

# Program Assessment Plan 2021-2023

## General Education Core

### General Education Core Learning Outcomes

#### SLO 1: Communicate effectively

Communicate effectively by use of composition through writing and speaking and comprehension through reading and listening.

MEASURES	RESULTS	ACTIONS								
<p><b>Measure 1.1</b></p> <p>Rhetorical Analysis Writing Assignment: After viewing two assigned commercials, students will write a well-developed paragraph (at least 7-8 sentences) comparing and contrasting these advertisements. They will focus on the effectiveness of the ads in getting their point across to viewers and the persuasive communication used by the companies, using specific examples from the commercials.</p> <p><i>English Composition II: ENGL 1025</i></p> <p><b>Target</b></p> <p>At least 75 % of students will effectively describe in a written form a detailed rhetorical comparison by viewing and listening to commercials and scoring a C or better on the assignment.</p>	<p><b>MET</b></p> <p>Measure 1.1</p> <p>■ Met ■ Not Met</p> <table border="1"> <tr> <td>Met:</td> <td>83%</td> </tr> <tr> <td>Not Met:</td> <td>17%</td> </tr> <tr> <td>Met Total:</td> <td>83%</td> </tr> <tr> <td>Not Met Total:</td> <td>17%</td> </tr> </table> <p><b>Analysis</b></p> <p>ENGL 1025 assessment seemed successful. Students were interested in advertisements and assessment provided a good starting point for rhetorical analysis concepts. It was decided to assess ENGL 1015 in the upcoming assessment cycle</p>	Met:	83%	Not Met:	17%	Met Total:	83%	Not Met Total:	17%	<p><b>Revise Measurement / Assessment</b></p> <p><b>COMPLETE</b></p> <p>In the upcoming cycle, ENGL 1025 will be assessed instead of ENGL 1025. The Job Description assignment will be utilized to focus on more structured/ professional writing, point of view, grammar/ mechanics.</p> <p>Measure Description: Job Description Assignment - Students will draft a paragraph of 7-10 sentences. Grading will be based on use of third person point of view, use of descriptive language, and elimination of wordiness. Students will also be assessed on use of audience, purpose, and tone and appropriate grammar.</p> <p><b>Other - [Instructional Strategy]</b></p> <p><b>COMPLETE</b></p> <p>Faculty will utilize clear instructions and rubrics in the ENGL 1015 course assessment. Also, examples will be used prior to having students complete the assignment.</p>
Met:	83%									
Not Met:	17%									
Met Total:	83%									
Not Met Total:	17%									
<p><b>Measure 1.2</b></p> <p>Speech Activity Assignment: Students will watch a speech assigned by the instructor from the Great Depression/ World War II Era (1930s, 40s, or 50s). In a well-developed paragraph, students will write a response discussing the content and purpose of the speech, paying special attention to its social context. They will discuss how the speaker communicated this message and what kind of effect do you think this speech had on American society at that time.</p> <p><i>American History II: HIST 2020</i></p> <p><b>Target</b></p> <p>At least 70 % of students will effectively analyze the social context of a given time period by watching a speech and scoring at least a C on the given rubric.</p>	<p><b>MET</b></p> <p>Measure 1.2</p> <p>■ Met ■ Not Met</p> <table border="1"> <tr> <td>Met:</td> <td>88%</td> </tr> <tr> <td>Not Met:</td> <td>12%</td> </tr> <tr> <td>Met Total:</td> <td>88%</td> </tr> <tr> <td>Not Met Total:</td> <td>13%</td> </tr> </table> <p><b>Analysis</b></p> <p>HIST 2020 activity was successful. Helped with consistency of lessons. Targeted point for students to review. Students liked the speeches. Will continue to integrate in class through lectures.</p>	Met:	88%	Not Met:	12%	Met Total:	88%	Not Met Total:	13%	<p><b>Revise Benchmark / Target</b></p> <p><b>COMPLETE</b></p> <p>Students tend to perform well on this exercise. The performance targets for this measure will be increased to raise expectations. The performance standards will be increased in the next cycle: At least 75% of students will effectively analyze the social context of a given time period by watching a speech and scoring at least a C on the given rubric.</p>
Met:	88%									
Not Met:	12%									
Met Total:	88%									
Not Met Total:	13%									

#### SLO 2: Mathematical problem-solving

Construct problem-solving strategies to model, interpret, and (or) communicate solutions to mathematical problems.

