#### Appendix Z

# 2022-2023 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 2021-2022 (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. OPSU has also started an alternative admissions category in which if students have not taken ACT, SAT, or Accuplacer tests, they can opt to be placed using their cumulative unweighted high school GPA. A score lower than 3.25 places the student in remedial courses.

# 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.

OPSU has also started an alternative admissions category in which if students have not taken ACT, SAT, or Accuplacer tests, they can opt to be placed using their cumulative unweighted high school GPA. A score lower than 3.25 places the student in remedial courses.

# 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 2021-2022 (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). OPSU has also started an alternative admissions category in which if students have not taken ACT, SAT, or Accuplacer tests, they can opt to be placed using their cumulative unweighted high school GPA. A score lower than 3.25 places the student in remedial courses.

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-6. 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.

2021/2022 OPSU Students Enrolled by Course Type					
Course Type Enrolled					
Corequisite 341					
Regular	51	5			
Pass Rate					
Course Type	Pass	Fail			
Corequisite	165	176	)		
Regular	409	106	,		

Course Type	Α	В	С	D	F	W
Corequisite	25	48	54	38	135	34
Regular	177	122	74	34	59	44

With the implementation of "Plus" corequisite courses, the Accuplacer is only used to challenge placement. In 2021-2022, 5 Accuplacer tests were given and 3 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
Oral and Written Communication: • Communicate effectively using written, oral, and symbolic languages.	<ol> <li>Students will express ideas clearly, logically, and persuasively in standard English.</li> <li>Students will express symbolic language appropriately.</li> </ol>	<ol> <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>
Analytical and Quantitative Reasoning: • Read and think critically by analyzing, assimilating, and applying information.	Demonstrate ability to read critically     Apply biological and physical science principles to the natural world.	<ol> <li>English 1113, 1115: Sample of course grade, English 1213: Sample of course grade</li> <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>
Social Responsibility and Cultural Awareness:  • Be an aware and active participant in the global, dynamic community.	<ol> <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> <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>

### 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.

## 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.

## 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 was a need to investigate attendance. The general education committee 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 is being used to analyze if failure is due more in part to attendance or to teaching/reaching. The results will allow better targeted solutions.

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

See Appendix A: Assessment Data 2022-2023

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

See Appendix A: Assessment Data 2022-2023

Program level student learning objectives and analysis updated and reviewed each semester by the general education subcommittee.

## 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 was a need to investigate attendance. The general education committee 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 is being 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

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 A: Assessment Data 2022-2023

#### ANALYSES AND FINDINGS

# 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 or have achieved benchmarks and are satisfied with progress.

## 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

#### 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. 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.

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

The OPSU University Scorecard is found at <a href="http://opsu.edu/About/Strategic-Plan/">http://opsu.edu/About/Strategic-Plan/</a>. 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 towards satisfaction with their education at OPSU.

### 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 retention and life-long learning. As a part of updates, the university has been working to improve advising and cafeteria meals in response to Student Opinion Survey results. 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 2022-23:

Assessment fees	\$102,620
Assessment salaries	\$97,251
Distributed to other departments	\$0
Operational costs	\$30,463
Total Expenditures	\$127,713

Program
ACCOUNTING - BBA
ADVANCED EMERGENCY MEDICAL TECHNICIAN - CERT
AGRIBUSINESS - BS Prepare clear and accurate documents and reports using financial language and symbols. Students will be able to communicate in a written format. Students will be able to demonstrate proficiency in written communication AGRICULTURE - AS AGRONOMY - BS Students will be able to demonstrate an ability to communicate effectively in a professional written form. Students effectively communicate information verbally in various settings ANIMAL SCIENCE - BS (1) Students will be able to demonstrate effective written communication pertaining to the livestock industry BIOLOGY - BS BUSINESS ADMIN AS Students present information to various audiences. Apply the principles of effective business writing to the preparation of documents

BUSINESS ADMINISTRATION - BBA CHEMISTRY - BS COMPUTER INFORMATION SYSTEMS-BBA Apply the principles of effective business writing to the preparation of documents. Students will be able to present information and knowledge acquired to various audiences. Communicate technical information to non-techical persons 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. CRIMINAL JUSTICE - AS
CRIMINAL JUSTICE - BACHELOR OF SCIENCE 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. Students will be able to demonstrate an ability to communicate effectively in a professional written form. ELEMENTARY EDUCATION - BS EMERGENCY MEDICAL SERVICES - CERT Students will be able to communicate in a written format. ENGLISH - BA FINE ARTS-BFA FIRE PROTECTION - CERT Students will author writing assignments using the appropriate contextual grammar. Students will apply art principles (this can combine your concept, visual elements, design, etc) in multiple mediums

General Education GENERAL STUDIES AS Students will be able to explain, discuss, and describe basic concepts and ideas. Health and Physical Education communicate knowledge on the history, education and future of Health and Physical Education professions. **HEALTH PHYSICAL EDUCATION - BS** Communicate effectively by demonstrating knowledge of historical events and their significance Students will be able to create basic technical drafting drawings (CAD). INDUSTRIAL TECHNOLOGY - B IND BUS MGMT Students will be able to communicate their mathematical thinking orally to peers, faculty, and others. Demonstrate competence in the analysis of written and recorded/performed music. MUSIC - BM NURSING - BS End of Program Student Learning Outcome (EPSLO) 1- Analyze the importance of communication and collaboration with other health care professionals and members of the general public in promoting health across the lifespan. PHYSICAL SCIENCE - BS Students employ the vocabulary of the physical and earth sciences in written form.

Students will be able to create basic technical drafting drawings TECHNOLOGY-BT Students will be able to create basic technical drafting drawings (CAD). VOCATIONAL AGRICULTURE EDUCATION-BS WELDING TECHNOLOGY - CERT

Students will be able to communicate in a written format.

Students will express ideas clearly, logically, and persuasively in standard English.

Students will be able to prepare an APA-style manuscript in the format that would be appropriate for submission of a manuscript for publication.

Develop skills in verbal expression applicable to the social science disciplines Students will be able to demonstrate an ability to communicate effectively in a professional written form. WIND ENERGY/MAINTENANCE TECHNOLOGY - CERTIFICATE Students will be able to create basic technical drafting drawings (CAD).

Goal 1: SLO 1: Measures Goal 1: SLO 1: Benchmark Goal 1: SLO 1: Action Steps Goal 1: SLO 1: Changes Made: Goal 1: SLO 2 Direct: Financial statements 100% of sophomore level stuc Verify that assessment measures are accurately measuring Stc Clearly communicate accounting information to both knowledgeable and novice audiences, orally, using appropriate grammar and technical vocabulary. Pre and post test data utilize 70% score

Evaluation of written assignment by faculty at the end of each Students will be able to communicate in a verbal format.

Writing assignments in AG 1 Students will score at or above Instructors will provide writing assignments. This will be assig Students will show oral presentation skills enabling them for roles in agriculture, agricultural education, government, and industry.

Writing assignments in AG 1 70% on rubrics

Instructors will provide writing N/A

Students will be able to present topics/information relevant to the particular courses by making visual models or PowerPoint presentations to share with the class and other faculty members.

oral presentation in Agronon score of 70% or higher

Gain experience presenting to peers by presenting in the course, dat N/A

(2) Students will be able to demonstrate effective oral communication pertaining to the livestock industry Rubrics are utilized on writte Students are expected to shov McMillan's Biological Style (modified APA format) will be use Students will construct lab reports Introduction to Business (B/ Using appropriate rubrics dev Establish spreadsheet for each class assessed to track data m Deliver an effective and convincing oral report Small Business Plan (Introdu Using appropriate rubrics dev. Establish spreadsheet for each class assessed to track data m Deliver an effective and convincing oral report with appropriate visual aids

Direct: Faculty evaluation; Cc Direct: Minimum of 80% from Looking at methods to eliminate bias in the rubric. Possible ri Student will be able to construct written documents in subjects related to chemistry.

Acceptable Use Policy assign 75% of students will achieve a Instructor of 3893 will review assignment to make sure it is properly aligned with program outcomes Oral presentations will be as: Students will earn a grade of C Instructors will implement written and verbal feedback into al Students will be able to successfully and logically articulate the basic foundations and principles of criminal justice through written presentations. Oral presentations will be as: Students will earn a grade of C Instructors will implement written and verbal feedback into a Students will be able to successfully and logically articulate the basic foundations and principles of criminal justice through written presentations.

a) August Experience Paper, I a) 80% of the students will scc a) The August Experience Pape N/A

Students will be able to demonstrate an ability to communicate effectively in an oral form. (Presentation Projects) Pre and post test data utilize At least a 70% Evaluation of written assignment by faculty at the end of each Students will be able to communicate in a verbal format.

