



# EASTERN

## OKLAHOMA STATE COLLEGE

**Oklahoma State Regents for Higher Education**

**Annual Student Assessment Report**

**2021-2022**

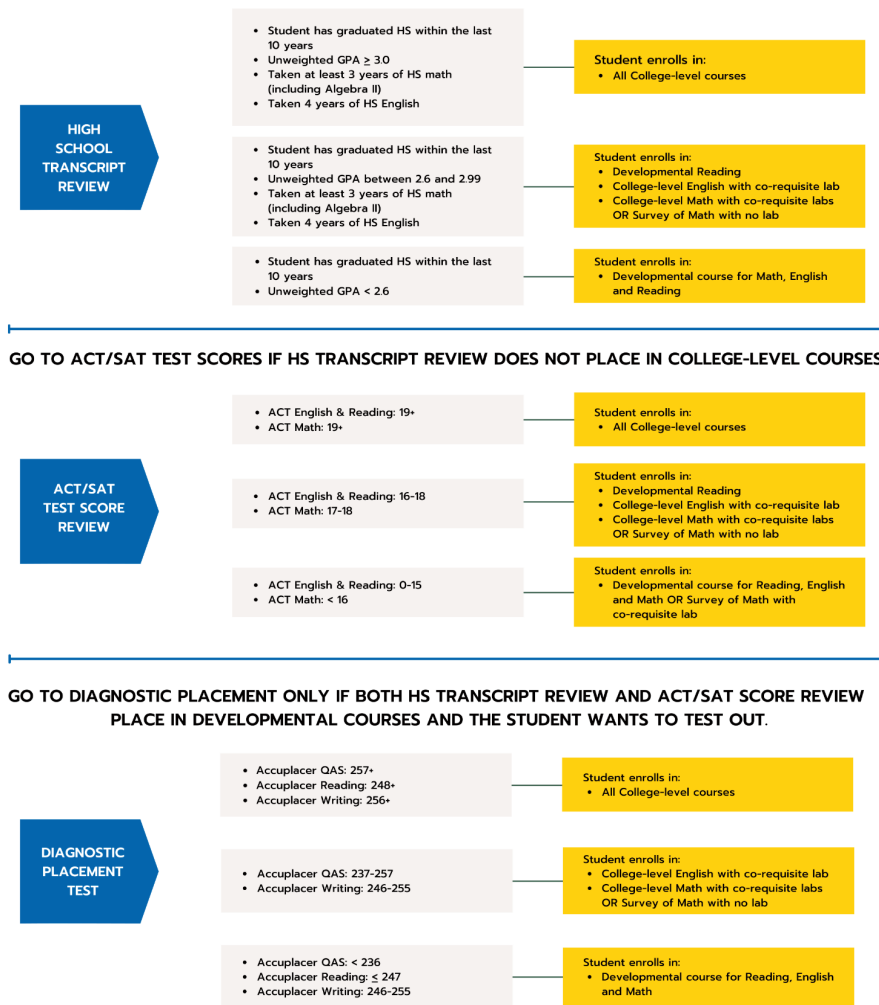
*Note: While all Activities, Analyses and Finding, and Administering Assessment sections from the template for the Annual Student Assessment Report are included in this report, they are not always laid out in clear numerical order in the interest of maximizing narrative flow. However, the numbering system is included, e.g., I-1, II-3, etc., in parentheses.*

# I. Entry Level Assessment

(I-1, I-2, I-5). Students requesting admission to Eastern Oklahoma State College are expected to have taken either the ACT or SAT exam and submit those scores. Starting with the Fall 2021 semester, however, multiple measures are being used for course placement decisions that include their high school courses and GPA and will be reported on next year. A total of 107 students in the fall 2021 and 21 students in the spring 2022 were placed into credit-bearing courses using these multiple measures instead of sole reliance on a standardized test score. (I-5) For students who are 21 years of age or older and have not taken the ACT or SAT, the student success center administers an additional test; we have used Accuplacer as this additional test. Eastern allows a student to take the Accuplacer one time at no charge. Students may retest once for a minimal charge. Tutoring for testing is available on an informal basis through student support services. Students are also encouraged to utilize online tutoring.

(I-2, I-4). Eastern uses the following scores for course placement:

## EOSC Course Placement Option for High School Graduates



Students should be placed at the highest level possible using the HS Transcript Review and the ACT/SAT score. Diagnostic Placement Testing should only be used if a student does not agree with the placement from the other two options and would like to try to test into a higher level. ALL high school graduates can take any class not considered Math, English or Science regardless of GPA or test scores. Developmental Reading is required for placement into Science (BIOL, BOT,CHEM,PHY, PHY SC) classes only.

During the entire 2021-2022 academic year, 397 students took at least one Accuplacer test, which is an increase of 6% over the prior year but a significant increase as compared with the prior academic years; this could be a reflection of the lack of available ACT/SAT testing. (I-3) Students whose testing scores reflect the need for developmental coursework are enrolled into their developmental courses or into credit-bearing courses with a co-requisite lab preferentially in the first semester of enrollment.

**I-6. Analysis and Findings**

The mathematics department has appointed a remedial course coordinator that is working with faculty to examine the success rates of students in remedial courses and their subsequent success in gateway courses. This has enhanced our efforts to study the effect of different assessments on student success. In addition, the remedial mathematics coordinator has been enhancing the curriculum using manipulatives. A former remedial English coordinator introduced interventions to increase the writing skills of students in the Developmental English course.

Eastern has also enhanced its efforts with the development of Co-requisite courses for mathematics and English. The Co-Requisite courses allow students to complete their developmental and gateway courses at the same time. Pass rates shown in the tables below clearly demonstrate that the co-requisite model has enhanced student success in the gateway courses. Student enrollment in remedial courses is decreasing with little change in the overall student success rate in the gateway courses. Eastern plans to continue monitoring the pass rates and enrollment rates of students in both developmental and gateway courses.

COURSE	FALL 2018		FALL 2019		FALL 2020		FALL 2021	
	Total Number of Students	% Passed	Total Number of Students	% Passed	Total Number of Students	% Passed	Total Number of Students	% Passed
Developmental Reading	104	75.96%	94	88.30%	77	77.92%	34	64.71%
Fundamentals of English	99	78.79%	93	84.95%	87	72.41%	43	81.40%
Freshman Comp I	481	86.90%	422	86.49%	361	85.60%	435	82.07%
Basic Algebra	51	70.59%	16	68.75%	19	78.95%	15	66.67%
Intermediate Algebra	74	64.86%	78	74.36%	62	67.74%	39	74.36%
Survey of Math	33	69.70%	47	68.09%	38	86.84%	40	65.00%
College Algebra	333	78.98%	283	87.63%	236	91.10%	245	84.08%

## II. General Education

(II-1, II-2, II-3, II-4) Eastern has completed a five year HLC Assessment Academy where the focus was on general education assessment. An assessment committee is in place that guides the assessment of our general education learning goals, with these learning goals and testing methods determined by the entire faculty during our Fall and Spring Assessment Forums. All assessment activities are embedded into the regular course assignment list and therefore all enrolled students are assessed and are motivated to complete the assessments because they are a part of the course requirements. Faculty are encouraged to “close the loop” by addressing any deficits in future instructional activities.

The general education learning goals that are assessed:

1. **Communication:** Students will employ effective written and oral communication skills in order to convey clear and organized information to target audiences.
2. **Critical Thinking:** Students will practice analytical and evaluative thinking with a view toward continuous improvement.
3. **Information & Technology Literacy:** Students will legally and ethically retrieve and utilize information completely using critical evaluation and discipline-appropriate technology to meet a variety of professional and personal needs.
4. **Quantitative & Scientific Reasoning:** Students will apply appropriate mathematical and scientific concepts and processes in order to interpret data and solve problems based on verifiable evidence.
5. **Culture, Global Awareness, and Social Responsibility:** Students will recognize the beliefs, behaviors, and values of diverse cultures from a global perspective. Students will recognize the value of meaningful civic and scholarly activities.

Each of these learning goals are assessed on a regular basis using assessment tools developed and piloted by the faculty over the past several years. Eastern has developed an assessment calendar to determine when the different assessments of general education are to be done, found at

[https://www.eosc.edu/Content/Uploads/EOSC/files/Couses\\_Assessment\\_Schedule.pdf](https://www.eosc.edu/Content/Uploads/EOSC/files/Couses_Assessment_Schedule.pdf). The faculty come together twice a year, with the general education assessment component presented and discussed with all faculty right before the beginning of the spring semester. The results of these assessments start on this page. Right before the fall semester begins, faculty gather in their respective divisions / departments to discuss and plan for their specific assessment of students in their degree programs. This latter assessment is found later in this report.

The COVID-19 pandemic did disrupt some assessment activities in the Spring and Fall of 2021. Some Fall assessments were abbreviated in light of uncertainty that the campus might again shut down to face-to-face instruction. Faculty have been working to get back on a regular rotation with the general education assessment. The committee is working to make sure the assessments continue to be meaningful and help with student success.

### Criterion 1 – Communication

Communication is broken into Oral assessment and Written assessment

#### Written communication

Written communication is assessed by students in both an English course and in other courses with writing assignments. Freshman Composition II is assessed in the spring of even years and the fall of odd years to meet the goal of 50% of students assessed; students who had to take developmental English might otherwise be missed without this rotation. In the spring of odd years, at least one course within each division's major is chosen to submit student papers for review using the same rubric. This criterion has been assessed repeatedly and found that students are doing satisfactory at written communication, with a consistent 78% of essays ranked as "proficient." Written Communication was assessed in the Spring 2021 semester in the major courses, with the report to be presented to the faculty in January 2022.

#### Oral communication

The second portion of Goal 1 is oral communication. A rubric was piloted, changed, piloted again, and is now in use in Fundamentals of Speech in the spring of odd years and in one course per division in the spring of even years. The instructors serve as the graders in the division courses using the college rubric. Given that all students in these courses are already required to give a presentation, faculty are consistently using this rubric every semester or have the components of that rubric embedded into the rubric they use routinely. The rubric scores students' presentations on content and comprehension, professional appearance, volume and diction, physicality, and visual aid, if applicable. Results from the Spring 2021 Speech classes will be presented to the faculty in January 2022.

### **Criterion 2 – Critical Thinking**

A new pilot assessment for Critical Thinking was to have been done during the Spring 2020 semester, but the COVID-19 pandemic interrupted this assessment. The pilot project has been re-initiated and was assessed in the Fall 2020 semester. The plan:

- Step 1: Take Critical Thinking Assessment pre-test
- Step 2: Watch a common video on What is Critical Thinking?  
[https://www.youtube.com/watch?v=9oAf3g5\\_138&feature=youtu.be](https://www.youtube.com/watch?v=9oAf3g5_138&feature=youtu.be)
- Step 3: Apply chosen critical thinking techniques in the classroom
- Step 4: Take Critical Thinking assessment post-test

Results as presented in the January 2021 Faculty Assessment Forum follow on the next page:

# CRITICAL THINKING

## Pre test data

Category	Pre Correct %	Related Questions
Emersion Inductive Reasoning	68%	5
Brainstorming with Graphic Organizers	67%	6
Checking Your Emotions	86%	7
Finding Resources	74%	8
Focused Observation	1. 88%, 9. 63%	1,9
Distracting Techniques	10. 53%, 19. 52%	10,19
Making Judgment Calls	94%	11
Deductive Reasoning	48%	12
Setting Goals	14%	13
Explanation or Argument	14. 93%, 25. 39%	14,25
Troubleshooting	85%	4
Recognizing a Problem	16. 73%, 26. 39%	16,26
Evaluating Facts	17. 73%, 27. 69%	17,27
Errors in Deductive Reasoning	15. 69%, 28. 68%	15,28
Decoding a Problem	63%	31
Persuasion Techniques	82%	2
Errors in Inductive Reasoning	76%	21
Critical Thinking for Exams	22. 93%, 23. 60%	22,23
Finding Resources	88%	24
Induction Reasoning	3. 59%, 18. 59%	3,18
Numbers	49%	20

Demographic Pre	
N=	148
Sex: Female=	118 84%
Male=	22 16%
UI=	17 8%
Class: Freshmen=	121 86%
Sophmore=	19 14%
UI=	17 12%

# CRITICAL THINKING

## Post test data

Category	Post Correct %	Related Questions
Emersion Inductive Reasoning	73%	5
Brainstorming with Graphic Organizers	90%	6
Checking Your Emotions	93%	7
Finding Resources	79%	8
Focused Observation	1. 92%, 9. 71%	1,9
Distracting Techniques	10. 72%, 19. 66%	10,19
Making Judgment Calls	99%	11
Deductive Reasoning	72%	12
Setting Goals	25%	13
Explanation or Argument	14. 96%, 25. 56%	14,25
Troubleshooting	92%	4
Recognizing a Problem	16. 81%, 26. 52%	16,26
Evaluating Facts	17. 75%, 27. 92%	17,27
Errors in Deductive Reasoning	15. 73%, 28. 73%	15,28
Decoding a Problem	76%	31
Persuasion Techniques	87%	2
Errors in Inductive Reasoning	82%	21
Critical Thinking for Exams	22. 63%, 23. 64%	22,23
Finding Resources	88%	24
Induction Reasoning	3. 76%, 18. 95%	3,18
Numbers	61	20

Demographic Post	
N=	140
Sex: Female=	110 79%
Male=	23 16%
UI=	7 5%
Class: Freshmen=	122 87%
Sophmore=	18 13%
UI=	0

Student correct responses increased, demonstrating that students did improve their ability to do critical thinking. There was one area that decreased was "critical thinking for exams." The assessment team coordinator felt this might have been due to exposure to the pre- and post-exams that caused students to doubt themselves and thus second-guess into an incorrect answer. A subsequent pilot in Spring 2021 showed promising results but will still need future refinement.

### Criterion 3 – Information and Technology Literacy

This goal is divided into two portions, Information Literacy and Technology Literacy.

Information literacy (such as how to identify credible sources, identifying where these resources can be found, how to cite sources without plagiarism, etc.) was last assessed in 2017, and is to be assessed again in the Fall 2021 semester.

The technology literacy portion is evaluated in the Computer Applications course and in the Freshmen Orientation course. In fall 2015, the computer information systems faculty did pre- and post-tests and found that students did not take the survey seriously in the post-test, thus skewing the results. It was decided that linking the survey to assignments at the beginning and at the end of the survey would make the survey more important to students and the results a more accurate reflection of their ability. In the Fall 2020 assessment, 84 students in CIS 1113 Computer Applications face-to-face classes improved their knowledge in all areas. Overall, it was surprising that students' knowledge, even in the post-test status, still only ranged from 24-75% knowledge, with higher accuracy on common steps such as printing or switching between windows. One recent addition to the Computer Application course is the use of Cengage Inclusive Access, where the online textbook materials are available to all students on the first day of class, embedded within our learning management software. This prevents a delay in student acquisition of necessary class materials and should improve student learning.

		<i>Students assessed</i>		<i>Students assessed</i>		
<b>WINDOWS 10</b>		<i>Pre</i>	<b>84</b>	<i>Post</i>	<b>84</b>	
		<i>Missed Pre -</i>		<i>Missed Post -</i>		
<b>Assessment Task</b>		<b>% knowledge</b>	<b>Test</b>	<b>% knowledge</b>	<b>Test</b>	<b>Gain/Loss</b>
1.1	Identify the operating system used by a computer	31.0%	58	36%	54	5%
1.2	Demonstrate knowledge of the Windows Start menu, including Get Help	32.1%	57	35%	55	2%
1.3	Use cortana to Search for a file, program, or document	25.0%	63	25%	63	0%
1.4	Identify the parts of the Windows 10 interface (desktop, taskbar, etc.)	20.2%	67	24%	64	4%
1.5	Identify icons, functions, and any file extensions related to basic office software (Microsoft Edge, Windows Defender, etc.)	22.6%	65	31%	58	8%
1.6	Start and exit programs	38.1%	52	38%	52	0%
1.7	Minimize and maximize windows	28.6%	60	54%	39	25%
1.8	Open, close and switch between windows	28.6%	60	55%	38	26%
1.9	demonstrate knowledge of Windows File Explorer and identify drives on the computer, as well as cloud storage services (e.g. OneDrive)	14.3%	72	26%	62	12%
1.10	Move documents and files, including to and from Recycle bin	28.6%	60	43%	48	14%
1.11	Shutdown, restart, and log off a computer	33.3%	56	46%	45	13%
1.12	Use settings to install or modify apps	20.2%	67	29%	60	8%
<b>Average</b>		<b>26.9%</b>		<b>37%</b>		<b>10% Gain</b>

WORD		Students assessed			Students assessed	
		Pre	84	Post	84	
		Missed Pre -		Missed Post -		
		% knowledge	Test	% knowledge	Test	Gain/Loss
2.1	Open a new or existing document	26.2%	62	35.7%	54	9.5%
2.2	Identify the parts of the Word window, including the Ribbon, Status Bar and Quick Access Toolbar	2.4%	82	28.6%	60	26.2%
2.3	Save a document, being intentional about the name and location	14.3%	72	46.4%	45	32.1%
2.4	Identify file extensions that can be opened by Microsoft Word	35.7%	54	38.1%	52	2.4%
2.5	Use Spelling and Grammar check	19.0%	68	44.0%	47	25.0%
2.6	Format text: size, color and type of font	19.0%	68	51.2%	41	32.1%
2.7	Insert objects into a document, including images, shapes, hyperlinks and tables	16.7%	70	38.1%	52	21.4%
2.8	Set text spacing and alignment	29.8%	59	36.9%	53	7.1%
2.9	Apply bullets and automatic numbering	33.3%	56	40.5%	50	7.1%
2.10	Undo the previous action	32.1%	57	60.7%	33	28.6%
2.11	Cut, copy and paste	29.8%	59	61.9%	32	32.1%
2.12	Modify page layouts, including margins and orientation	15.5%	71	28.6%	60	13.1%
2.13	Print	53.6%	39	75.0%	21	21.4%
2.14	Close a document	26.2%	62	64.3%	30	38.1%
average		25.3%		46.4%		21% Gain

EMAIL		Students assessed			Students assessed	
		Pre	84	Post	84	
		Missed Pre -		Missed Post -		
		% knowledge	Test	% knowledge	Test	Gain/Loss
3.1	Define email and identify common email clients	17.9%	69	38.1%	52	20.2%
3.2	Tell the difference between a URL and an email address	32.1%	57	41.7%	49	9.5%
3.3	Register for a new email account, using professional user name and a strong password	7.1%	78	22.6%	65	15.5%
3.4	Log into email	34.5%	55	38.1%	52	3.6%
3.5	create and send an email message, including recipient address, subject, and message	14.3%	72	32.1%	57	17.9%
3.6	Open and reply to an email	28.6%	60	40.5%	50	11.9%
3.7	Understand why and how to reply, reply all, and forward an	28.6%	60	38.1%	52	9.5%
3.8	Add an attachment to an email	36.9%	53	36.9%	53	0.0%
3.9	Open and download an email attachment	36.9%	53	36.9%	53	0.0%
3.10	Manage email: Delete and retrieve messages, identify spam, and unsubscribe from unwanted mailing list	11.9%	74	34.5%	55	22.6%
3.11	Understand basics of email etiquette (using salutations and closings, avoiding all caps, making use of the subject line. Understanding when it's ok to forward messages, knowing who to cc or bcc, etc...)	4.8%	80	26.2%	62	21.4%
3.12	Use caution when opening or replying to an email from an unfamiliar source, downloading attachments, following links...	34.5%	55	39.3%	51	4.8%
3.13	Sign out of email, especially when using shared computers	27.4%	61	39.3%	51	11.9%
average		24.3%		35.7%		11% Gain



## Criterion 4 – Quantitative and Scientific Reasoning

All students enrolled in these courses are assessed during the pre-determined semester, using a variety of methods appropriate to the criterion, to include assessment questions embedded in regular quizzes and exams, specific graphing and writing assignments, and use of rubrics to assess understanding.

- Fall of Odd Years: Chemistry I and online Environmental Science
- Fall of Even Years: General Biology

The following components are assessed:

- 4.1. Describe and delineate the components of the scientific method
- 4.2. Apply scientific and mathematical methods to solving problems
- 4.3. Collect, graph, and summarize data and make relevant observations and statements of results and formulate questions.
- 4.4. Evaluate evidence and determine if conclusions based upon data are valid and reliable
- 4.5. Distinguish sound scientific works from non-scientific works.

