

# 2020-2021 ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY

OKLAHOMA PANHANDLE STATE UNIVERSITY

## SECTION I – ENTRY LEVEL ASSESSMENT AND COURSE PLACEMENT

### ACTIVITIES

I-1. WHAT INFORMATION WAS USED TO DETERMINE COLLEGE-LEVEL COURSE PLACEMENT? PLEASE REPORT THE SPECIFIC MULTIPLE MEASURES YOUR INSTITUTION USED FOR FY 2020-2021 (E.G., HIGH SCHOOL GPA AND CPT CUT SCORES)?

Oklahoma Panhandle State University made heavy use of the ACT and SAT examination for admissions decisions, as well as remedial placement. First-time students age 21 or older who have not taken ACT or SAT are considered an adult admit and are placed in remedial coursework. If an equivalent course has been taken successfully at another accredited university, that will determine course placement. All students have the opportunity to challenge course placement by taking the Accuplacer exam prior to the beginning of classes.

I-2. HOW WERE STUDENTS DETERMINED TO NEED REMEDIATION (E.G., CPT CUT SCORES OR ADVISING PROCESS)?

Test scores from the ACT, SAT and Accuplacer test were used to place students in English and Mathematics courses.

ACT scores lower than 19 determined a deficiency which would be met in a corequisite remediation course. All students who had ACT sub-scores below 19 on English, Math, or Reading were allowed to take the Accuplacer tests for the respective subsection to challenge course placement. For Mathematics entry level courses, ACT scores between 19 and 21 instituted the use of a multiple measures rubric to help encourage students who lack confidence in their math abilities to take the corequisite remediated courses.

SAT Math scores lower than 510 and SAT Reading and English College Readiness scores lower than 510 determined a deficiency which would be met in a corequisite remediated course. All students who had SAT sub-scores below those listed above on English, Math, or Reading were allowed to take the Accuplacer tests for the respective subsection to challenge course placement.

Accuplacer scores for Mathematics were as follows: Quantitative Reasoning (Math 1473) must score at least 276 for no corequisite remediation, Modeling and Statistics (Math 1523) must score at least 263 for no corequisite remediation, and College Algebra (Math 1513) must score at least 250 for no corequisite remediation. An Accuplacer score in Accuplacer Reading must be 262. If 262 is met, they are given the writing portion. They must score at least 275 on the Accuplacer Writing. If both conditions are met, no corequisite remediation required.

I-3. WHAT OPTIONS WERE AVAILABLE FOR IDENTIFIED STUDENTS TO COMPLETE DEVELOPMENTAL EDUCATION WITHIN THE FIRST YEAR OR 24 COLLEGE-LEVEL CREDIT HOURS?

“Plus” 5 credit hour courses were offered for English and Mathematics in which corequisite remediation and regular coursework were taught in the same class. The plus courses are a 3 credit hour course on the transcript, but students receive 5 credit hours of instruction. The regular and plus course equivalents include:

Regular Course	Corequisite Remediation Course
English 1113	English 1115
Math 1473	Math 1475
Math 1513	Math 1515
Math 1523	Math 1525

1-4. WHAT INFORMATION WAS USED TO DETERMINE CO-REQUISITE COURSE PLACEMENT? PLEASE REPORT THE SPECIFIC MULTIPLE MEASURES YOUR INSTITUTION USED FOR FY 2020-2021 (E.G., HIGH SCHOOL GPA AND CPT CUT SCORES).

For course placement ACT sub scores, SAT scores, or Accuplacer test scores were used. If the student did not make the minimum required score, they were placed in the co-requisite course(s). If the student was over 21 and did not have test scores they were placed in the co-requisite course(s).

1-5. DESCRIBE THE METHOD USED TO PLACE “ADULT” STUDENTS WHO DO NOT HAVE ACT/SAT SCORES.

First-time students age 21 or older who have not taken ACT or SAT are considered an adult admit and are placed in remedial coursework. If an equivalent course has been taken successfully at another accredited university, it will determine course placement. All students have the opportunity to challenge course placement by taking the Accuplacer exam prior to the beginning of classes.

## ANALYSES AND FINDINGS

I-4. DESCRIBE ANALYSES AND FINDINGS OF STUDENT SUCCESS IN BOTH DEVELOPMENTAL AND COLLEGE-LEVEL COURSES, EFFECTIVENESS OF THE PLACEMENT DECISIONS, EVALUATION OF MULTIPLE MEASURES, AND CHANGES IN THE ENTRY-LEVEL ASSESSMENT PROCESS OR APPROACHES TO TEACHING AS A RESULT OF FINDINGS.

2020/2021 OPSU Students Enrolled by Course Type	
Course Type	Enrolled
Corequisite	346
Regular	348

Pass Rate		
Course Type	Pass	Fail
Corequisite	140	206
Regular	255	93

Grade Distribution								
Course Type	A	B	C	D	F	W	Pass	Fail
Corequisite	23	31	51	35	124	59	0	0
Regular	113	74	50	17	55	35	1	1

With the implementation of “Plus” corequisite courses, the Accuplacer is only used to challenge placement. In 2020-2021, 9 Accuplacer tests were given and 6 were high school students. For this reason, there is not enough data at this time to reevaluate score cutoffs.

## SECTION II –GENERAL EDUCATION ASSESSMENT

### ADMINISTERING ASSESSMENT

II-1. DESCRIBE THE INSTITUTIONAL GENERAL EDUCATION COMPETENCIES/OUTCOMES AND HOW THEY ARE ASSESSED.

Goals	Outcomes	Assessment Measures
<b>Oral and Written Communication:</b> <ul style="list-style-type: none"> <li>Communicate effectively using written, oral, and symbolic languages.</li> </ul>	<ol style="list-style-type: none"> <li>Students will express ideas clearly, logically, and persuasively in standard English.</li> <li>Students will express symbolic language appropriately.</li> </ol>	<ol style="list-style-type: none"> <li>Hist 1313, Hist 1323: Sample of final exam essays, English 1113, 1115: Sample of course grade, English 1213: Sample of course grade, Communication Elective (not included in associates): Sample of oral presentation scores</li> <li>Math 1473, 1475, 1513 1515, 1523, 1525: Sample of student comprehensive final exam scores, ECON 2013, 2113, BADM 2113, AG 2343: Sample of student comprehensive final exam scores</li> </ol>
<b>Analytical and Quantitative Reasoning:</b>	<ol style="list-style-type: none"> <li>Demonstrate ability to read critically</li> </ol>	<ol style="list-style-type: none"> <li>English 1113, 1115: Sample of course grade, English 1213: Sample of course grade</li> </ol>

<ul style="list-style-type: none"> <li>Read and think critically by analyzing, assimilating, and applying information.</li> </ul>	<ol style="list-style-type: none"> <li>Apply biological and physical science principles to the natural world.</li> </ol>	<ol style="list-style-type: none"> <li>Biol 1304: Sample of student comprehensive final exam scores, Chem 1135, Easc 1114, Easc 1214, Easc 2014, Easc 2114, Easc 2214, Phys 2014: Sample of student comprehensive final exam scores</li> </ol>
<p>Social Responsibility and Cultural Awareness:</p> <ul style="list-style-type: none"> <li>Be an aware and active participant in the global, dynamic community.</li> </ul>	<ol style="list-style-type: none"> <li>Apply social science principles to past and/or current events.</li> <li>Recognize variety in the aspects of human society and culture</li> </ol>	<ol style="list-style-type: none"> <li>History 1313, 1323: Sample of course grade, Economics: Sample of course grade, Pols 1013: Sample of course grade, Social Science: Sample of course grade</li> <li>Humanities: Sample of course grade</li> </ol>

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II-2. DESCRIBE HOW THE ASSESSMENTS WERE ADMINISTERED AND HOW STUDENTS WERE SELECTED.