ENGL 1113, 1115, 1213, 41 75% of students will receive a ENGL 1113, 1115, 1213 meet with their professor at least 3 | Students will consistently supports premises with appropriate evidence Sophomore Portfolio Review Sophomore level 3/5, senior le Sophomore and Senior portfolios will be reviewed by all facul Create art which expresses personal philosophy communicated through the fundamental creative process

ENGL 1113 and 1121 Grade of C or higher Faculty evaluations on transcripts Students will be able to communicate in a verbal format. Hist 1313, Hist 1323 Sample 100% of student will reach a 6 N/A Students will express symbolic language appropriately

English 1113, 1115 course g 70% of students will pass thei Faculty and advisors will priori N/A HPE 2253 Philosophy paper Average class grade of 80% or The chair of the Health and Ph N/A Health and Physical Education students will design lesson plans to the standards set forth by Shape America Direct measures of assessme An acceptable level of achiever Faculty members can draw up N/A Direct: 3 drawings from 5 dif A score of 85% or better in reg Review the student work during and at the end of each semester to see if the benchmark was met. irect: Presentations in MAT A 2 or 3 in MATH 3332 and a Students and faculty work together on assignments and proje Students will be able to accurately use written representations to demonstrate mathematics. 1. Music Theory Barrier Exam 1. Overall score of 80%, 2. Stur Replace music theory barrier examination with an analysis pro Demonstrate well-developed musical ability in a specific performance area (vocal or instrumental). Signature Assignments (NUR 1) The cohort of students in N Signature Assignments (NURS N/A Direct: Vocabulary quizzes gi 70% of the students will obtai Course design to include vocabulary review in chapter assign. Students communicate their knowledge of the physical and earth sciences orally to peers, faculty and others.

Final term research paper in 175% score or greater

Students will be required to develop a research proposal and Students will improve oral and written communication skills Direct assessments taken in score of 70% or higher Program is closing, no new changes will occur Develop skills in written expression applicable to the social science disciplines

Direct: 3 drawings from 5 dif Accuracy, neatness, dimensior Review the curriculum and assignments that are used to meet this benchmark. Make needed changes if necessary Direct: 3 drawings from 5 dif Accuracy, neatness, dimensior Make new assessment plan when degree is finalized Direct: Grade of C or higher Direct: Achieve a score of 70% Assessment will be carried out by Ag Ed Faculty at the end of Students will be able to demonstrate an ability to communicate effectively in a professional written form. Direct: 3 drawings from 5 dif A score of 85% or better in reg Review the student work during and at the end of each semester to see if the benchmark was met. At this time, no changes are deemed necessary.

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). 5 instructor monitores Medical & Trauma assessment skills sheets Oral presentation assignments in AG 1011, ANSI 1124, AG 2343, AG 4983, ANSI 2124, and AGRN 2124 Oral presentation assignments in AG 1011, ANSI 1124, and ANSI 2124. Assessment of written explanation of importance of soil organic matter in Soil Fertility (AGRN 4234) Direct: Students will present to the class a topic related to animal science in ANSI 3242 oral reason, 4463 course project and presentation project, and 4862 presentation project, Indirect: Classroom participation and discussion will be assessed in ANSI 4433, 4463, and 4613 Rubrics score student's lab reports in BIOL 1304 and 1504, 3024, 3704, & 4014 Introduction to Business (BADM 1013): Small Business Plan Project, Professionalism Paper (BADM 2023):
Small Business Plan (Introduction Course Project) BADM 1013, Professionalism Presentation BADM 2023, Individual Report and Presentation BADM 3173, Ethical Case Analysis BADM 4603, Small Business Plan (Capstone Project) MGMT 4893
Research Papers, GRE Writing Exam in CHEM 4024, 4034, 4031, 4930 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 Written assignments will be assessed using a Grading Rubric in the following classes: CJ 2513: Introduction to Corrections, CJ 3533 a) EDUC 4333 –Ed. Tech Presentation, b) 1st portfolio review interview 5 instructor monitores Medical & Trauma assessment skills sheets ENGL 1113, 1115, 1213, 4123, Support with appropriate evidence is used on last significant writing assignment Sophomore Portfolio Review, Senior Portfolio Review Comm 1113 and table top scenarios in FPST classes 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 HPE 4012/4022/4032/4042 lesson plans

Direct: Written responses taken in MATH 2424 and MATH 4763 graded against the Written Responses rubric Direct: 1. Junior Recital (MUPI 3991), 2. Senior Recital (MUPI 4991), Indirect: 3. Post-Baccalaureate Placement through Student Tracker Direct: Rubric used to record student participation during oral chapter review. Indirect: Class discussion during lecture, review sessions. 1. Post-class survey in Experimental Psychology (PSYC 3913), 2. Post-class survey in Statistics (PSYCH 3613) a. HIST 2223: Book Reviews, b. HIST 1323: Essay Exams Direct: Grade of C or higher in AGED 3203, Indirect: Peer and instructor scores on lesson plans prepared in AGED 3203

Junior level students will orally present solutions to complex cost or managerial accounting problems and respond to questioning by audience members. All junior level students will receive a score of 80% or better, with improvement to 100% at senior level. 80% score Students will score at or above 70% 70% on rubrics Score of 70% or higher 80% of students will achieve a score of "C" or better on the project Students are expected to demonstrate at least a 15% improvement for beginning to end on student reports in 1304 and 1504, and show at least a 20% improvement from beginning of the class to the end in 3024, 3704, & 4014

Using appropriate rubrics developed by departmental faculty and using a 1-5 scale: Level 1— Unattained (less than 60%), Level 3— Attained (70%), Level 4—Exceeded (80%), Level 5— Mastered (90%). BADM 1013: Level 2-3, BADM 2023: Level 2-3

Using appropriate rubrics developed by departmental faculty and using a 1-5 scale, the assignments specified were evaluated for evidence of the successful completion of departmental goals. Level 1—Unattained (less than 60%), Level 3—Attained (70%), Level 4—Exceeded (80%), Level 3—Attained (70%), Level 4—Exceeded (80%), Level 3—Attained (70%), Level 3—Attained (7 Students will earn a grade of C (70%) or better on their written and verbal assignments; students in this course will be able to articulate criminological concepts with a rubric score of 4/5 or higher. Students will earn a grade of C (70%) or better on their written and verbal assignments; students in this course will be able to articulate criminological concepts with a rubric score of 4/5 or higher.

a) 80% of the students will score at least a C on the presentation, b) 80% of the students will score at least an overall score of 2 out of 3 on interview 75% of students will support with appropriate evidence Sophomore level 3/5, senior level 4.5/5 Grade of C or higher 100% of student will reach a 60% score Average class grade of 80% or higher on this assignment. 1. Students passing this assessment should have a score of 3 or 2 on the appropriate rubric, 2. Students passing this assessment should have a score of 3 or 2 on the appropriate rubric., 3. 50% of graduating students will continue to graduate schools in music or careers in performance or music education. 70% of the students will obtain a 70% or higher average rubric score 80% of ratings are 5 or higher on a 1 to 7 scale a and b. Score of 70% or above is satisfactory.

Achieve a score of 70% or higher on essay and short answer exams and quizzes., Indirect: Students will score a 2 or higher on teaching rubric

Verify that assessment measures are accurately measuring Student Learning Outcomes Insturctor assesment of verbal delivery of medical and trauma assessment skill sheets Instructors will provide oral presentation assignments. This will be assigned in AG 1011, ANSI 1124, AG 2343, AG 4983, ANSI 2124, and AGRN 2124 Instructors will provide oral presentation assignments that utilize diagram models or PowerPoint presentations. These will be assigned in AG 1011, ANSI 1124, and ANSI 2124.