Results from the Fall 2020 General Biology students:

### Summary

- **86.1 %** of students could describe and delineate the components of the scientific method (4.1)
- **84.7 %** of students could apply scientific and mathematical methods to solve problems (4.2)
- **82.3 %** of students could collect, graph, and summarize data and **87.1%** of students could make relevant observations and statements of results and formulate questions (4.3)
- **90.4%** of students could evaluate evidence and determine if conclusions based upon data are valid and reliable (4.4)
- **93.2%** of students could distinguish sound scientific works from non-scientific works (4.5)

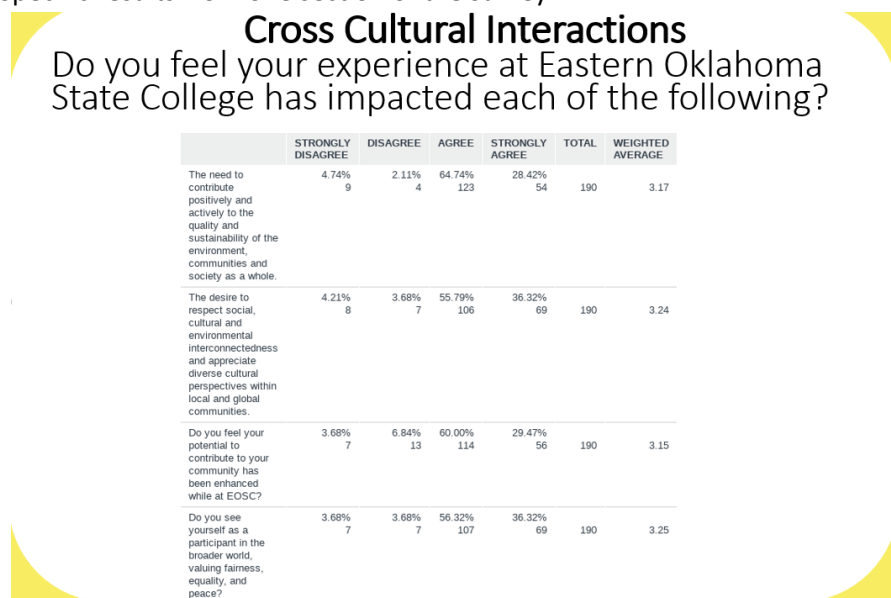
### Conclusions

- Most students achieved all learning outcomes with at least **70%** proficiency
- Our lowest combined % correct was **82.3%** for learning goal 4.3 (the collecting data and graphing portion).
- Weaknesses
  - Using math to solve problems
  - Choosing the correct graph type for the data that is being displayed
  - Using appropriate titles on graphs
  - Correct placement of labels on axes (independent and dependent variables on correct axes)
  - Interpreting results in graphical format
- Closing the loop
  - Increase exercises that require math to solve problems
  - Increase tutorials on how to graph and when to use a bar graph or a line graph
  - Tutorials and more practice on interpreting graphs

## Criterion 5 – Cultural, Global Awareness, and Social Responsibility

This criterion has been piloted in a number of different ways, with a new pilot project begun in the Fall 2020 semester. The previous global awareness survey was modified, adding environmental awareness and pandemic awareness, and converted to Survey Monkey. Students (n=190) in four courses (Biol 1114 General Biology, CHEM 1315 General Chemistry I, SPCH 1113 Fundamentals of Speech, and one course in the Nursing division) were asked to complete this survey during the Fall 2020 semester. The results were encouraging with more than 90% of students agreeing with almost all of the statements. In addition, more than 90% believed that wearing masks and using hand sanitization helps to protect from COVID-19 and that they have the resources they need to complete their coursework despite the pandemic. However, only 70% are tolerant of those who speak a different language or are interested in learning about other cultures, 53% believe that individual rights are more important than policies for the common good, and 60% admitted to having mental health concerns during the pandemic. With the resumption of student activities in 2021-2022 following the restrictions of the pandemic, we hope that students will be exposed to our international students more frequently, including the intercultural exchanges from Multicultural and International Club with its International Food Festival. The focus on individual rights might have come from the recent politically charged components of the national pandemic response, which should wane with the decrease in pandemic-induced rules such as mandatory mask mandates. Monitors in campus public spaces have increased the display of mental health resources on campus, encouraging students to seek help; the student handbook includes mental health emergency guidelines, and the Eastern website includes student mental health resources. Additional efforts that have been done include working to raise awareness about suicide prevention and the importance of mental health include Stress Less Week activities around final exam weeks, a speaker focused on mental health awareness among college students, and an employee training opportunity using Kognito, a virtual role-play simulation.

Specific results from one section of the survey:



### III. Program Outcomes

(III-1, III-2, III-3) Each fall before the start of the semester, the faculty meet in their respective departments and analyze assessment activities done during the previous two semesters. As in the General Education assessments, all students enrolled in the courses designated within each department are assessed as a part of their assignments. Each department then completes a departmental assessment report and turns it into the VPAA's office. The table below summarizes the students assessed. The assessment reports for each Department / Division, containing Learning Goals for the majors in that department / division, how assessment is done and used, recommendations, and the results of the various assessment strategies are added as an attachment in a separate document.

<b>DIVISION</b>	<b>DEPARTMENT</b>	<b># OF STUDENTS ASSESSED</b>	<b>SUMMARY OF RESULTS</b>
<b>AGRICULTURE</b>	<b>Agriculture</b>	<b>27</b>	<b>Increase from pre-post between 18-27%</b>
	<b>Forestry</b>	<b>5</b>	<b>Increase from pre-post between 15-20%</b>
	<b>Horticulture</b>	<b>2</b>	<b>Increase from pre-post between 24-29%</b>
	<b>Meat Processing</b>	<b>4</b>	<b>Increase from pre-post from 23-30%</b>
	<b>Ranch Management</b>	<b>3</b>	<b>Increase from pre-post between 22-31%</b>
<b>BEHAVIORAL &amp; SOCIAL SCIENCE</b>	<b>History/PoliSci</b>	<b>All students enrolled in courses</b>	<b>See attached</b>
	<b>Criminal Justice</b>	<b>5</b>	<b>See attached</b>
	<b>Psychology-Sociology</b>	<b>102</b>	<b>Increase from pre-post in all measured areas</b>
<b>BUSINESS</b>	<b>Business Administration</b>	<b>All students enrolled in financial accounting, macroeconomics and Intro to business</b>	<b>See attached</b>
	<b>Computer Information Systems</b>	<b>All students enrolled in courses</b>	<b>see attached</b>
<b>HEALTH</b>	<b>Nursing</b>	<b>Detailed report</b>	

<b>SCIENCES</b>		<b>attached</b>	
	<b>Respiratory Therapy</b>	<b>11</b>	<b>New program- see attached</b>
<b>LANGUAGE, HUMANITIES, &amp; EDUCATION</b>	<b>Mass Communications</b>	<b>Varies between 4-37 depending on objective</b>	<b>See attached</b>
	<b>English</b>	<b>Varies by course and objective</b>	<b>See attached.</b>
	<b>Child Development</b>	<b>12 pre-post; 30 surveys</b>	<b>results vary by learning goal</b>
	<b>Music</b>	<b>See attached report</b>	
	<b>General Studies</b>	<b>Varies based on general education assessment rotation</b>	<b>See attached.</b>
<b>SCIENCE &amp; MATHEMATICS</b>	<b>Physical Science</b>	<b>42</b>	<b>Average on result of learning objective between 74-84%</b>
	<b>Biology, Life Science</b>	<b>See attached</b>	
	<b>Mathematics</b>	<b>See attached</b>	

#### IV. Student Engagement and Satisfaction

Students were surveyed regarding their level of satisfaction with Eastern during the Spring 2022 semester. The survey link is embedded in our Learning Management System (Blackboard) and is also emailed out to students, therefore, students are self-selected for participation. The results are presented below. Overall, the weighted average from 100 responses was 1.44 to 3.60 out of a possible score of 4 (highly satisfied). The lowest scores had to do with inadequate housing, student activities, and student governance. This survey also included open-ended questions about the student experiences. In response to student concerns, multiple changes have been or are in the process of being put into place. These include weekly student activities, ensuring that there is a student representative on most policy-making committees, a significant upgrade to the learning management system, a new and vigorous campaign about student success that includes changes across the board for all administrative functions that directly interface with students, the addition of 8-week terms during the 16-week semesters to allow for greater student choices, and a re-examination of all policies, even the student satisfaction survey itself.

	4	3	2	1	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
Quality of overall instruction	56.00% 56	37.00% 37	4.00% 4	3.00% 3	0.00% 0	100	3.46
Course content in your area of study	58.00% 58	30.00% 30	11.00% 11	1.00% 1	0.00% 0	100	3.45
Overall engagement with your instructors	56.00% 56	29.00% 29	9.00% 9	6.00% 6	0.00% 0	100	3.35
Availability of instructors outside the classroom (office hours)	52.00% 52	28.00% 28	14.00% 14	4.00% 4	2.00% 2	100	3.24
Attitude of the instructors toward students	60.00% 60	24.00% 24	11.00% 11	5.00% 5	0.00% 0	100	3.39
Availability of the courses you want at times you can take them	59.00% 59	31.00% 31	7.00% 7	2.00% 2	1.00% 1	100	3.45
Availability of various course types (in-person, online, 8-week, 16-week, etc.)	67.00% 67	29.00% 29	2.00% 2	1.00% 1	1.00% 1	100	3.60
General enrollment procedures	62.00% 62	30.00% 30	7.00% 7	1.00% 1	0.00% 0	100	3.53
Library resources and services	55.00% 55	23.00% 23	11.00% 11	5.00% 5	6.00% 6	100	3.16
College-sponsored tutoring services (TRIO, Writing Center, Tutor.com, etc.)	53.00% 53	24.00% 24	5.00% 5	5.00% 5	13.00% 13	100	2.99

	4	3	2	1	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
College bookstore	62.00% 62	20.00% 20	4.00% 4	2.00% 2	12.00% 12	100	3.18
Cafeteria/Dining	35.00% 35	19.00% 19	5.00% 5	5.00% 5	36.00% 36	100	2.12
On-campus student activities	35.00% 35	17.00% 17	10.00% 10	9.00% 9	29.00% 29	100	2.20
Student housing	20.00% 20	12.00% 12	8.00% 8	12.00% 12	48.00% 48	100	1.44
Health services (medical and counseling)	28.00% 28	14.00% 14	5.00% 5	6.00% 6	47.00% 47	100	1.70
Access to computer labs	59.00% 59	23.00% 23	1.00% 1	1.00% 1	16.00% 16	100	3.08
Availability of financial aid information prior to enrollment	50.00% 50	27.00% 27	10.00% 10	7.00% 7	6.00% 6	100	3.08
Knowledge and helpfulness of academic advisor	59.00% 59	28.00% 28	9.00% 9	4.00% 4	0.00% 0	100	3.42
Attitude of the staff toward students	58.00% 58	34.00% 34	5.00% 5	1.00% 1	2.00% 2	100	3.45
Staff's willingness to offer assistance	63.00% 63	28.00% 28	5.00% 5	1.00% 1	3.00% 3	100	3.47
Communication of college news/information to students	63.00% 63	28.00% 28	7.00% 7	1.00% 1	1.00% 1	100	3.51

	4	3	2	1	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
Your sense of personal safety/security while on campus	62.00% 62	28.00% 28	4.00% 4	1.00% 1	5.00% 5	100	3.41
Employee respect for students	63.00% 63	25.00% 25	7.00% 7	3.00% 3	2.00% 2	100	3.44
Student respect for other students	59.00% 59	31.00% 31	5.00% 5	1.00% 1	4.00% 4	100	3.40
Racial and cultural harmony	65.00% 65	20.00% 20	4.00% 4	0.00% 0	11.00% 11	100	3.28
Freedom from harassment or bullying	62.00% 62	21.00% 21	7.00% 7	0.00% 0	10.00% 10	100	3.25
Your sense of belonging at Eastern	60.00% 60	27.00% 27	5.00% 5	4.00% 4	4.00% 4	100	3.35
Employees' concern for you as an individual	56.00% 56	28.00% 28	8.00% 8	4.00% 4	4.00% 4	100	3.28

V. Assessment Budgets

<b>Assessment fees, \$2/credit hour</b>	<b>\$49,940</b>
<b>Assessment salaries</b>	<b>\$24,138</b>
<b>Distributed to other departments</b>	<b>\$25,202</b>
<b>Operational costs</b>	<b>\$ 600</b>
<b>Total Expenditures</b>	<b>\$49,940</b>



**Departmental Assessment Report – Agriculture**

**Section 1: Learning Goals for Majors**

1. Evaluate soil formation and soil properties; Understand basic knowledge of soil management
2. Identify plant anatomy and physiology
3. Identify various crop production techniques
4. Understand economic principles and terminology based on agriculture concepts
5. Define terminology related to animal science concerning food animal species
6. Recognize various methods of communication related to agriculture

**Section 2: Measures and Use of Information**

Goals	Measures	Use of Information
1.	Program entrance and exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning
2.	Program entrance and exit exam results and field evaluation	Utilize retention rates to incorporate various teaching methods to improve student learning
3.	Program entrance and exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning
4.	Program entrance and exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning
5.	Program entrance and exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning
6.	Program entrance and exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning

**Section 3: Recommendations for Improving Assessment Processes**

Introduce and reinforce objectives throughout each course in the agriculture program.

**Section 4: A. Examples of Action Based on Assessment Data**

Take results based on assessment data and reinforce objectives with lower retention rates as well as capitalize on objectives with higher retention rates.





<b>Section 5. Results – AGRICULTURE</b>			
Number of students assessed	Learning goal	Assessment used	Results
27	1	Entrance/Exit Exam	26% Increased Score
27	2	Entrance/Exit Exam	18% Increased Score
27	3	Entrance/Exit Exam	19% Increased Score
27	4	Entrance/Exit Exam	21% Increased Score
27	5	Entrance/Exit Exam	27% Increased Score
27	6	Entrance/Exit Exam	20% Increased Score



**Departmental Assessment Report – Forestry & Natural Resources Management**

**Section 1: Learning Goals for Majors**

1. Evaluate soil information and soil properties; Understanding basic knowledge of soil management
2. Develop an understanding of silviculture practices and forest management systems
3. Understand basic tree and forest classification systems
4. Become familiar with the relationship between components of the forest ecosystem
5. Understand economic principles and terminology based on agriculture concepts

**Section 2: Measures and Use of Information**

Goals	Measures	Use of Information
1.	Program entrance and exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning
2.	Program entrance and exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning
3.	Program entrance and exit exam results and field evaluation	Utilize retention rates to incorporate various teaching methods to improve student learning
4.	Program entrance and exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning
5.	Program entrance and exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning

**Section 3: Recommendations for Improving Assessment Processes**

Introduce and reinforce objectives throughout each course in the agricultural program.

**Section 4: A. Examples of Action Based on Assessment Data**

Take results based on assessment data and reinforce objectives with lower retention rates, as well as capitalize on objectives with higher retention rates.



<b>Section 5. Results – FORESTRY &amp; NATURAL RESOURCES MANAGEMENT</b>			
Number of students assessed	Learning goal	Assessment used	Results
5	1	Entrance/Exit Exam	20% Increased Score
5	2	Entrance/Exit Exam	17% Increased Score
5	3	Entrance/Exit Exam	15% Increased Score
5	4	Entrance/Exit Exam	15% Increased Score
5	5	Entrance/Exit Exam	20% Increased Score



**Departmental Assessment Report – Horticulture**

**Section 1: Learning Goals for Majors**

1. Understand basic knowledge of horticulture field and terminology
2. Practice basic plant propagation techniques
3. Recall knowledge of soil resources
4. Appraise plant nutrition and solve plant health issues
5. Identify different horticultural plants
6. Manage greenhouse operations

**Section 2: Measures and Use of Information**

Goals	Measures	Use of Information
1.	Entrance and Exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning
2.	Entrance and Exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning
3.	Entrance and Exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning
4.	Entrance and Exit exam results & Field Evaluation	Utilize retention rates to incorporate various teaching methods to improve student learning
5.	Entrance and Exit exam results & Field Evaluation	Utilize retention rates to incorporate various teaching methods to improve student learning
6.	Entrance and Exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning

**Section 3: Recommendations for Improving Assessment Processes**

Introduce and reinforce learning objectives throughout each course in the program.

**Section 4: A. Examples of Action Based on Assessment Data**

Take results based on assessment data and reinforce objective with lower retention rates, as well as capitalize on objectives with higher retention rates.



<b>Section 5. Results - HORTICULTURE</b>			
Number of students assessed	Learning goal	Assessment used	Results
2	1	Entrance/Exit Exam	25% Increased Score
2	2	Entrance/Exit Exam	29% Increased Score
2	3	Entrance/Exit Exam	24% Increased Score
2	4	Entrance/Exit Exam	26% Increased Score
2	5	Entrance/Exit Exam	25% Increased Score
2	6	Entrance/Exit Exam	26% Increased Score



## Departmental Assessment Report – Meat Processing and Food Safety

### Section 1: Learning Goals for Majors

1. Understand basic knowledge of livestock animal carcass anatomy
2. Learn the basic skills in animal harvest techniques
3. Understand carcass breakdown into wholesale cuts, retail products and specialty meat products
4. Understand basic knowledge of facility operations and business practices
5. Learn the basic knowledge of food safety and sanitation
6. Understand the basic knowledge of animal carcass and product grading

### Section 2: Measures and Use of Information

Goals	Measures	Use of Information
1.	Program entrance and exit exam results	Utilize retention rates to incorporate various methods of teaching to improve student learning
2.	Program entrance and exit exam results and field evaluation	Utilize retention rates to incorporate various methods of teaching to improve student learning
3.	Program entrance and exit exam results and field evaluation	Utilize retention rates to incorporate various methods of teaching to improve student learning
4.	Program entrance and exit exam results and field evaluation	Utilize retention rates to incorporate various methods of teaching to improve student learning
5.	Program entrance and exit exam results	Utilize retention rates to incorporate various methods of teaching to improve student learning
6.	Program entrance and exit exam results and field evaluation	Utilize retention rates to incorporate various methods of teaching to improve student learning

### Section 3: Recommendations for Improving Assessment Processes

Introduce and reinforce objectives throughout each course in the Meat Processing and Food Safety program.

### Section 4: A. Examples of Action Based on Assessment Data

Take results based on assessment data and reinforce objectives with lower retention rates, as well as capitalize on objectives with higher retention rates.



<b>Section 5. Results – MEAT PROCESSING AND FOOD SAFETY</b>			
Number of students assessed	Learning goal	Assessment used	Results
4	1	Entrance/Exit Exam	30% Increased Score
4	2	Entrance/Exit Exam	28% Increased Score
4	3	Entrance/Exit Exam	23% Increased Score
4	4	Entrance/Exit Exam	27% Increased Score
4	5	Entrance/Exit Exam	30% Increased Score
4	6	Entrance/Exit Exam	28% Increased Score



**Departmental Assessment Report – Ranch Management – Stocker Operations**

**Section 1: Learning Goals for Majors**

1. Know and understand the four distinct phases of the livestock industry.
2. Know the livestock weight classes of stocker and feeder cattle.
3. Identify livestock diseases and the treatment protocols for each.
4. Identify stocker cattle nutrition and the various feed commodities.
5. Perform a financial analysis, including profitability, of the stocker cattle industry.

**Section 2: Measures and Use of Information**

Goals	Measures	Use of Information
1.	Program entrance and exit exam results	Utilize retention rates to incorporate various methods of teaching to improve student learning
2.	Program entrance and exit exam results and field evaluation	Utilize retention rates to incorporate various methods of teaching to improve student learning
3.	Program entrance and exit exam results and field evaluation	Utilize retention rates to incorporate various methods of teaching to improve student learning
4.	Program entrance and exit exam results and field evaluation	Utilize retention rates to incorporate various methods of teaching to improve student learning
5.	Program entrance and exit exam results, course evaluation (Capstone course).	Utilize retention rates to incorporate various methods of teaching to improve student learning

**Section 3: Recommendations for Improving Assessment Processes**

Introduce and reinforce learning goals throughout each course in the Ranch Management – Stocker operations program.

**Section 4: A. Examples of Action Based on Assessment Data**

Take results based on assessment data and reinforce objectives with lower retention rates, as well as capitalize on objectives with higher retention rates.





<b>Section 5. Results – STOCKER/RANCH OPERATIONS</b>			
Number of students assessed	Learning goal	Assessment used	Results
3	1	Entrance/Exit Exam	31% Increased Score
3	2	Entrance/Exit Exam	23% Increased Score
3	3	Entrance/Exit Exam	22% Increased Score
3	4	Entrance/Exit Exam	28% Increased Score
3	5	Entrance/Exit Exam	25% Increased Score



## Departmental Assessment Report- Psychology-Sociology AA

### Section 1: Learning Goals for Majors

The primary goal of the Psychology-Sociology AA program is to provide formal education through theoretical and research-based courses that produce competent graduates with increased knowledge specifically for transfer to a bachelor's degree program and/or used in employment in the human behavior field.

Goal measurements include:

1. Direct measures of learned theoretical and research-based knowledge.
2. Indirect measures of learning goals achievement and learning environment.

### Section 2: Measures and Use of Information

Goals	Measures	Use of Information
1,2,3,4	Pretest of core theoretical and research-based knowledge; given at the end of the Psy 1113 or Soc 1113 courses, alternating years	Averaged results were used as baseline data for students' academic growth and understanding.
1,2,3,4	Posttest of core theoretical and research-based knowledge; given at the end of the Psy 1113 or Soc 1113 courses, alternating years	Averaged results are evaluated in relationship to the pretest of core theoretical and research-based knowledge for measuring quantitative statistical significance in academic growth.
1,3,5,6	Survey; given at the end of the Psy 1113 and Soc 2213 course	The survey indirectly evaluates learning goals achievement and learning environment in relation to the program's strengths and weaknesses.

### Section 3: Recommendations for Improving Assessment Processes

All recommendations are derived from the pre and post-test results along with the program's strengths and weaknesses as indicated by student surveys. Once the data is evaluated and its usefulness is determined, improvements in test/survey questions, methods, and the content will be made.

- So, inconsistencies are found in the tests (pre and post) and survey. The survey questions for learning goal 6 will be evaluated for validity (data from 2018-2021). The 2022 data shows the pre and post-test are not reliable measures of learning goal 6 and were removed as a measurable tool.