Assessments were administered to all students in the course as they are a part of the course material.

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II-3. DESCRIBE STRATEGIES USED TO MOTIVATE STUDENTS TO SUBSTANTIVELY PARTICIPATE IN THE ASSESSMENT.

All parts of assessment are currently a part of coursework and motivation resides in the giving of grades.

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II-4. WHAT INSTRUCTIONAL CHANGES OCCURRED OR ARE PLANNED IN RESPONSE TO GENERAL EDUCATION ASSESSMENT RESULTS?

As a result of analyzing a pass rate analysis of the past 2 years of general education data, there is a need to investigate attendance. The general education committee has devised a plan to track Spring 2022 attendance in low performing courses, including English 1113, 1115, and 1213, and Math 1473,1475, 1513, 1515, 1523, and 1525. This data will be used to analyze if failure is due more in part to attendance or to teaching/reaching. The results will allow better targeted solutions.

## ANALYSES AND FINDINGS

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II-5. REPORT THE RESULTS OF EACH ASSESSMENT BY SUB-GROUPS OF STUDENTS, AS DEFINED IN INSTITUTIONAL ASSESSMENT PLANS.

See [Appendix A: General Education Pass Rate Analysis](#)

See [Appendix B: Student Learning Objectives Analysis](#)

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II-6. HOW IS STUDENT PERFORMANCE TRACKED INTO SUBSEQUENT SEMESTERS AND WHAT WERE THE FINDINGS?

See [Appendix B: Student Learning Objectives Analysis](#)

This analysis is updated and reviewed each semester by the general education subcommittee.

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II-7. DESCRIBE THE EVALUATION OF THE GENERAL EDUCATION ASSESSMENT AND ANY MODIFICATIONS MADE TO ASSESSMENT AND TEACHING IN RESPONSE TO THE EVALUATION.

As a result of analyzing a pass rate analysis of the past 2 years of general education data, there is a need to investigate attendance. The general education committee has devised a plan to track Spring 2022 attendance in low performing courses, including English 1113, 1115, and 1213, and Math 1473,1475, 1513, 1515, 1523, and 1525. This data will be used to analyze if failure is due more in part to attendance or to teaching/reaching. The results will allow better targeted solutions.

The collection of student learning objective performance data will continue to be gathered with no change.

## SECTION III – PROGRAM OUTCOMES

### ADMINISTERING ASSESSMENT

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III-1. LIST, IN TABLE FORMAT, ASSESSMENT MEASURES AND NUMBER OF INDIVIDUALS ASSESSED FOR EACH DEGREE PROGRAM. INCLUDE GRADUATE PROGRAMS IF APPLICABLE TO THE INSTITUTIONAL ASSESSMENT PLAN.

See [Appendix C: Assessment Measures and Number of Individuals Assessed for each Degree Program](#)

### ANALYSES AND FINDINGS

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III-2. WHAT WERE THE ANALYSES AND FINDINGS FROM THE PROGRAM OUTCOMES ASSESSMENT?

As a result of the annual assessment, findings included many programs planning to make changes in their goals or delivery of instruction and assignments. Most programs have planned changes as a result of assessment based on previous data. Programs that do not plan changes either were unable to collect data due to interruptions from COVID-19 or have achieved benchmarks and are satisfied with progress.

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III-3. WHAT INSTRUCTIONAL CHANGES OCCURRED OR ARE PLANNED IN THE PROGRAMS IN RESPONSE TO PROGRAM OUTCOMES ASSESSMENT?

As a result of the annual assessment, findings included many programs planning to make changes in their goals or delivery of instruction and assignments. Most programs have planned changes as a result of assessment plan based on previous data. Some examples of planned changes include: emphasize areas student perform less than at benchmark in, redesign rubrics and benchmarks to better match student learning objectives, change instruction timing and style, and change methods for recording assessment data to be more useful.

## SECTION IV – STUDENT ENGAGEMENT AND SATISFACTION

### ADMINISTRATION OF ASSESSMENT

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IV-1. WHAT ASSESSMENTS WERE USED AND HOW WERE THE STUDENTS SELECTED?

To measure student engagement and satisfaction, OPSU uses a variety of methods. The university has an internal university scorecard to measure attendance at major events as well as club and sport participation. A variety of internal surveys were administered at events and by email to those student populations which attended the events. At the end of an athletic program's season, students took the student athlete survey. Course evaluations were also administered at the end of a course for all students in that course. One other major survey is used annually in the spring, the Graduation Survey, including that year's graduating students. There is also the use of the (NSSE) survey on campus which includes Freshmen and Seniors.

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IV-2. WHAT WERE THE ANALYSES AND FINDINGS FROM THE STUDENT ENGAGEMENT AND SATISFACTION ASSESSMENT?

The OPSU University Scorecard is found at <http://opsu.edu/About/Strategic-Plan/>. Athletics response data showed a strong love of play and team bonding, but a need for better coach and athlete communication. Course Evaluations are used by individual faculty to improve their course instruction and gauge their teaching. The Graduation Survey showed a more positive response than seen in previous years, especially rewarding on feelings of personal safety on campus.

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IV-3. WHAT CHANGES OCCURRED OR ARE PLANNED IN RESPONSE TO STUDENT ENGAGEMENT AND SATISFACTION ASSESSMENT?

The OPSU University Scorecard is being used to spur strategic planning throughout the university with focus on classroom and student needs, especially with COVID-19. As a part of COVID-19 updates, Smart Boards were installed in classrooms that did not have them. Video cameras and projectors were also added to all classrooms to assist in distance learning. An Online College was formed and a Dean hired. A final assistance was to hire an instructional designer. This has seen improvement in the online student experience, as shown in spring 2021 survey results when compared to spring 2020 survey results. Athletics has shown improvement in physical spaces and is now moving towards a more positive coaching culture. Faculty plan use of the Course Evaluation results in their individual courses. The Graduation Survey results show a positive toward the improvements which have been worked on over the last few years on campus, which are planned to continue. Some of these include safety on campus and cross campus communication efforts.