Either add a measure which includes a required course for agronomy BS majors or change the major to require AGRN 4413 as a required course

At the end of each course, data is collected for each assessment measure. After four cycles of data (semesters not counting summer), the data will be reviewed and evaluated to determine if the method is effective and if changes are needed. Even numbered End-of-Program Instructors will implement written and verbal feedback into all elements of the program and use cumulative/comprehensive grading models to support foundational learning. Instructors will implement written and verbal feedback into all elements of the program and use cumulative/comprehensive grading models to support foundational learning.

a) In EDUC 43333 Ed. Tech students do a presentation scored by the instructor. b) Usually during students' sophomore year, students apply for the teacher education program in order to take restricted classes. An interview is conducted during this process known as the Insturctor assessment of verbal delivery of medical and trauma assessment skill sheets
ENGL 1113, 1115, 1213 meet with their professor at least 3 times each semester. ENGL 4123 faculty and students work one-on-one for each writing assignment. Sophomore and Senior portfolios will be reviewed by all faculty members during the spring semester-annually. Faculty evaluation of transcripts and performance of students on table top scenarios The chair of the Health and Physical Education department shall make this calculation by August 15th following each academic year Faculty members can draw upon exam questions from courses to evaluate the written component of this Student Learning Outcome. Remove the Graduation survey as a measure because it doesn't show post-baccalaureate placement. Replace the survey with a Student Tracker yearly request about music graduates from OPSU Discussion included with each chapet. Faculty member will evaluate discussion based on student ability to communicate their knowledge. Students complete this survey at the conclusion of each course

Assessment will be carried out by Ag Ed Faculty at the end of each semester. Formative assessment will be conducted throughout the semester by students, peer classmates, and instructor

Program is closing, no new changes will occur

Goal 2: SLO 1
Read, interpret, and apply United States financial accounting standards. Students will be able to use mathematics in a clinical setting for drug dosage calculations Students will demonstrate the ability to read and interpret current research Students will demonstrate the ability to read and interpret current research Students demonstrate an understanding of scientific principles (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. Students apply scientific principles. Interpret, analyze, and solve accounting, finance, and/or economic, problems as they relate to business decisions. Interpret, analyze, and solve accounting, finance, and/or economic, problems as they relate to business decisions. Students will be able to apply scientific principles
Identify and analyze problems
Students will be able to utilize statistical data from peer-reviewed sources to form professional judgments and arguments. Students will be able to utilize statistical data from peer-reviewed sources to form professional judgments and arguments.

Students will be able to demonstrate and apply Analytical and Quantitative Reasoning: by analyzing, assimilating, and applying information. Students show competency during skills scenarios
Students will apply critical thinking skills in the analysis of literature.
Differentiate between different disciplines of art
Students will be able to utilize mathematics effectively Demonstrate ability to read critically Students will demonstrate an ability to recognize and apply mathematical concepts and principles. Health and Physical Education students will analyze results of fitness assessment (pre and post), comparing results to fitness components for good heath (Shape America Standard 3)

Read and think critically by analyzing, assimilating, and applying historical trends, ideas, and movements

Students will apply the fundamental skills in the use of hand and machine tools. Students will know, understand, and apply the process of mathematical problem solving. Demonstrate competence in the analysis of written and recorded/performed music. EPSLO 2 - Select current evidence for application to nursing practice. Students apply principles of scientific reasoning of physical and earth science phenomena. Students will reflect their ability to read and think critically by analyzing, assimilating, and applyin information Develop skills in reading comprehension and critical thinking applicable to the social science disciplines Students will apply the fundamental skills in the use of hand and machine tools. Students will apply the fundamental skills in the use of hand and machine tools. Agriculture education majors will indicate proficiency in content coursework necessary to become teachers of high school agriculture curriculum. (Agriculture core {major} classes).

Students will apply the fundamental skills in the use of hand and machine tools.

Goal 2: SLO 1: Measures
Direct: Financial and managerial reports (ACCT 2103, 2203); Intermediate and advanced intermediate accounting objective exams (ACCT 3303, 3403)
Drug calculation homework and exam. Drug calculations in NREMT psychomotore exam
Research projects in AG 1011, ANSI 1124, AG 2343, AG 4983, ANSI 2124, and AGRN 2124
Writing assignments in AG 1011, ANSI 1124, AG 2343, ANSI 2124, and AGRN 2124.
pre and post tests in Soil Science (AGRN 2124), AGRN 1213 scientific understanding of plant carbohydrates
ANSI 2112 use of performance data, 2182 course grade, 3313 livestock entomology project, 3743 animal diseases epidemiology project, 4333 course grade
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 (class mates)
Introduction to Business (BADM 1013): Small Business Plan Project, Stock Project (BADM 2013): , Financial Accounting (ACCT 2103):
Small Business Plan (Introduction Course Project) BADM 1013, Small Business Plan (Capstone Project) MGMT 4893, Strategic Management Plan (Capstone Project) MGMT 4983
Lab skills rubric from CHEM 1135, 3315, & 3325
Score from "Troubleshooting Windows during startup" assignment from CIS 2813
Criteria-based exams will be administered in: CJ 1033: Criminal Law
Criteria-based exams will be administered in: CJ 1033: Criminal Law
a) Information Reading Inventory EDUC 3253, b) EDUC 4313 Guided questions assignment
Skill sheets for EMT as set by the NREMT
ENGL 2413, 2423, 2543, 3143, 3153, 3163, 3173, 3183, 4002, 4123, Critical Thinking Rubric used on the Literature Analysis paper
Sophomore Portfolio Review, Senior Portfolio Review
Chemical calculation and pump calculations
English 1113, 1115 Sample of course grade, English 1213 Sample of course grade
Math 1473, 1475, 1513, 1515, 1523, 1525 course grade
HPE 3162 Classroom activity on measuring and interpreting fitness, and Exam #3
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
Project Accuracy INDT1013, INDT1222, INDT2013
Direct: Written responses taken in MATH 2424 and presentations in MATH 3333 and MATH 4763, graded against corresponding rubrics
Direct: 1. Music Theory Barrier Exam, 2. Senior Recital (MUPI 4991)
Signature Assignments (NURS 3113 Theory Project, NURS 3344 Power Point Poster), and Reflective Narratives in NURS 4343
Direct: Select laboratory assignments. Rubrics will be utilized to score participation during lab. Indirect: Participation with lab group.
Research Manuscript in Experimental Psychology (PSYC 3913)
POLS 2000+ courses: Written Analysis
Project Accuracy, INDT1013, INDT1222, INDT2013
Project Accuracy INDT1013, INDT1222, INDT2013