### Section 4: Action Based on Assessment Data

Through an annual department meeting evaluating program goal results, we will determine if the program goals and its measurements provide enough data to create active improvements to the program thereby improving students' academic growth.



- The pre and post-test should valid and reliable. Reliability is shown in the consistency in results from 2017 to 2022. The validity is consistent with the improvement in content-related results.
- The action plan for improving program goals.
  - Clearing define Critical Thinking
  - The data shows the students are missing an understanding of independent and dependent variables in learning goal 2. This information will be applied in the learning environment to increase understanding. This plan was fully implemented in 2021-2-2022 the result from last year's data shows an increase in these areas, but continual data is needed due to the increased pretest scores.

<b>Section 5. Results</b>			
Number of students assessed	Learning goal	Assessment used	Results
125/Pre-posttest 151/Survey	1. Theory and Content of Psychology/Sociology	Basics Pre and Post-Test/ <i>Survey</i>	Pre: 45%-Post: 84% correct <i>78% agreed or strongly agreed</i>
125/Pre-posttest 151/Survey	2. Research Methods in Psychology/Sociology	Basics Pre and Post-Test/ <i>Survey</i>	Pre: 35%-Post: 86% correct <i>56% agreed or strongly agreed</i>
125/Pre-posttest 151/Survey	3. Critical Thinking Skills in Psychology/Sociology	Basics Pre and Post-Test/ <i>Survey</i>	Pre: 29%-Post: 82% correct <i>94% agreed or strongly agreed</i>
125/Pre-posttest 151/Survey	4. Application of Psychology/Sociology	Basics Pre and Post Test	Pre: 45%-Post: 62% correct
125/Pre-posttest 151/Survey	5. Communication Skills	<i>Survey</i>	Communicated understanding of Psy. & Soc. thru survey responses. <i>79% agreed or strongly agreed</i>
125/Pre-posttest 151/Survey	6. Sociocultural and International Awareness	<i>Survey</i>	<i>82% agreed or strongly agreed</i>

**Psy/Soc majors: 29** (Currently active)

**Pre-posttest**

**2021-2022: Psy 1113 & Soc 113 N= 102**

**Survey**

**2019-2021: Psy 1113 N= 162**



## **Criminal Justice Departmental Assessment Report**

### **Section 1: Learning Goals for Majors**

- 1)** Have a broad understanding of the overview of the criminal justice system components to include courts, adult corrections, juvenile delinquency, law, criminology, and law enforcement.
- 2)** Have an understanding of the study of crime and the causes of criminal behavior.
- 3)** Understand the body of law that pertains to the procedural and enforcement aspects of law.
- 4)** Recognize the violations that a police officer is likely to encounter and will know the legal guidelines for enforcing those laws.
  
- 5)** Have the knowledge and skill necessary to render first aid as defined by, and to the standards of, the American Red Cross. (Collegiate Officer Program only)
- 6)** Have the knowledge and skill necessary to render CPR as defined by, and to the standards of, the American Heart Association. (Collegiate Officer Program only)
- 7)** Develop the knowledge and psychomotor skills to enable them to meet the anticipated fundamental law enforcement demands for proficiency in the use of their duty handgun and police type shotgun. (Collegiate Officer Program only)
- 8)** Have conducted themselves in a safe and effective manner in all aspects of firearms' carry, storage, and training at a controlled firing range. (Collegiate Officer Program only)
- 9)** Possess the knowledge and skill necessary to satisfactorily accomplish the field/uniformed officer's investigative duties and responsibilities associated with being the first to discover or arrive at the scene of a crime. (Collegiate Officer Program only)
- 10)** Know how to locate, interpret, enforce and issue citations under Oklahoma's vehicle laws. (Collegiate Officer Program only)
- 11)** Know how to respond to the scene of an accident, protect the scene, collect evidence, conduct an investigation and accomplish the required traffic collision and operator's financial responsibility reports. (College Officer program only)
- 12)** Know how to employ Oklahoma's Implied Consent law. (Collegiate Officer Program only)
- 13)** Develop a functional level of knowledge and skills in the area of arrest/hand-cuffing, weaponless self-defense, intermediate weapons control, and weapon retention. (Collegiate Officer Program only)
- 14)** Be equipped with the necessary attitudes, knowledge and psycho-motor skills in the areas of weaponless subject control, intermediate range weapons' use, and self-defense techniques. (Collegiate Officer Program only)
- 15)** Develop standardized control techniques that are effective and meet legal review. (Collegiate Officer Program only)
- 16)** Possess the knowledge and skills required of an officer to safely and effectively accomplish the patrol function. (Collegiate Officer Program only)
- 17)** Understand the relevant elements of Law Enforcement Driver Training as learned through teaching and practical exercises performed on a controlled driving range.



<b>Section 2: Measures and Use of Information</b>		
<b>Goals</b>	<b>Measures</b>	<b>Use of Information</b>
1	Pre/Post-test Assessment	Update Curriculum and Improve Delivery Methods
2	Pre/Post-test Assessment	Update Curriculum and Improve Delivery Methods
3	Pre/Post-test Assessment and Oklahoma State Certification Exam (CLEET)	Update Curriculum, Improve Delivery Methods, and Improve Study Materials
4	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
5	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
6	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
7	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
8	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
9	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
10	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
11	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
12	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
13	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
14	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
15	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
16	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
17	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials Allow for construction of a new facility and the purchase of equipment
<b>Section 3: Recommendations for Improving Assessment Processes</b>		
1. Design systems to provide more student feedback.		
2. Involve more people. The criminal justice department would benefit from a second full-time faculty member.		



3. Improve and increase the use of new and updated classroom technology to promote learning and provide measurement opportunities.
4. Reach out to other institutions who may not have a summer skills class- recruiting opportunities.
5. New Criminal Justice/COPS Director to be hired for spring of 2023.

**Section 4: A. Examples of Action Based on Assessment Data**

1. Continue to update curriculum, improve methods of delivery, and improve study materials.
2. Build a facility which will allow for the instruction of law enforcement driver training and stock the faculty with necessary equipment and vehicles.

<b>Section 5. Results</b>			
Number of students assessed	Learning goal	Assessment used	Results
<b>5 (2 additional students from OSU)</b>	Understand the relevant elements of Law Enforcement Driver Training as learned through teaching and practical exercises performed on a controlled driving range.	Timed driving course	Passed 7 of 7 (two students were from OSU)
<b>5 (2 additional students from OSU)</b>	Develop a functional level of knowledge and demonstrate skills in the area of arrest/hand-cuffing, weaponless self-defense, intermediate weapons control, and weapon retention.	Practical Exam	Passed 7 of 7 (two students were from OSU)
<b>5 (2 additional students from OSU)</b>	Know and demonstrate how to employ Oklahoma's Implied Consent law.	Practical Exam	Passed 7 of 7 (2 students were from OSU)



## Departmental Assessment Report

### Section 1: Learning Goals for Majors

- Students will demonstrate the ability to think critically, to organize effectively, and to express themselves in clear, concise, and correct English.
- Students will identify, analyze, and interpret elements of literature.
- Students will study the most significant works of major British authors.
- Students will study the most significant works of major American authors

### Section 2: Measures and Use of Information

Goals	Measures	Use of Information
1	Pre and Post Grammar tests are given in the English 1113 Freshman Comp. I classes. A writing essay is administered in the English 1213 Freshman Comp. II classes.	Results are collected and evaluated with data to be used in determining areas of the curriculum that need attention.
2	Exams and writing assignments are given in the English 2413 Introduction to Literature class.	Student achievement is evaluated by the instructor and curriculum changes are made accordingly.
3	Exams and writing assignments are given in the English Literature I and II classes.	Student achievement is evaluated by the instructor and curriculum changes are made accordingly.
4	Exams and writing assignments are given in the American Literature I and II classes.	Student achievement is evaluated by the instructor and curriculum changes are made accordingly.

### Section 3: Recommendations for Improving Assessment Processes

A more adequate testing process could be done to assess student placement in the Developmental English class, the corequisite English lab, and the English 1113 Freshman Composition I class.

### Section 4: A. Examples of Action Based on Assessment Data

Students who achieve an ACT score of 16, 17, or 18 in English are now placed in a Corequisite English Lab along with Freshman Composition I instead of taking the Developmental English class. The results of doing the Corequisite English Lab on the main campus in Wilburton show success with 68% of the students passing the lab and English 1113 Freshman Comp I with a grade of C or higher. In the spring semester eleven (11) students of the original twenty (20) students completed English 1213 Freshman Comp II and 80% passed with a C or higher. In the fall 2021 semester Corequisite English Labs and English 1113 Freshman Comp 1 began using multiple measures for placement including ACT score, GPA, and high school courses completed. This marks the second year we have used this method of placement.



## Business Administration Division

**Division Dean: Brenda Strange**

DEPARTMENTAL/PROGRAM ASSESSMENT REPORT Department: <b>Business Administration</b>				
<b>SECTION 1: Learning Goals for Majors</b>				
The Business Administration Department has instituted three (3) program goals for majors. Upon successful completion of the Business Administration program, majors should be able to:				
<p><b>Goal 1 – Understanding of Accounting</b> – Students should be able to describe the fundamental accounting equation and the use of debits and credits. Also, students will be able to recognize the important of internal controls, journal entries and financial statements. In addition, students will demonstrate the knowledge of making important economic decisions in a business entity, such as budgeting and investing. (To be assessed in Financial Accounting 2103 and Managerial Accounting 2203)</p> <p><b>Goal 2 – Understanding of General Business</b> – Students should be able to apply their understanding of basic business principles, forms of businesses, and business practices to engage in the proper administration of a business firm. Students will also demonstrate their ability to develop or improve their ability to use clear, concise, and grammatically correct language in written communication. Students will also be able to develop or improve their ability to select, organize, and effectively deliver information in a businesslike manner in verbal communication. (To be assessed in Intro to Business 1123, Business Communications 2123, and Principles of Management 2113)</p> <p><b>Goal 3 – Understanding of Economics</b> – Students should be able to understand, interpret, and evaluate economic terms, concepts, and data in relation to the Law of Supply and the Law of Demand. Students will also become aware of how public spending directly affects the nation’s GDP index, inflation, and unemployment rates. (To be assessed in Macroeconomics 2113 and Microeconomics 2123)</p>				
<b>Measures</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Use of the information</b>
Pre and Post-Test objective assessment tools administered in Financial Accounting 2103, Macroeconomics 2113, and Intro to Business 1123 courses each academic year.	x	x	x	Data is aggregated electronically using the features of Blackboard and then reported to the Division Dean annually by the instructors of the three courses. The dean and instructors collaborate to determine any needed department-level actions and then reports the learning outcomes to the VPAA and other stakeholders who have resources to address any problems and to those compiling reports for State Regents and other external audiences.

				All data are reviewed as a part of program review every five years.
A sample of student written work completed at the end of the Business Communications 2123 course.		x		Instructor(s) share students' rubric scores with the Division Dean. The department takes action as above, and program review is conducted as above.
Student satisfaction surveys will be delivered in ACCT 2103, ECON 2113, and BUSAD 1123 face to face and online courses and data assimilated and reviewed as an indirect measurement of program success.	x	x	x	Data reviewed by department for action, as above. Program review as above.

**DATA**

Summative data will be reported from the pre and post test instruments and the rubric. Data will be discussed within the department as well as presented annually at the EOSC Faculty Assessment meeting. A summary of the school term 2021-2022 for pre/post tests in courses are as follows:  
 Goal 1: Understanding of Accounting: Basic Bookkeeping student's overall improvement of 34%  
 Goal 1: Understanding of Accounting: Financial Accounting student's overall improvement of 43%  
 Goal 1: Understanding of Accounting: Managerial Accounting student's overall improvement of 43%  
 Goal 2: Understanding of General Business: Intro to Business student's overall improvement of 47%  
 Goal 2: Understanding of General Business: Business Communication student's overall improvement of 44%  
 Written samples 84% correct  
 Oral Presentations 90% correct  
 Goal 3: Understanding of Economics: Macroeconomics student's overall improvement of 53%  
 Goal 3: Understanding of Economics: Microeconomics student's overall improvement of 43%

**SECTION 3: Recommendations for Improving Assessment Processes**

Instruction from the assessment committee member, the VPAA's office and the faculty assessment forums has been reviewed to develop the current assessment process for the Business Administration Department. After data is collected, department will review the functionality of the assessment process and make revisions as needed.

**SECTION 4: Examples of ACTION Based on Assessment Data**

The dean and instructors will collaborate to determine any needed department-level actions, take the appropriate actions and report to the actions to the VPAA or other designated person(s) charged with compiling reports and allocating resources to address identified problems.  
 Examples of action to be taken in the current year based on assessment data include revising the courses to include new content, updated assignments, and personalized videos. The department is also considering adding a special topics course to cover ethics.



**Departmental Assessment Report**

**Department: Computer Information Systems**

**Section 1: Learning Goals for Majors**

The Computer Information Systems department has instituted two program goals for majors and assist in one general education goal to help with our Online student population in assessing technology skills.

**Goal 1 – Understanding of Logic and Algorithms** – Students are introduced to strong reasoning and the application of the reasoning to problem solving. Also, students will be able to use techniques of analyzing and understanding a problem; developing a solution to the problem using algorithms, flow charts, and other techniques available to the programmer; and, structure and logic tools provided by computer languages to create sound and dependable computer programs. This course is a preface to any programming language a student will take to begin their choice of software development, Management Information Systems, or Forensics. (To be assessed in CIS 1223 Computer Logic and Algorithms)

**Goal 2 – Understanding of Programming** – Students are introduced to programming concepts and principles that include algorithmic design, data types, input/output operators, control structures, modular design, elementary array handling and file processing. Object Oriented Programming paradigm is also introduced, and students should be able to use these skills and topics to create complete working programs. A study of OOP language and its extensive use of classes, both built-in and user defined is required for students to show knowledge of. Algorithmic efficiency is stressed with documentation skills a priority. (To be assessed in CIS 2223 Programming in C++, CIS 2233 Advanced C++ Programming, and CIS 2323 Programming in Java)

**Goal 3 – Fundamental computer skills for all degrees** – Students are introduced to the fundamental computer skills that are designed to make them effective computer users no matter the choice of degree field chosen. This is accomplished by instruction in the use of microcomputer operating systems and application packages (word processing, spreadsheet, database, and presentation software in the Windows environment). Students are also introduced to the world of data communications, local area networks, basic computer hardware, Internet and web browsers. (To be assessed in CIS 1113 Computer Applications)

**Section 2: Measures and Use of Information**

Goals	Measures	Use of Information
Goals 1 & 2	Pre and Post-Test objective assessment tools administered in Logic & Algorithms and the last programming course taken in the program degree. There are 60 questions designed to gauge the knowledge of students coming into the program and the same questions given again as a post assessment. 8 CIS majors were pre-assessed with 7 CIS majors completing the program with a post assessment. Improvement was made in all 4 majors in the post assessment by an average of 24%.	Data is aggregated electronically using the features of Blackboard and then reported and recorded. The Division Dean and instructors collaborate to determine any needed department-level actions and reports the learning outcomes to the VPAA and others who may need results in compiling reports for State Regents and other external audiences. All data are reviewed as a part of program review every five years.



<p>Goal 3</p>	<p>Pre and Post-Test assessment tools administered in CIS 1113 each academic year in the Fall semester. Students are given 3 assessments: (1) Windows OS (2) Basic Computer Skills, (3) Word to gauge the knowledge coming into the course. The same 3 assessments are given the last week of the semester and assessment results are tallied with each objective covered in all assessments.</p> <p>43 Students completed the Pre-Test assessment  46 Students completed the Post-Test assessment.  Improvement in the three assessments were gained over the course of the semester in the students accessed. The following are the accumulative results  Windows 10 Operating system – overall 18% gain  Word – overall 18 % gain  Basic Computer Skills – overall 6 % gain</p>	<p>Data is aggregated electronically using the features of Blackboard and an outside source assessment tool. Results are tallied for both pre and post results for each objective in each assessment. The results are reported to the VPAA and presented annually at the EOSC Faculty Assessment meeting. who have resources to address in compiling reports. The results of this assessment are important as a technology literacy assessment of students who are wanting to enroll in Online courses. This is our largest assessment population for the technology assessment that is in a controlled environment. The information is useful in how we approach enrollment in the Online environment and counsel those who are contemplating completing one of our five Online Degree programs.</p>

**Section 3: Recommendations for Improving Assessment Processes**

Instruction from the assessment committee member, the VPAA’s office and the faculty assessment forums have been reviewed to develop the current assessment process for the Computer Information Systems Department. There will be an additional assessment to be added for the next school year to evaluate our students via the assessment committee recommendation. After data is collected, the department will review the functionality of the assessment process and make revisions as needed.

**Section 4: A. Examples of Action Based on Assessment Data**

The Division meets once each year to go over all programs and their assessments. The Business Division faculty collaborate and make suggestions for improvements. We rely on the qualifying faculty member to comment and report findings in their area. An overall issue is to provide resources to our students who are in online courses or contemplating an online degree. We are adding discussion boards during the last week in courses for students to answer a few basic questions about the course and give their personal insight on the learning objectives and how prepared they feel after completing the course. Additionally, giving students information on career choices and transfer options.

# Nursing Division

## Departmental Assessment Report – Nursing Division – 8-4-22

### Section 1: Learning Goals for Majors

**The Eastern Oklahoma State College Nursing Program Student Learning Outcomes include:** 1.

1. Demonstrates evidenced-based practice on current knowledge, theory, and nursing research.
2. Demonstrates responsibility, accountability, and competency in nursing practice.
3. Collaborates in partnerships to effectively use time, human, and material resources, including appropriate delegation and supervision.
4. Communicates caring nurse behaviors for diverse clients in a variety of settings.
5. Utilizes holistic health data in the nursing process.
6. Develop, implement, and evaluate individualized learning plans for health promotion.
7. It provides patient advocacy

**Student Learning Outcomes (SLO) are identified with progression throughout each nursing course:**

1. Professional Behaviors
2. Communication
3. Assessment
4. Clinical Decision Making
5. Caring Interventions
6. Teaching and Learning
7. Collaboration
8. Managing Care

### Section 2: Measures and Use of Information

See attachments

### Section 3: Recommendations for Improving Assessment Processes

See attachments

### Section 4: A. Examples of Action Based Assessment Data

See attachments

Goals	Measures	Use of Information
See Attachment for program and course goals	See SLO attachment	



**Eastern Oklahoma State College  
Nursing Program Outcomes**

1. NCLEX-RN pass rate will be a least 80% for all first time test takers during the same 12 month period.

Year	Program	Oklahoma	National
2019	97.5%	89.42%	88.18%
2020	91%	85.31%	86.58%
2021	96%	83.63%	82.48%

2. Eighty percent (80%) of graduates will be employed as an RN within 6 months of graduation

Year	Job Placement
2019	97.5%
2020	95%
2021	96%

Program completion rate will be at or above 70% (% of students completing within 150% of program length).

Year	Program Completion Rate
2019	Wilburton - 73% Transition – 94.7% Idabel - none Transition-none McAlester - 71% Transition – 95.4%
2020	Wilburton – 83% Transition – 75% Idabel – 83% Transition – 100% McAlester – 76% Transition – 83%
2021	Wilburton - 76% Transition - 100% Idabel - 50% Transition – 0% McAlester - 76% Transition - 100%

Standard 6

<p>learning outcome.</p> <p>There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcome.</p>	<p><b>College Nursing End-of-Program Student Learning Outcomes (EPSLO) include:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates <b>evidenced-based practice</b> on current knowledge, theory, and nursing research.</li> <li>2. Demonstrates <b>responsibility, accountability, and competency</b> in nursing practice.</li> <li>3. <b>Collaborates</b> in partnerships to effectively use time, human, and material resources, including appropriate delegation and supervision.</li> <li>4. <b>Communicates caring nurse behaviors</b> for diverse clients in a variety of settings.</li> <li>5. <b>Utilizes holistic health data</b> in the</li> </ol>	<p><i>EPSLO #1 –</i> ATI Comprehensive: QSEN <b>Evidence Based Practice</b> Scoring</p> <p><i>EPSLO #2 –</i> Clinical Evaluation of 2218</p> <p><i>EPSLO #3 –</i> ATI Comprehensive: QSEN <b>Teamwork and Collaboration</b> Scoring</p> <p><i>EPSLO #4 -</i> ATI Comprehensive: QSEN <b>Patient-Centered Care</b> Scoring</p> <p><i>EPSLO #5 -</i> ATI Comprehensive: Nursing Process – <b>RN Assessment</b> Scoring</p>	<table border="1"> <thead> <tr> <th>Transition</th> <th>Idabel</th> <th>McAlester</th> <th>Wilburton</th> </tr> </thead> <tbody> <tr><td>EPSLO 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**Standard 6 (2017): Program evaluation demonstrates that students have achieved the end of program student learning outcome and each program outcome, The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:**

- Specific, measurable, expected level of achievement for each end of program student learning outcome and each program outcome
- Appropriate assessment method(s) for each end of program student learning outcome and each program outcome
- Regular intervals for the assessment of each end of program student learning outcome and each program outcome
- Sufficient data to inform program decision-making for the maintenance and improvement of each end of program student learning outcome and each program outcome
- Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end of program student learning outcome and each program outcome
- Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end of program student learning outcome and each program outcome

Plan		Implementation											
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis	Actions								
6.2 The program demonstrates	Performance on licensure exam will be	Annually in January.	NCLEX pass rates	<table border="1"> <thead> <tr> <th>Traditional</th> <th>Idabel</th> <th>McAlester</th> <th>Wilburton</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>83%</td> <td>100%</td> <td>93%</td> </tr> </tbody> </table>	Traditional	Idabel	McAlester	Wilburton	2017	83%	100%	93%	2017-Maintain current practices and continue to monitor results.
Traditional	Idabel	McAlester	Wilburton										
2017	83%	100%	93%										



evidence of graduates' achievement on the licensure examination. The program's most recent annual licensure examination pass rate will be at least 80% for all first time test takers during the same 12 month period.

