 – 52/68 (76.5 %) passed the assessment with >70%

Reflection: Saw improvement in communication skills on the assessment. We are now using the entire laboratory final as the assessment versus the specifically identified question. We are using the entire laboratory final as it provides a variety of communication tools, the written paragraph, as well as explanations for answers. The critical thinking assessment appears to remain a good tool to address critical thinking skills. This will continue in 2024-2025.

Actions: We are continuing to look at more data to support the student based upon changes observed, i.e., students are using more short handwriting, e.g., answers look more like they were texted, students are not providing detail to the responses, etc. Continue to monitor this assessment.

General Education Competency Grid 2023-2024

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: 111 students were assessed in fall 2023 using the rubric established by faculty. The average for the paper was 83.02% for fall 2023. 69.37% of students who completed the paper scored an 80% or better. The 59 traditional students scored an average of 84.31%; the 34 online students scored an average of 77.79%; and 18 Fast Track students scored an average of 88.67%. When comparing frequency distributions, 64.41% of traditional students scored an 80% or better on the paper; online – 70.59%; and Fast Track – 83.33%.

Reflection: The results were consistent with those of the previous year. The benchmark was met in all courses and modalities. Due to changes in faculty and the evolution of the course, a full assessment of the course objectives and the course materials was conducted and it was determined that all objectives remain relevant to the objectives of the course and general education competencies. Faculty all expressed satisfaction with students understanding of the concepts, but they seem to struggle with writing to their audience and communicating that understanding effectively. With an ethical dilemma, business students need to remember their audience in order to solve that dilemma and present the information in a way that will impact the reader's impression of the analysis.

Actions: Faculty plan to update the rubric to include more instruction and detail regarding the communication piece of the paper. The old rubric will be used for spring 2024 to ascertain what edits and additions are needed and the more detailed rubric will be implemented in fall 2024.

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 80% or higher on the assignment.

Data: 73.8% of total student population scored 80% or better out of 146 students
69.9% of students enrolled in traditional sections scored 80% or better.
78% of students enrolled in online sections scored 80% or better.
76.5% of students enrolled in O-Live sections scored 80% or better.
57% of students enrolled in high school sections scored 80% or better.

General Education Competency Grid 2023-2024

Reflection:

- The overall performance indicates that 73.8% of the total student population scored 80% or better on the research paper assignment. This suggests a reasonably strong performance across the board.
- 69.9% of students in traditional sections scored 80% or better. This performance is slightly below the overall average, indicating that there may be areas for improvement within the traditional classroom setting.
- 78% of students enrolled in online sections scored 80% or better. This performance is higher than the overall average, indicating that online sections may have been more effective in facilitating the development of written communication skills for this assignment.
- 76.5% of students enrolled in O-Live sections scored 80% or better. O-Live sections also performed above the overall average, suggesting that this mode of instruction may have been particularly effective for fostering clear and well-organized written responses. However, identifying if these O-Live sections were sections stand-alone sections or if they were part of a multi-section course delivery mode needs to be clarified in order to effectively/correctly interpret the results.
- 57% of students enrolled in high school sections scored 80% or better. This performance is notably lower than the overall average. It indicates that there may be challenges specific to the high school environment in meeting the communication competency standards for this assignment. Again, identifying if these high-school sections were sections stand-alone sections or if they were part of a multi-section course delivery mode needs to be clarified in order to effectively/correctly interpret the results.

1. One notable obstacle is the slightly lower performance of students enrolled in traditional

Actions: Implement targeted support strategies within traditional sections to address the obstacles identified in Fall 2023. This may include additional writing workshops, one-on-one writing conferences, or peer review sessions to enhance students' written communication skills.

Review and refine the assessment and feedback mechanisms used for evaluating research papers to ensure they align with the communication competency standards and provide meaningful feedback to students. This may involve revising the grading rubric, providing clearer guidelines for evaluation, or implementing peer review processes to foster student reflection and revision.

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: 33/42 (79%) passed the activity

Reflection: Once again, moving the success rate to 80% has been more challenging. We are closer to the 80% in this area, several students in the online section fail to complete this assignment.