Student grades will be used to determine proficiency

Project Accuracy, INDT1013, INDT1222, INDT2013

To have an 85% or better mean for projects completed in INDT 1013, INDT 1222 and INDT 2013.	The students make an initial plan/drawing for each of their projects throughout the semester and are evaluated by the instructor as each are completed.	
Direct: Students identified as an Agricultural Education major will achieve a grade of C or higher in core agriculture courses as measured by test scores and final grades. Indirect: Students will be asked to track their achievement in courses required for Agricultural Education.	Assessment will be carried out by Ag Ed Faculty at the end of each semester. Curriculum maps will be provided by the student's advisor. Using these, the student will plan and make decisions on upcoming semester registrations and degree planning.	
80% of students have project accuracy	Make new assessment plan when degree is finalized	
All students get an 80% on the project	Create a rubric that meets the new project and use it	
Score of 70% or above	Program is closing, no new changes will occur	
Grade of 75% or greater on the manuscript	Student will turn in work in a timely manner	
70% of the students will obtain a 80% or higher average lab score. Rubric score of at least 3/4 on faculty observations and participation with lab group	Labs and projects include more comparison and analysis of observed phenomena. Faculty will use rubrics for evaluation	
	ric associated with each   Signature Assignments (NURS 3113 Theory Project, NURS 3344 Power Point Poster) and Reflective Narratives (NURS 4343) will be completed by all students in each listed course. The director will collect and analyze data at the end of each NURS 4343 course to ensure benchmards are being met. EPSLO 2 will be evaluated for continued effective	eness N/A
1. Overall score of 80%, 2. Students passing this assessment should have a score of 3 (Target) or 2 (Acceptable) on the appropriate rubric.	Replace music theory barrier examination with an analysis project and composition assignment from Music Theory IV (MUSI 2553). Year 1 will be baseline data for this new measure. Use previous year data to set a baseline of 2 or 3 in all areas of the rubric	
A 2 or 3 from MATH 2424 and MATH 3333 students and a 3 or 4 from MATH 4763 students	Faculty members can draw upon exam questions and grade to the rubric to evaluate.	
To have an 85% or better mean for projects completed in INDT 1013, INDT 1222 and INDT 2013.	The students make an initial plan/drawing for each of their projects throughout the semester and are evaluated by the instructor as each are completed.	
An acceptable level of achievement for the relevant measures shall be set at 70% on essay exams. Freshmen and Sophomore courses will be considered in a separate context as they are typically not majoring in the program. An additional consideration for the benchmark of this Student Learning Outcome is improvement over		-divi: N/A
Average class grade of 80% or higher on this assignment.	The chair of the Health and Physical Education department shall make this calculation by August 15th following each academic year	N/A
70% of students will pass their Math requirement by the time they complete their first 30 credit hours.	Faculty in Modeling and Basic Stats courses and in Quantitative Reasoning courses will provide instruction in these general education areas, challenging students to interpret data and solve problems.	N/A
100% of student will reach a 60% score	N/A	
80% pass rate	Faculty evaluation of student performance on homework and exams	
Sophomore level 3/5, senior level 4.5/5	Sophomore and Senior portfolios will be reviewed by all faculty members during the spring semester-annually.	
80% of students will receive a "B" level on the Critical Thinking Rubric	Students and faculty work together on all assignments, projects, and essays.	
80% average score	Instructor evaluation of performance in analyzing and applying correct patient treatment during scenarios in EMS 1145	
a) 80% of the students will score at least a C on the Information Reading Inventory (IRI) assignment b) 80% of the students will score at least a C on the guided questions assignment.	a) In EDUC 3253, students administer an Information Reading Inventory (IRI) to a public-school student in the elementary grades. The OPSU student applies the plan for 7 to 10 weeks. The IRI is scored by the instructor. b) In EDUC 4313, students are given guided questing an experimentary grades. The OPSU student applies the plan for 7 to 10 weeks. The IRI is scored by the instructor. b) In EDUC 4313, students are given guided questing an experimentary grades. The OPSU student applies the plan for 7 to 10 weeks. The IRI is scored by the instructor. b) In EDUC 4313, students are given guided questing an experimentary grades.	ons N/A
Students will earn a grade of C (70%) or better on their written and verbal assignments; students in this course will be able to articulate criminological concepts with a rubric score of 4/5 or higher.	Instructors will implement written and verbal feedback into all elements of the program and use cumulative/comprehensive grading models to support foundational learning.	
Students will earn a grade of C (70%) or better on their written and verbal assignments; students in this course will be able to articulate criminological concepts with a rubric score of 4/5 or higher.	Instructors will implement written and verbal feedback into all elements of the program and use cumulative/comprehensive grading models to support foundational learning.	
75% of student will achieve a minimum 70%	Instrucotr will refine assignment in CIS 2813 to meet needs of the assessment	
Score of 2 or better on lab practical	More emphasis on lab skills.	
Using appropriate rubrics developed by departmental faculty and using a 1-5 scale, the assignments specified were evaluated for evidence of the successful completion of departmental goals. Level 1—Unattained (less than 60%), Level 2—Approaching (60%), Level 3—Attained (70%), Level 4—Exceeded (80%), Level 5—Master	red (90%). BADM 1013 : Establish spreadsheet for each class assessed to track data more accurately for assessment to be done by department to be done by BADM faculty. Reevaluate addition of new assessment courses each year to see if changes need to be made to be done	e by BADM faculty
Using appropriate rubrics developed by departmental faculty and using a 1-5 scale: Level 1— Unattained (less than 60%), Level 3— Attained (70%), Level 5— Mastered (90%). BADM 1013: Level 2-3, BADM 2013: Levels, ACCT 2103: Levels	Establish spreadsheet for each class assessed to track data more accurately for assessment to be done by department chair. Identify assignments to be evaluated to be done by BADM faculty. Evaluate data to determine if additional courses need to be added.	
Students will score at least 80% on projects. Students should improve at least 15% from 1504 to 4014	Modify projects each year to reflect current research and events	
80% of students will achieve a score of "C" or better on the project	At the end of each course, data is collected for each assessment measure. After four cycles of data (semesters not counting summer), the data will be reviewed and evaluated to determine if the method is effective and if changes are needed. Even numbered End-of-Program Student Learning Outcomes are evaluated on even years (2018, 2020, 20	)22, N/A
increase of average score by at least 30%, unknown AGRN 1213 benchmark	Add a new measure including AGRN 1213-Fundamentals of Plant Science. Inform the assessment coordinator what the measure and benchmark is by the end of Spring 2020	
The average score of the assignments will be above 70%.	Instructors will provide research-based writing assignments. These will be assigned in AG 1011, ANSI 1124, AG 2343, ANSI 2124, and AGRN 2124.	N/A
Students will score at or above 70%	Instructors will provide readings and assign writing projects. This will be assigned in AG 1011, ANSI 1124, AG 2343, AG 4983, ANSI 2124, and AGRN 2124	
80% pass rate	Instructoions will evaluate student performance on homework, exam, and psychomotor exams to ensure proper calculations	
, in option of the contract of	tter in ACCT 3303, improverify that the assessment measures are accurately measuring Student Learning Outcomes	
All sophomore level students will complete an objective exam applying basic United States Generally Accepted Accounting Principles (GAAP) with a 70% or better. All junio level students will complete an objective exam applying advanced United States Generall Accepted Accounting Standards (GAAP) with a score of 70% or better.		

Goal 2: SLO 1: Changes Made 2022	Goal 2: SLO 1: Changes Made 2019	Goal 2: SLO 1: Changes Made 2018
· ·	Department will supplement textbook material with accounting standards reported by the Financial Accounting Standards Board, along with learning activities using real world corporate annual reports. Department will develop an objective exam covering United States GAAP.	Department will develop a case study assessment to measure students' ability to apply financial accounting
	No students in program	N/A
	Rubrics and assessments will be developed and conducted	Faculty will collect data to be used for subsequent assessment
N/A	Clear expectations will be communicated to instructors	Faculty will collect data to be used for subsequent assessment
	Improve the average post test scores by identifying topics and subjects that students scored more poorly on.	Improve the average post test scores by identifying topics and subjects that students scored most poorly o
ven years (2018, 2020, 2022, N/A	New assessment plan made	N/A
	Continue regining lab projects to be more relevant and challenging	Modification of course requirements to increase exposure to the identified weaknesses. Also BIOL 2124 wa
	The first change to be implemented is to update this assessment sheet to reflect the new VALUE rubrics BADM is now using. Following results and analysis from this year, the benchmarks. The spreadsheets should continue to be developed to make the rubric ranks aut	omatically enter for faculty members to better facilitate the collection of data.I just discovered that D2L can exp
eed to be made to be done by BADM faculty	The first change to be implemented is to update this assessment sheet to reflect the new VALUE rubrics BADM is now using. The Marketing Game (MKTG 3913) should not be used to assess Goal 2 as it is a Team Project. Principles of Management does not have a Goal 2 Assignment (I believe I either input that mistakenly or misunderstood). Strat	tegi، Only in MKTG 3913 and MGMT 4893 are qualitative measurements specifically taken. That should be done
	No changes at this time.	Continually looking at new experiments to reinforce chemical principles.
	The retirement of the previous director and the advent of a new one, will necessitate reconsideration of the changes to implement associated with this goal and SLOs. However, a positice overall impression for the program, as currently situated, underlies those considerations.	No changes needed for CJ 1033 and POLS 3753, but ensure data collection in 2018-2019
	The retirement of the previous director and the advent of a new one, will necessitate reconsideration of the changes to implement associated with this goal and SLOs. However, a positice overall impression for the program, as currently situated, underlies those considerations.	No changes needed for CJ 1033 and POLS 3753, but ensure data collection in 2018-2020
ts are given guided questions N/A	Perhaps the benchmarks should be raised to 80% of students will score at least a B after more data is collected.	Allow students to redo assignments with feedback from the instructor if they do not achieve the acceptable
	Develop standardized forms for instructors so they can more accurately track student improvement on skills scenarios.	N/A
	Consultation and conversation will occur between the English department and the Education department to stress the importance of student critical thinking skills prior to the next assessment report due date	English program courses should stress more organized speaking opportunities in all courses to strengthen
	Stress use of proper terminology and art vocabulary in all courses and critiques	Create new assessment plan
	Write new assessment plan	N/A
	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
Program and taking upper-divit N/A	The data collected for Goal 2 during the 2018-19 academic year was interpreted in positive terms. Different upper division courses will be taught in the 2019-20 academic year, but shall be subjected to the same benchmarks and analysis. Evaluating improvement over time will necessitate comparing data from this year with next academic year with	hin While students do appear to make appropriate levels of progress in the opinions of faculty, the measures th
	Rethink assessment measures. The outcomes are good, just finding a better way to assess the student's progress/skills should be in place. Might remove INDT 1222 from this goal.	Create new assessment plan
	None	N/A
	We need to implement barrier examination study opportunities throughout the year to help prepare studnets who are not as familiar with our practices as our students who are in the theory cycle the whole time. Neither student read the directions carefully and missed points because of that. Practice sessions would help alleviate those errors.	While there were only two students who completed a senior recital, some conclusions can be drawn. There
ed for continued effectiveness N/A	Decrease benchmark from >90% to >80% of students will achieve a passing score on these assessment measures and to align with expected levels of achievement for program outcomes and measurement methods used for ACEN accreditation purposes	N/A
	Improve the average post test scores by identifying topics and subjects that students scored more poorly on.	Create new assessment plan
	Rethink assessment measures. The outcomes are good, just finding a better way to assess the student's progress/skills should be in place. Might remove INDT 1222 from this goal.	Create new assessment plan
	When the new degree is approved, a new assessment plan will be put into place	Create new assessment plan
	Add emphasis on core Ag topics	As the benchmark has been met, changes are not indicated at this time.
	Rethink assessment measures. The outcomes are good, just finding a better way to assess the student's progress/skills should be in place. Might remove INDT 1222 from this goal.	Create new assessment plan