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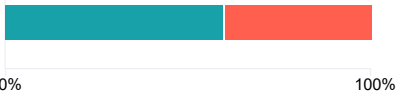
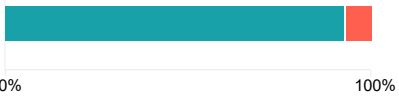
MEASURES	RESULTS	ACTIONS								
<p><b>Measure 2.1</b></p> <p>Assignment - After the unit on finance, students enrolled in Math 1500 will be given a real-world situation where the student will need to use quantitative reasoning, analysis, and problem solving to determine which option to select when purchasing a vehicle. Students will demonstrate competency by earning at least 75% (9/12 points) on the rubric</p> <p><i>Finite Math: MATH 1500</i></p> <p><b>Target</b></p> <p>At least 70% of General Education Students will be able to demonstrate mathematical proficiency through the use of quantitative analysis and logical reasoning to analyze data and to make well-informed decisions as it relates to a real-world problem by earning a 75% or higher on the assessment rubric.</p>	<p><b>NOT MET</b></p> <p>Measure 2.1</p> <p>■ Met ■ Not Met</p> <table border="1"> <tr> <td>Met:</td> <td>64%</td> </tr> <tr> <td>Not Met:</td> <td>36%</td> </tr> <tr> <td>Met Total:</td> <td>64%</td> </tr> <tr> <td>Not Met Total:</td> <td>36%</td> </tr> </table> <p><b>Analysis</b></p> <p>Upon review, it was determined that students need more exposure to financial models to potentially improve performance.</p>	Met:	64%	Not Met:	36%	Met Total:	64%	Not Met Total:	36%	<p><b>Other - [Instructional Strategy]</b></p> <p><b>COMPLETE</b></p> <p>Faculty will increase student exposure to financial modeling problems through lesson examples, homework problems, and test problems.</p>
Met:	64%									
Not Met:	36%									
Met Total:	64%									
Not Met Total:	36%									
<p><b>Measure 2.2</b></p> <p>Assignment - After the unit on linear functions, students enrolled in Math 1005 will be given a real-world situation where the student will need to model a linear representation of a depreciating computer value. The student will use algebraic and graphic representations to demonstrate, analyze, and communicate the predicted value of the computer over time. Students will demonstrate competency by earning at least 75% (12/16 points) on the rubric</p> <p><i>College Algebra Fundamentals: MATH 1005</i></p> <p><b>Target</b></p> <p>At least 70% of General Education Students will be able to demonstrate mathematical proficiency through the use of quantitative analysis, logical reasoning, and mathematical modeling to analyze data and to make well-informed predictions as it relates to a real-world problem by earning a 75% or higher on the assessment rubric</p>	<p><b>MET</b></p> <p>Measure 2.2</p> <p>■ Met ■ Not Met</p> <table border="1"> <tr> <td>Met:</td> <td>75%</td> </tr> <tr> <td>Not Met:</td> <td>25%</td> </tr> <tr> <td>Met Total:</td> <td>75%</td> </tr> <tr> <td>Not Met Total:</td> <td>25%</td> </tr> </table> <p><b>Analysis</b></p> <p>Math 1005 students achieved the target. However, upon review, instructors noted that students are only reading graph to answer question. Instructors see a need to ensure that students are using both the function and the graph to find values.</p>	Met:	75%	Not Met:	25%	Met Total:	75%	Not Met Total:	25%	<p><b>Revise Measurement / Assessment</b></p> <p><b>COMPLETE</b></p> <p>Assessment will be modified so that students can better demonstrate their understanding of the difference between analyzing results from a graph and an equation. Modified Part D of the assessment to a non-integer value so that students are assessed on the difference between a graph and a function.</p>
Met:	75%									
Not Met:	25%									
Met Total:	75%									
Not Met Total:	25%									

**SLO 3: Integrate scientific nature concepts**

Integrate concepts of the scientific nature of the world and the role of behavioral and natural sciences as it pertains to health and well-being.