Actions: We are close to our goal so I want to continue with this benchmark. I will separate out the results by delivery type to determine how the students in the traditional classes are doing.

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.

Data: Overall: 216/281 or 76% of the students taking the assessment scored 70% or higher.

In-person: 156/202 or 77%

ITV: 24/32 or 75%

O-live: 21/27 or 77%

Online: 15/20 or 75%

Reflection: We found it interesting that the overall pass rates and the breakdown between instruction method were all very close. We expected online to be lower, which proved correct. These were all much closer between the various methods of instruction. We are glad to see that success rates are similar. Need to work on students being able to explain better.

Actions: Not changing anything at this time. Want to see how the breakdowns compare. May consider changing slightly next year to explain why a graph is the wrong choice.

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: 80/84 (95.23) passed with a 70% or better.

Reflection: The pass rate was up from last year and included more online students. Due to the nature of online students, the way students attended concerts had to be amended. The final requirements are not ideal, but serve the purpose of the assignment when no live events are available.

Actions: The use of recorded live events will be used to allow students without access to live events to complete the assignment.

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: 13

Students Tested: 301 out of 391 students

Percentage of Students Achieving Competency: 77%

General Education Competency Grid 2023-2024

Reflection: Results indicate that the 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. Notably, there was about 80 more students tested this semester and the results were consistent and show that the rubric measures what it says it is measuring. Fall 2023 The data numbers are a reflection of data collected in Fall 2023. Results were obtained with a higher confidence level since COVID did not affect data gathering this semester in any way. Thus, providing higher confidence in the communication area.

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: 373 students were assessed in fall 2023 using the rubric established by faculty. The average for the project was 89.79% for fall 2023. 84.18% of students who completed the project scored an 85% or better. The 278 traditional students scored an average of 90.17% and the 95 online students scored an average of 88.67%. When comparing frequency distributions, 86.69% of traditional students scored an 85% or better on the project and online, 76.84%. (zeros / non-completers were factored out)

Reflection: Results were similar to previous years, in that the benchmarks were met in all areas. A slight increase in performance results for both traditional students and online students was observed. Discussion ensued regarding the measurement tool whether the assessment is serving the purpose of the SLO. A more integrated approach may be beneficial to see how students are connecting all three of the general education competencies in a meaningful way. Additionally, grading reliability has not been validated in several semesters, so the consistency of the application of the current rubrics by all instructors was discussed.

Actions: An edited and more integrated project will be developed and implemented in fall 2024. To validate grading reliability, a sample set of the current projects will be graded by all instructors and compared by committee and the division chair for consistency.

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: 13

Students Tested: 301 out of 391

Percentage of Students Achieving Competency: 77%

Reflection: Results indicate that the 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. Notably, there was about 80 more students tested this semester and the results were consistent and show that the rubric measures what it says it is measuring. Fall 2023 The data numbers are a reflection of data collected in Fall 2023. Results were obtained with a higher confidence level since COVID did not affect data gathering this semester in any way. Thus, providing higher confidence in the communication area.

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: 62/66 (93.94%) passed with a 70% or better

Reflection: Pass rate was a bit higher than prior year. Success rate of the American Flag in Art Activity has been generally consistent over the years that data has been collected.

Actions: Cultural, Societal, & Environmental Awareness goals remain consistent. Students are demonstrating an understanding of how this affects their music appreciation.

ENGL 1213 - Composition II

Activities: Annotated bibliography 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 80% or higher on the assignment.

Data: 72.60% of total students enrolled scored 80% or better out of 146 students.

69% of students enrolled in traditional sections scored 80% or better.

78% of students enrolled in online sections scored 80% or better.

76% of students enrolled in O-Live sections scored 80% or better.

57% of students enrolled in high school sections scored 80% or better.

General Education Competency Grid 2023-2024

Reflection: The results for the Fall 2023 semester, focusing on the Communication competency in ENGL 1213 – Composition II, indicate that the majority of students scored below the established benchmark of 80% for the research essay assignment. The overall results suggest that while a substantial portion of students achieved the desired competency in communication, there is variability across different instructional formats. Online and O-Live sections performed relatively well, while traditional sections and high school sections showed areas for improvement.