Goal 2: SLO 2: Action Steps	Goal 2: SLO 2: Changes Made 2022 Goal 2: SLO 3	Goal 2: SLO 3: Measures	Goal 2: SLO 3: Benchmark	Goal 2: SLO 3: Action Steps	Goal 2: SLO 3: Changes Made 2022 Goal 2: SLO 4
Verify that the assessment measures are accurately measuring Student Learning Outcomes	Read, interpret, and apply United States auditing standards	Comprehensive case study in ACCT 4503	Goal 2: SLO 3: Benchmark All students will complete the comprehensive case study with a score of 70% or better.	Verify that the assessment measures are accurately measuring Student Learning Outcomes	
Instructor evaluation of performance of analyzing and applying correct patient treatment during scenarior in EMS 1245	Students will demonstrate skills competency on NREMT psychomotor exam	NREMT psychomotor exam	100% pass rate	Instructors will evaluate performance of students on NREMT psychomotor exam	
Instructors will provide 'real world' scenario assignments. This will be assigned in AG 1011, ANSI 1124, AG 2343, AG 4983, ANSI 2124, and AGRN 2124					
Instructors will provide "real world" scenario assignments. These will be assigned in AG 1011, ANSI 1124, and AG 2343.	I/A Students will utilize the College Farm and Range to gain critical thinking skills through "real world" scenarios and hands-on skills.	Hands-on labs at the farm assigned in ASNI 1124, ANSI 2112, and AGRN 1213.	All students will have a 70% or above lab attendance grade.	Instructors will provide hans-on labs at the farm. These will be assigned in ANSI 1124, ANSI 2112, and AGRN 1213.	N/A
This measure and student learning outcome are well met and need no current changes					
Lab attendance and practicum grades will be measured in ANSI 1124, 2124, 4123, 4433, 3242, 3333, and 2213.	I/A				
Modification of labs in BIOL 3024 and 2124 to incorporate more data collection and analysis					
Establish spreadsheet for each class assessed to track data more accurately for assessment to be done by department chair. Identify assignments to be evaluated to be done by BADM faculty. Evaluate data to determine if additional courses need to be added.					
Establish spreadsheet for each class assessed to track data more accurately for assessment to be done by department chair. Include a more faculty. Reevaluate addition of new assessment courses each year to see if changes need to be made to be done by BADM faculty. Reevaluate addition of new assessment courses each year to see if changes need to be made to be done by BADM faculty.	ADM faculty				
More homework with statistical basis.	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	Acceptable score for admission to graduate or professional program on GRE, MCAT, PCAT, and DAT, No benchmark for personal surveys	More emphasis on students to take the GRE or Professional exams	Demonstrate knowledge of chemistry
Instructors of CIS 1983 and 2513 will collaborate and investigate which of these course best meets assessment needs	Apply models to solve problems	Final exam grade from CIS 2123 Programming I. Course grade in CIS Capstone type course (CIS 4113, 4123, 4223, 4333, 4700, 4993)	85% of student will achieve a minimum 70%	Instructor will review and refine assignment in 2123 to make sure it meets the needs of the assessment.	
Instructors will implement written and verbal feedback into all elements of the program and use cumulative/comprehensive grading models to support foundational learning.					
Instructors will implement written and verbal feedback into all elements of the program and use cumulative/comprehensive grading models to support foundational learning.					
Instructors will evaluate performance of students on NREMT psychomotor exam					
Sophomore and Senior portfolios will be reviewed by all faculty members during the spring semester-annually.	Use technique and process in a variety of media to create art	Sophomore Portfolio Review, Senior Portfolio Review	Sophomore level 3/5, senior level 4.5/5	Sophomore and Senior portfolios will be reviewed by all faculty members during the spring semester-annually.	Create product-driven and process-driven art
N/A					
Faculty in these fields will incorporate assignments that require students to recognize or explain various institutions, conflicts, interpretations, and events relevant to history, society, culture, and government.	I/A Apply concepts from the Natural Sciences to a variety of hypothetical or actual circumstances.	Biology or Physical Science course grade	70% of students will pass Biology or a Physical science course in their first 30 earned credit hours.	Students will memorize scientific terminology and implement it in the process of solving hypothetical problems. Students will develop an understanding of scientific classification systems.	N/A
The chair of the Health and Physical Education department shall make this calculation by August 15th following each academic year	Health and Physical Education students will analyze the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings (Shape America Standard #3)	HPE 4000 Final grade	Average course grade of 2.75 or higher in HPE 4000-Health Education Research	The chair of the Health and Physical Education department shall make this calculation by August 15th following each academic year	N/A
Research papers and book reviews from upper-division courses will be collected each semester by faculty members seeking to de N	I/A				
Faculty members can draw upon exam questions and grade to the rubric to evaluate.	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	A 2 or 3 in MATH 2424 and a 3 or 4 in MATH 4763	Faculty members can draw upon exam questions and grade to the rubric to evaluate.	Students will demonstrate a versatile knowledge of mathematics conto
Remove the Graduation survey as a measure because it doesn't show post-baccalaureate placement. Replace the survey with a Student Tracker yearly request about music graduates from OPSU					
Signature Assignments (NURS 3113 Theorist Paper, NURS 3333 Rural Paper) and Reflective Narratives (NURS 4343) will be completed by all students in each NURS 4343 course to ensure benchmards are being met. EPSLO 3 will be evaluated for continued effectiveness by facu N	I/A EPSLO 4 - Illustrate the use of critical thinking and technology for decision-making considering individual differences, ethnic identity, and cultural values.	Signature Assignments (NURS 3333 Rural Project, NURS 4225 Community Project), and Reflective Narratives in NURS 4343	1) The cohort of students in NURS 4343 Professional Practice Seminar will score an average of 3.5 or higher on the reflective narrative for each EPSLO., 2) The cohort of students in NURS 4343 Professional Practice Seminar will score an average of 85	85% or higher on the signature course assignment section of the portfolio rubric associated with each I Signature Assignments (NURS 3333 Rural Project, NURS 4225 Community Project) and Reflective Narratives (NURS 3333 Rural Project, NURS 4243 course to ensure benchmards are	re being met. EPSLO 4 will be evaluated for continued effectiveness b N/A
Discussions include analysis and application of informatioon included in weekly assignments. Faculty will grade discussion based on student ability to interpret and analyze					
1 and 2. Pre-test is taken at the beginning of the semester and post-test is taken at the end of the semester, 3. Students turn in assignments in a timely manner					

Scores will be gathered from the Education Placement director by the Agicultural Education director

Goal 2: SLO 5: Changes Made 2 Goal 3: SLO 1

Communicate a commitment to proper stewardship of public resources. Goal 2: SLO 5: Action Steps Students become NREMT certified

Students will demonstrate the ability to think globally in relation to agriculture and agricultural products.

Students will demonstrate the ability to think globally in relation to agriculture and products.

Students demonstrate an understanding of how that ruminant animal production on grazing lands can help alleviate food shortages in diverse countries and cultures.

(5) Students demonstrate an understanding on the importance of meeting the food demand across the world for various countries and cultures. Student recognize how to apply biological principles to current events. Identify and address an ethical dilemma. Identify and address an ethical dilemma. Students will explain historical figures and their discoveries.