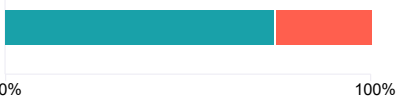
MEASURES	RESULTS	ACTIONS
<p><b>Measure 3.1</b></p>	<p><b>NOT MET</b></p> <p>Measure 3.1</p> <p>■ Met ■ Not Met</p>	<p><b>Revise Benchmark / Target</b></p> <p><b>COMPLETE</b></p> <p>Target will be revised in next cycle: At least 80% of General Education Students will be able to</p>

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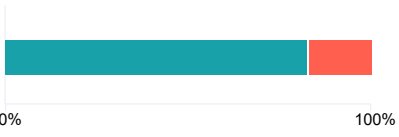
<p>Students enrolled in BIOL 1110 will use resources on an assessment handout to answer 10 multiple-choice questions. Topics that will be covered in the assessment include environmental sustainability, the impacts of exponential growth of the human population, renewable and non-renewable energy sources, and air quality/air pollution. Students will demonstrate competency by earning at least 70 % (7/10 points) on the assessment.</p> <p><i>Environmental Biology: BIOL 1110</i></p> <p><b>Target</b></p> <p>At least 90% of General Education Students will be able to demonstrate knowledge of the scientific world and how it relates to their health and well-being by earning a 70% (7/10 questions correct) or higher on the assessment.</p>	 <table border="1"> <tr> <td>Met:</td> <td>60%</td> </tr> <tr> <td>Not Met:</td> <td>40%</td> </tr> <tr> <td>Met Total:</td> <td>60%</td> </tr> <tr> <td>Not Met Total:</td> <td>40%</td> </tr> </table> <p><b>Analysis</b></p> <p>In the BIOL 1110 assessments, students did not meet the acceptable target set by the department. Students completed the assessment as a closed notes quiz. Students also are given an assessment that address multiple aspects of the course unlike Measure 3.2, which is an activity focused on one concept in that course.</p>	Met:	60%	Not Met:	40%	Met Total:	60%	Not Met Total:	40%	<p>demonstrate knowledge of the scientific world and how it relates to their health and well-being by earning a 70% (7/10 questions correct) or higher on the assessment.</p>
Met:	60%									
Not Met:	40%									
Met Total:	60%									
Not Met Total:	40%									
<p><b>Measure 3.2</b></p> <p>Students enrolled in BIOL 1100 will use information provided in class, online, and in a video to answer a set of short answer questions. The questions will demonstrate their ability to read a food label, analyze the amount of macronutrients and micronutrients in the food, and reflect on the types of food are best for their cardiovascular health and overall well-being. Students will demonstrate competency by earning at least 70% on the assessment.</p> <p><i>Gen Biology I (Science Major): BIOL 1100</i></p> <p><b>Target</b></p> <p>At least 80% of General Education Students will be able to demonstrate knowledge of the scientific world and how it relates to their health and well-being by earning a 70% or higher on the assessment.</p>	<p><b>MET</b></p> <p>Measure 3.2</p> <p>■ Met ■ Not Met</p>  <table border="1"> <tr> <td>Met:</td> <td>93%</td> </tr> <tr> <td>Not Met:</td> <td>7%</td> </tr> <tr> <td>Met Total:</td> <td>93%</td> </tr> <tr> <td>Not Met Total:</td> <td>7%</td> </tr> </table> <p><b>Analysis</b></p> <p>Students met the acceptable target. Students were assessed on one concept in the course, which allowed students to successfully complete this assessment. Also, students completed this assignment as a take-home, open notes assignment.</p>	Met:	93%	Not Met:	7%	Met Total:	93%	Not Met Total:	7%	<p><b>Revise Benchmark / Target</b></p> <p><b>COMPLETE</b></p> <p>Target will be revised in next cycle: At least 80% of General Education Students will be able to demonstrate knowledge of the scientific world and how it relates to their health and well-being by earning a 75% or higher on the assessment</p>
Met:	93%									
Not Met:	7%									
Met Total:	93%									
Not Met Total:	7%									