## ASSESSMENT BUDGETS

State Regents policy states that academic service fees “shall not exceed the actual costs of the course of instruction or the academic services provided by the institution” (*Chapter 4 – Budget and Fiscal Affairs, 4.18.2 Definitions*).

Provide the following information regarding assessment fees and expenditures for 2020-21:

Assessment fees	\$103,199
Assessment salaries	\$96,357
Distributed to other departments	\$0
Operational costs	\$23,774
Total Expenditures	\$120,131

## APPENDIX A: GENERAL EDUCATION PASS RATE ANALYSIS

Humanities as well as Liberal Arts and Sciences are not shown for space.

Course	General Education Bachelor Degree Total	Average FWI Ra	Average Students
		15.97	17.98
<b>Communication</b>			
Engl 1113	Freshman English I	29.72	70.50
Engl 1213	Freshman English II	30.70	94.67
<b>Communications Elective</b>			
Comm 1113	Speech Communication	16.80	88.67
Comm 2503	Communication for Health Care Prov	#DIV/0!	#DIV/0!
Comm 3173	Business Communication	0.00	2.33
Badm 3173	Business Communication	7.76	26.50
<b>Mathematics</b>			
Math 1473	Quantitative Reasoning	26.10	15.50
Math 1475	Quantitative Reasoning Plus	43.27	24.33
Math 1513	College Algebra	20.53	27.67
Math 1515	College Algebra Plus	64.58	8.00
Math 1523	Modeling and Basic Statistics	23.79	50.17
Math 1525	Modeling and Basic Statistics Plus	43.59	64.83
<b>Natural Science</b>			
<b>Biological Science</b>			
Biol 1304	Principles of Biology I	22.14	116.67
<b>Physical Science</b>			
Chem 1135	General Chemistry I	15.08	49.00
Easc 1114	Physical Geology	20.07	29.25
Easc 1214	Physical Geography	17.93	25.50
Easc 2014	Natural Hazards	21.36	63.33
Easc 2114	Historical Geology	#DIV/0!	#DIV/0!
Easc 2214	Enviornment Geology	#DIV/0!	#DIV/0!
Phys 2014	General Physics I	30.46	30.67
<b>U.S. History and Government</b>			
Hist 1313	Early U.S. History, 1492-1877	30.37	56.33
Hist 1323	Late U.S. History, 1877-Present	22.94	100.67
Pols 1013	American Government and Politics	18.98	130.67
<b>Social Science</b>			
<b>Economics</b>			
Econ 1113	Fundamental of Economics	#DIV/0!	#DIV/0!
Ag 2343	Agriculture Economics	20.42	21.00
Econ 2343	Agricultural Economics	11.11	8.00
Badm 2113	Principles of Macroeconomics	12.50	16.00
Econ 2113	Principles of Macroeconomics	18.15	49.83
Econ 2013	Elements of Economics	25.50	58.17
Econ 2223	Healthcare Economics	12.97	29.33
<b>Social Science (no prereq required)</b>			
<b>Crimnal Justice</b>			
CJ 1013	Introduction to Criminal Justice	13.51	22.67
CJ 1033	Criminal Law	20.64	16.00
CJ 4113	Intimate and Family Violence	7.14	7.50
CJ 4453	Drugs and Crime	20.00	10.00
CJ 4463	Gender and Crime	7.14	7.00
CJ 4833	Violent Crime	15.38	13.00

Geography			
Geog 2243	Elements of Human Geography	7.41	27.00
Geog 3603	World Regional Geograpy	#DIV/0!	#DIV/0!
Geog 3613	Geography of the United States	8.71	11.50
History			
Hist 1003	America and the World	#DIV/0!	#DIV/0!
Hist 1313	Early U.S. History, 1492-1877	31.03	58.00
Hist 1323	Late U.S. History, 1877-Present	21.77	109.00
Hist 2213	Introduction to Early World History	27.43	16.00
Hist 2223	Introduction to Late World History	23.76	16.00
Hist 2453	Oklahoma History	24.11	24.67
Hist 3223	American West Since 1850	#DIV/0!	#DIV/0!
Hist 3423	Americal Colonial History	5.00	9.00
Hist 3433	Jacksonian Era to the Civil War	0.00	9.00
Hist 3473	U.S. History, 1877-1919	18.18	11.00
Hist 3483	U.S. History, 1919-1945	0.00	13.00
Hist 3493	Contemporary U.S. History	0.00	9.00
Hist 3823	Greek History	0.00	7.00
Hist 3833	Roman History	0.00	12.00
Hist 3933	Medieval History	0.00	10.50
Hist 4043	The Era of the American Revolution	0.00	9.00
Hist 4063	American Federal Period	#DIV/0!	#DIV/0!
Hist 4123	Civil War and Reconstruction	5.56	8.00
Hist 4643	Absolutism and Enlightenment, 1648-	0.00	7.00
Political Science			
Pols 2013	Introduction to Law	#DIV/0!	#DIV/0!
Pols 2043	American Foreign Policy	#DIV/0!	#DIV/0!
Psychology			
Psyc 1113	General Psychology	16.65	90.83
Psyc 2123	Psychology of Personal Adjustment	4.69	21.50
Psyc 3613	Statistics	28.52	11.33
Sociology			
Soc 1113	Elements of Sociology	16.01	39.17
Soc 2003	Critical Thinking	#DIV/0!	#DIV/0!
Soc 2123	Social Problems	29.37	8.00
Soc 2243	Multicultural Sociology	17.42	18.50
Soc 2353	General Anthropology	0.00	3.00
Soc 3423	Marriage, Family, and Parenting	#DIV/0!	#DIV/0!
Soc 3613	Statistics	55.56	3.00
Student Success			
Ucss 1111	Student Success Seminar	22.81	166.83



## APPENDIX B: STUDENT LEARNING OBJECTIVES ANALYSIS

Sample of data provided based on space.