Understand ethical and legal concers of information systems 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 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 The students will be able to demonstrate Social Responsibility and Cultural Awareness by being aware and an active participant in the global, dynamic community Students become NREMT certified Students will investigate using valid research practices to develop their own conclusions.

Understand cultural implication in art movements

Use training approaches that teach facts about specific groups and at risk populations with cross cultural skills based approaches Use training approaches that teach facts about specific groups and at risk populations with cross cultural skills based approaches Apply social science principles to past and/or current events. Students will be able to describe and discuss major social issues that have global impact and be able to identify and recognize where such issues are located within their own communities.

Health and Physical Education students will employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed (Shape America standard 4)

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.

Students will build a small construction project for the university or community member 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. Demonstrate a level of musicianship sufficient to teach music or lead others in music making. EPSLO 5 - Integrate professional values of nursing by applying nursing knowledge within a variety of healthcare settings. Students recognize the influence of physical and eart science principles and processes on people and societies Students will become aware and active participants in Psychology as a profession and the community at large.

Be able to discharge their responsibilities as citizens in a responsible manner Students will demonstrate an understanding of safe welding environments and hazard avoidance. Students will build a small construction project for the university or community member

Students will demonstrate knowledge in diversity and human development

Students will demonstrate an understanding of safe welding environments and hazard avoidance.

Goal 3: SLO 1: Measures
Oral presentation (ACCT 4303) AEMT course and NREMT cognitive skills exam Global agricultural scenario assignments in AG 1011, ANSI 1124, AG 2343, AG 4983, ANSI 2124, and AGRN 2124 Global agricultural assignments in ANSI 1124, AG 2343, and AGRN 1213.

Students will write an essay demonstrating they understand how these goals can be implemented in various countries and cultures in Range Management (AGRN 3924).

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 Article reviews and topic papers on current events in 1504, 2104, 2205, and 3024.

Professional Skills in the Workplace (Self-Perception Paper) BADM 2023, Business Ethics (Chapter 10 Assignment) BADM 4603

Exams and discussion response in CHEM 1135

Ethics assignment from CIS1113

Criteria-Based Exams will be administered in: CI 2333 Community Relations and Ethics

Criteria-Based Exams will be administered in: CI 3713 Ethics in Criminal Justice Practice and, CI 2333 Community Relations and Ethics

a) EDUC 3223 Special Education Interview Reflection Assignment, b) EDUC 4313 Field Trip Related Research Paper, c) EDUC 2233 cultural awareness rating scale

EMT courst and NREMT cognitive skills exam

ENGI 1213, 2413, 2423, 2453, 3143, 3153, 3163, 3173, 3183, 3353, 3883, 4002, 4122, Social Responsibility and Cultural Awareness Rubric

Sophomore Portfolio Review, Senior Portfolio Review

Exams and skill stations focused on specific groups and at risk populations

History 1313, 1323 Sample of course grade, Economics Sample of course grade, Pols 1013 Sample of course grade, Social Science Sample of course grade Global agricultural assignments in ANSI 1124, AG 2343, and AGRN 1213. History 1313, 1323 Sample of course grade, Economics Sample of course grade, Pols 1013 Sample of course grade, Social Science Sample of course grade Humanities, History, and Government course grade HPE 4012/4022 Peer-teaching "student" movement assignment

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.

Students demonstrate safe working practices and respectable work ethic in INDT 4122. Projects and videos evaluaated with a rubric Surveys in Esperimental Psychology (PSYC 3913) and Statistics (PSYC 3613) POLS 2000+: POLS 3713 and 3753 course grade Students demonstrate safe working practices while welding. INDT1433 Students demonstrate safe working practices and respectable work ethic in INDT 4122. Grade of C or higher Course grades in EDUC 2233, 3223, and 2213 Students demonstrate safe working practices while welding. INDT1433 80% of students practice safe welding techniques by the end of their 3 project, Students demonstrate safe working practices in INDT 1433 with no accidents.

Goal 3: SLO 1: Benchmark

Accounting 4303 students will prepare and present a solution to a case study involving ethical accounting and reporting for government, non-profit, or a public college or university with a grade based on Rubric B (attached) of 90% or greater. Complete course and pass exam
Students will score at or above 70%
All students will score at or above 70%.
score of 70% or higher 80% of students will achieve a score of "C" or better on the project Student turn-in rate increases. Overall improvement in relevant content from beginning to end of the course.

Using appropriate rubrics developed by departmental faculty and using a 1-5 scale: Level 1— Unattained (less than 60%), Level 2— Approaching (60%), Level 3— Attained (70%), Level 4—Exceeded (80%), Level 5— Mastered (90%). BADM 2023: Levels

Using appropriate rubrics developed by departmental faculty and using a 1-5 scale Level 1—Unattained (less than 60%), Level 2—Approaching (60%), Level 3—Attained (70%), Level 4—Exceeded (80%), Level 5—Mastered (90%). BADM 2023: Levels 2-3, BADM 4603 Levels 4-5

75% of the students will score 80% or better. 75% of student will achieve a minimum 70% Students will earn a grade of C (70%) or better on their written and verbal assignments; students in this course will be able to articulate criminological concepts with a rubric score of 4/5 or higher.

Students will earn a grade of C (70%) or better on their written and verbal assignments; students in this course will be able to articulate criminological concepts with a rubric score of 4/5 or higher.

a) 80% of the students will score at least a C on the Special Education Interview Reflection Assignment, b) 80% of the students will score at least a C on the Field Trip Related Research Paper, c) 80 % of the students will score "fairly well" on a cultural awareness rating scale (still in development) Complete course and pass exam
75% of students will receive a "C" level on the social responsibility and cultural awareness rubric Sophomore level 3/5, senior level 4.5/5 70% pass rate 100% of student will reach a 60% score 80% of ratings are 5 or higher on a 1 through 7 scale 80% of students practice safe welding techniques by the end of their 3rd project

75% of the students successfully demonstrate assessment measures.

Goal 3: SLO 1: Action Steps

Verify that the assessment measures are accurately measuring Student Learning Outcomes Goal 3: SLO 1: Changes Made 2022 Goal 3: SLO 2 Instructors will evaluate the number of students passing the cognitive exam

Instructors will provide global agricultural scenario assignments. This will be assigned in AG 1011, ANSI 1124, AG 2343, AG 4983, ANSI 2124, and AGRN 2124

Instructors will provide global agricultural assignments. These will be assigned in ANSI 1124, AG 2343, and AGRN1213.

N/A

This measure and student learning outcome are well met and need no current changes

At the end of each course, data is collected for each assessment measure. After four cycles of data (semesters not counting summer), the data will be reviewed and evaluated to determine if the method is effective and if changes are needed. Even numbered End-of-Program Student Learning Outcomes are evaluated on even years (2018, 2020, 2022, N/A

Completion of student intervention forms in Week 3 for all students who are deficient in turn in rate. Students demonstrate competency in handling patients Completion of students intervention forms in Week 3 for all students who are deficient in turn-in rate.

Establish spreadsheet for each class assessed to track data more accurately for assessment to be done by department chair. Identify assignments to be evaluated to be done by BADM faculty.

Establish spreadsheet for each class assessed to track data more accurately for assessment to be done by department chair. Include a more faculty and more varied classes/assignments in the assessment courses each Make use of interpersonal strategies to address cultural difference and diversity in business situations All notes are now online, analyze changes in the data.

CIS department will consider adding course grade from BADM Business Ethics

Interpersonal strategies to address cultural difference and diversity in business situations of additional courses to measure this Goal to be done by BADM faculty. Reevaluate addition of new assessment courses each Make use of interpersonal strategies to address cultural difference and diversity in business situations of additional courses to measure this Goal to be done by BADM faculty. Reevaluate addition of new assessment courses each Make use of interpersonal strategies to address cultural difference and diversity in business situations of additional courses to measure this Goal to be done by BADM faculty. Reevaluate addition of new assessment courses each Make use of interpersonal strategies to address cultural difference and diversity in business situations of additional courses to be done by BADM faculty. Reevaluate addition of new assessment courses each Make use of interpersonal strategies to address cultural difference and diversity in business situations of additional courses to be done by BADM faculty. Reevaluate addition of new assessment courses each Make use of interpersonal strategies to address cultural difference and diversity in business situations of additional courses are additional courses assessment courses each Make use of interpersonal strategies to address Instructors will implement written and verbal feedback into all elements of the program and use cumulative/comprehensive grading models to support foundational learning.