**SLO 4: Literature, Art, Music & Media**

Examine significant ideas and achievements in literature, art, music, and media in order to evaluate the impact these forms of expression have in today's world.

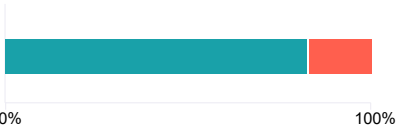
MEASURES	RESULTS	ACTIONS								
<p><b>Measure 4.1 (ENGL 2010, 2020, 2030)</b></p> <p>Journal Reflection Assignment- Students will reflect on one of the literary movements discussed in class that they've found interesting. In a well-developed paragraph (10-12 sentences), they will discuss why they found that movement and the works so compelling, using themes from the works during that time to apply to today's world.</p> <p><i>British Literature: ENGL 2010</i></p> <p><b>Target</b></p> <p>At least 85 % of students will be able to analyze literary works and movements and apply thematic</p>	<p><b>NOT MET</b></p> <p>Measure 4.1 (ENGL 2010, 2020, 2030)</p> <p>■ Met ■ Not Met</p>  <table border="1"> <tr> <td>Met:</td> <td>74%</td> </tr> <tr> <td>Not Met:</td> <td>26%</td> </tr> <tr> <td>Met Total:</td> <td>74%</td> </tr> <tr> <td>Not Met Total:</td> <td>26%</td> </tr> </table> <p><b>Analysis</b></p>	Met:	74%	Not Met:	26%	Met Total:	74%	Not Met Total:	26%	<p><b>Other - [Instructional Strategy]</b></p> <p><b>COMPLETE</b></p> <p>Review movements more with students ahead of assignment. Make sure to ask for connection to today's world with each movement/ period lecture. Make sure students understand that assignment is focused on movement and not author (author only as support). Will also change grading criteria. Assignment will incorporate more discussion of topic points throughout semester.</p> <p><b>Revise Benchmark / Target</b></p> <p><b>COMPLETE</b></p> <p>Targeted will be updated in the next cycle to reflect new grading criteria: At least 80% of students will</p>
Met:	74%									
Not Met:	26%									
Met Total:	74%									
Not Met Total:	26%									