There is ongoing assessment of the extent to which graduates succeed on the licensure examination.

There is analysis of assessment data and documentation that the analysis of assessment data is used in pr

at least 80% for all first time test takers during the same 12 month period.

Assessment and analysis of NCLEX first time pass rates to be completed quarterly and as needed.

2018	93%	100%	78%
2019	NA	100%	100%
2020	90%	88%	93%
2021	100%	92%	100%
2022			
2023			

Transition	Idabel	McAlester	Wilburton
2017	80%	100%	100%
2018	100%	100%	100%
2019	NA	95.4%	100%
2020	100%	85%	100%
2021	100%	50%	100%
2022			
2023			

Program	
2017	92.6%
2018	91%
2019	97.5%
2020	91%
2021	96%
2022	
2023	

2018-Maintain current practices and continue to monitor results. Wilburton with small class < 10 students.

2019-Maintain current practices and continue to monitor results.

2020-Maintain current practices and continue to monitor results

2021-Maintain current practices and continue to monitor results. McAlester with 2 Transition students

<p>decision-making for the maintenance and improvement of graduates' success on the licensure examination.</p> <p>There is a minimum of the three most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.</p>					
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**Standard 6 (2017): Program evaluation demonstrates that students have achieved the end of program student learning outcome and each program outcome, The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:**

- a. Specific, measurable, expected level of achievement for each end of program student learning outcome and each program outcome**
- b. Appropriate assessment method(s) for each end of program student learning outcome and each program outcome**
- c. Regular intervals for the assessment of each end of program student learning outcome and each program outcome**

- d. Sufficient data to inform program decision-making for the maintenance and improvement of each end of program student learning outcome and each program outcome
- e. Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end of program student learning outcome and each program outcome
- f. Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end of program student learning outcome and each program outcome

Plan		Implementation																																																																																			
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis	Actions																																																																																
6.3 The program demonstrates evidence of students' achievement in completing the nursing program.  The expected level of achievement for program completion is determined by the faculty and reflects student demographics.  There is ongoing assessment of the extent to which students complete the	70% of students admitted to the nursing program will graduate within 3 academic years. 10-22-21 Discussed changes for completion rate to be 100% of the program length for on-time and ELA will be 55  % for graduates of 2022. 55% of all students who begin in the first nursing course will	Annual in July	Attrition Rates	<table border="1"> <thead> <tr> <th><i>Traditional</i></th> <th><i>Idabel</i></th> <th><i>McAlester</i></th> <th><i>Wilburton</i></th> </tr> </thead> <tbody> <tr><td>2017</td><td>78%</td><td>70%</td><td>79%</td></tr> <tr><td>2018</td><td>80%</td><td>82%</td><td>89%</td></tr> <tr><td>2019</td><td>NA</td><td>71%</td><td>73%</td></tr> <tr><td>2020</td><td>83%</td><td>76%</td><td>83%</td></tr> <tr><td>2021</td><td>33%</td><td>55%</td><td>58%</td></tr> <tr><td>2022</td><td></td><td></td><td></td></tr> <tr><td>2023</td><td></td><td></td><td></td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th><i>Transition</i></th> <th><i>Idabel</i></th> <th><i>McAlester</i></th> <th><i>Wilburton</i></th> </tr> </thead> <tbody> <tr><td>2017</td><td>100%</td><td>100%</td><td>100%</td></tr> <tr><td>2018</td><td>100%</td><td>100%</td><td>100%</td></tr> <tr><td>2019</td><td>NA</td><td>95%</td><td>94.7%</td></tr> <tr><td>2020</td><td>75%</td><td>85%</td><td>75%</td></tr> <tr><td>2021</td><td>0%</td><td>100%</td><td>100%</td></tr> <tr><td>2022</td><td></td><td></td><td></td></tr> <tr><td>2023</td><td></td><td></td><td></td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th><i>Program</i></th> <th></th> </tr> </thead> <tbody> <tr><td>2017</td><td>91</td></tr> <tr><td>2018</td><td>&gt;70%</td></tr> <tr><td>2019</td><td>92%</td></tr> <tr><td>2020</td><td>81%</td></tr> <tr><td>2021</td><td>51%</td></tr> <tr><td>2022</td><td></td></tr> <tr><td>2023</td><td></td></tr> </tbody> </table>	<i>Traditional</i>	<i>Idabel</i>	<i>McAlester</i>	<i>Wilburton</i>	2017	78%	70%	79%	2018	80%	82%	89%	2019	NA	71%	73%	2020	83%	76%	83%	2021	33%	55%	58%	2022				2023				<i>Transition</i>	<i>Idabel</i>	<i>McAlester</i>	<i>Wilburton</i>	2017	100%	100%	100%	2018	100%	100%	100%	2019	NA	95%	94.7%	2020	75%	85%	75%	2021	0%	100%	100%	2022				2023				<i>Program</i>		2017	91	2018	>70%	2019	92%	2020	81%	2021	51%	2022		2023		<p>2017- Completion rates are at or above 70% for all campuses. Maintain and continue to monitor.</p> <p>2018- Completion rates are at or above 70% for all campuses. Maintain and continue to monitor. Overall 84%</p> <p>2019- Completion rates are at or above 70% for all campuses. Maintain and continue to monitor.</p> <p>2020- Completion rates are at or above 70% for all campuses. Maintain and continue to monitor.</p> <p>2021 – Cohort affected by COVID restrictions 10-22-21 faculty meeting: discussed changes for completion rate to be 100% of the program length. Faculty adjusted ELA to</p>
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<p>nursing program.</p> <p>There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program.</p> <p>There is a minimum of the three most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option,</p>	<p>complete the program on-time, which is 4 semesters.</p> <p>85% of Transition students who begin in the last 2 semesters will complete the program in 2 semesters.</p> <p>70% of all students who begin the first nursing course will complete the program in 200% of the program length which is 8 semesters.</p>				<p>55% of students admitted to the nursing program will graduate within the length of the program.</p> <p>2022- Received grant in December 2021 to help hire a part time remediation and retention specialist. Job description approved and posted Feb.2022. Jun 1 2022- Remediation and retention specialist hired.</p>
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location, and date of program completion or entering cohort.																					
<p><b>Standard 6 (2017): Program evaluation demonstrates that students have achieved the end of program student learning outcome and each program outcome, The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:</b></p> <ul style="list-style-type: none"> <li><b>a. Specific, measurable, expected level of achievement for each end of program student learning outcome and each program outcome</b></li> <li><b>b. Appropriate assessment method(s) for each end of program student learning outcome and each program outcome</b></li> <li><b>c. Regular intervals for the assessment of each end of program student learning outcome and each program outcome</b></li> <li><b>d. Sufficient data to inform program decision-making for the maintenance and improvement of each end of program student learning outcome and each program outcome</b></li> <li><b>e. Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end of program student learning outcome and each program outcome</b></li> <li><b>f. Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end of program student learning outcome and each program outcome</b></li> </ul>																					
<b>Plan</b>			<b>Implementation</b>																		
<b>Component</b>	<b>Expected Level of Achievement</b>	<b>Frequency of Assessment</b>	<b>Assessment Method/s</b>	<b>Results of Data Collection and Analysis</b>	<b>Actions</b>																
6.4 The program demonstrates evidence of graduates' achievement in job placement.  The expected level of achievement for job placement is determined by the faculty and	80% of graduates will be employed as an RN within 6 months of graduation	Annually in November	Electronic Graduate Surveys	<table border="1"> <thead> <tr> <th><i>Program</i></th> <th></th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>93%</td> </tr> <tr> <td>2018</td> <td>94%</td> </tr> <tr> <td>2019</td> <td>97.5%</td> </tr> <tr> <td>2020</td> <td>95%</td> </tr> <tr> <td>2021</td> <td>96%</td> </tr> <tr> <td>2022</td> <td></td> </tr> <tr> <td>2023</td> <td></td> </tr> </tbody> </table>	<i>Program</i>		2017	93%	2018	94%	2019	97.5%	2020	95%	2021	96%	2022		2023		<p>2017- 80% or &gt; of graduates will be employed as a RN within 6 months for all campuses. ELA Maintained and continue to monitor.</p> <p>2018- ELA Maintained and continue to monitor.</p> <p>2019 - ELA Maintained and continue to monitor</p> <p>2020 - ELA Maintained and continue to monitor</p>
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<p>reflects program demographics.</p> <p>There is ongoing assessment of the extent to which graduates are employed.</p> <p>There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.</p> <p>There is a minimum of the three most recent years of available job placement data, and data</p>					2021 - ELA Maintained and continue to monitor
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for the nursing program as a whole.					
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**Standard 4: The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.**

Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis	Actions
4.1 Consistent with contemporary	100% of the curriculum incorporates professional	Annually with program	Faculty performs program review to	2013 Fully developed curriculum based on professional	2013 Maintain

<p>practice, the curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated end of program student learning outcomes.</p>	<p>standards, such as the <i>QSEN Competencies</i>.</p> <p>100% of nursing courses have clearly articulated outcomes consistent with current practice and national standards (e.g. NLN Competencies and QSEN Competency Standards)</p>	<p>review (May)</p>	<p>confirm relevant outcomes and identify incorporation of professional standards and guidelines (e.g., NCLEX RN test plan, NCLEX RN pass rates, NLN Competencies, QSEN Competency Standards and IOM Standards)</p>	<p>standards 100% of program</p> <p>Learning outcomes consistent with current practice 100% of the time <i>ELA met</i></p> <p>2014 Fully developed curriculum based on professional standards 100% of program</p> <p>Learning outcomes consistent with current practice 100% of the time <i>ELA met</i></p> <p>2015 Fully developed curriculum based on professional standards 100% of program</p> <p>Learning outcomes consistent with current practice 100% of the time <i>ELA met</i></p> <p>2016 Fully developed curriculum based on professional standards 100% of program</p> <p>Learning outcomes consistent with current practice 100% of the time</p>	<p>2014 Maintain</p> <p>2015 Maintain</p> <p>2016 Maintain-Faculty will review the curriculum to ensure it meets the updated NCLEX test plan</p> <p>2017-Reevaluate the use of virtual simulation in December 2017 to ensure it meets the professional standards and student learning outcomes. See Evaluations from Simulation Lab: Dec. 17 below 3.0 threshold. In process of making this an elective class (Health Assessment) in the fall of 2018.</p>
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				<p><i>ELA met</i></p> <p>2017 Virtual simulation to be added to the curriculum in Fall of 2017. Professional standards and guidelines will be utilized for the change. Learning outcomes will be consistent with current practices 100% of the time</p> <p>2018 – Zoom (flipclassroom) incorporated in Spring 2018 to allow more time in skills lab. Professional standards and guidelines will be utilized for the change. Learning outcomes will be consistent with current practices 100% of the time</p> <p>2019 – Zoom (flipclassroom) was incorporated in Spring 2018 to allow more time in skills lab. Professional standards and guidelines will be utilized for the change. Learning outcomes will be consistent with current practices 100% of the time. Fully developed</p>	<p>2018 - Spring 2018 zoom (flipclassroom was incorporated in a few lectures) Fall 2018 more zoom lectures and more time allowed in the skills lab to assist in the learning outcomes of fundamentals. Health Assessment added as an elective with positive evaluations from class.</p> <p>2019 - Fall 2018 more zoom lectures and more time allowed in the skills lab to assist in the learning outcomes of fundamentals.</p> <p>2020- Spring (mid March)2020 due to COVID-19 classes moved to all online. All faculty participating in webinar for new exam software</p>
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				<p>curriculum based on professional standards 100% of program Learning outcomes consistent with current practice 100% of the time <i>ELA met</i></p> <p>2020 Fully developed curriculum based on professional standards 100% of program Learning outcomes consistent with current practice 100% of the time Spring (mid March)2020 due to COVID-19 classes moved to all online. <i>ELA met</i></p> <p>2021- QSEN competencies for clinical evals updated per online QSEN institute. Virtual simulation, flip classroom, zoom, to be continued. Learning outcomes will be consistent with current practices 100% of the time. Fully developed curriculum based on professional standards 100% of program. Learning outcomes</p>	2021-See evaluations-Maintain
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				consistent with current practice 100% of the time <i>ELA met</i>	
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**Standard 4: The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.**

Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis	Actions
4.2 The end of program student learning outcomes are used to organize the curriculum, guide the delivery of instruction and direct learning activities.	100% of the learning outcomes are matched to learning activities and evaluations.	Annually with program review. (May)	Faculty performs program review which matches the course activities and assessments to the learning outcomes.	<p>2013-100% of learning outcomes matched to learning activities and evaluations. <i>ELA Met</i></p> <p>2014-100% of learning outcomes matched to learning activities and evaluations <i>ELA Met</i></p> <p>2015-100% of learning outcomes matched to learning activities and evaluations <i>ELA Met</i></p> <p>2016-100% of learning outcomes matched to learning</p>	<p>2013-maintain-Program review performed by faculty in the May faculty retreat.</p> <p>2014-Maintain. Kaplan NCLEX-RN review program added to NURS/2212 to help with a decline in NCLEX-RN scores in 2013.</p> <p>2015-Maintain. Review learning outcomes in May 2016.</p> <p>2016- Maintain. Review learning outcomes in May 2016.</p> <p>2017- Maintain. Review learning outcomes in May 2016.</p>

				<p>activities and evaluations <i>ELA Met</i></p> <p>2017-100% of learning outcomes matched to learning activities and evaluations <i>ELA Met</i></p> <p>2018-100% of learning outcomes matched to learning activities and evaluations <i>ELA Met</i></p> <p>2019-100% of learning outcomes matched to learning activities and evaluations <i>ELA Met</i></p> <p>2020-100% of learning outcomes matched to learning activities and evaluations <i>ELA Met</i></p> <p>2021-100% of learning outcomes matched to learning activities and evaluations <i>ELA Met</i></p>	<p>2018-Maintain. Kaplan NCLEX-RN review program added 2014 to NURS/2212 to help with a maintain NCLEX-RN scores. Maintain. Review learning outcomes in May 2018.</p> <p>2019-Review learning outcomes in May 2019.</p> <p>2020-Review learning outcomes in May 2020.</p> <p>2021-Review learning outcomes in May 2021.</p>
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**Standard 4: The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.**

Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis	Actions
4.3 The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.	100% of the curriculum is developed by faculty.	Annually with program review (May).	The faculty and DON review the student evaluations, ATI test scores, CJE, and NCLEX-RN results to assess for curriculum updates and changes.	<p>2013-100% of the curriculum developed by faculty in curriculum committee meetings and faculty meetings. <i>ELA met</i></p> <p>2014-100% of the curriculum developed by faculty in curriculum committee meetings and faculty meetings. <i>ELA met</i></p> <p>2015-100% of the curriculum developed by faculty in curriculum committee meetings and faculty meetings. <i>ELA met</i></p> <p>2016-100% of the curriculum developed by faculty in curriculum committee</p>	<p>2013-. Continue</p> <p>2014-Continue-added Kaplan NCLEX-RN review to NUR2212. Curriculum meeting minutes from 01/14/14 reflect the faculty decision to add question banks to the class.</p> <p>2015-Continue</p> <p>2016-Continue</p> <p>2017-Evaluate the use of virtual simulation in the curriculum in December 2017.</p> <p>2018 -</p>

				<p>meetings and faculty meetings. No current changes <i>ELA met</i></p> <p>2017-100% of the curriculum is developed by the faculty. Faculty agreed to utilize virtual simulation to aid in the development of critical thinking.</p> <p>2018 - 100% of the curriculum is developed by the faculty. Freshman instructors agreed to try zoom in spring 2018 and in the fall use flipclassroom to allow for more time in skills lab in fundamentals &amp; to assist in critical thinking exercises.</p> <p>2019 – 100% of the curriculum is developed by the faculty. 2018 fall Freshman continues to use zoom recoding pre-lecture with good success.</p> <p>2020 – 100% of the curriculum is developed by the faculty. Spring mid March 2020 all online classes due to COVID-19.</p>	<p>See Evaluations from Simulation Lab: Dec. 17 below 3.0 threshold. In process of making this an elective class (Health Assessment) in the fall of 2018. See Freshman level meeting minutes for updates.</p> <p>2019 – Health Assessment made elective class online see evaluation for class. See Freshman evaluations for follow up.</p> <p>2020 – See student evaluation for integration of online and communication of online class and online simulation. See course calendars updates and communication in curriculum committee meeting minutes.</p> <p>2021-Maintain/continue</p>
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				<p>2021-100% of the curriculum developed by faculty in curriculum committee meetings and faculty meetings. No current changes <i>ELA met</i></p> <p>2022-100% of the curriculum developed by faculty in curriculum committee meetings and faculty meetings. No current changes <i>ELA met</i></p>	
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**Standard 4: The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.**

Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis	Actions
4.4 The curriculum includes general education courses that enhance professional nursing knowledge and practice.	90% of the graduates will express that the general education courses enhance and provides a foundation for nursing practice and knowledge. As evidenced by a “3” or greater on a 1-5 satisfaction survey scale.	Annually or as needed. (Nov)	Faculty and DON review the general education courses to ensure that they enhance nursing knowledge and practice	<p>2013- 100% of the general education courses provide a foundation for nursing. <i>ELA Met</i></p> <p>2014- Faculty believes that 100% of the general education courses provide a foundation for nursing. <i>ELA Met</i></p> <p>2015- Faculty believes that 100% of the general education courses provide a foundation for nursing. <i>ELA Met</i></p> <p>2016-95% of the graduates surveyed believe the general education courses enhanced professional nursing knowledge and practice. Score 4.02/5.00 <i>ELA Met</i></p>	<p>2013-Maintain- no changes to the general education courses at this time.</p> <p>2014-Maintain- no changes to the general education courses at this time.</p> <p>2015-Nursing will invite the general education instructors to the advisory board meetings. Nursing will plan to meet with general education instructors at least 2 times a year for feedback and review. Evaluation of general education courses will be added to the Graduate 6-8 month surveys.</p> <p>2016-Results of general education surveys will be shared with the general education instructors at the advisory committee meeting in Feb 2017.</p> <p>2017 – Results available at advisory meeting</p>

				<p>2017-- 100% of the graduates surveyed believe the general education courses enhanced professional nursing knowledge and practice. Score 4.32/5.00</p> <p>2018-- 100% of the graduates surveyed believe the general education courses enhanced professional nursing knowledge and practice. 4.05/5.00</p> <p>2019- 100% of the graduates surveyed believe the general education courses enhanced professional nursing knowledge and practice. Score 4.27/5.00 ELA Met</p> <p>2020 – 95% of the returned respondents surveyed believe the general education course enhanced professional nursing knowledge and practice. Score 4.25/5.00</p>	<p>2018 – Results available at advisory meeting</p> <p>2019 – Results available at advisory meeting</p> <p>2020 – Results available at advisory meeting</p> <p>2021 – Results available at advisory meeting</p> <p>2022 – Results available at advisory meeting</p>
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				<p><i>ELA MET</i></p> <p>2021 – 86% of the returned respondents surveyed believe the general education course enhanced professional nursing knowledge and practice. Score 4.25/5.00 <i>ELA not met MET</i></p> <p>2022 - 100% of the returned respondents surveyed believe the general education course enhanced professional nursing knowledge and practice. 4.51/5.00</p>	
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**Standard 4: The curriculum supports the achievement of the identified 2011 student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.**

Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis	Actions
4.5 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or	100% of the nursing courses include cultural, ethnic, and socially diverse concepts.	Annually with program review (May)	The DON and faculty review the curriculum for relevant diversity topics	<p>2013-100% of the nursing courses include cultural, ethnic, and socially diverse concepts.</p> <p>2014-100% of the nursing courses include cultural, ethnic, and socially diverse concepts.</p>	<p>2013-Maintain</p> <p>2014-Maintain</p> <p>2015-Course syllabi reviewed and the SLO's revised to include cultural diversity. Faculty agreed to</p>

<p>global perspectives.</p>				<p>2015-100% of the nursing courses include cultural, ethnic, and socially diverse concepts.</p> <p>2016-100% of the nursing courses include cultural, ethnic, and socially diverse concepts.</p> <p>2017-100% of the nursing courses include cultural, ethnic, and socially diverse concepts.</p> <p>2018-100% of the nursing courses include cultural, ethnic, and socially diverse concepts</p> <p>2019-100% of the nursing courses include cultural, ethnic, and socially diverse concepts</p> <p>2020-100% of the nursing courses include cultural, ethnic, and socially diverse concepts</p> <p>2021-100% of the nursing courses include cultural, ethnic, and</p>	<p>the changes in the July 2015 faculty meeting.</p> <p>2016-Maintain</p> <p>2017-Maintain</p> <p>2018-Maintain</p> <p>2019- Maintain</p> <p>2020- Maintain</p> <p>2021- Maintain</p> <p>2022-Implemented formally into the curriculum in NURS2212 and NURS 1303 through school year 2021-2022, continue to implement in NURS 1118 class during the fall 2022 semester.</p>
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				<p>socially diverse concepts. Discussed adding in incivility into lecture on both levels.</p> <p>2022-100% of the nursing courses include cultural, ethnic, and socially diverse concepts.</p>	
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**Standard 4: The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.**

Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis	Actions
4.6 The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice	100% of the curriculum reflects relevant nursing and learning theory including interprofessional collaboration, research and standards of practice	Annually with program review (May)	The DON and faculty reviews the curriculum for relevancy and currency in theory; collaboration, research and current standards of practice	<p>2013-100% of courses designed with nursing theory; and includes current standards of practice. Feedback and recommendations received from other health care professionals received at the advisory committee meetings. <i>ELA met</i></p> <p>2014-100% of courses designed with nursing and educational theory background; and includes current standards of</p>	<p>2013-Maintain</p> <p>2014-Maintain</p> <p>2015- Nursing will invite the general education instructors to the advisory board meetings. Nursing will plan to meet</p>

				<p>practice. Feedback and recommendations received from other health care professionals received at the advisory committee meetings. <i>ELA met</i></p> <p>2015-100% of courses designed with nursing and educational theory background; and includes current standards of practice. Feedback and recommendations received from other health care professionals received at the advisory committee meetings. <i>ELA met</i></p> <p>2016-100% of courses designed with nursing and educational theory background; and includes current standards of practice. Feedback and recommendations received from other health care professionals received at the advisory</p>	<p>with general education instructors at least annually for collaboration on the nursing courses.</p> <p>Bruner's Learning Theory discussed by the faculty and voted upon in the July 2015 faculty meeting.</p> <p>2016-Maintain</p> <p>2017-continue and maintain</p> <p>2018-continue and maintain</p> <p>2019-continue and maintain</p>
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			<p>committee meetings. <i>ELA met</i></p> <p>2017-100% of courses designed with nursing and educational theory background; and includes current standards of practice. Feedback and recommendations received from other health care professionals received at the advisory committee meetings. <i>ELA met</i></p> <p>2018-100% of courses designed with nursing and educational theory background; and includes current standards of practice. Feedback and recommendations received from other health care professionals received at the advisory committee meetings. See Evaluations form advisory committee meeting <i>ELA met</i></p>	<p>2020-continue and maintain</p> <p>2021-Several general education faculty attended the virtual advisory meeting, discussed new online options for some classes.</p> <p>2022-A few general education faculty attended the virtual advisory meeting, discussed new online options for some classes. Discussed with VPAA and instructor of Honors program how to best accommodate</p>
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				<p>2019-100% of courses designed with nursing and educational theory background; and includes current standards of practice. Feedback and recommendations received from other health care professionals received at the advisory committee meetings. See Evaluations form advisory committee meeting <i>ELA met</i></p> <p>2020-100% of courses designed with nursing and educational theory background; and includes current standards of practice. Feedback and recommendations received from other health care professionals received at the advisory committee meetings. See Evaluations form advisory committee meeting <i>ELA met</i></p> <p>2021-100% of courses designed</p>	<p>nursing students and a plan was worked out. Advisory board surveys were positive over all. A request was made to email facility there student results so they could share with their leadership team. MRoachelle emailed results.</p>
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				<p>with nursing and educational theory background; and includes current standards of practice. Feedback and recommendations received from other health care professionals received at the advisory committee meetings. See Evaluations form advisory committee meeting <i>ELA met</i></p> <p>2022-100% of courses designed with nursing and educational theory background; and includes current standards of practice. Feedback and recommendations received from other health care professionals received at the advisory committee meetings. See Evaluations form advisory committee meeting <i>ELA met</i></p>	
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**Standard 4: The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.**

Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis	Actions
4.7 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of the end of program student learning outcomes.	100% of courses contain two or more types of reflective, analytical or competency-based assessments.  100% of assessments are linked to student learning outcomes	Annually with program review (May)	The DON and faculty compiles assessment data on all courses and assesses links to student learning outcomes	2013 100% of courses contain two or more different assessment methods; grading rubrics present and link to learning outcomes <i>ELA Met</i>  2014 100% of courses contain two or more different assessment methods; grading rubrics present and align with learning outcomes <i>ELA Met</i>  2015 100% of courses contain two or more different assessment methods; grading rubrics present and align with learning outcomes <i>ELA Met</i>  2016 100% of courses contain two or more	2013-Review the courses in May 2014.  2014-Review the courses in May 2015.  2015-Review the courses in May 2016.  2016-Review the courses in May 2017.  2017-Review courses in May 2018. Review virtual simulation in December 2017.



				<p>different assessment methods; grading rubrics present and align with learning outcomes <i>ELA Met</i></p> <p>2017-100% of courses contain two or more different assessment methods; grading rubrics present and align with learning outcomes. <i>ELA Met</i></p> <p>2018 -100% of courses contain two or more different assessment methods; grading rubrics present and align with learning outcomes. <i>ELA Met</i></p> <p>2019 -100% of courses contain two or more different assessment methods; grading rubrics present and align with learning outcomes. <i>ELA Met</i></p>	<p>2018-Review courses in May 2019. Review zoom/flipclassroom in December 2018</p> <p>2019-Review courses in May 2020.</p> <p>2020 – Review courses in May 2021. Exam soft integration started in summer of 2020 first exam was fall 2020. Faculty survey completed for exam soft use. Journaling started in 1118,1218 (Fall 2020).</p> <p>2021 – Review courses in May 2022. Journaling will continue in 1118, 1218. 2212 and 1303 started in Spring 2021</p> <p>2022-</p>
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				<p>2020 -100% of courses contain two or more different assessment methods; grading rubrics present and align with learning outcomes. <i>ELA Met</i></p> <p>2021 -100% of courses contain two or more different assessment methods; grading rubrics present and align with learning outcomes. <i>ELA Met</i></p> <p>2022 -100% of courses contain two or more different assessment methods; grading rubrics present and align with learning outcomes. <i>ELA Met</i></p>	
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**Standard 4: The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.**

Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data	Actions

				<b>Collection and Analysis</b>	
4.8 The total number of credit/quarter hours required to complete the defined nursing program of study is congruent with the attainment of identified end of program student learning outcomes and program outcomes and is consistent with the policies of the governing organization, state and the governing organization's accreditation agency.	100% congruency with college and state guidelines of less than 70 credits.	Annually with program review (May)	DON monitors the state, national and college guideline and confirms congruency.	<p>2013-100% congruent with college and state guideline with 68 credit hours. <i>ELA Met</i></p> <p>2014-100% congruent with college and state guideline with 68 credit hours. <i>ELA Met</i></p> <p>2015-100% congruent with college and state guideline with 68 credit hours. <i>ELA Met</i></p> <p>2016-100% congruent with college and state guideline with 68 credit hours. <i>ELA Met</i></p> <p>2017-100% congruent with college and state guideline with 68 credit hours. <i>ELA Met</i></p> <p>2018-100% congruent with college and state guideline with 68 credit hours. <i>ELA Met</i></p> <p>2017-100% congruent with college and state guideline with 68 credit hours. <i>ELA Met</i></p> <p>2018-100% congruent with college and state guideline with 68 credit hours. <i>ELA Met</i></p>	<p><b>2013-Maintain</b></p> <p><b>2014-Maintain</b></p> <p><b>2015-Maintain</b></p> <p><b>2016-Maintain</b></p> <p>2017-Maintain</p> <p>2018-Maintain</p> <p>2019-Maintain</p> <p>2020-Maintain</p> <p>2021-Maintain</p>

				<p><i>ELA Met</i></p> <p>2019-100% congruent with college and state guideline with 68 credit hours. <i>ELA Met</i></p> <p>2020-100% congruent with college and state guideline with 68 credit hours. <i>ELA Met</i></p> <p>2021-100% congruent with college and state guideline with 68 credit hours. <i>ELA Met</i></p> <p>2022-100% congruent with college and state guideline with 68 credit hours. <i>ELA Met</i></p>	2022-Maintain
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**Standard 4: The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.**

Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis	Actions
4.9 Student clinical experiences and practice learning environments are evidence-	100% of the practice environments will rate at least a “3” or greater on a 1-5	Biannually: December and May	Director and faculty review of evaluation of clinical agencies, classroom, skills lab and	2014 – McAlester Regional-4.53 Choctaw Nation-4.70 McCurtain Regional-4.49	2014 – Decreased satisfaction review for McCurtain Memorial Hospital. Fall of 2014, faculty discussed and added Choctaw County Hospital in Hugo.

<p>based; reflect contemporary practice and national established patient health and safety goals; and support the achievement of the end-of-program student learning outcomes.</p>	<p>satisfaction survey scale, for supporting student learning outcomes.</p>		<p>simulation experiences.</p>	<p>Carl Albert-4.62  McAlester Hospice-4.15  Heartland Hospice-4.46  May's Hospice-4.07  ELA Met</p> <p>2015 –  McAlester Regional-4.46  Choctaw Nation-4.55  McCurtain Regional-4.17  Carl Albert-4.64  McAlester Hospice-3.87  Heartland Hospice-4.46  May's Hospice-3.56  Choctaw Memorial-4.03  ELA Met</p> <p>2016-  McAlester Regional- 4.61  Choctaw Nation-4.60  McCurtain Regional- 4.33  Carl Albert- 4.76  Peachtree Hospice- 4.84  Heartland Hospice- 4.73  May's Hospice-4.68</p> <p>2017 –  McAlester Regional-4.40  Choctaw Nation-4.54  McCurtain Regional-4.22</p>	<p>2015 –dissatisfaction noted. Faculty voted in the May 2015 faculty meeting to temporarily remove Hospice of McAlester from the rotation. Faculty also voted to move the Idabel sophomores to Choctaw Memorial for the fall 2015 semester.</p> <p>2016-Maintain current clinical experiences. However due to low patient census at McCurtain Regional a new contract with Paris Regional will start in the Spring 2017 semester.</p> <p>2017 - Maintain current clinical experiences Paris Regional lower score but remains &gt; 3.0 will continue to review for better outcomes. Talked with Paris Regional Nurse educator that supports students about some of the written comments from students.</p>
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			<p>Paris Regional – 3.43  Carl Albert-4.72  Peachtree  Hospice-5.00  Heartland  Hospice-4.88  May’s Hospice-4.61  Paris Regional-4.29  Dialysis  McAlester -4.84  Fresenius  Dialysis -4.83  ELA Met</p> <p>2018 – Fall  Freshman –  McAlester  Regional-4.19  Choctaw Nation-4.59  McCurtain  Regional-4.70  Paris Regional – 3.27  EOMC (Poteau) – 4.25  Spring 2019  Freshman  McAlester  Regional-3.91  Choctaw Nation-4.76  CN – Clinic – 3.86  McCurtain  Regional-4.70  Paris Regional – 3.27  EOMC (Poteau) – 4.25</p> <p>Fall Sophomore  McAlester  Regional-4.25  Choctaw Nation-4.46</p>	<p>2018-2019 Maintain current clinical experiences  Talked with Paris Regional Nurse educator that supports students about some of the written comments from students.  Discussed concerns with MRHC with CEO and CNO regarding students comments on surveys.</p>
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				<p>           McCurtain            Regional-NA            Paris Regional –            3.43            EOMC – 4.22            Carl Albert-4.69            Heart of            Hospice-4.69            Heartland            Hospice-4.47            May’s Hospice-            4.55            Paris Regional-            NA            Dialysis            McAlester -4.62            Fresenius            Dialysis –NA            Spring 2019            Sophomores            McAlester            Regional-4.20            Choctaw Nation-            4.67            McCurtain            Regional-NA            Paris Regional –            3.43            EOMC –            4.224.09            Carl Albert-4.68            Heart of            Hospice-4.64            Heartland            Hospice-4.60            May’s Hospice-            NA            Paris Regional-            NA            Dialysis            McAlester -4.29            Fresenius            Dialysis –NA         </p> <p>           2019 – Fall            Freshman –            McAlester            Regional-4.66         </p>	<p>           2019-2020 Maintain            current clinical            experiences            Discussed concerns            with representatives            from            MRHC/Paris/EOMC            with regarding students            comments on surveys.         </p>
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				<p>Choctaw Nation-4.60          McCurtain Regional-4.42          Paris Regional – 4.14          EOMC (Poteau) – 4.10          Spring 2020-Freshman          McAlester Regional-3.          Choctaw Nation-4.76          CN – Clinic – 3.86          McCurtain Regional-4.70          Paris Regional – 3.27          EOMC (Poteau) – 4.25          Fall Sophomore          McAlester Regional-3.88          Choctaw Nation-4.67          McCurtain Regional-4.32          Paris Regional – 3.97          EOMC – 4.75          Carl Albert-4.70          Heart of Hospice-4.43          Heartland Hospice-4.75          May’s Hospice-4.22          Dialysis          McAlester -4.72          Fresenius Dialysis –4.24          Spring 2020 Sophomores          McAlester Regional-4.20          Choctaw Nation-4.67</p>	<p>2020-2021 Maintain current clinical experiences.          Discussed in Advisory meeting and each facility got to look at its evaluation from students.</p>
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				<p>McCurtain Regional-NA Paris Regional – 3.43 EOMC – 4.224.09 Carl Albert-4.68 Heart of Hospice-4.64 Heartland Hospice-4.60 May’s Hospice- NA Paris Regional- NA Dialysis McAlester -4.29 Fresenius Dialysis –NA</p> <p><b>2020-Fall Freshman</b> McAlester Regional-4.53 Choctaw Nation- 4.75 McCurtain Memorial-4.79 Paris Regional – 3.86 EOMC (Poteau) – did not use</p> <p><b>Spring 2021- Freshman</b> McAlester Regional-4.27 Choctaw Nation- 4.55 CN – Clinic Talihina – 4.45 Idabel – 4.74 McCurtain Memorial - 4.35 Paris Regional – 4.24 EOMC (Poteau) – not used</p>	<p>2021-2022 Maintain current clinical experiences. Discussed in Advisory meeting and each facility got to look at its evaluation from students.</p>
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				<p>Covid Vaccine clinic Pittsburg Co – 4.79  Covid Vaccine clinic McCurtain Co – 4.93  Choctaw Nation Talihina – 3.87</p> <p><b>Fall Sophomore 2020</b>  McAlester Regional- 3.89  Choctaw Nation- 4.75  McCurtain Memorial- 3.67  Paris Regional – 4.04  EOMC – 4.27  Carl Albert- not used  Heart of Hospice- 4.59  Heartland Hospice- 4.56  May’s Hospice – 4.58  Dialysis McAlester (DaVita)– not used  Fresenius Dialysis – not used  Holdenville Dialysis – 4.59  Poteau Dialysis – 4.71</p> <p><b>Spring 2020 Sophomores</b>  McAlester Regional- 3.84  Choctaw Nation- 4.84  McCurtain Memorial – 3.43  Paris Regional – 4.40</p>	
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				<p>EOMC – not used  Carl Albert- not used  Heart of Hospice- 4.45  Heartland Hospice- 4.66  May’s Hospice- 4.41  Dialysis  McAlester – not used  Fresenius  Dialysis – not used  Holdenville  Dialysis – 4.43  Poteau Dialysis – 4.67</p> <p><b>Fall 2021</b>  <b>Freshman</b>  McAlester  Regional-4.33  Choctaw Nation- 4.59  McCurtain  Regional-4.06  Paris Regional – 4.17  EOMC (Poteau) – did not use</p> <p><b>Spring 2022-</b>  <b>Freshman</b>  McAlester  Regional-4.19  Choctaw Nation  Ped Clinic  Talihina -3.95  CN – Clinic  Idabel – 5.0  McCurtain  Memorial - 4.35  Paris Regional – 4.73  EOMC (Poteau) – not used  Choctaw Nation  Talihina – 4.17</p>	
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				<p>Wilburton school -4.9 Frink Chambers - 4.91 Haworth -5.0 Lukfata -5.0</p> <p><b>Fall Sophomore 2021</b> McAlester Regional- 4.15 Choctaw Nation- 4.38 McCurtain Memorial- 3.45 Paris Regional – 4.32 EOMC – 4.72 Carl Albert- not used Heart of Hospice- 4.52 Heartland Hospice- 3.67 May’s Hospice – 4.00 Dialysis McAlester (DaVita)– 4.28 Fresenius Dialysis – not used Holdenville Dialysis – 3.89 Poteau Dialysis – 5.00</p> <p><b>Spring 2022 Sophomores</b> McAlester Regional- 4.14 Choctaw Nation- 4.34 McCurtain Memorial – 3.90 Paris Regional – 4.40 EOMC – 4.31 Carl Albert-</p>	
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				Heart of Hospice- 4.52 Heartland Hospice- 4.46 May's Hospice- 4.65 Davita Dialysis McAlester – 4.35 Davita Dialysis Idabel – 4.80 Poteau Dialysis – 4.83 Baylor Scott and White-4.40 Frenieus Dialysis -	
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**Standard 4: The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.**

Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis	Actions
4.10 Student clinical experiences and Practice learning environments are evidence-based: reflect contemporary practice and nationally established patient health and safety	100% of clinical experiences align with national guidelines (QSEN)	Annually May	Director and faculty analyzes clinical experience data and insures alignment with national guidelines for clinical experiences (QSEN)	2014 - Clinical experiences in 100% of courses align with national guidelines; all facilities are accredited by organizations or follow standards that focus on patient safety and quality	2014-McCurtain Memorial Hospital's census and levels of care have decreased. Faculty discussed and added Choctaw County Hospital in Hugo.  2015-McCurtain Memorial Hospital continues to have problems with patient census.

<p>goals; and support the achievement of the end-of-program student learning outcomes.</p>				<p><i>ELA met</i></p> <p>2015 - Clinical experiences in 100% of courses align with national guidelines; all facilities are accredited by organizations or follow standards that focus on patient safety and quality. <i>ELA met</i></p> <p>2016 - Clinical experiences in 100% of courses align with national guidelines; all facilities are accredited by organizations or follow standards that focus on patient safety and quality. <i>ELA met</i></p> <p>2017 - Clinical experiences in 100% of courses align with national guidelines; all facilities are accredited by organizations or follow standards that focus on patient safety and quality. <i>ELA met</i></p>	<p>Sophomore students moved to Choctaw Memorial.</p> <p>2016-Maintain current clinical experiences. However due to low patient census at McCurtain Regional a new contract with Paris Regional will start in the Spring 2017 semester.</p> <p>2017 – Maintain current clinical experiences. McCurtain Memorial and Paris Regional continues to support current Idable students.</p> <p>2018 - Maintain current clinical experiences</p> <p>2019 - Maintain current clinical experiences CNHSA is JCAHO accredited</p>
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			<p>2018 - Clinical experiences in 100% of courses align with national guidelines; all facilities are accredited by organizations or follow standards that focus on patient safety and quality. <i>ELA met</i></p> <p>2019 - Clinical experiences in 100% of courses align with national guidelines; all facilities are accredited by organizations or follow standards that focus on patient safety and quality. <i>ELA met</i></p> <p>2020 - Clinical experiences in 100% of courses align with national guidelines; all facilities are accredited by organizations or follow standards that focus on patient safety and quality. <i>ELA met</i></p> <p>2021 – QSENS based clinical</p>	<p>2020 - Maintain current clinical experiences CNHSA is JCAHO accredited</p> <p>2021 - Maintain current clinical experiences CNHSA is JCAHO accredited</p> <p>2022 - Maintain current clinical experiences CNHSA is JCAHO accredited</p>
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				<p>eval updated in Summer 2021. Clinical experiences in 100% of courses align with national guidelines; all facilities are accredited by organizations or follow standards that focus on patient safety and quality. <i>ELA met</i></p> <p>2022 – QSENS based clinical eval updated in Summer 2021. Clinical experiences in 100% of courses align with national guidelines; all facilities are accredited by organizations or follow standards that focus on patient safety and quality. <i>ELA met</i></p>	
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**Standard 4: The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.**

Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis	Actions
4.10 Written agreements for clinical	100% of clinical agencies have current	Annually (June)	Director evaluates agreements with	2013 – 100% of clinical agencies have signed	2013-Review clinical agreements in May 2014.