Instructors will implement written and verbal feedback into all elements of the program and use cumulative/comprehensive grading models to support foundational learning.

a) In EDUC 323, students complete a reflection of an interview with a parent of a special education student from the public school. This reflection is scored by the instructor., b) In EDUC 4313, students are required to write a research paper based on a class field trip. This is scored by the instructor. c) In EDUC 2233, at the end of the course studen N/A Clinical preceptors approval of performance and instructor evaluation of preceptors comments

Classroom discussion, cultural research projects, student presentations, and multimedia presentations, and multimedia presentations, and multimedia presentations, and multimedia presentations will occur in each course a minimum of once to reinforse professor emphasis on global issues Students will explicitly support social justice as it pertains to the implementation of criminal justice. Students will explicitly support social justice as it pertains to the implementation of criminal justice. Sophomore and Senior portfolios will be reviewed by all faculty members during the spring semester-annually. Faculty evaluation of exams and performance on skills Discuss classification of time periods in art history Recognize variety in the aspects of human society and culture 70% of students will pass their Humanities, History, and Government required courses after two years.

Average class grade of 80% or higher on the Health and Physical Education department will determine event acceptability and track Health and Physical Education student attendance

History majors in Early and Late World Civilization. Overall grades for History majors taking HIST 2213 and 2223 will be reviewed. In upper-division courses, specific exams and writing assignments will be identified as related to this Student Learning Outcome. Once identified, they will be collected and reviewed for evaluations roles and assignments in the course.

Throughout on the subject areas.

N/A

The chair of the Health and Physical Education department will determine event acceptability and track Health and Physical Education student attendance

N/A

History majors in Early and Late World Civilization courses achieve grades of C or higher. 70% on exams and writing assignments which have been identified as related to this Student Learning Outcome. Once identified, they will be collected and reviewed for evaluation. Unit topics within courses, rather than course subjects N/A

7.8 of the early united converted the provision discovery cases of the during various roles and assignments in the course.

Throughout outside discovery cases of the student devance of the provision devance of the prov Health and Physical Education students will accept players of all skill levels in physical activity (Shape America standard 4) Direct: 1. Music Theory Barrier Examination (administered at the completion of MUSI 2553), 2. Keyboard Profice the survey with a Students in NURS 4343 Professional Practice Seminar will score an average of 8.5% or higher on the signature course dissipant and Risk-taking Discussion, NURS 3214 Shadow Health Comprehensive Exam), and Reflective Narratives (NURS 4343 Professional Practice Seminar will score an average of 8.5% or higher on the signature course is signature as a signature course as signature as a signature as a signature as a signature course as signature as a signature as a signature as a signature as a signature course as signature as a signature Faculty will update projects and videos to reflect ongoing discoveries and current events. Rubrics used for evaluation Students differentiate subjective and objective findings Students will complete the survey at the conclusion of the course Program is closing, no new changes will occur Add a safe welding technique portion to the 3rd project

EPSLO 6 - Justify the use of professionalism and leadership to impact patient outcomes and quality improvement within the healthcare system. Develop an understanding of their own culture and of the cultures of other peoples, in their own communities and in other nations Throughout construction, Instructor and peers will observe each other during various roles and assignments in the course.

Assessment will be carried out by Ag Ed Faculty at the end of each semester Students are required to practice safe welding techniques are taught through the NCCER curriculum. They demonstrate and are observed in a lab environment by both the instructor and peers. No accidents have been reported and no changes are being made.

Goal 3: SLO 2: Changes Made 2018	Goal 3: SLO 3	Goal 3: SLO 3: Measures	Goal 3: SLO 3: Benchmark	Goal 3: SLO 3: Action Steps	Goal 3: SLO 3: Changes Made 20: Goal 3: SLO 4 Goal 3: SLO 4: Measures	Goal 3: SLO 4: Benchmark	Goal 3: SLO 4: Action Steps	Goal 3: SLO 4: Changes Made 20: Timeline Year 1 (2022-2023):	Timeline Year 2 (2023-2024):
Faculty will collect data to be used for subsequent assessment this student learning outcome will be implemented in AGRN 1213								Agricultural faculty will meet and develop assignments that meet the benchmarks. At the end of the year, faculty will complete assessments and determine areas for improvement.	Agricultural faculty will meet and share their assignments that meet the benchmarks. At the end of the year, faculty will complete assessments and determine areas of strengths and weaknesses.
								Odd numbered End-of-Program Student Learning Outcomes will be reviewed and evaluated using data collected throughout two cycles. This data will be added to data collected for the Program Review to account for four cycles of data and to allow the cycle to be "on track" with the intended	ded schedule for reviewing outcomes on a four cycle period. C Even numbered End-of-Program Student Learning Outcomes will be reviewed and evaluated using data collected throughout four cycles. Changes to assessments methods will be considered with program administration and faculty input as need to be a substance of the considered with program administration and faculty input as need to be a substance of the considered with program administration and faculty input as need to be a substance of the considered with program administration and faculty input as need to be a substance of the considered with program administration and faculty input as need to be a substance of the considered with program administration and faculty input as need to be a substance of the considered with program administration and faculty input as need to be a substance of the considered with program administration and faculty input as need to be a substance of the considered with program administration and faculty input as need to be a substance of the considered with program administration and faculty input as need to be a substance of the considered with program administration and faculty input as need to be a substance of the considered with program administration and faculty input as need to be a substance of the considered with program administration and faculty input as need to be a substance of the considered with program administration and faculty input as need to be a substance of the considered with program administration and faculty input as need to be a substance of the considered with program administration and faculty input as need to be a substance of the considered with program administration and faculty input as need to be a substance of the considered with program administration and faculty input as need to be a substance of the considered with program administration and the considered with program administration and the considered with program administration and the considered with the considered with program administr
Develop measurements to address this goal specifically Come up with appropriate information and assessment measures.									
								Annual reporting will be completed to assess progress on SLOs. Changes to assessment methods will be considered with director of teacher education and faculty input as needed based upon the collected data	Annual reporting will be completed to assess progress on SLOs. Changes to assessment methods will be considered with director of teacher education and faculty input as needed based upon the collected data
Create new assessment plan	Operate in community through outreach and engagement	Encourage more students to enroll in CR3:CV3 Sophomore Portfolio Review, Senior Portfolio Review	Sophomore level 3/5, senior level 4.5/5	Sophomore and Senior portfolios will be reviewed by all faculty members during the spring semester-annually.	Encourage more students to enroll in CR3:CV3  Operate in commi Sophomore Portfolio Review, Senior Portfolio F	Review Sophomore level 3/5, senior level 4.5/5	Sophomore and Senior portfolios will be reviewed by all faculty members during the spring semester-annually.		
N/A N/A	Health and Physical Education students will accept others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects (Shape America standard 4)	HPE 4012/4022 Peer-teaching lesson in relation to chapters 6, 7, 18, and 19	Average class grade of 80% or higher on this assignment	The chair of the Health and Physical Education department will determine event acceptability and track Health and Physical Education stutdent attendance	N/A Health and Physic HPE 2003 Exam #2	Average class grade of 80% or higher on this assi	ignment The chair of the Health and Physical Education department will determine event acceptability and track Health and Physical Education stutdent attendance	Focus will be on courses in Math (Goal 2) and English (Goal 1) Composition as a baseline for establishing likely further success.  N/A  Calculations of scores will be completed for annual assessment and reviewed for programmatic changes no later than August 15, 2023  To some extent, we will continue acting upon existing patterns from the previous program cycle. However, personnel changes have been significant. One of the faculty members from four years ago has left, another now has the responsibilities of dean, and therefore, a smaller course load	Continuous monitoring of Math and English Composition courses continues each year. Evaluate benchmarks for History, Government, Social Sciences, and Humanities for Goal 2.  Calculations of scores will be completed for annual assessment and reviewed for programmatic changes no later than August 15, 2024  The new faculty member was hired to teach in History, but a Once clear linkages have been established between specific classroom assignments and Student Learning Outcomes, data can be collected and organized in a form that will potentiate meaningful assessment by faculty members. It will begin to be considered and organized in a form that will potentiate meaningful assessment by faculty members. It will begin to be considered and organized in a form that will potentiate meaningful assessment by faculty members. It will begin to be considered and organized in a form that will potentiate meaningful assessment by faculty members. It will begin to be considered and organized in a form that will potentiate meaningful assessment by faculty members. It will begin to be considered and organized in a form that will potentiate meaningful assessment by faculty members. It will begin to be considered and organized in a form that will potentiate meaningful assessment and the constant of
								1) The RN to BSN Program has had the assistance of CapEd for recruiting and admissions. As of 01/01/2023 CapEd is no longer contracted with OPSU. The director has worked with OPSU administration to streamline services to continue to provide a seamless admission and enrollment provide a	rocess. 2) Beginning 01/01/2023 faculty and director realigne 1) Beginning Fall 2023 all faculty will introduce updated textbook versions to their courses. 2) Director will work with University recruitment to increase student enrollment. This will include traveling to Community Colleges and Healthcare Facilit