Goal	SLO Measure	Benchmark	201920 Percent Pass
1	1.1 History 1313 Sample of Final Exam Essays	100% or students will reach a 60% score	69.44%
1	1.1 History 1323 Sample of Final Exam Essays	100% or students will reach a 60% score	100.00%
1	1.1 English 1113 Sample of Course Grade	100% or students will reach a 60% score	65.45%
1	1.1 English 1115 Sample of Course Grade	100% or students will reach a 60% score	72.22%
1	1.1 Comm 1113 Sample of Oral Presentation Scores	100% or students will reach a 60% score	79.25%
1	1.1 Comm 2503 Sample of Oral Presentation Scores	100% or students will reach a 60% score	Not taught
1	1.1 Comm 3173 Sample of Oral Presentation Scores	100% or students will reach a 60% score	100.00%
1	1.2 Math 1473 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	33.33%
1	1.2 Math 1475 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	20.00%
1	1.2 Math 1513 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	88.89%
1	1.2 Math 1515 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	57.14%
1	1.2 Math 1523 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	100.00%
1	1.2 Math 1525 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	50.00%
1	1.2 Econ 1113 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	Not taught
1	1.2 Econ 2013 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	70.00%
1	1.2 Econ/Badm 2113 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	91.11%
1	1.2 Econ/Nurs 2223 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	81.82%
1	1.2 Econ/Ag 2343 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	Not taught
2	2.1 English 1113 Sample of Course Grade	100% or students will reach a 60% score	65.45%
2	2.1 English 1115 Sample of Course Grade	100% or students will reach a 60% score	72.22%
2	2.1 English 1213 Sample of Course Grade	100% or students will reach a 60% score	79.55%
2	2.2 Biol 1304 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	59.77%
2	2.2 Chem 1135 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	84.88%
2	2.2 Easc 1014 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	83.87%
2	2.2 Easc 1114 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	Not taught
2	2.2 Easc 1214 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	87.50%
2	2.2 Easc 2014 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	75.00%
2	2.2 Easc 2114 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	Not taught
2	2.2 Easc 2214 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	Not taught
2	2.2 Phys 2014 Sample of student comprehensive final exam scores	100% or students will reach a 60% score	87.50%
3	3.1 Hist 1313 Sample of course grade	100% or students will reach a 60% score	75.68%
3	3.1 Hist 1323 Sample of course grade	100% or students will reach a 60% score	84.06%
3	3.1 Econ 1113 Sample of course grade	100% or students will reach a 60% score	Not taught
3	3.1 Econ 2013 Sample of course grade	100% or students will reach a 60% score	70.45%
3	3.1 Econ/Badm 2113 Sample of course grade	100% or students will reach a 60% score	78.26%
3	3.1 Econ/Nurs 2223 Sample of course grade	100% or students will reach a 60% score	84.62%
3	3.1 Econ/Ag 2343 Sample of course grade	100% or students will reach a 60% score	Not taught
3	3.1 Pols 1013 Sample of course grade	100% or students will reach a 60% score	94.44%
3	3.1 Social Sciences Sample of course grade	100% or students will reach a 60% score	84.91%
3	3.2 Humanities Sample of course grade	100% or students will reach a 60% score	89.12%



## APPENDIX C: ASSESSMENT MEASURES AND NUMBER OF INDIVIDUALS ASSESSED FOR EACH DEGREE PROGRAM

Program	Student Population
AA General Studies	15
AAS Technology	10
AS Agriculture	9
AS Business Administration	63
AS Concurrent	92
AS Criminal Justice	14
AS General Studies	27
BA English	4
BA History	18
BA Social Studies	7
BBA Accounting	47
BBA Business Administration	145
BBA Computer Info Systems	58
BFA Art	28
BIND Industrial Technology	26
BM Music	11
BS Agribusiness	54
BS Agricultural Education	19
BS Agronomy	19
BS Animal Science	70
BS Biological Science	118
BS Chemistry	6
BS Criminal Justice	60
BS Elementary Education	74
BS Health & Phys Education	121
BS Mathematics	8
BS Non-degree Seeking	33
BS Physical Science	8
BS Psychology	47
BSN Nursing	382
BTEC Technology	1
Certificate Adv Emerg Med Serv	5
Certificate in Fire Protection	6

6 <- number of students assessed in each program

Below consists of each programs' student learning objectives and the assessment measures used to assess students.

<b>PROGRAM</b>	
Student Learning Objective	Assessment Measures
<b>ACCOUNTING - BBA</b>	
Prepare clear and accurate documents and reports using financial language and symbols.	Direct: Financial statements (ACCT 2103, 2203, 3303, 3403), Audit report (ACCT 4503)
Clearly communicate accounting information to both knowledgeable and novice audiences, orally, using appropriate grammar and technical vocabulary.	Direct: Orally present solutions to financial and managerial problems of moderate complexity (ACCT 3203). Indirect: Respond to questions posed by audience members. Follow with discussions (ACCT 3203, 4203).
Read, interpret, and apply United States financial accounting standards.	Direct: Financial and managerial reports (ACCT 2103, 2203); Intermediate and advanced intermediate accounting objective exams (ACCT 3303, 3403)
Read, interpret, and apply United States federal income tax law.	Direct: Tax returns, tax planning memoranda, tax research memoranda, Indirect: Discussions (ACCT 4013)
Read, interpret, and apply United States auditing standards	Comprehensive case study in ACCT 4503

Communicate a commitment to proper stewardship of public resources.	Oral presentation (ACCT 4303)
<b>ADVANCED EMERGENCY MEDICAL TECHNICIAN - CERT</b>	
Students will be able to communicate in a written format.	ENGL 1113 and 1123
Students will be able to communicate in a verbal format.	Direct: Comm 1113, Indirect: Medical & Trauma assessment skills sheets
Students will be able to use mathematics in a clinical setting	Drug calculation
<b>AGRIBUSINESS - BS</b>	
Students will be able to demonstrate proficiency in written communication	Writing assignments in AG 1011, ANSI 1124, AG 2343, AG 4983, ANSI 2124, and AGRN 2124
Students will show oral presentation skills enabling them for roles in agriculture, agricultural education, government, and industry.	Oral presentation assignments in AG 1011, ANSI 1124, AG 2343, AG 4983, ANSI 2124, and AGRN 2124
Students will demonstrate the ability to read and interpret current research	Research projects in AG 1011, ANSI 1124, AG 2343, AG 4983, ANSI 2124, and AGRN 2124
Students will analyze and solve 'real world' scenarios	'Real world' scenario assignments in AG 1011, ANSI 1124, AG 2343, AG 4983, ANSI 2124, and AGRN 2124
Students will demonstrate the ability to think globally in relation to agriculture and agricultural products.	Global agricultural scenario assignments in AG 1011, ANSI 1124, AG 2343, AG 4983, ANSI 2124, and AGRN 2124
<b>AGRICULTURE - AS</b>	
Students will be able to demonstrate an ability to communicate effectively in a professional written form.	AG 1011, AGRN 2124, ANSI 1124.
Students will be able to present breeds of animals and current hot topics information to the class and also to other faculty members. Students will present individually or on a team a selected topic in Power Point presentation followed by questions from the audience	ANSI 1124
Students will demonstrate the ability to read and interpret current research	Writing assignments in AG 1011 and 2343, ANSI 1124 and 2124, and AGRN 2124
Students will be assigned "real world" scenarios to analyze and solve	"Real world" scenario assignments in AG 1011 and 2343, ANSI 1124 and 2124, and AGRN 2124
Students will demonstrate the ability to think globally in relation to agriculture and agricultural products	Global agricultural scenario assignments in AG 1011 and 2343, ANSI 1124 and 2124, and AGRN 2124
<b>AGRONOMY - BS</b>	
Students effectively communicate information verbally in various settings	oral presentation in Pasture and Forage Crops (AGRN 3213)
Student be able to write effectively for a variety of audiences	collaborative problem solving skills in Natural Resource Conservation (AGRN 4413)
Students demonstrate an understanding of scientific principles	pre and post-tests in Soil Science (AGRN 2124)
Students be able to properly apply problem solving skills in a variety of scenarios.	crop injury diagnostics scenario in Weed Science (AGRN 4113)
Students demonstrate an understanding of how that ruminant animal production on grazing lands can help alleviate food shortages in diverse countries and cultures.	Students will write an essay demonstrating they understand how these goals can be implemented in various countries and cultures in Range Management (AGRN 3924).
Students demonstrate an understanding of how agronomy is responsible for increasing food production to meet the demand of a world's growing population in diverse countries and cultures	Students will be tested on how that food production has increased in the past during the green revolution and how that affects future increases in food production in Fundamentals of Plant Science (AGRN 1213)
<b>ANIMAL SCIENCE - BS</b>	