<p>practice agencies are current, specify expectations for all parties, and ensure the protection of students.</p>	<p>expectations for student experiences.</p>		<p>program review.</p>	<p>clinical agreements. <i>ELA Met</i></p> <p>2014 - 100% of clinical agencies have signed clinical agreements. <i>ELA Met</i></p> <p>2015 - 100% of clinical agencies have signed clinical agreements. <i>ELA Met</i></p> <p>2016 - 100% of clinical agencies have signed clinical agreements. <i>ELA Met</i></p> <p>2017 - 100% of clinical agencies have signed clinical agreements. <i>ELA Met</i></p> <p>2018 - 100% of clinical agencies have signed clinical agreements. <i>ELA Met</i></p> <p>2019 - 100% of clinical agencies have signed clinical agreements. <i>ELA Met</i></p>	<p>2014-Review clinical agreements in May 2015.</p> <p>2015-Review clinical agreements in May 2016.</p> <p>2016-Review clinical agreements in May</p> <p>2017-Review clinical agreements in May 2018. Updated a few in the Fall of 2017</p> <p>2018-Review clinical agreements in May 2018. Updated one contract in Spring of 2018</p> <p>2019-Review clinical agreements in May 2019. Updated one contract in Spring due to dialysis unit being sold as of 2019.</p> <p>2020 – Fall 2020 several contracts renewed for 5 years. Added one new facility.</p> <p>2021 – Fall 2020 and spring 2021 several contracts renewed for 5 years. Added one new facility.</p>
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				<p>2020 – 100% clinical agencies have signed clinical agreements. <i>ELA Met</i></p> <p>2021 – 100% clinical agencies have signed clinical agreements. <i>ELA Met</i></p> <p>2022 – 100% clinical agencies have signed clinical agreements. <i>ELA Met</i></p>	<p>2022 – contracts updated as needed. Added one new facility.</p>
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**Standard 4: The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.**

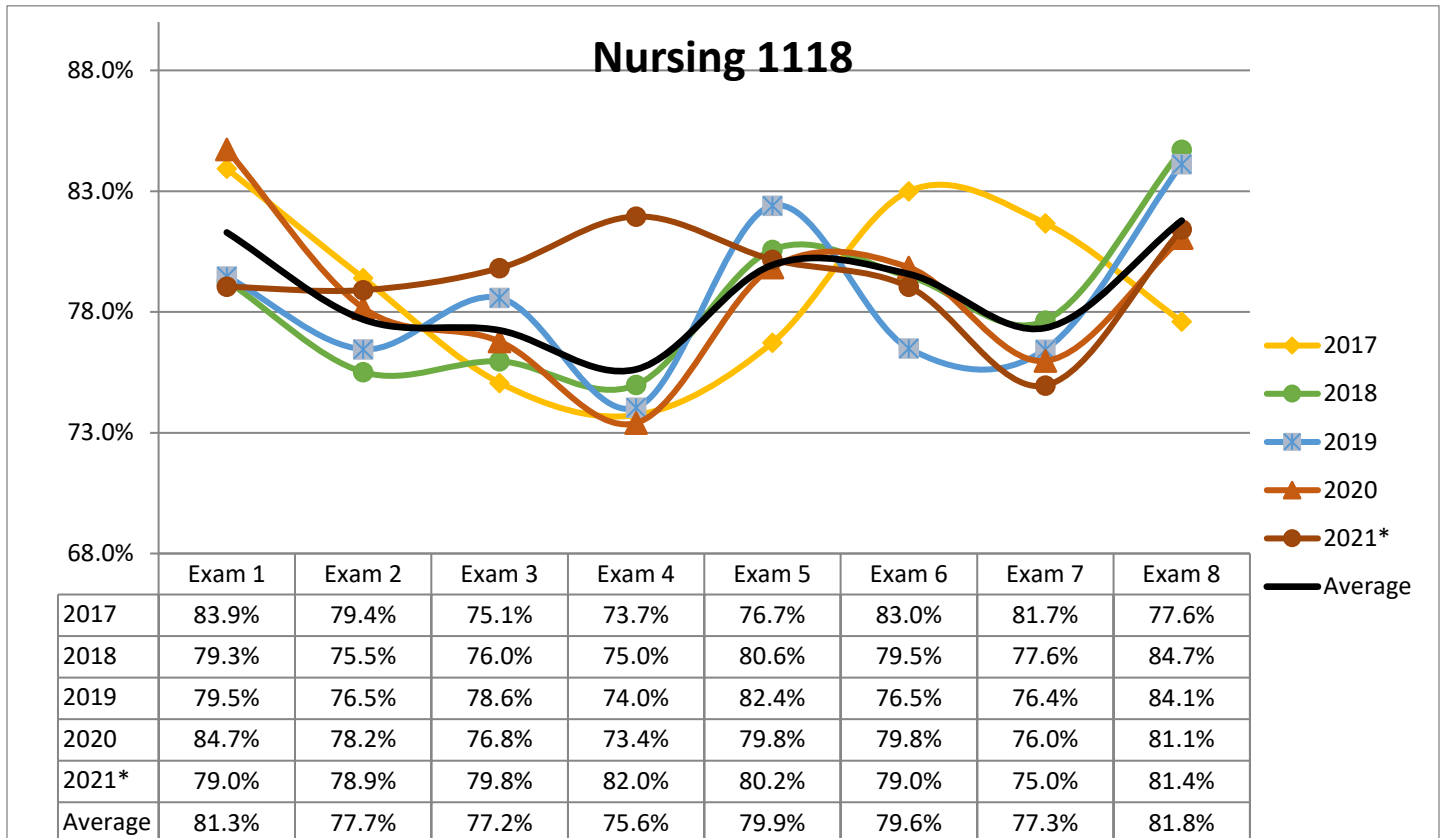
Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis	Actions
4.11 Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the end-of-program student	100% of the learning activities via Zoom and Blackboard, instructional materials disseminated via Blackboard, and evaluation methods will be the same and will be consistent with student	Annually in May, and as needed.	<p>Review of nursing syllabi.</p> <p>Faculty review of student evaluation of courses and clinical.</p> <p>NCLEX-RN Pass rates.</p>	<p>2013 – 100% of courses learning activities, instructional materials, and evaluation methods via ITV and/or Blackboard will be the same and will be consistent with student learning outcomes at all campuses (3). <i>ELA Met</i></p>	<p>2013-Review the courses in May 2014.</p> <p>2014-Review the courses in May 2015.</p>

learning outcomes.	learning outcomes at all campuses (3).		ATI Assessment testing. Clinical Judgement Exams (CJE)	<p>2014 - 100% of courses learning activities, instructional materials, and evaluation methods via ITV and/or Blackboard will be the same and will be consistent with student learning outcomes at all campuses (3). <i>ELA Met</i></p> <p>2015 - 100% of courses learning activities, instructional materials, and evaluation methods via ITV and/or Blackboard will be the same and will be consistent with student learning outcomes at all campuses (3). <i>ELA Met</i></p> <p>2016 - 100% of courses learning activities, instructional materials, and evaluation methods via ITV and/or Blackboard will be the same and will be consistent with student learning outcomes at all campuses (3). <i>ELA Met</i></p> <p>2017-100% of courses learning activities, instructional materials, and</p>	<p>2015-Review the courses in May 2016.</p> <p>2016-Review courses in May 2017</p> <p>2017-Review courses in May 2018 New ITV/TVs and smart board room for Sophomores in Wilburton Fall 2017. Summer 2018 4 computers will be added to McAlester nursing computer Lab.</p> <p>2018 – Fall – Wilburton added more computers to large lab to accommodate class size for testing for ease of proctoring.</p> <p>2019-Review courses in May 2020</p>
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				<p>evaluation methods via ITV and/or Blackboard will be the same and will be consistent with student learning outcomes at all campuses (3). <i>ELA Met</i></p> <p>2018-100% of courses learning activities, instructional materials, and evaluation methods via ITV and/or Blackboard will be the same and will be consistent with student learning outcomes at all campuses (3). <i>ELA Met</i></p> <p>2019-100% of courses learning activities, instructional materials, and evaluation methods via ITV and/or Blackboard will be the same and will be consistent with student learning outcomes at all campuses (3). <i>ELA Met</i></p> <p>2020-100% of courses learning activities, instructional materials, and evaluation methods via ITV and/or Blackboard will be the same and will be consistent with</p>	<p>2020-Review courses in May 2021. See student evaluations for COVID-19 integration.</p> <p>2021-Review courses and test taking times due to +COVID will remain flexible</p> <p>2022-Review of course</p>
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			<p>student learning outcomes at all campuses (3). Mid spring 2020 due to COVID-19 all classes went online and remained to meet SLO.</p> <p><i>ELA Met</i></p> <p>2021-100% of courses learning activities, instructional materials, and evaluation methods via zoom and/or Blackboard will be the same and will be consistent with student learning outcomes at all campuses</p> <p>2022-100% of courses learning activities, instructional materials, and evaluation methods via zoom and/or Blackboard will be the same and will be consistent with student learning outcomes at all campuses</p>	
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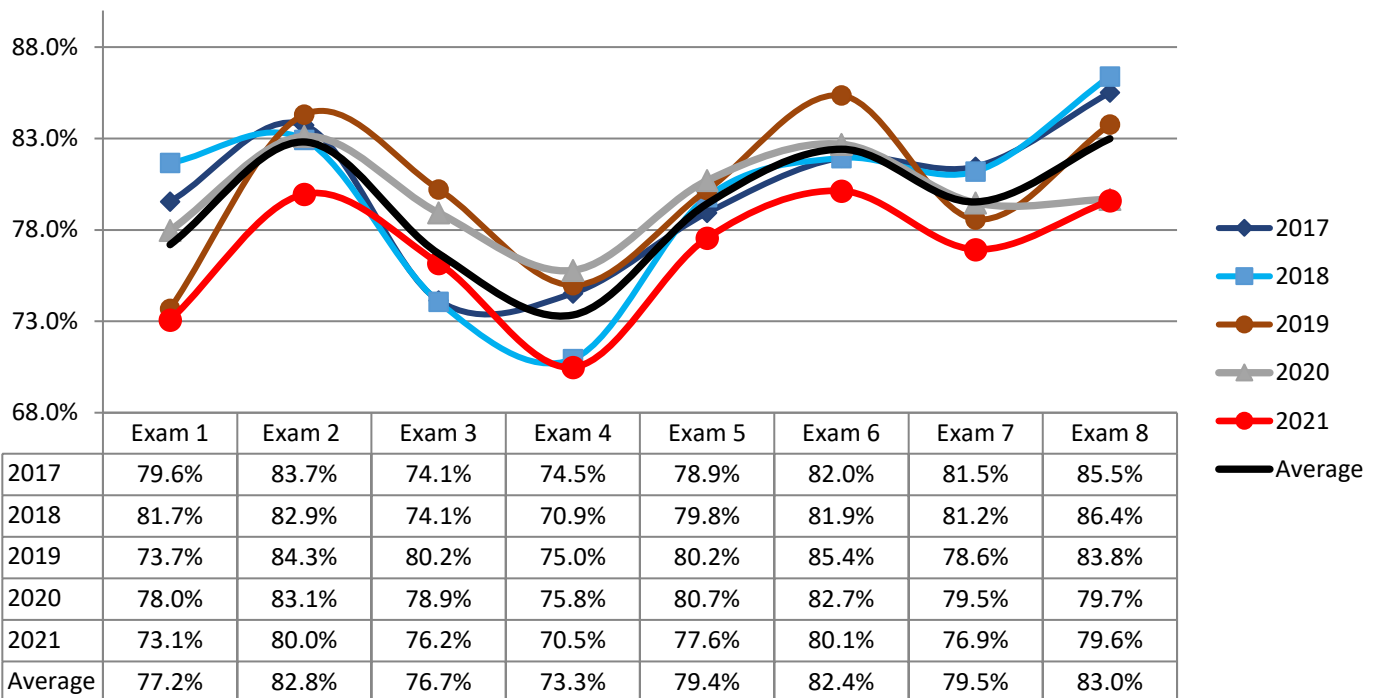
Nursing Exam trending for 1218 & 2218: X = Exam Y = percentage by year; Last 5 years of data collected.



2017	83.9%	79.4%	75.1%	73.7%	76.7%	83.0%	81.7%	77.6%
Wil 17	83.3%	80.3%	73.6%	73.9%	76.4%	81.6%	81.2%	75.1%
McA 17	84.5%	78.5%	76.5%	73.6%	77.1%	84.4%	82.1%	80.1%
2018	79.3%	75.5%	76.0%	75.0%	80.6%	79.5%	77.6%	84.7%
Idabel 18	78.0%	73.7%	73.3%	72.9%	77.9%	77.3%	73.3%	84.7%
Wil 18	80.5%	77.9%	79.7%	76.1%	83.5%	82.5%	80.5%	85.2%
McA 18	79.3%	74.9%	74.8%	75.9%	80.4%	78.5%	79.1%	84.3%
2019	79.5%	76.5%	78.6%	74.0%	82.4%	76.5%	76.4%	84.1%
Idabel 19	80.3%	76.4%	82.4%	77.5%	84.5%	76.5%	76.8%	85.9%

Wil 19	79.7%	78.4%	76.7%	72.5%	80.5%	78.1%	74.9%	84.2%
McA 19	78.4%	74.5%	76.7%	72.1%	82.1%	74.8%	77.6%	82.3%
2020	84.7%	78.2%	76.8%	73.4%	79.8%	79.8%	76.0%	81.1%
Idabel 20	83.7%	76.3%	77.5%	70.3%	79.3%	78.5%	73.8%	76.9%
McA 20	84.7%	79.3%	77.6%	74.5%	78.5%	79.5%	68.7%	84.6%
Wil 20	85.8%	78.9%	75.3%	75.4%	81.8%	81.5%	85.5%	81.6%
2021*	79.0%	78.9%	79.8%	82.0%	80.2%	79.0%	75.0%	81.4%
Idabel 21	76.1%	76.8%	78.5%	82.9%	81.1%	78.6%	77.9%	83.1%
McA 21	81.5%	78.5%	78.0%	82.9%	81.9%	80.4%	76.8%	83.4%
Wil 21	79.5%	81.4%	83.0%	80.1%	77.5%	78.1%	70.3%	77.8%
Average	81.3%	77.7%	77.2%	75.6%	79.9%	79.6%	77.3%	81.8%

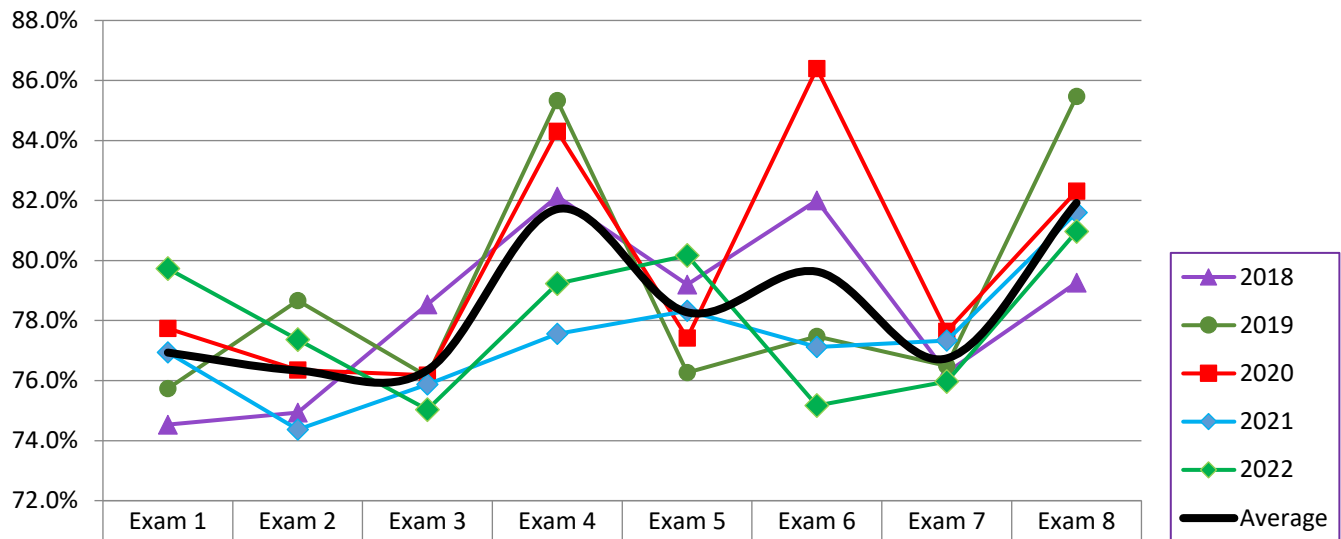
## Nursing 2118



2017	79.6%	83.7%	74.1%	74.5%	78.9%	82.0%	81.5%	85.5%
Idabel 17	79.1%	80.9%	70.1%	74.9%	79.9%	81.1%	81.5%	84.8%
McA 17	78.8%	84.7%	74.7%	75.5%	79.3%	81.7%	81.1%	83.2%
Wil 17	80.8%	85.6%	77.6%	73.2%	77.6%	83.1%	81.9%	88.5%
2018	81.7%	82.9%	74.1%	70.9%	79.8%	81.9%	81.2%	86.4%
McA 18	79.5%	83.2%	75.2%	71.9%	78.0%	80.1%	80.9%	86.3%
Wil 18	83.9%	82.7%	72.9%	70.0%	81.6%	83.7%	81.5%	86.5%
2019	73.7%	84.3%	80.2%	75.0%	80.2%	85.4%	78.6%	83.8%
Idabel 19	73.3%	84.0%	78.5%	72.9%	81.3%	85.7%	79.1%	83.9%
McA 19	73.9%	83.1%	79.9%	73.6%	77.2%	84.3%	76.5%	84.6%

Wil 19	73.9%	85.9%	82.3%	78.4%	82.0%	86.1%	80.1%	82.8%
2020	78.0%	83.1%	78.9%	75.8%	80.7%	82.7%	79.5%	79.7%
ldabel 20	79.6%	85.7%	77.8%	76.0%	81.8%	80.4%	79.3%	74.9%
McA 20	75.3%	79.9%	77.9%	73.2%	78.1%	79.8%	79.0%	80.0%
Wil 20	79.1%	83.7%	81.1%	78.1%	82.3%	87.9%	80.1%	84.1%
2021	73.1%	80.0%	76.2%	70.5%	77.6%	80.1%	76.9%	79.6%
ldabel 21	71.2%	78.7%	74.4%	70.8%	79.3%	79.7%	78.0%	77.7%
McA 21	71.9%	79.6%	77.9%	67.2%	75.9%	78.4%	76.1%	80.0%
Wil 21	76.1%	81.6%	76.3%	73.5%	77.5%	82.3%	76.7%	81.1%
<b>Average</b>	<b>77.2%</b>	<b>82.8%</b>	<b>76.7%</b>	<b>73.3%</b>	<b>79.4%</b>	<b>82.4%</b>	<b>79.5%</b>	<b>83.0%</b>

### Nursing 1218



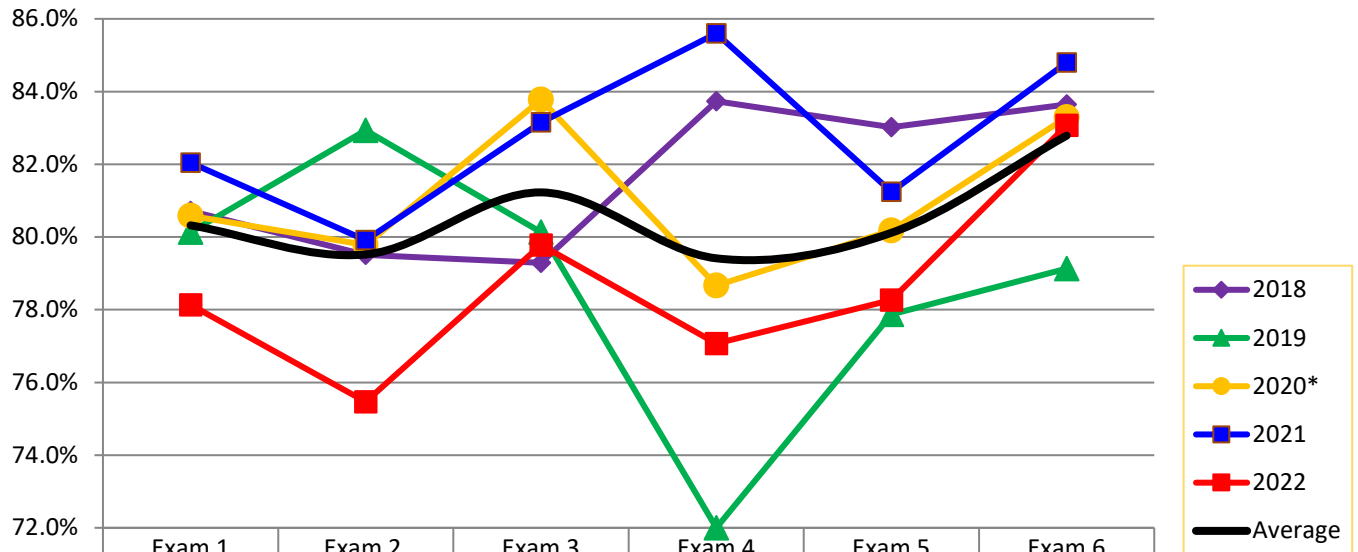
	Exam 1	Exam 2	Exam 3	Exam 4	Exam 5	Exam 6	Exam 7	Exam 8
2018	74.5%	74.9%	78.5%	82.1%	79.2%	82.0%	76.3%	79.3%
2019	75.7%	78.7%	76.1%	85.3%	76.3%	77.5%	76.5%	85.5%
2020	77.7%	76.4%	76.2%	84.3%	77.4%	86.4%	77.6%	82.3%
2021	76.9%	74.4%	75.9%	77.6%	78.3%	77.1%	77.3%	81.6%
2022	79.7%	77.4%	75.0%	79.2%	80.2%	75.2%	76.0%	81.0%
Average	76.9%	76.3%	76.3%	81.7%	78.3%	79.6%	76.7%	81.9%

2018	74.5%	74.9%	78.5%	82.1%	79.2%	82.0%	76.3%	79.3%
Wil 18	76.1%	74.4%	78.5%	86.1%	80.3%	82.4%	76.8%	81.2%
McA 18	72.9%	75.5%	78.5%	78.1%	78.1%	81.6%	75.7%	77.3%
2019	75.7%	78.7%	76.1%	85.3%	76.3%	77.5%	76.5%	85.5%
ldabel 19	72.0%	76.4%	70.8%	82.1%	77.1%	76.5%	74.1%	83.6%
McA 19	75.5%	78.8%	76.5%	87.7%	74.5%	76.8%	75.5%	86.4%
Wil 19	79.7%	80.8%	81.1%	86.1%	77.2%	79.1%	79.9%	86.4%