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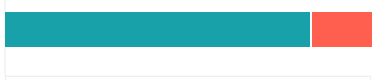
<p>concepts to today's world, scoring an Adequate or above on each element of the grading criteria.</p>	<p>ENGL 2010/2020/2030 journal reflection assessment objectives not met. Students seemed to enjoy having the flexibility to write on a movement they liked best. Had some really good connections discussed in their writing. However, grading criteria needs work. "Adequate or above on all elements" doesn't show success. Students may get Exemplary on three criteria but mess up on one element and fall below adequate. Potentially they could have 18/20. But they would be marked as Fail because they didn't get Adequate for one element. Another student may get all Adequate and score 12/20 but be marked Pass for the assessment. We discussed that this wouldn't really be a true judgment of success.</p>	<p>be able to analyze literary works and movements and apply thematic concepts to today's world, scoring an "C" or better on each element of the grading criteria.</p>								
<p><b>Measure 4.2</b></p> <p>Film Activity Assignment - Students will view assigned movie clips pertinent to the course material on leadership development. Students will write a 7-8 sentence reflection determining how the themes of leadership and team work presented in the video clips relate to today's world using relevant examples from the movie and their own experiences.</p> <p><i>Humanities for Leaders: HMAN 2015</i></p> <p><b>Target</b></p> <p>At least 85% of students will be able to identify the connections between film themes and modern society by earning a score of Acceptable or above on each graded element.</p>	<p><b>NOT MET</b></p> <p>Measure 4.2</p> <p>■ Met ■ Not Met</p>  <table border="1"> <tr> <td>Met:</td> <td>83%</td> </tr> <tr> <td>Not Met:</td> <td>17%</td> </tr> <tr> <td>Met Total:</td> <td>83%</td> </tr> <tr> <td>Not Met Total:</td> <td>17%</td> </tr> </table> <p><b>Analysis</b></p> <p>HMAN 2015 assessment not met, but very close to meeting. We increased it to 85% success rate last cycle and had 83%, which is still good. Students may benefit from more discussion of using support/ evidence from film to aid in student success.</p>	Met:	83%	Not Met:	17%	Met Total:	83%	Not Met Total:	17%	<p><b>Other - [Instructional Strategy]</b></p> <p><b>COMPLETE</b></p> <p>Incorporate more discussion on development of ideas. Could also provide a similar assessment before this one so students get feedback on ideas earlier.</p> <p><b>Revise Benchmark / Target</b></p> <p><b>COMPLETE</b></p> <p>Target will be revised in the next cycle in hopes of improving success rate after integrating more evidence writing discussion: At least 80% of students will be able to identify the connections between film themes and modern society by earning a score of "Acceptable or above" on each graded element.</p>
Met:	83%									
Not Met:	17%									
Met Total:	83%									
Not Met Total:	17%									

SLO 5: Diversity of the human experience

Analyze the diversity of the human experience through the practical applications of social, historical, cultural, economic, and political systems and apply to current events and in professional settings.

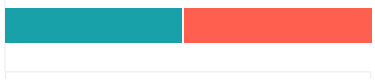
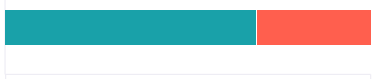
MEASURES	RESULTS	ACTIONS								
<p><b>Measure 5.1</b></p> <p>Comparison Writing Assignment- In a college level paragraph (at least 6-8 sentences), the student will compare or contrast Persia and Greece on one of the following topics: Social/cultural, Economic, or Politics.</p> <p><i>Western Civilization I: HIST 1010</i></p> <p><b>Target</b></p> <p>At least 80 % of students will demonstrate proficiency in comparing or contrasting two different countries by focusing on a specific topic of their social/cultural, economic, or political differences and scoring a B or higher.</p>	<p><b>MET</b></p> <p>Measure 5.1</p> <p>■ Met ■ Not Met</p>  <table border="1"> <tr> <td>Met:</td> <td>83%</td> </tr> <tr> <td>Not Met:</td> <td>17%</td> </tr> <tr> <td>Met Total:</td> <td>83%</td> </tr> <tr> <td>Not Met Total:</td> <td>17%</td> </tr> </table> <p><b>Analysis</b></p> <p>HIST 1010 assignment successful. However, students still seemed to have some difficulties</p>	Met:	83%	Not Met:	17%	Met Total:	83%	Not Met Total:	17%	<p><b>Other - [Instructional Strategy]</b></p> <p><b>COMPLETE</b></p> <p>Will have more discussion on comparison writing ideals in class (both compare and contrast details). Integrate comparison points in multiple lectures.</p>
Met:	83%									
Not Met:	17%									
Met Total:	83%									
Not Met Total:	17%									

