

Northeastern Oklahoma Agricultural and Mechanical College  
Annual Academic Assessment Report  
2006 - 2007

Submitted To The  
Vice President of Academic Affairs  
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## **Introduction**

Northeastern A&M College's (NEO) goal is to become a learning centered college. In order to help achieve this mission, we are embracing the concept of assessment as a continuous source of information essential for improving student learning outcomes, improving our programs, and our teaching and learning methods and strategies. While there are many definitions of assessment, NEO has chosen the following:

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development (Palomba & Banta 1999). Assessment is a process that focuses on student learning by:

- Setting student learning outcomes/goals for an academic program,
- Evaluating the extent to which students are reaching those goals,
- Using the information for program development and improvement.

Academic Assessment at NEO is divided into:

- General Education Assessment – evaluation of student achievement of basic skills competencies and general learner goals. The purpose of assessment of general education is to evaluate student achievement of institutionally recognized competencies in general education including communication, analytical, and critical thinking skills. The general Ed assessment will be incorporated into the program assessment plans beginning 2006-07.
- Program Outcome Assessment – evaluation of student achievement of expected outcomes in the major. In addition each program will assess general education goals. Every NEO degree program should have an assessment plan that describes expected student learning outcomes for the degree program and the methods used to evaluate student achievement of those outcomes. An assessment plan articulates what faculty expect students to know and be able to do upon degree completion, identifies appropriate tools for evaluating the extent to which students are achieving those outcomes, and describes how faculty evaluate student achievement of the program's expected learning outcomes and use that information to work towards continuous improvement of their academic program.
- Institutional Assessment

Northeastern Oklahoma A&M College recognizes the importance of assessment in the overall quality improvement of the college. One of the college's goals is to design an assessment plan that promotes student learning and institutional effectiveness. The administration has demonstrated their commitment to this goal by appointing a half-time assessment coordinator and funding registration and travel expenses for faculty, administration, and professional staff to attend national conference on assessment.

(see Institutional Assessment Report for details)

## **Assessment Mission**

To continuously assess student academic achievement at all levels in order to support and improve student learning.

## **Assessment Goals**

1. To foster an institution-wide view of assessment as a necessary response to a demand for accountability to an understanding that assessment is a continuous process and source of information for instructional improvement.
  - a. Plan and assess institution, program, course and classroom learning objectives
  - b. Support and foster faculty ownership of the assessment process.
  - c. Demonstrate administrative support through the maintenance of an adequate budget for assessment activities.
  - d. Integrate assessment strategies in the development of new courses and programs.
2. To respond to accreditation demands, specifically NCA's assessment criteria, and to State and outside agency assessment/accreditation criteria.
  - a. Review and coordinate NEO's assessment plan with NCA, state and other agency criteria when appropriate.
  - b. Provide information and resources to programs seeking state and/or national accreditation.
3. To train faculty and staff in assessment processes and serve as a college-wide resource.
  - a. Recommend, develop, and/or implement faculty and staff assessment training.
  - b. Send committee members to assessment conferences and workshops.
4. To facilitate the feedback of assessment results into institutional, program, course, and classroom planning.
  - a. Publish minutes of meetings.
  - b. Create and maintain web pages focused on assessment.
  - c. Coordinate assessment activities and feedback with the college's strategic planning and budget processes.
5. To develop, implement, and improve the assessment process.
  - a. Assess and research methods, strategies, and processes for the purpose of ongoing improvement.
  - b. Share and collaborate on assessment activities and outcomes both internally and externally.
  - c. Oversee assessment plans, instruments, and data collection.

## **Assessment Committee**

The assessment committee is comprised of a faculty coordinator, the director of institutional research, and faculty volunteers from all schools. The committee focus is carrying out the mission and goals stated above and to make recommendations to the Vice President of Academic Affairs concerning institutional, program, course, and classroom assessment of student academic achievement. Ideally the committee would consist of 1. Two volunteer faculty representatives from each school serving two-year terms 2. Representatives from Enrollment Management and Institutional Research

3. The Coordinator is an additional faculty member appointed by the VP of Academic Affairs. The coordinator position should be rotated amongst the faculty and should receive release time and/or a stipend. The 2005-06 assessment committee members: Ron Lawson (coord), Bethene Fahnestock, Jary Douglas, Barbara George, Beth Blalock, Pete Smith, Steve McCurly, Jeff Birdsong, James Webster, Kathy Blundell, Pat Hecksher, Chip Hammons, Alan Batt, and Chuck Levo.

## Assessment Methods

Learning is assessed using both direct and indirect measures. Direct assessments are tests, projects, products, papers/theses, exhibitions, performances, case studies, clinical evaluations, portfolios, interviews, and oral and written exams. Direct assessments are also called formal assessments. Indirect assessments are self-report measures such as surveys (course, program, and institutional levels). These can include employer, student, and graduate satisfaction.

### Classroom

Classroom assessment methods can be formative or summative. Formative assessments are employed during the course of a learning experience, as a source of feedback to improve teaching and learning. Examples include Classroom Assessment Techniques (CATs), Chapter/Unit assignments or quizzes, discussion forums, and teacher feedback on work in progress. Summative Assessments measure what students have learned at the end of some set of learning activities. An example would be a final comprehensive exam or project given at the end of a course. The learning process occurs when the planning and design of classroom activities result in desired student outcomes. Student learning activities can include:

- study a text book and other sources of information
- perform course and lab activities
- participate in distributed learning assignments
- demonstrate skills and techniques
- respond to a variety of other-directed activities or assignments.