- According to the information given, instructors will use an essay to complete the assessment rubric. An annotated bibliography was utilized instead.
- The assignment utilized aligns with the first & second course objectives but not well with the third course objective.
- Timely feedback on assignments leading up to the assessment may have been an issue that impacted student success.

The fact that 26.2% of the total student population did not meet the 80% benchmark highlights a substantial achievement gap. Identifying the specific challenges faced by these students and addressing those obstacles is crucial for improving overall performance.

Actions: The assessment rubric should be revised to better align with an annotated bibliography assignment, or an essay should be utilized for assessment.

The Language Arts faculty will ensure that the assessment rubric competencies align with the CES course objectives.

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.

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

Data: 81/84 (96.43%) passed with a 70% or better

Reflection: Pass rate was consistent with previous years. This activity continues to challenge and enlighten students and assess the core concepts established for general education competencies.

Actions: No changes suggested. This implementation has been fairly successful, with instructors choosing musical examples that are more relevant to the students. Individual instructors will continue to update their musical examples to keep up with the times and keep the examples relevant to the students.

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: $74/102 = 72.5\%$

Online: $54/63 = 85.7\%$

Total: $128/165 = 77.6\%$

Reflection: Percentages meet minimum standard. Percentage for online is much higher than traditional on-site. Overall averages are very similar to the 2021 data. Overall percentages reflect numbers from 2021, where we saw a decrease from previous years, however minimum benchmarks are still met. This suggests that for this competency, 2021 may not have been an outlier. Additionally, online numbers were greatly increased over on-site. Total numbers included in data are lower due to personnel issues for the on-site sections and may account for percent differences between online and on-site sections.

Actions: Since total percentages are very close to those from 2021, we suggest not changing the assessment for 2024 to determine what the current trend will be before making changes. 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: Not collected this semester. Reviewing how to manage this program.

Reflection: Not collected this semester. Currently, reviewing. Not collected as we are reviewing how to manage this assessment. Still struggling with student engagement.

Actions: Under Review.

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: Overall: 83/109 or 76% of students taking the assessment scored a 70% or higher.

In-person: 62/80 or 77%

ITV: 3/4 or 75%

O-Live: 4/5 or 80%

Online: 14/20 or 70%

Reflection: We found it interesting that the overall pass rates and the breakdown between instruction method were all very close. We expected online to be lower, which proved correct. Students still think about interest as paying money, even when you are discussing saving for college or retirement. They choose the wrong scenario because they think they will be paying more rather than saving more.

Actions: Still needing to work on students understanding the difference between simple interest and compound interest.

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: 348 students were assessed in fall 2023 using the rubric established by faculty. The average for the project was 86.39% for fall 2023. 73.56% of students who completed the project scored an 85% or better. The 263 traditional students scored an average of 86.05% and the 85 online students scored an average of 87.42%. When comparing frequency distributions, 70.72% of traditional students scored an 85% or better on the project and online, 82.35%. (zeros / non-completers were factored out)

Reflection: Results were similar to previous years, in that the benchmarks were met in all areas. A significant increase in frequency of successful benchmarks scores for both traditional students and online students was observed, with online students increasing the frequency with which they met the benchmark by nearly 30 percentage points. Discussion ensued regarding the measurement tool whether the assessment is serving the purpose of the SLO. A more integrated approach may be beneficial to see how students are connecting all three of the general education competencies in a meaningful way. Additionally, grading reliability has not been validated in several semesters, so the consistency of the application of the current rubrics by all instructors was discussed.

General Education Competency Grid 2023-2024

Actions: Previous year suggested edits to the budget assignment were not implemented. An edited and more integrated project will be developed and implemented in fall 2024. To validate grading reliability, a sample set of the current projects will be graded by all instructors and compared by committee and the division chair for consistency.

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 have met our goal in this area, although it was close. The students really enjoy this assignment and it brings good discussion.

Actions: We will continue with this goal because the students not only enjoy it but they learn skills they can use in their daily lives.