(1) Students will be able to demonstrate effective written communication pertaining to the livestock industry	Direct: Students will write a report on a topic related to Animal Science in ANSI 1124 End of course project, 3054 Entomology Project, 3743 Animal Diseases Project (specific to viruses, bacteria, or prions), 4333 genetic disease project, 4763 writing assignments, 4773 writing assignments, and 4983 marketing and advertising written project, Indirect: Classroom participation and discussion will be assessed in ANSI 4613 and 4463
(2) Students will be able to demonstrate effective oral communication pertaining to the livestock industry	Direct: Students will present to the class a topic related to animal science in ANSI 3242 oral reason, 4463 course project and presentation, 4613 beef production group project, and 4862 presentation project, Indirect: Classroom participation and discussion will be assessed in ANSI 4433, 4463, and 4613
(3) Students will interpret, analyze, and solve problems as they relate to the livestock industry, included being able to create and read charts and graphs.	ANSI 2112 use of performance data, 2182 course grade, 3313 livestock entomology project, 3743 animal diseases epidemiology project, 4333 course grade
(4) Students demonstrate an understanding on the importance of meeting the food demand across the world for various countries and cultures	ANSI 3743 animal diseases epidemiology project, 4463 course project and presentation, 4862 presentation project on a topic related to food production and/or regional or global affairs, 4983 marketing and advertising written and oral project
<b>BIOLOGY - BS</b>	
Students present information to various audiences.	Rubrics are utilized on written work in BIOL 1504, 2205, 3024, & 4014, Rubrics are utilized on oral presentations in BIOL 3024 & 4014.
Students will construct lab reports	Rubrics score student's lab reports in BIOL 1304 and 1504, 3024, 3704, & 4014
Students apply scientific principles.	Direct: Rubrics used to score samples of student's lab projects 1304, 1504, 2124, and 4014, Evaluation of lab projects in BIOL 1504 and 4014. Indirect: Evaluation by peers (classmates)
Students will solve statistical calculations related to Biology and Biological research.	Problem solving exercises of sample of students enrolled in BIOL 3024, 3704.
Student recognize how to apply biological principles to current events.	Article reviews and topic papers on current events in 1504, 2104, 2205, and 3024.
<b>BUSINESS ADMIN AS</b>	
Apply the principles of effective business writing to the preparation of documents	Introduction to Business (BADM 1013): Small Business Plan Project, Professional Skills in the Workplace (BADM 2023):
Deliver an effective and convincing oral report	Introduction to Business (BADM 1013): Small Business Plan Project, Professional Skills in the Workplace (BADM 2023):
Interpret, analyze, and solve accounting, finance, and/or economic, problems as they relate to business decisions.	Introduction to Business (BADM 1013): Small Business Plan Project, Personal Finance (BADM 2013): , Financial Accounting (ACCT 2103):
Demonstrate fundamental mathematical concepts in preparation of financial and other business-related documents.	Introduction to Business (BADM 1013): Small Business Plan Project, Personal Finance (BADM 2013): , Financial Accounting (ACCT 2103):
Identify and address an ethical dilemma.	Professional Skills in the Workplace (BADM 2023):
<b>BUSINESS ADMINISTRATION - BBA</b>	
Apply the principles of effective business writing to the preparation of documents.	Small Business Plan (Introduction Course Project) BADM 1013, Individual Report and Presentation BADM 3173, Strategic Marketing Plan MKTG 3913, Management Plan MGMT 3813, Ethical Case Analysis BADM 4603, Small Business Plan (Capstone Project) MGMT 4893, Strategic Management Plan (Capstone Project) MGMT 4983
Deliver an effective and convincing oral report with appropriate visual aids	Small Business Plan (Introduction Course Project) BADM 1013, Individual Report and Presentation BADM 3173, Management Plan MGMT 3813, Ethical Case Analysis BADM 4603, Small Business Plan (Capstone Project) MGMT 4893
Interpret, analyze, and solve accounting, finance, and/or economic, problems as they relate to business decisions.	Small Business Plan (Introduction Course Project) BADM 1013, Marketing Game MKTG 3913, Management Plan MGMT 3813, Small Business Plan (Capstone Project) MGMT 4893, Strategic Management Plan (Capstone Project) MGMT 4983
Demonstrate fundamental mathematical concepts in preparation of financial and other business-related documents.	Small Business Plan (Introduction Course Project) BADM 1013, Management Plan MGMT 3813, Small Business Plan (Capstone Project) MGMT 4893