2020	77.7%	76.4%	76.2%	84.3%	77.4%	86.4%	77.6%	82.3%
Idabel 20	79.3%	78.0%	82.1%	87.3%	82.3%	87.9%	79.9%	81.9%
McA 20	76.3%	76.0%	72.5%	83.9%	74.3%	86.7%	76.4%	80.5%
Wil 20	77.6%	75.1%	73.9%	81.7%	75.7%	84.7%	76.7%	84.5%
2021	76.9%	74.4%	75.9%	77.6%	78.3%	77.1%	77.3%	81.6%
Idabel 21	75.7%	75.2%	73.2%	76.9%	76.3%	78.1%	76.3%	83.3%
McA 21	76.4%	74.2%	76.4%	75.7%	78.8%	77.7%	77.1%	80.1%
Wil 21	78.7%	73.7%	78.0%	80.0%	79.9%	75.6%	78.7%	81.3%
2022	79.7%	77.4%	75.0%	79.2%	80.2%	75.2%	76.0%	81.0%
Idabel 22	78.50%	74.90%	72.00%	78.70%	78.90%	73.20%	76.60%	80.70%
McA 22	80.40%	79.00%	77.60%	80.00%	82.60%	76.50%	77.50%	82.20%
Wil 22	80.30%	78.20%	75.50%	79.00%	79.00%	75.80%	73.80%	80.00%
Average	76.9%	76.3%	76.3%	81.7%	78.3%	79.6%	76.7%	81.9%

### Spring Exams - 2218



	Exam 1	Exam 2	Exam 3	Exam 4	Exam 5	Exam 6
2018	80.7%	79.5%	79.3%	83.7%	83.0%	83.6%
2019	80.1%	82.9%	80.1%	72.0%	77.9%	79.1%
2020*	80.6%	79.8%	83.8%	78.7%	80.2%	83.3%
2021	82.0%	79.9%	83.2%	85.6%	81.2%	84.8%
2022	78.1%	75.5%	79.8%	77.1%	78.3%	83.1%
Average	80.3%	79.5%	81.2%	79.4%	80.1%	82.8%

2018	80.7%	79.5%	79.3%	83.7%	83.0%	83.6%
Idabel 17	79.60%	77.07%	74.00%	82.40%	81.20%	83.33%
McA 17	81.20%	79.07%	80.80%	82.67%	83.07%	85.47%
Wil 17	81.33%	82.40%	83.07%	86.13%	84.80%	82.13%
2019	80.1%	82.9%	80.1%	72.0%	77.9%	79.1%
McA 19	80.67%	84.40%	84.00%	72.27%	77.47%	79.47%

Wil 19	79.60%	81.47%	76.27%	71.73%	78.27%	78.80%
2020*	80.6%	79.8%	83.8%	78.7%	80.2%	83.3%
Idabel 20	78.53%	76.80%	83.20%	80.93%	77.60%	82.40%
McA 20	80.13%	81.60%	84.53%	81.73%	80.13%	83.60%
Wil 20	83.07%	80.93%	83.60%	79.07%	82.80%	83.87%
2021	82.0%	79.9%	83.2%	85.6%	81.2%	84.8%
Idabel 21	86.67%	82.27%	85.33%	88.00%	86.27%	84.40%
McA 21	78.00%	75.07%	80.93%	83.47%	77.20%	85.07%
Wil 21	81.47%	82.40%	83.20%	85.33%	80.27%	84.93%
2022	78.1%	75.5%	79.8%	77.1%	78.3%	83.1%
Idabel 22	77.87%	76.27%	80.80%	76.93%	77.87%	85.07%
McA 22	77.33%	74.13%	80.53%	79.87%	76.80%	82.27%
Wil 22	79.20%	76.00%	78.00%	74.40%	80.13%	81.87%
<b>Average</b>	<b>80.3%</b>	<b>79.5%</b>	<b>81.2%</b>	<b>79.4%</b>	<b>80.1%</b>	<b>82.8%</b>

### Remediation and Retention

The nursing department has implemented interventions to help improve retention rates. These interventions will be implemented fall 2022. See copy of agenda

1. Nursing Boot Camp – On July 26<sup>th</sup> and 27<sup>th</sup> a nursing boot camp was held on the Idabel campus and July 28<sup>th</sup> and 29<sup>th</sup> for the Wilburton and McAlester students. Twenty-seven nursing students total attended. See attachment of agenda for topics discussed.

# **Boot Camp Agenda**

## **Day 1**

**10:00 am** – Welcome – Kia Crain

**10:15 am** – Introductions & Ice Breakers - All

**10:45-11:15** – Time Management – Gina Bullock

**11:15 – 11:30** - Break

**11:30-12:00** – Activity (Medical Terminology) -All

**12:00-1:00** – Lunch

**1:00-2:15** – Positive Mental Attitude & Being in Control for Exams – Cheryl Wood-Myers

**2:15-2:30** - Break

**2:30-3:30** – General Test-Taking Techniques & Learning Styles - Cheryl Wood-Myers

**3:30-4:00** - Workforce

## **Day 2**

**10:00-11:00** – Professionalism & Incivility – Gina Bullock

**11:00-12:00** – Making Sense of Nursing School Test Questions– Kia Crain

**12:00-1:00** - Lunch

**1:00-3:00** – Critical Thinking to Build Clinical Confidence – Kia Crain

**3:00-4:00** – Assessment Activity -All

Nursing department has hired a part-time remediation specialist through a Puterbaugh grant for academic year 2022-2023. Any student scoring below a 78% on a nursing exam will be referred to the remediation specialist. See nursing remediation policy.

## **EOSC RN Program Academic Remediation Process**

The remediation process is designed with the purpose of:

- supporting and improving student study skills
- promoting success for students at risk to fail a course due to low exam scores
- addressing a situation where a student is in academic jeopardy

Remediation is not intended to replace course curriculum or course requirements. Students who perform poorly in the clinical setting will address those issues with their clinical instructor.

The academic remediation process is initiated after each exam during the semester by the Remediation Specialist (RS) with an email to students who score below 78%. The Test Remediation Conference form will be attached to the email with a request to return it to the RS in-person or by email within one week. Participation in remediation is voluntary for the student. A refusal of remediation will be accepted and noted in writing. Students who initially refuse remediation will still be contacted after each successive test score if indicated.

Once a student accepts remediation services they will meet with the RS by appointment, in-person or electronically, within one week after the exam. Written documentation of an improved study plan will be put in writing, signed by the student and RS, with a copy to the student and one in their student file.

The purpose of remediation is not to punish or demean a student in any way but rather to help them explore what they might do differently to create a better outcome. Goals of remediation would include but not be limited to the following areas:

- Developing better time management
- Identifying personal learning style and methods of more effective study
- Accessing additional resources to enhance learning of curriculum concepts
- Identifying barriers they are experiencing that negatively impact program success

Successful remediation will be demonstrated by students whose academic performance improves on subsequent exams. At this point a student can discontinue remediation when they feel more confident to resume independent study.

Unsuccessful remediation may signify the student is unable to master critical course requirements. Students who accept remediation but show no improvement will be referred back to their campus instructor.

The services of the RS are available to any student in the program by self-referral, regardless of exam grades, at any time that the student would want additional assistance.

A testing policy will go into effect for fall 2022. Nursing faculty will review new policy outcomes in December 2022.

# TEST ITEM ANALYSIS GUIDELINES

## 1. GENERAL

- a. Faculty will construct test items based on student objectives.
- b. Faculty will complete statistical analysis on all nursing unit exams.
- c. Faculty will review the test questions, student challenges, and item analysis statistics after each unit exam is given.
- d. Formal item analysis is conducted in the following manner:
  - i. Test items are analyzed as to the relationship of test items to the objectives of the unit of instruction.
  - ii. Test questions are analyzed as to the cognitive levels as outlined in each course syllabus.
  - iii. Test items are analyzed in the following areas: Item difficulty (p-value), discrimination of higher/lower scorers of each item (point biserial)

P value	Biserial >0.3	Biserial 0.15-0.29	Biserial 0.14 - 0	Biserial negative
0-30%	Difficult Item Review for next exam Consider justified exam analysis adjustments	Poor Item Rewrite or eliminate on next exam	Poor Item Rewrite or eliminate on next exam	Poor Item Rewrite or eliminate on next exam
31-50%	Difficult Item Review for next exam Consider justified exam analysis adjustments	Fair Item Review before next exam	Poor Item Rewrite or eliminate on next exam	Poor Item Rewrite or eliminate on next exam
51-80%	Good Item	Good Item	Fair Item Review before next exam	Poor Item Rewrite or eliminate on next exam
81-100%	Good Item	Good Item	Fair Item Review before next exam	Fair Item Review before next exam

**Difficult Item** - Low p-value, high point biserial - difficult yet fair

- If adjusting the score for the item, each student will receive one point to their final score, including those who got it correct

**Good Item** - High p-value, mid/high point biserial - most students selected correctly, and most were top scoring students

- No score adjustment

**Fair Item** - either low point biserial, and/or high p-value - does not discriminate between top and bottom scores and/or question was too easy

- Generally, does not need adjustment, at faculty discretion
- Need to review prior to exam given again
  - Consider changing distractors that are wrong (high p-value)
  - Poorly written and confusion in student response (low p-value)
  - May not have clear response, distractor could qualify as answer (low p-value)

**Poor Item** - point biserial low/negative, and/or low p-value - bottom students chose the correct answer more often than the top, or most students chose the incorrect answer.

- Score adjustment necessary
  - If mis-keyed, change to correct answer, update scores.
  - If two correct answers, give credit for both
  - Adjust score by giving all students one point, whether student got the item correct or incorrect
  - Avoid eliminating the question.
    - If eliminated, remove from test bank.
- Review prior to exam given again.

KR 20 – 0.60 is our goal as a nursing program. It provides reliability of the test based on student response from one item to the next.

Reference: *Academy of Educational Leadership Journal*, Volume 18, Number 4, 2014



**Departmental Assessment Report: Respiratory Therapy 2022**

**Section 1: Learning Goals for Majors**

**Category: Critical Thinking**

**Objective: Recognition of Tube Placement Post Intubation**

The objective was chosen as tube placement post intubation as failure to recognize a placement error can compromise ventilatory and/or positive pressure assisted ventilation within minutes. Beyond ethical and legal ramifications, unattended improper placement can cause useless loss of life and life quality. It is an easy fix, so recognition is everything.

**HSRT 2114 Fundamentals of Respiratory Therapy**

To be measured in Fall of 2023

**Section 2: Measures and Use of Information**

Goals	Measures	Use of Information
70%	Exams, Clinical Simulation Recognition, Lab observation	Accurate and timely recognition of correct tube placement

**Section 3: Recommendations for Improving Assessment Processes**

**Category: Critical Thinking**

**Objective: Recognition of Atelectasis with Post Op patients:**

This objective was chosen as atelectasis determined in initial stages is easily spoken to with alveolar recruitment such as incentive spirometry. However, when the cluster is re-formatted, it can reach to alter blood gas results and failure. It is important to recognize the formation of the threat early.

HSRT 2114 Fundamentals of Respiratory Therapy

To be measured in fall 2022 semester: Results: ten of the eleven students recognized atelectasis in Post op simulation.

**Plan of Action for Fall 2022 outcomes: Continue Monitoring**

**Section 4: A. Examples of Action Based on Assessment Data**

Plan of action for Recognition of correct tube placement to be determined in fall 2023 semester



Meeting Notes:

August 4, 2022

The objective that had been researched and discussed during the summer was adopted. Rich Walker and Peggy Spears will gather the data and report. It was agreed that remaining with Critical Thinking was an appropriate call at this time. We decided to look for improvement that could bring deep change in outcomes to the patients and to focus first on those items that would be easy to fix in the hospital.





## Departmental Assessment Report

### Section 1: Learning Goals for Majors

1. Discover learning objectives for incoming students through an audition process.
2. Gain proficiency and means to apply music theory and aural skills.
3. Demonstrate the ability to participate and perform in large and/or small musical ensembles.
4. Demonstrate intermediate to advanced musicianship and technical proficiency on the chosen major instrument or voice.
5. Demonstrate basic to advanced piano proficiency skills for all instrumental and vocal majors determined by ability level.
6. Students' preparation should be adequate for acceptance and success in a chosen Bachelor of Music program. Music majors need to have proper equipment and materials for them to keep up with their peers at the four-year institutions. Increasing ensemble size will help with this, however, we also need to make sure we offer our majors instruments commonly provided by higher education institutions (percussion especially) and facilities that harbor success, such as in-tune practice room pianos.

### Section 2: Measures and Use of Information

Goals	Measures	Use of Information
1.	Audition and entry theory exam.	All incoming freshmen will have to audition and complete a basic theory exam for entrance into the music program. This audition will help the department gauge income talent and deficiencies in both performance and theoretical understanding. This, in turn, will help with the development of theory class syllabi and ensemble repertoire selection.
2.	Quizzes, tests, and a final exam are given in theory and other music classes.	To determine student understanding and to adjust how information is given, its interpretation, and students ability to display understanding through exams.
3.	Ensemble Participation	Students will display understanding of performance practices in large, small, and chamber ensembles on their major instrument and/or voice, as well as concepts learned in rehearsal throughout the academic year.
4.	Sophomore Recital	Students will display knowledge of their instrument and/or voice performance practices through a recital in the sophomore year. The recital requirement will give students knowledge about developing a recital



		program, working with an accompanist, performing at an intermediate to advance soloistic level, and performance and social practices involved in performing a recital. The sophomore recital will fulfil the solo jury requirement in the semester it is given.
5.	Music Jury	The music jury will occur during finals week each semester and will determine student understanding of concepts learned in both major instrument/voice and piano lessons. Students will display knowledge of that semesters scale and solo requirements. In the semester of the sophomore recital, students will have to display knowledge of that semesters required scales.

**Section 3: Recommendations for Improving Assessment Processes**

1. Having the proper instruments in which to assess music majors. For example, I recently brought in a percussion major, beginning fall 2022, who will be seriously deficient due to our lack of proper percussion equipment. We currently need a wide range of auxiliary instruments (triangles, guiro, castanets, claves, sleigh bells, wood/granite blocks, etc.), tympani, chimes, snare drum, and cymbals. Percussion majors at universities are expected to be proficient on all of these instruments, making proper assessment and preparation of percussion majors at EOSC nearly impossible.
2. Keeping all pianos in Pratt Hall tuned. Music majors need to practice aural skills on practice room pianos. However, being that the most recently tuned practice room piano was last tuned in 1982, they are not adequate. This relates to assessment in that students practicing aural skills on these pianos will have skewed assessment results in aural skills exams do to learning intervals and chord qualities on out of tune pianos.

**Section 4: A. Examples of Action Based on Assessment Data**

This past year we completed our first round of auditions with a music major having the requirement of the summer Fundamentals of Music course (MUSIC 1102). This requirement should help this major to be successful as we begin the fall 2022 semester. Additionally, we are set to bring in three new music majors for the 2022-2023 academic year through the audition process with an additional three non-music major students auditioning for participating in the band and choir.

Last year the music department graduated its first music major since I began in January 2021. This major is beginning studies at the University of Central Oklahoma with a focus in Music Production. The assessment data used above, sophomore recital, juries, ensemble participation, and theoretical assessments helped to prepare this student for the riggers facing him in this new experience.



**General Studies Departmental Assessment Report**

**Section 1: Learning Goals for Majors**

1. Students will employ effective written and oral communication skills in order to convey clear and organized information to target audiences.
2. Students will practice analytical and evaluative thinking with a view toward continuous improvement.
3. Students will legally and ethically retrieve and utilize information competently using critical evaluation and discipline-appropriate technology to meet a variety of professional and personal needs.
4. Students will apply appropriate mathematical and scientific concepts and processes in order to interpret data and solve problems based on verifiable evidence.
5. Students will recognize the beliefs, behaviors, and values of diverse cultures from a global perspective.
6. Students will recognize the value of meaningful civic and scholarly activities.

**Section 2: Measures and Use of Information**

Goals	Measures	Use of Information
1	Essay Presentation Rubric Oral Communication Rubric	Determines a basic, non-specialized grasp of abilities in writing and oral presentation
2	Artifact Collection Rubric	Determines an understanding in gathering proper research and effectively using research
3	Technology Literacy Survey Information Literacy Survey	Determines whether students can effectively utilize basic technological tools and use them in to properly obtain research
4	Quantitative & Scientific Reasoning Rubric	Determines the utilization of the scientific process and the function of charts and graphs.
5	Cultural, Global Awareness, and Social Responsibility Survey	Determines a student's mindfulness of what it means to be a local, state, national, and global citizen.

**Section 3: Recommendations for Improving Assessment Processes**

Continue to review and tighten the rubrics/surveys so they are at their most effective in analyzing students' strengths and weaknesses. Look into the information and techniques from CCRC and hope to utilize things like meta-majors and better focus on graduation rates for the major.

**Section 4: A. Examples of Action Based on Assessment Data**

Looking at the amount of turnover from Fall to Spring and then from Spring to Fall again, we're hoping that the faculty's use of Navigate to stay on top of the students' needs and to better alert staff as to what students are going through will help the students better stay on top of their scholastic and their physical and emotional health. Will look more closely at data after the first full year of Navigate.



## History/PolSci Departmental Assessment Report 2022

### Section 1: Learning Goals for Majors

#### GOALS:

1. Students who complete the core history courses (HIST 1483 and 1493) will demonstrate an understanding of historical causation and a comprehension of the patterns and institutions of American history from the colonial period to present.

#### Implementation:

1. Students will study a broad development of pre-colonial, colonial, and modern periods of American history.
2. Students will develop an appreciation for the unique character of each period.

#### Assessment:

1. Course work, including examinations and discussions.
2. Student evaluations of courses.

#### Use of Data:

The department meets periodically to revise the list of assigned readings/text and to consider changes in pedagogy.

2. Students who graduate with a major in History will demonstrate knowledge and appreciation of the heritage of humankind and the essential knowledge of their chosen field.

#### Implementation:

Department majors study particular in-depth aspects of American and European society and institutions.

#### Assessment:

1. Course work, including test performance, assignments, discussions and special projects.
2. Student evaluations of the courses.

#### Use of Data:

The department meets annually to review assessment data and to make any revisions that are needed in the curriculum or in teaching assignments.

3. Students who complete the core political science course (POLSCI 1113) will demonstrate an understanding of the origins, structure and operation of the American government.

#### Implementation:

1. Students will study the broad development of American national government, particularly with emphasis upon the roles of the executive, legislative, and judicial branches.
2. The practice and performance of government within this framework will be examined, as well as the roles played by informal political actors.

#### Assessment:

1. Course work, including examinations, assignments, discussion and special projects.
2. Student evaluations of the course.

#### Use of Data:

The department meets periodically to revise the list of assigned readings/text and consider changes in pedagogy.



4. Students who complete POLSCI 1113 will demonstrate an ability to explain the political process, follow national issues, and understand their role in the process.

**Implementation:**

1. The methods used in teaching include an array of approaches such as discussion, lecture, documentary films, and special projects.

**Assessment:**

1. Course work, including examinations, assignments, and special projects.
2. Student evaluations of courses.

**Use of Data:**

The department meets periodically to review data and update course readings and requirements.

5. Respect persons from diverse cultures and backgrounds.

**Implementation:**

1. The students will interact positively with those from groups other than the student's own.
2. Entertain viewpoints from a variety of perspectives.

**Assessment:**

1. Class participation and attitude toward persons from groups other than the student's own.

**Use of Data:**

The department meets periodically to review data and consider changes in pedagogy.

**Section 2: Measures and Use of Information**

**1. Communication**

- 1.3 Develop accuracy, conciseness, and coherence in spoken communication.
- 1.4 Demonstrate competence in verbal and nonverbal communication.

**2. Critical Thinking**

- 2.4 Draw well-reasoned conclusion

**3. Information and Technology Literacy**

- 3.1 Identify information needs
- 3.2 Locate, evaluate, and appropriately use information
- 3.3 Communicate information using appropriate technologies

**4. Cultural, Global Awareness and Social Responsibility**

- 5.2 Examine the global interdependence of humanity

Measures	Goal 1	Goal 2	Goal 3	Goal 4	Use of the information
Course work, including assignments, examinations and discussions.	X	X	X	X	Data is reported to the department annually by the instructors of the basic courses. The department supports and encourages the instructors and takes any appropriate department-level actions needed to address problems. The department reports to those composing reports for accreditation or other external audiences. All data are reviewed as part of program review.



Pre-test and post-test.		X	X		Data is reviewed annually by the department for action, as above.
Class Presentations	X	X	X	X	Data is reviewed annually by department for action, as above.

**Section 3: Recommendations for Improving Assessment Processes**

The History/PolSci Department will now have the post-test in Blackboard. We will be assessing these during the summer and implementing any new material the department decides in necessary.

**Section 4: A. Examples of Action Based on Assessment Data**

Based on data from the 2019-2020 assessments, the department has implemented more hands-on work in political science. We believe that the hands-on assignments and group assignments implemented in political science have been successful in engaging the students more and increasing their knowledge of the subject.