Program is closing, no new changes will occur

Grade of 70% or better

Exhibit an unders SOC 2243: Course Grade

Grade of 70% or better

Program is closing, no new changes will occur

SOC 2243: Course Grade

Exhibit an understanding of the development of their own culture and of other cultures over time

Create new assessment plan

Timeline Year 4 (2025-2026):	Timeline Year 1 (2021-2022):  Make a new program cycle plan and hire interim department chair (January 2022)	Time Time Timel Time Timeline Year 2 (2021-2022):  Estal Cons Reevaluate addition of new assessment courses to see if changes need to be made	Timeline Year 3 (2022-2023):	Timeline Year 4 (2023-2024):	Timeline Year 1 (2019-2020):
	Encourage more students to enroll in the AEMT and take the NREMT psychomotor and cognitive exams	Agric Agricultural faculty will meet and share their assignments that meet the benchmarks. At the end of the year, faculty will complete assessments and determine areas of strengths and weaknesses.	Agricultural faculty will edit and revise plans to assure continued student growth towards meeting the benchmarks. At the end of the year, faculty will complete assessments and determine areas of strengths and weaknesses.	Program plans and reviews will be reviewed and revised by the agriculture faculty.	
Program plans and reviews will be reviewed and revised by the agriculture faculty.		Agricultural recently will meet and share their assignments that meet the sentiments and actermine areas of strengths and weaknesses.	Agricultural radiately will call and revise plans to assure continued state in the year, radiately will complete assessments and determine areas of strengths and weaknesses.	Trogram plans and reviews will be reviewed and revised by the agriculture radiaty.	
Even numbered End-of-Program Student Learning Outcomes will be reviewed and evaluated using data collected throughout four cycles. Changes to assessments methods will be considered with program administration and faculty input as needed based upon the collected data.					1. Add a new measure includeing AGRN 1213-Fundamentals of Plan Science. Inform the assessment coordinator what the measure and benchmark is by the end of Spring 2020. 2. Either add a measure which includes a required cou
					Validate rubrics to ensure validity of the measurement tools. Begin collecting data.
		Valic With more data, benchmarks will be evaluated to see ensure we are effectively measuring SLO's.	Evaluate data to determine if SLO's are met and make modifications to rubrics or action steps	Pool all data for analysis with graduation rate to determine the overall success of the assessment instruments and action steps. Allow for modification of the program as a whole based on data.	
	Goal 2, SLO 1; Goal 2, SLO 2	Goal Goal Goal 2, SLO 2			
		Four Foundational elements are incorporated into all core classes. Four Foundational elements are incorporated into all core classes.	Foundational elements are incorporated into all core classes and electives.  Foundational elements are incorporated into all core classes and electives.	Curriculum has been updated to include foundational changes in various courses and incorporates a socially-conscious approach to criminal justice as a key element of the program.	
		Four Foundational elements are incorporated into all core classes.	Foundational elements are incorporated into all core classes and electives.	Curriculum has been updated to include foundational changes in various courses and incorporates a socially-conscious approach to criminal justice as a key element of the program.	
Annual reporting will be completed to assess progress on SLOs. Changes to assessment methods will be considered with director of teacher education and faculty input as needed based upon the collected data	Encourage mare students to enrell in the EMT and take the NDEMT revelopments and cognitive evens	Mad Cant Continue to follow NDENAT avidalines for proporation of students, and if shanges are approved to degree program and unto students			
	Encourage more students to enroll in the EMT and take the NREMT psychomotor and cognitive exams	Mod Cont Continue to follow NREMT guidelines for preparation of students, recruit students, and if changes are approved to degree program, graduate students.			This is the baseline year for rubric scores
	Begin work on Associates Degrees in Art as well as certificates in all desciplines: drawing, painting, photography, sculpture, and ceramics.	Addi Strer Growth in majors' numbers in order to add another faculty member and create a more cohesive unit of instruction to better serve our student population.			This is the baseline year for rushe scores
	Begin work on Associates Degrees in Art as well as certificates in all desciplines: drawing, painting, photography, sculpture, and ceramics. Encourage more students to enroll in the FPST and take the FPST psychomotor and cognitive exams	Mod Cont Continue to follow IFSAC guidelines for preparation of students, recruit students, and if changes are approved to degree program, graduate students.			
Continuous monitoring of Math and English Composition courses continues each year. Evaluate benchmarks for History, Government, and Humanities for Goal 3.					
Calculations of scores will be completed for annual assessment and reviewed for programmatic changes no later than August 15, 2026					
Although year four of this Program Cycle will be an opportunity to reflect back upon what was accomplished and how well goals were met, the primary characteristic to be sought is the foundational aspect of a successful form and structure. That is, by year 4 we should have an assessment program that is properly designed an	and functioning in a manner that assures future assessments of Student Learning Outcomes will proceed efficiently and productively. That level of success will be partially dependent upon creating stability in a department where the roles of faculty members have changed, fewer full-time hours are specifically	ly devoted to the History program, a new faculty member has joined, the online space is having an impact, and adjuncts are playing a bigger role. We hope to establish a solid position from which to move forward. Student Learning Outcomes for all three goals will be assessed. B  Con Evaluate Goal 2 and decide if new rubric is needed. Upgrade outdated equipment as budget allows.	Benchmarks and Action Steps may be reconsidered and modified accordingly.  Evaluate enrollment to see what correlations can be made, if any to the new welding facility project to be built in 2021. Upgrade outdated equipment as budget allows.		
				Review curriculum and update NCCER curriculum as needed. Upgrade outdated equipment as budget allows.	
		Valic Evaluate Data to determine if benchmarks have been met and if not why.	Evaluate data to determine if SLO's are met and make modifications to rubrics or action steps.	Pool all data for analysis with graduation rate to determine the overall success of the assessment instruments and action steps. Allow for modification of the program as a whole based on data.	Change assessment of music theory barrier exam and change to using annual Student Tracker analysis of music education graduates
1) The RN to BSN Program re-accreditation is scheduled for Spring 2028. The director and faculty will begin to gather artifacts and write the accreditation report. 2) Director will continue working with University recruitment to increase student enrollment. This will include traveling to Community Colleges and Healthcare Facilities	ies to meet with prospective students. 3) The OPSU RN to BSN Advisory Council will meet virtually in Spring 2026. 4) EPSLOs 1, 2, 3 will be assessed for efficacy in January 2026.				Change assessment of maste theory barrier examinant and state in the first factor and state in the first sta
	Collect data. Validate assignments and rubrics to assure the validity of the measurement tools.	Colle Cole Collect data. Pool all data for analysis with student success to determine the overall success of the assessment instruments and action steps. Allow for modifications based on data.			
	This is the baseline year. I intent to try and convince the administration to improve the library's electronic resources and obtain a site license for the Statistical Package for the Social Science (SPSS). Both would be beneficial to students and faculty.	Com Incre Add an online format to the program			
					Advise students about impending program closure Benchmark for Goal 2 changed Make new assessment plan when degree is finalized Emphasis will be placed on analyzing non-restricted coursework to assess student mastery of foundation courses.
					Benchmark for Goal 2 changed
					Make new assessment plan when degree is finalized  Emphasis will be placed on analyzing non-restricted coursework to assess student mastery of foundation courses
					Emphasis will be placed on analyzing non-restricted coursework to assess student mastery of roundation courses.
		Con Goal 3 will be observed in a new environment when the new welding facility is built and will be re-evaluated. Continue with certificate audits to make sure qualified students are receiving their certificates.	Evaluate this Certificate Program to see how/if the new welding facility dictates a change. Continue with certificate audits to make sure qualified students are receiving their certificates.	Review curriculum and update NCCER curriculum as needed. Continue with certificate audits to make sure qualified students are receiving their certificates.	

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