	Project) MGMT 4893, Strategic Management Plan (Capstone Project) MGMT 4983
Identify and address an ethical dilemma.	Professional Skills in the Workplace (Self-Perception Paper) BADM 2023, Business Ethics (Chapter 10 Assignment) BADM 4603
Make use of interpersonal strategies to address cultural difference and diversity in business situations	Business Ethics (Chapter 10 Assignment) BADM 4603
<b>CHEMISTRY - BS</b>	
Students will be able to present information and knowledge acquired to various audiences.	Direct: Faculty evaluation; Colleague evaluation in CHEM 4024, 4034, 4031, 4930, and exams, homework, and board work in CHEM 1135, 2035, 3315, 3325, Indirect: student comments: Indirect: Self-evaluation in CHEM 4024, 4034, 4031
Student will be able to construct written documents in subjects related to chemistry.	Research Papers, GRE Writing Exam in CHEM 4024, 4034, 4031, 4930
Students will be able to apply scientific principles	Lab skills rubric from CHEM 1135, 3315, & 3325
Student will be able to solve statistical and related problems in chemistry research	Homework in CHEM 3025, CHEM 3415, and CHEM 3525
Students will demonstrate skills acquired that elevate their personal competences	Direct: Student performance on GRE, MCAT, PCAT, and DAT, Indirect: Personal surveys in CHEM 1135 and 4034
Demonstrate knowledge of chemistry	Pre & Post testing in CHEM 1135 & 2235
Students will explain historical figures and their discoveries.	Exams and discussion response in CHEM 1135
<b>COMPUTER INFORMATION SYSTEMS-BBA</b>	
Create and manipulate models	CIS 1983 – Final exam grade
Interpreting common language into business and technical needs	CIS 2513 - SQL Query Assignment
Communicate technical information to non-technical persons	Unknown: any technical communication assignment (was CIS 2813 - How-to Video before assessment change)
Translate technical information/solutions into language appropriate for users	CIS 2803 - How-to video
Translate model into applied practice or product	CIS 2123 – Final Exam
Assess issues	CIS 2323 – Skills final
Identify multiple solutions to problems and Execute most appropriate solution	Capstone type course (CIS 4113, 4123, 4223, 4333, 4700, 4993) – overall course grade
Identify and manage security and privacy risks and concerns	CIS 3893 – Computer Security course grade
Understand and implement policies and procedures	CIS 3893 – Computer Security policy assignment
<b>CRIMINAL JUSTICE - AS</b>	
Students will be able to successfully and logically articulate the basic foundations and principles of criminal justice through oral presentations and debate, essays, and other communicative assignments.	Oral presentations will be assigned in the following CJ classes: CJ 1013: Intro to Law Enforcement, CJ 2063: Criminal Investigations I, CJ 2073: Criminal Investigations II
Students will be able to successfully and logically articulate the basic foundations and principles of criminal justice through written presentations.	Written assignments will be assessed using a Grading Rubric in the following classes: CJ 1043: Rules & Procedures of Criminal Evidence, CJ 2333: Community Relations and Ethics
Students will be able to utilize statistical data from peer-reviewed sources to form professional judgments and arguments.	Criteria-based exams will be administered in: CJ 1033: Criminal Law
Students will use statistical data to identify and address challenges within the CJ system (e.g. racial bias, heterosexism, gender-based discrimination, etc.)	Criteria-based exams will be administered in: CJ 1013: Introduction to Criminal Justice
Students will be able to demonstrate knowledge of general concepts in criminal justice. Students will be able to effectively analyze ethical dilemmas in criminal justice	Criteria-Based Exams will be administered in: CJ 2333 Community Relations and Ethics

<b>CRIMINAL JUSTICE - BACHELOR OF SCIENCE</b>	
Students will be able to successfully and logically articulate the basic foundations and principles of criminal justice through oral presentations and debate, essays, and other communicative assignments.	Oral presentations will be assigned in the following CJ classes: CJ 1013: Intro to Law Enforcement, CJ 2063: Criminal Investigations I, CJ 2073: Criminal Investigations II
Students will be able to successfully and logically articulate the basic foundations and principles of criminal justice through written presentations.	Written assignments will be assessed using a Grading Rubric in the following classes: CJ 2513: Introduction to Corrections, CJ 3533
Students will be able to utilize statistical data from peer-reviewed sources to form professional judgments and arguments.	Criteria-based exams will be administered in: CJ 1033: Criminal Law
Students will use statistical data to identify and address challenges within the CJ system (e.g. racial bias, heterosexism, gender-based discrimination, etc.)	Criteria-based exams will be administered in: POLS 3753: U.S. Constitutional Law
Students will be able to demonstrate knowledge of general concepts in criminal justice. Students will be able to effectively analyze ethical dilemmas in criminal justice	Criteria-Based Exams will be administered in: CJ 3713 Ethics in Criminal Justice Practice and, CJ 2333 Community Relations and Ethics
<b>ELEMENTARY EDUCATION - BS</b>	
Students will be able to demonstrate an ability to communicate effectively in a written form.	Not assessed in a course- Licensure Test: OGET score on constructive response section
Students will be able to demonstrate an ability to communicate effectively in an oral form. (Presentation Projects)	a) EDUC 4333 –Ed. Tech Presentation, b) None- 1st portfolio review interview
Students will be able to demonstrate an ability to communicate effectively in a professional written form.	a) None-August Experience Paper during student teaching experience, b) None-State Licensure Test: OPTE
Students will be able to demonstrate and apply Analytical and Quantitative Reasoning: by analyzing, assimilating, and applying information.	a) Information Reading Inventory EDUC 3253, b) EDUC 4313 Guided questions assignment
The students will be able to demonstrate Social Responsibility and Cultural Awareness by being aware and an active participant in the global, dynamic community	a) EDUC 3223 Special Education Interview Reflection Assignment, b) EDUC 4313 Field Trip Related Research Paper, c) EDUC 2233 cultural awareness rating scale
<b>EMERGENCY MEDICAL SERVICES - CERT</b>	
Students will be able to communicate in a written format.	Pre and post test data utilized on written assignments in EMS 1145
Students will be able to communicate in a verbal format.	Instructor assessment of verbal delivery of medical & trauma assessment skills sheets
Students show competency during skills scenarios	Instructor evaluation of performance in analyzing and applying correct patient treatment during scenarios in EMS 1145
Students become NREMT certified	Successful completion of course and passing NREMT cognitive exam
Students demonstrate competency in handling patients	Clinical preceptors approval of students' performance
<b>ENGLISH - BA</b>	
Students will author writing assignments using the appropriate contextual grammar.	ENGL 1113, 1115, 1213, 4123, Grammar rubric for the last significant writing assignment
Students will consistently supports premises with appropriate evidence	ENGL 1113, 1115, 1213, 4123, Support with appropriate evidence is used on last significant writing assignment
Students will apply critical thinking skills in the analysis of literature.	ENGL 2413, 2423, 2543, 3143, 3153, 3163, 3173, 3183, 4002, 4123, Critical Thinking Rubric used on the Literature Analysis paper
Students will investigate using valid research practices to develop their own conclusions.	ENGL 1213, 2413, 2423, 2453, 3143, 3153, 3163, 3173, 3183, 3353, 3883, 4002, 4122, Social Responsibility and Cultural Awareness Rubric
<b>FINE ARTS-BFA</b>	