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<p><b>Measure 5.2</b></p> <p>Conformity &amp; Obedience Quiz-Students will answer questions covering the analysis and application of both conformity and obedience included in 3 groundbreaking psychological experiments in social psychology.</p> <p><i>Introduction To Psychology: PSYC 2015</i></p> <p><b>Target</b></p> <p>Students will earn 75% or higher on a quiz measuring their understanding and application of conformity and obedience in psychological research.</p>	<p>in prompt.</p> <p><b>MET</b></p> <p>Measure 5.2</p> <p>■ Met ■ Not Met</p>  <table border="1"> <tr> <td>Met:</td> <td>84%</td> </tr> <tr> <td>Not Met:</td> <td>16%</td> </tr> <tr> <td>Met Total:</td> <td>84%</td> </tr> <tr> <td>Not Met Total:</td> <td>16%</td> </tr> </table> <p><b>Analysis</b></p> <p>Course materials helped students do well on the measure and goal was met.</p>	Met:	84%	Not Met:	16%	Met Total:	84%	Not Met Total:	16%	<p><b>Revise Benchmark / Target</b></p> <p><b>COMPLETE</b></p> <p>Students tend to perform well on this exercise. The performance targets for this measure will be increased to raise expectations. The performance standards will be increased in the next cycle: 70% of students will earn score of 80% or higher on a quiz measuring their understanding and application of conformity and obedience in psychological research.</p>
Met:	84%									
Not Met:	16%									
Met Total:	84%									
Not Met Total:	16%									

SLO 6: Distinguish & apply credible sources

Distinguish and apply credible sources of knowledge utilizing information literacy and research skills.

MEASURES	RESULTS	ACTIONS								
<p><b>Measure 6.1</b></p> <p>Fake News &amp; Bias Quiz-Students will answer questions related to distinguishing fake news and bias using information literacy training.</p> <p><i>Psy of Addict Behave&amp;Sub Abuse: PSYC 1500</i></p> <p><b>Target</b></p> <p>Students will achieve at least 80% proficiency in distinguishing credible sources of knowledge.</p>	<p><b>NOT MET</b></p> <p>Measure 6.1</p> <p>■ Met ■ Not Met</p>  <table border="1"> <tr> <td>Met:</td> <td>49%</td> </tr> <tr> <td>Not Met:</td> <td>51%</td> </tr> <tr> <td>Met Total:</td> <td>49%</td> </tr> <tr> <td>Not Met Total:</td> <td>51%</td> </tr> </table> <p><b>Analysis</b></p> <p>Students were not familiar enough with material to achieve the score.</p>	Met:	49%	Not Met:	51%	Met Total:	49%	Not Met Total:	51%	<p><b>Revise Benchmark / Target</b></p> <p><b>COMPLETE</b></p> <p>The performance standards will be modified to include an acceptable assignment in the next cycle: 70% of students will achieve at least 80% proficiency in distinguishing credible sources of knowledge.</p> <p><b>Other - [Instructional Strategy]</b></p> <p><b>COMPLETE</b></p> <p>Ensure assignment is required and that materials are locked and must be viewed before measure can be completed.</p>
Met:	49%									
Not Met:	51%									
Met Total:	49%									
Not Met Total:	51%									
<p><b>Measure 6.2</b></p> <p>Information Literacy &amp; Research Quiz - Students will answer questions regarding the use of information literacy applied to research skills.</p> <p><i>Introduction To Psychology: PSYC 2015</i></p> <p><b>Target</b></p> <p>Students will achieve at least 75% proficiency in using information literacy in research.</p>	<p><b>NOT MET</b></p> <p>Measure 6.2</p> <p>■ Met ■ Not Met</p>  <table border="1"> <tr> <td>Met:</td> <td>69%</td> </tr> <tr> <td>Not Met:</td> <td>31%</td> </tr> <tr> <td>Met Total:</td> <td>69%</td> </tr> <tr> <td>Not Met Total:</td> <td>31%</td> </tr> </table> <p><b>Analysis</b></p>	Met:	69%	Not Met:	31%	Met Total:	69%	Not Met Total:	31%	<p><b>Other - [Instructional Strategy]</b></p> <p><b>COMPLETE</b></p> <p>Ensure assignment is required and that materials are locked and must be viewed before measure can be completed.</p> <p><b>Revise Benchmark / Target</b></p> <p><b>COMPLETE</b></p> <p>The performance standards will be modified to include an acceptable assignment in the next cycle: 70% of students will achieve at least 75% proficiency in using information literacy in research.</p>
Met:	69%									
Not Met:	31%									
Met Total:	69%									
Not Met Total:	31%									

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	Students were not familiar enough with material to achieve the score.	
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