## Departmental Assessment Report

### Section 1: Learning Goals for Majors

1. Students will demonstrate the ability to think critically, to organize effectively, and to express themselves in clear, concise, and correct English.
2. Students will identify, analyze, and interpret elements of literature.
3. Students will study the most significant works of major British authors.
4. Students will study the most significant works of major American authors

### Section 2: Measures and Use of Information

Goals	Measures	Use of Information
1	Pre and Post Grammar tests are given in the English 1113 Freshman Comp. I classes. A writing essay is administered in the English 1213 Freshman Comp. II classes.	Results are collected and evaluated with data to be used in determining areas of the curriculum that need attention.
2	Exams and writing assignments are given in the English 2413 Introduction to Literature class.	Student achievement is evaluated by the instructor and curriculum changes are made accordingly.
3	Exams and writing assignments are given in the English Literature I and II classes.	Student achievement is evaluated by the instructor and curriculum changes are made accordingly.
4	Exams and writing assignments are given in the American Literature I and II classes.	Student achievement is evaluated by the instructor and curriculum changes are made accordingly.

### Section 3: Recommendations for Improving Assessment Processes

A more adequate testing process could be done to assess student placement in the Developmental English class, the corequisite English lab, and the English 1113 Freshman Composition I class.

### Section 4: A. Examples of Action Based on Assessment Data

Students who achieve an ACT score of 16, 17, or 18 in English are now placed in a Corequisite English Lab along with Freshman Composition I instead of taking the Developmental English class. The results of doing the Corequisite English Lab for three semesters on the main campus in Wilburton show success with 95.6% of the students passing the lab and English 1113 Freshman Comp I with a grade of C or higher. In the spring semester seventeen (17) students of the original



twenty-three (23) students completed English 1213 Freshman Comp II and 74% passed with a C or higher. In the fall 2019 semester Corequisite English Labs were added to the course offerings at the branch campuses in Idabel and McAlester, and instructor feedback was positive.





**Departmental Assessment Report- Child Development AA - AAS**

**Section 1: Learning Goals for Majors**

The primary goal of the Child Development AA – AAS program is to provide formal education through theoretical and research-based courses that produce competent graduates with increased knowledge specifically for transfer to a bachelor’s degree program and/or used in employment in childcare and education fields.

Goal measurements include:

1. Direct measures of learned theoretical and research-based knowledge.
2. Indirect measures of learning goals, achievement, and learning environment.

**Section 2: Measures and Use of Information**

Goals	Measures	Use of Information
1,2,3,4	Pretest of core theoretical and research-based knowledge; given at the end of the CDP 1113 course	Averaged results are used as baseline data for students’ academic growth and understanding.
1,2,3,4	Posttest of core theoretical and research-based knowledge; given at the end of the CDP 1113 course	Averaged results are evaluated in relationship to the pretest of core theoretical and research-based knowledge for measuring quantitative statistical significance in academic growth.
1,3,5,6	Survey; given at the end of the CDP 1113 and CDP 2223 course	The survey will indirectly evaluate learning goals achievement and the learning environment in relation to the program’s strengths and weaknesses.

**Section 3: Recommendations for Improving Assessment Processes**

All recommendations are derived from the pre and post-test results along with the program’s strengths and weaknesses as indicated by student surveys. Once the data is evaluated and its usefulness is determined, improvements in test/survey questions, methods, and the content will be made.

- The Pre and post-tests were not offered in the same semester. We will offer the pre and post-test during the same semester, with the pre-given within the first two weeks of the semester and the post-given within the last two weeks of the semester.

**Section 4: Examples of Action Based on Assessment Data**

Through an annual department meeting evaluating program goal results, we will determine if the program goals and its measurements provide enough data to create active improvements to the program thereby improving students’ academic growth.

- Are the pre and post-tests valid and reliable? We will continue with the test to correct more data for testing reliability. The results of 2019-2021 are consistent with 2021-2022



- The action plan based on data to improve program goals. The action is to increase the knowledge and understanding of the information below.

There were three questions that posed problems for both groups:

- 1) The most appropriate way of delivering services, supports, and information to achieve desired outcomes is called (best practices).
- 2) The first year of life is a critical time for developing attachment. (false)
- 3) The pre-testers also had trouble with a question about Piaget's theory.

<b>Section 5. Results</b>			
Number of students assessed	Learning goal	Assessment used	Results
12/Pre-posttest 30/Survey	1. Theory and Content of CDP	Pre and Post-Test/ Survey	Pre: 75% -Post: 82% <i>98% agreed or strongly agreed</i>
12/Pre-posttest 30/Survey	2. Research Methods in CDP	Pre and Post-Test/ Survey	Pre: 86%-Post: 71% correct <i>96% agreed or strongly agreed</i>
12/Pre-posttest 30/Survey	3. Critical Thinking Skills in CDP	Pre and Post Test	Pre: 53% -Post: 53%
12/Pre-posttest 30/Survey	4. Application of CDP	Pre and Post Test	Pre:86% -Post: 73% correct
12/Pre-posttest 30/Survey	5. Communication Skills	<i>Survey</i>	Communicated understanding of CDP via survey responses. <i>agreed or strongly agreed</i>
12/Pre-posttest 30/Survey	6. Career Planning and Development	<i>Survey</i>	<i>agreed or strongly agreed</i>

### **CDP Majors 2022**

CDP AAS - 4 students

CDP AA - 10 students

CDP Certificate - 3 students



## **Pre-posttest**

**2021-2022 pretest N=3**

**2021-2022 post-test N=9**

- There were three questions that were troublesome for both the fall and spring testers in the 2021 and 2022 data. We still need to develop an action plan to increase the knowledge base/understanding of these questions in the learning goal of theory and content.
- These were not all the same students enrolled in both courses, most of the information is covered in more than one course, and there is no differentiation between students who may have completed no previous courses, and which ones had completed one or more previous courses.
- The low number of protesters in comparison to the higher number of post-tests creates a data gap.
- The survey information will continue in the 2022-2023 data review.

DEPARTMENTAL/PROGRAM ASSESSMENT REPORT

Department: **Mass Communication Fall 2022**

**SECTION 1: Learning Goals for Majors**

Students who successfully complete a degree in mass communication at Eastern should be prepared to transition easily to a four-year institution and be competitive with fellow students. Graduates of Eastern’s Mass Communication program should also be able to work immediately for a mass media outlet.

Students of the department should have a high competency level in the following areas upon completion of an Associate’s Degree:

1. basic skills in mass media writing and reporting
2. basic skills in photography
3. basic skills in editing and graphic design
4. ability to use a computer to input and coordinate data and to gather information from the internet
5. ability to think critically and objectively and organize these thoughts effectively
6. ability to gather information through interviewing and research
7. basic understanding of the history and trends of the journalism (mass communication) field

**SECTION 2: Measures and Use of Information**

Measures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Use of the information
Exams are given in all MCOMM prefix courses							X	Data reviewed annually by the department for action.
In sophomore-level MCOMM prefix courses, students are required to format a research paper concerning multiple topics related to mass communication. These papers require researching information and presenting it in the appropriate academic/career written format. An oral presentation of research is also required. The instructor uses a rubric to evaluate student work. The instructor uses Oral Communication Rubric for Gen Ed Assessment as well.	X		X	X	X	X	X	Data reviewed annually by the department for action, as above.

In some MCOMM courses, students are required to take a skills course. This test acts as an assessment for usage of equipment and programs. The instructor uses a rubric to evaluate student work.		X	X	X				Data reviewed annually by the department for action, as above.
In the Publications Productions courses, students are required to present a portfolio of each semester's work. The instructor uses a rubric to evaluate student work.	X	X	X	X	X	X		Data reviewed annually by the department for action, as above.

### Course Specific Information

Writing assignments in MCOMM 1113 – Introduction to Mass Communication and a Campaign Proposal in MCOMM 2123 – Principles of Mass Media Advertising have been included in this year's assessment. Previous assessment results have indicated that there is a need for more writing assignments outside of the typical news story format. As it stands, the Department uses measurable assessments for four of the six learning goals. The Department Head needs to establish an assessment tool for basic photography, but no photography courses were able to make.

### SECTION 4: Examples of ACTION Based on Assessment Data

Online publications still allow students to engage in a variety of mediums. Therefore, work should reflect a variety of photography, writing, audio, and video projects. Previous years' assessments reflected a lack of tangible assessment for Goals 1 and 2. The department has created a new course, MCOMM 2033 - Writing for the Mass Media, to specifically address the diverse media writing styles. This course is also more relevant in university programs at this time. This course will be offered in the Spring 2023. Based on the results in the Video Production II course, more time needs to be focused on the theory portion of the course. The Department has struggled to find adjuncts and make Photography and Graphic Arts classes. The classes are still offered, but they do not always make. This makes it harder to fulfill Goals 2 & 3.

### Section 5. Results

Number of students assessed	Learning goal	Assessment used	Results
4	Goals 3 & 4	Skills Test MCOMM 1223 (Fall 2022)	Students showed proficiency in Creating a new file, importing files, Basic Editing Skills, and Saving and Exporting Files.
37	Goals 4, 5, & 6	Critical Thinking Ethics Discussion MCOMM 1113 (Fall 2021; Spring 2022)	Average of 70.5/100 (N 37) on completed Critical Thinking Assignment.
37	Goals 5 & 6	First Amendment Research Assignment	Average of 76.29 on completed Research Thinking Assignments.

		MCOMM 1113 (Fall 2021; Spring 2022)	
7	Goals 1, 4 & 5	Campaign Proposal MCOMM 2123 (Spring 2022)	Average of 83.5 on completed Advertising Campaign Proposal assignment
4	Goal 3	Final Comprehensive Exam MCOMM 2103 (Spring 2022)	Average of 66.7 on Final Comprehensive Exam covering video production theory



**Assessment Report Physical Sciences September 2022**

**Section 1: Learning Goals for Majors**

- (LO1): Apply appropriate technology to the study of the Physical Sciences.
- (LO2): Demonstrate knowledge of and be able to apply the scientific method.
- (LO3): Exhibit knowledge of the underlying principles of the Physical Sciences.
- (LO4): Demonstrate mathematical skills as applied to the Physical Sciences.
- (LO5): Demonstrate experimental techniques in the study of the Physical Sciences.
- (LO6): Graph and interpret quantitative information.
- (LO7): Demonstrate problem solving skills.

**Section 2: Measures and Use of Information**

Goals	Measures	Use of Information
LO 1	NA	NA
LO 2	Rubric and test	Evaluate program annually, use in program review and annual reports
LO3	Test and rubric	Evaluate program annually, use in program review and annual reports
LO4	Test and rubric	Evaluate program annually, use in program review and annual reports
LO5	Test	Evaluate program annually, use in program review and annual reports
LO6	Test	Evaluate program annually, use in program review and annual reports
LO7	Test	Evaluate program annually, use in program review and annual reports

**Section 3: Recommendations for Improving Assessment Processes**

- 1) Assess the students annually with the learning objectives divided between the chemistry and physical science departments.
- 2) The assessment will be re-evaluated annually by the physical science and chemistry departments' faculty.
- 3) The courses will be modified or restructured if the Learning goal (LG) are not met by 80% or more.

**Section 4: A. Examples of Action Based on Assessment Data**

The criteria and the teaching methodology used to assess the students will be re-evaluated. Re-evaluation may include the change in teaching style, use new innovative media tools.



Section 5. Result		Physical Sciences		
Term	Number of Students assessed	Learning Goal	Assessment used (Direct Assessment by Test)	Result Learning Objective Average
SP2022	42	LO 1		NA
		LO 2	✓	82%
		LO3	✓	84%
		LO4	✓	75%
		LO5	✓	76%
		LO6	✓	81%
		LO7	✓	74%
<p>These observations have been made at the beginning of the semester. New teaching aids including Adaptive Learning Assignment (ALEKS), smart-book and virtual labs would be extensively used throughout the semester to improve the students' understanding of the ideas found in the learning objectives.</p>				





**Biology Departmental Assessment Report, Life Science Majors, September 2022**

**Section 1: Learning Goals (Outcomes) for Majors**

1. Students will be able to apply biological knowledge to solve problems in their everyday lives.
2. Students will be able to demonstrate knowledge of the scientific method.
3. Students will be able to apply the scientific method to solve biological problems.
4. Students will be able to demonstrate mastery of basic biological content.
5. Students be able effectively find and use resources from primary literature.
6. Students will demonstrate effective communication of underlying principles of biology using (1) oral, (2) written, (3) visual e.g., Poster, PowerPoint, or demonstration.
7. Students will be able to demonstrate mathematical knowledge and skills in biological sciences.
8. Students will be able to correctly use a microscope to locate and identify biological specimens and their parts.
9. Students will be able to describe and practice laboratory safety guidelines relating to working with chemicals, microorganisms and or dissection.
10. Students will be able to work well independently and in small groups, showing self-direction and motivation and contributing to group work.
11. Students will be able to interpret graphical quantitative information.
12. Students will be able to graph quantitative information.
13. Students will be able to demonstrate critical thinking processes as well as problem solving skills.
14. Students will be able to apply ethical principles of the discipline regarding human and animal subjects, environmental protection, use of sources, and collaboration with colleagues.
15. Students will be able to legally (copyright) and ethically (plagiarism) retrieve and utilize information confidently, technology appropriate for biological sciences.

**Section 2: Measures and Use of Information**

Goals	Measures	Use of Information
Students will be able to apply biological knowledge to solve problems in their everyday lives.	Indirect Survey	Evaluate program annually with this survey, given to graduating Life Science majors; use in program review and annual reports.
Students will be able to demonstrate knowledge of the scientific method.	Testing; assignments; indirect survey	Evaluate program efficacy annually, use in program review and annual reports.
Students will be able to apply the scientific method to solve biological problems.	Research project and paper; indirect survey	Evaluate program efficacy annually, use in program review and annual reports.
Students will be able to demonstrate mastery of basic biological content.	Testing; indirect survey	Evaluate program efficacy annually, use in program review and annual reports.
Students be able effectively find and use resources from primary literature.	Assignments; indirect survey	Evaluate program efficacy annually, use in program review and annual reports.
Students will demonstrate effective communication of underlying principles of biology using (1) oral, (2) written, (3) visual e.g., Poster, PowerPoint, or demonstration.	Rubric; indirect survey	Evaluate program efficacy annually, use in program review and annual reports; share results with College Oral Communication assessment committee.



Students will be able to demonstrate mathematical knowledge and skills in biological sciences.	Assignment; indirect survey	Evaluate program efficacy annually, use in program review and annual reports.
Students will be able to correctly use a microscope to locate and identify biological specimens and their parts.	Rubric (latest revision 2019); indirect survey	Evaluate program efficacy annually, use in program review and annual reports.
Students will be able to describe and practice laboratory safety guidelines relating to working with chemicals, microorganisms, and or dissection.	Rubric (latest revision 2020); indirect survey	Evaluate program efficacy annually, use in program review and annual reports.
Students will be able to work well independently and in small groups, showing self-direction and motivation and contributing to group work.	Rubric (latest revision 2020); indirect survey	Evaluate program efficacy annually, use in program review and annual reports.
Students will be able to interpret graphical quantitative information.	Assignment; indirect survey	Evaluate program efficacy annually, use in program review and annual reports.
Students will be able to graph quantitative information.	Assignment; indirect survey	Evaluate program efficacy annually, use in program review and annual reports.
Students will be able to demonstrate critical thinking processes as well as problem solving skills.	Assignment with rubric; testing; indirect survey	Evaluate program efficacy annually, use in program review and annual reports; share results with the College's Critical Thinking assessment committee.
Students will be able to apply ethical principles of the discipline regarding human and animal subjects, environmental protection, use of sources, and collaboration with colleagues.	Rubric (latest revision 2020); indirect survey	Evaluate program efficacy annually, use in program review and annual reports.
Students will be able to legally (copyright) and ethically (plagiarism) retrieve and utilize information confidently, technology appropriate for biological sciences.	Rubric (latest revision 2020); indirect survey	Evaluate program efficacy annually, use in program review and annual reports; share results with the College's Information Technology assessment committee.

### Section 3: Recommendations for Improving Assessment Processes

- Student learning outcome (SLO) #1 was assessed using an indirect survey, and SLO #s 2-15 were assessed using direct assessments with some of those SLOs also being assessed using the indirect survey.
- Biology faculty define success on assessment assignments, tests, etc. as a score of 80% or higher on those. So, for academic year 2021-2022, a student was considered to have completed an assessment assignment with success and to be proficient at that particular task if that student scored 80% or higher on that assessment assignment. Our goal was to have 80% or more of our students scoring 80% or higher on assessment items.
- For academic year 2021-2022, students ended up achieving all 15 student learning outcomes stated above. All 15 SLOs were met with 83% or more of students scoring 80% or higher on each assignment/test, etc. On some of the SLOs, 90% or more of students demonstrated assessment scores of 90% or higher. Instructors are very pleased with the results for the 15 SLOs.



#### **Section 4: A. Examples of Action Based on Assessment Data**

- Based on our data, changes that were implemented in the last couple of years continue to help us meet our assessment goals. Those changes included revision of the behavioral rubric and making student scores on that rubric a part of their final grade in the course, offering more graphing/graph interpretation exercises, making each student in a group responsible for a specific part of the overall group collaboration assignment in an effort to stop students from relying on one member of the group to do all of the work, adding plagiarism assignments early on in our division's OLS course as well as in our General Biology courses, and offering extra coaching on presentations. These changes have helped us close the loop in trouble areas such as making graphs and interpreting graphs. Because we have seen increases in the percentage of students succeeding at assessment assignments/tests after making these changes, we feel the things we are doing are working. Therefore, we plan to continue assessing the SLOs in the same way we currently are in the hope of maintaining our 80% compliance level for each SLO for the upcoming academic year and beyond.
- Faculty will closely monitor assessment data and make any necessary changes should our compliance level fall below 80% for any of the 15 SLOs.



<b>Mathematics Departmental Assessment Report</b>		
<b>Section 1: Learning Goals for Majors</b>		
<ol style="list-style-type: none"> <li>1. Students will demonstrate factual knowledge including the mathematical notation and terminology used in undergraduate collegiate mathematics.</li> <li>2. Students will describe the fundamental principles including the laws and theorems arising from the concepts covered in undergraduate collegiate mathematics.</li> <li>3. Students will apply course concepts along with techniques and procedures covered in undergraduate collegiate mathematics.</li> <li>4. Students will develop specific skills, competencies, and thought processes sufficient to support further study or work in mathematics or related fields.</li> </ol>		
<b>Section 2: Measures and Use of Information</b>		
<b>Goals</b>	<b>Measures</b>	<b>Use of Information</b>
Students will demonstrate factual knowledge including the mathematical notation and terminology used in undergraduate collegiate mathematics.	Assignment; testing	Evaluate program effectiveness and use in annual reports and program review.
Students will describe the fundamental principles including the laws and theorems arising from the concepts covered in undergraduate collegiate mathematics.	Assignment; testing	Evaluate program effectiveness and use in annual reports and program review.
Students will apply course concepts along with techniques and procedures covered in undergraduate collegiate mathematics.	Assignment; testing	Evaluate program effectiveness and use in annual reports and program review.
Students will develop specific skills, competencies, and thought processes sufficient to support further study or work in mathematics or related fields.	Assignment; testing	Evaluate program effectiveness and use in annual reports and program review.
<b>Section 3: Recommendations for Improving Assessment Processes</b>		
<p>Mathematics majors met the Learning Outcomes with 79% success when testing and approximately 91% when completing assignments as of the end of spring 2022. In the past year, homework and test averages have remained steady. Faculty in the Mathematics department are satisfied with these results and have met the goal of 75% in testing. However, with the small number of majors that we serve each year, our success rates can be volatile, and we need to work diligently to maintain this rate of student success.</p> <p>We are pleased with our results in mathematics courses taught for general education, Survey of Mathematics, College Algebra, and Elementary Statistics. In these general education courses, students met the Learning Outcomes with greater than 70% success when testing and 80% when completing assignments. Additionally, we have many non-mathematics majors taking courses beyond the general education requirements, Trigonometry being a common example, where Learning Outcomes were also met above the goal of 75% success in both testing and assignments.</p> <ul style="list-style-type: none"> <li>• We used fall 2021 and spring 2022 semesters when compiling data for this report. However, due to change in faculty, some data may have been erroneous.</li> </ul>		



- We will continue to assess general education mathematics (Survey of Mathematics, College Algebra, Elementary Statistics). Even with a small number of mathematics majors (10 or fewer annually since 2017; currently 5), mathematics is a general education requirement for AA and AS degrees. Mathematics faculty desire to maintain a quality general education program in mathematics for all college students.
- We continue our intention to install pre-testing and post-testing to better evaluate our program. We are looking at ways to embed this pre-/post-testing within our online assignment and test content; however, change in faculty personnel, new edition changes for many adopted texts, and technical issues with online course access in spring 2022 prevented significant progress on this implementation.

#### **Section 4: A. Examples of Action Based on Assessment Data**

Given the exhibited achievement of Mathematics majors on Student Learning Outcomes, the Mathematics Department faculty will continue to assess our students with the following changes being made or considered.

- The small number of students that are actual mathematics majors (5 current majors) can make the success rates change significantly when one student does poorly for any reason. We are looking at more discrete analysis methods to better account for this variability.
- All course level student learning outcomes for all Eastern Oklahoma State College Mathematics courses (MATH prefix) align with student learning outcomes published in the Oklahoma State Regents for Higher Education Course Equivalency Tables. We will continue to amend our learning outcomes to keep in agreement with any changes made by the Course Equivalency Project.
- Mathematics faculty at Eastern are actively participating in the Oklahoma State Regents for Higher Education Curriculum Equivalency Project (CEP) discussions to formalize student learning outcomes (SLOs) for the transfer of the Calculus sequence among Oklahoma institutions of higher education. In order to facilitate ease of transfer for our students majoring in Mathematics, SLOs for Eastern Oklahoma State College's calculus courses will be updated as necessary to align with any CEP recommendation.