Students will apply art principles (this can combine your concept, visual elements, design, etc.) in multiple mediums	Sophomore Portfolio Review, Senior Portfolio Review
Create art which expresses personal philosophy communicated through the fundamental creative process	Sophomore Portfolio Review, Senior Portfolio Review
Differentiate between different disciplines of art	Sophomore Portfolio Review, Senior Portfolio Review
Critique art and artists	Sophomore Portfolio Review, Senior Portfolio Review
Use technique and process in a variety of media to create art	Sophomore Portfolio Review, Senior Portfolio Review
Create product-driven and process-driven art	Sophomore Portfolio Review, Senior Portfolio Review
Understand cultural implication in art movements	Sophomore Portfolio Review, Senior Portfolio Review
Discuss classification of time periods in art history	Sophomore Portfolio Review, Senior Portfolio Review
Operate in community through outreach and engagement	Sophomore Portfolio Review, Senior Portfolio Review
<b>FIRE PROTECTION - CERT</b>	
Students will be able to communicate in a written format.	ENGL 1113 and 1121
Students will be able to communicate in a verbal format.	Direct: Comm 1113, Indirect: Medical & Trauma assessment skills sheets
<b>HEALTH PHYSICAL EDUCATION - BS</b>	
Health and Physical Education students will discuss ideas and concepts fluently to groups of people	Health and Physical Education communication courses (HPE 3172 and 4012)
Health and Physical Education students will develop an acceptable level of physical fitness	Physical testing benchmarks in HPE 1001
Health and Physical Education students will execute an acceptable level of basic motor movements	HPE 3162 Basic Motor Movements assessment rubric
Health and Physical Education students will exhibit responsibly personal and social behavior that respects self and others (Shape America standard 4)	HPE 4000 assignments I, III, IV, V and IX
Majors will develop a sense of social responsibility in the discipline of Health and Physical Education	One "multi-cultural" event on OPSU campus each semester
<b>HISTORY - BA</b>	
Communicate effectively by demonstrating knowledge of historical events and their significance	Direct measures of assessment will be taken in writing assignments in all upper-division courses (HIST 3423, 3433, 3473, 3483, 3493, 3823, 3833, 3933, 4000, 4043, 4063, 4123, 4623, 4643, 4653, 4683). Indirect measures assessing classroom verbal communication will be drawn from verbal performance in the following courses: HIST 3423, 3433, 3473, 3483, 3493, 3823, 3833, 3933, 4000, 4043, 4063, 4123.
Read and think critically by analyzing, assimilating, and applying historical trends, ideas, and movements	Direct assessments taken in HIST 3423, 3433, 3473, 3483, 3493, 3823, 3833, 3933, 4000, 4043, 4063, 4123, 4623, 4643, 4653, 4683. Essay questions on exams, as well as book reviews and research papers
Read and think critically by analyzing, assimilating, and applying historical sources in context and in comparison with other sources.	Direct assessment will be measured in book reviews and research papers from the following courses: HIST 3823, 3833, 3933, 4623, 4643, 4653, and 4683. Essay questions on exams, as well as book reviews and research papers
Be an aware and active participant in the global, dynamic community by understanding relationships between events and figures from different time periods and geographical areas.	A) Course grades in HIST 2213 and 2223 provide a direct measure for this benchmark. B) A combination of direct and indirect assessment measures will be drawn from instruments applied in the following courses: HIST 3423, 3433, 3473, 3483, 3493, 3823, 3833, 3933, 4000, 4043, 4063, 4123, 4623, 4643, 4653, 4683.
<b>INDUSTRIAL TECHNOLOGY - B IND BUS MGMT</b>	
Students will be able to create basic technical drafting drawings (CAD).	Direct: 3 drawings from 5 different categories will be given to each student. INDT 1012 and INDT 2113

Students will apply the fundamental skills in the use of hand and machine tools.	Project Accuracy INDT1013, INDT1222, INDT2013
Students will build a small construction project for the university or community member	Students demonstrate safe working practices and respectable work ethic in INDT 4122.
<b>MATHEMATICS - BS</b>	
Students will be able to communicate their mathematical thinking orally to peers, faculty, and others.	Direct: Presentations in MATH 3333 and MATH 4763 graded against the Mathematics Presentation rubric
Students will be able to accurately use written representations to demonstrate mathematics.	Direct: Written responses taken in MATH 2424 and MATH 4763 graded against the Written Responses rubric
Students will know, understand, and apply the process of mathematical problem solving.	Direct: Written responses taken in MATH 2424 and presentations in MATH 3333 and MATH 4763, graded against corresponding rubrics
Students will be able to reason, construct, and evaluate mathematical arguments and proof and develop an appreciation for mathematical rigor and inquiry.	Written proofs taken in MATH 3513 and MATH 4323 graded against corresponding rubric
Students will recognize, use, and make connections between and among mathematical ideas and in context outside mathematics to build mathematical understanding.	Direct: Written responses taken in MATH 2424 and MATH 4763 graded against the Written Responses rubric
Students will demonstrate a versatile knowledge of mathematics content.	Direct: Presentations in MATH 3333 and MATH 4763 graded against the Mathematics Presentation rubric.
Students will embrace technology as an essential tool for teaching and learning mathematics.	Direct: Presentations in MATH 3333 and MATH 4763 graded against the Mathematics Presentation rubric.
Students will communicate their appreciation for an influential mathematician and his/her place in the historical development of mathematics and how their developments influence the contemporary study of mathematics.	Essay (MATH 3513)
<b>MUSIC - BM</b>	
Demonstrate competence in the analysis of written and recorded/performed music.	1. Music Theory Barrier Examination (administered at the completion of MUSI 2553), 2. Senior Recital (MUPI 4991)
Demonstrate well-developed musical ability in a specific performance area (vocal or instrumental).	Direct: 1. Junior Recital (MUPI 3991), 2. Senior Recital (MUPI 4991), Indirect: 3. Post-Baccalaureate Placement through Student Tracker
Demonstrate a level of musicianship sufficient to teach music or lead others in music making.	Direct: 1. Music Theory Barrier Exam, 2. Piano Proficiency, Indirect: 3. Post-Baccalaureate Survey
Demonstrate competence in the analysis of written and recorded/performed music.	Direct: 1. Music Theory Barrier Exam, 2. Senior Recital (MUPI 4991)
Demonstrate a level of musicianship sufficient to teach music or lead others in music making.	Direct: 1. Keyboard Proficiency (MUPI 1210, MUPI 3250, MUAP 1112, MUAP 1122, MUAP 1132, MUAP 1142) usually administered after the completion of MUAP 1142, Indirect: 2. Post-Baccalaureate Survey
Demonstrate a level of musicianship sufficient to teach music or lead others in music making.	Direct: 1. Music Theory Barrier Examination (administered at the completion of MUSI 2553), 2. Keyboard Proficiency (MUPI 1210, MUPI 3250, MUAP 1112, MUAP 1122, MUAP 1132, MUAP 1142) usually administered after the completion of MUAP 1142, Indirect: 3. Post-Baccalaureate Performance evaluated through Student Tracker
<b>NURSING - BS</b>	
EPSLO #3 Analyze the importance of communication and collaboration with other health care professionals and members of the general public in promoting health across the lifespan.	SLO #3 NURS 3213: Pharmacotherapeutics Medication Reconciliation and Patient Education Project <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect Patient Education Pamphlet <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 3333: Nursing in Rural America Rural Paper <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 4226: Community Health Nursing Resource Visits <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 4342: Professional Practice Seminar Discussions <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect
EPSLO #1 Use information from nursing, scientific, and humanistic disciplines to	SLO #1 NURS 3113: The Science of Nursing Theorist Paper <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect Theory Project <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 3213: Pharmacotherapeutics Exams <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect NURS 3214:



address healthcare needs across the lifespan in diversified health care settings.	Health Assessment/Promotion Case Studies <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 3333: Nursing in Rural America Federal Programs. <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect
EPSLO #2 Demonstrate the use of critical thinking for clinical decision making considering individual differences, ethnic identity, and cultural values.	SLO #2 NURS 3343: Nursing Research EBP Project <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect NURS 4226: Community Health Nursing Family Assessment Practicum Project <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 4336: Nursing Leadership Poster Presentation <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect
EPSLO #4 Incorporate current evidence for application to nursing practice.	SLO #4 NURS 3214 Health Assessment/Promotion Case Studies <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 3343: Nursing Research EBP Project <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect NURS 3343: Nursing Research Discussions <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect
EPSLO #5 Integrate professional values of nursing by applying knowledge of nursing policy and practices within a variety of health care settings.	SLO #5 NURS 3333: Nursing in Rural America Rural Paper <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 4336: Nursing Leadership Poster Presentation <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 4342: Professional Practice Seminar Discussions <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect Exams <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect
EPSLO #6 Support the use of professionalism and leadership to impact patient outcomes and quality improvement by accepting responsibility and accountability for nursing practice.	SLO #6 NURS 3214: Health Assessment/Promotion Case Studies <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 3343: Nursing Research EBP Project <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 4336: Nursing Leadership Poster Presentation <input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect NURS 4342: Professional Practice Seminar Legal Assignment <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect Discussions <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect Exams <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect
<b>PHYSICAL SCIENCE - BS</b>	
Students will employ vocabulary of geology, physics and chemistry.	Direct: Vocabulary quizzes given at the end of each chapter. Indirect measure: Class discussion, review sessions.
Students will orally communicate the major topics of earth science, chemistry, and physics.	Direct: Rubric used to record student participation during oral chapter review. Indirect: Class discussion during lecture, review sessions.
Students will research and compose written assignments that demonstrate their understanding of the concepts of physical science.	Direct: Rubrics will be utilized to score students on written assignments. Indirect: Weekly concept question in D2L.
Students will apply principles of scientific reasoning to observed phenomena.	Direct: Select laboratory assignments. Rubrics will be utilized to score participation during lab. Indirect: Participation with lab group.
Student will interpret the processes of physical sciences.	Direct: Select laboratory assignments. Rubrics will be utilized to assess student lab report and overall quality. Indirect: Participation during lab time.
Students will analyze the influence of physical science principles and processes on humans.	Direct: Exam essay answers. Indirect: Physical science students assist in field experiences and department presentations
Students will differentiate subjective and objective findings.	Direct: Exam essay answers. Indirect: Observe student responses in class as they interact with students with varying social and religious opinions.
<b>PSYCHOLOGY - BS</b>	
Students will be able to prepare an APA-style manuscript suitable for submission for publication.	Final term research paper in Experimental Psychology (PSYC 3913)
The purpose of this assessment was to determine the students' knowledge and competency of Experimental Psychology	Pre-test and post-test in Experimental Psychology (PSYC 3913)
Students will demonstrate statistical knowledge and competency.	Pre-test and Post-test in PSYC/BADM/SOC 3613 (Statistics).
Students will demonstrate mastery of APA style and guidelines.	Final term research paper in Experimental Psychology (PSYC 3913)
Students will indicate whether course objectives were met and provide feedback concerning quality of instruction and the quality of the learning experience in Experimental Psychology (PSYC 3913).	Results of the survey administered at the end of the semester in PSYC 3913 (Experimental Psychology)
Students will indicate whether course objectives were met and provide feedback	Results of the survey administered at the end of the semester in PSYC 3613 (Statistics)

concerning quality of instruction and the quality of the learning experience in Statistics (PSYC 3613).	
<b>SOCIAL STUDIES - BA</b>	
Develop skills in verbal expression applicable to the social science disciplines	Direct assessments taken in HIST 3833, 3483, 3933, 4000, 4063, and 4123
Develop skills in written expression applicable to the social science disciplines	a. HIST 2223: Book Reviews, b. HIST 1323: Essay Exams
Develop skills in reading comprehension and critical thinking applicable to the social science disciplines	POLS 2000+ courses: Written Analysis
Be able to discharge their responsibilities as citizens in a responsible manner	POLS 2000+: POLS 3713 and 3753 course grade
Develop an understanding of their own culture and of the cultures of other peoples, in their own communities and in other nations	HIST 1323 and HIST 2223: Course Grade
Exhibit an understanding of the development of their own culture and of other cultures over time	SOC 2243: Course Grade
<b>TECHNOLOGY-AAS</b>	
Students will be able to create basic technical drafting drawings	Direct: 3 drawings from 5 different categories will be given to each student. INDT 1012 and INDT 2113
Students will apply the fundamental skills in the use of hand and machine tools.	Project Accuracy, INDT1013, INDT1222, INDT2013
Students will demonstrate an understanding of safe welding environments and hazard avoidance.	Students demonstrate safe working practices while welding. INDT1433
<b>TECHNOLOGY-BT</b>	
Students will be able to create basic technical drafting drawings (CAD).	Direct: 3 drawings from 5 different categories will be given to each student. INDT 1012 and INDT 2113
Students will apply the fundamental skills in the use of hand and machine tools.	Project Accuracy INDT1013, INDT1222, INDT2013
<b>VOCATIONAL AGRICULTURE EDUCATION-BS</b>	
Students will be able to demonstrate an ability to communicate effectively in a professional written form.	Direct: Grade of C or higher in AGED 3103, Indirect: Peer and instructor scores on lesson plans prepared in AGED 3103
Students will be able to demonstrate an ability to communicate effectively in a professional written form.	Direct: Grade of C or higher in AGED 3203, Indirect: Peer and instructor scores on lesson plans prepared in AGED 3203
Students will demonstrate the ability to plan a unit of instruction	Students in AGED 4103 will score above 80% on their unit plan assessment
Agriculture education majors will indicate proficiency in content coursework necessary to become teachers of high school agriculture curriculum. (Agriculture core {major} classes).	Student grades will be used to determine proficiency
OSAT scores will be used to determine content knowledge of Agricultural Education majors by the OSAT exam.	Direct: OSAT scores will be used to determine content knowledge of Agricultural Education majors. Indirect: Identified Agricultural Education majors will determine their own strengths and weaknesses in preparation for the OSAT exam by using the practice OSAT
Students will demonstrate knowledge in diversity and human development	Direct: Course grades in EDUC 2233, 3223, and 3213, Indirect: Practice in determining diversity and human development in teaching agriculture using the TWSR
<b>WIND ENERGY/MAINTENANCE TECHNOLOGY - CERTIFICATE</b>	
Students will be able to create basic technical drafting drawings (CAD).	Direct: 3 drawings from 5 different categories will be given to each student. INDT 1012 and INDT 2113
Students will apply the fundamental skills in the use of hand and machine tools.	Project Accuracy, INDT1013, INDT1222, INDT2013
Students will demonstrate an understanding of safe welding environments and hazard avoidance.	Students demonstrate safe working practices while welding. INDT1433