A faculty member can use classroom assessment techniques (CATs) to gather feedback about a single lecture/discussion, to examine the grasp of key concepts and issues of a topic to assess learner reactions to instructional activities. CATs are formative assessments used to improve teaching and learning. Feedback from classroom assessment techniques can impact learning in two important ways. First, when a faculty member shares results of the CAT with students, that feedback can assist students in recognizing their strengths and weaknesses with content knowledge. This will help students develop higher-order thinking skills, prepare for future topics, and even help them understand *how* they learn best. Second, the results of the CATs can help faculty identify the student's current understanding of the topic, prepare for upcoming instruction, build upon what students currently know, and fill in knowledge gaps that can keep a student from progressing. CATs are brief and adaptable to a variety of learning environments. CATs can be conducted on a routine basis at the beginning or ending of class, in labs, internships, and in online classes. CATs can assist faculty in enhancing student success and improving academic achievement.

### Courses, Programs, and Disciplines

1. Capstone course (or experience) - A capstone course, project, or practical experience integrates the knowledge, concepts and skills associated with an entire sequence of study within a discipline or program. The structure and content of a capstone experience is linked to a discipline/program's goals and objectives for student learning. Capstone experiences provide students with a forum to combine various aspects of their

program/discipline experiences. Capstone experiences provide faculty and programs/disciplines with a forum to assess student academic achievement in a variety of knowledge and skills based areas by integrating their educational experiences. Programs using this form of assessment include most health programs and the law academy.

2. Embedded assessments - Assessment practices embedded within courses generate information about what and how students are learning within the programs/disciplines. This form of assessment takes advantage of existing curricular strategies. Common embedded assessments include student projects, performances, papers, and questions placed in course assignments. These projects, papers or questions are intended to assess student outcomes. Embedded assessments are incorporated into all sections of the particular course or discipline whether taught by full-time faculty or part-time instructors. The student work and/or responses are evaluated by faculty or outside reviewers to determine if students are achieving the academic goals established by programs. Programs using embedded examinations include Accounting, Art, English, Interior Design, and the Paralegal Program.
3. Internship Performance - Performance in a real-world setting is assessed through the use of a rubric. Students are assessed in their program/discipline specific job skills, knowledge and in their ability to interact professionally. Examples of programs using Internship performance assessments include Physical Therapist Assistant, Nursing, and Medical Laboratory Technology.
4. National licensure, certification, or professional examination - These standardized tests are developed by outside, professional organization to assess general knowledge in a discipline. Examples include the Automotive Service Technology exam (ASE), CISCO Certified Network Associate exam, Law Enforcement Academy exam (POST: Peace Officer Standard and Training), Mortuary Science National Board Exam, Registered Nursing exam (NCLEX: National Council Licensing Examination), as well as many others.
5. Portfolio assessment - Portfolios are collections of student work that exhibit, to the faculty and student, the student's progress and achievement in a program or discipline of study. A portfolio used for assessment purposes can include research papers and reports, examples of student work, projects, self-evaluations, journals, case studies, as well as others.
6. Pre/Post Testing - This form of assessment is used to determine what a student has learned. A test or similar assignment is given at the beginning of a course or program and a similar test or assignment is given at the end. This form of assessment is helpful in measuring both cognitive and attitudinal development.
7. Standardized Examinations - There are two types of standardized tests: norm-referenced and criterion-referenced examinations. Norm referenced exams describe performance in comparison to others, while criterion-referenced exams describe student performance directly and judges that performance by some preset standard. NEO requires students take a standardized examination upon matriculation, called the Computerized Placement Test (CPT). The CPT assesses basic skills and readiness for college education. This helps students begin course work at the appropriate level, which can improve student academic success. The CPT assesses reading, writing, and math and/or algebra skills. Based on the student's performance, students are counseled into classes most appropriate for them. Some departments use standardized examinations to assess the ability of students to analyze and solve problems, understand relationships, and interpret material.
8. Surveys and Interviews - Data gathered by these measures are an indirect assessment of student learning since they measure satisfaction and impressions of educational

experiences rather than knowledge and skills acquired. However, when combined with direct measures of learning, indirect assessments can provide a comprehensive view of means to enhance student academic achievement.

- a. Graduate surveys - Graduate surveys have assisted in understanding the educational needs of our students. Students can provide us with important information about both our curriculum and CO-curricular activities. Information can include student insights on educational experiences, what they like or dislike about different instructional approaches, impressions about the classroom environment, program equipment and technology levels, and perceived benefits from student and instructional support services.
- b. Employer surveys - Employer surveys provide useful information about the curriculum, programs, and students that other forms of assessment cannot provide. Employers provide information about skill levels of recent graduates, abilities to communicate effectively verbally and in writing, specific program competencies, and abilities to utilize current program-specific technology. Employer surveys help us determine the relevance of educational experiences and programs.

### **Responsibility of the Faculty**

An important characteristic of an effective assessment program is that it is "faculty-owned and driven." In essence, this means that there must be active and ongoing participation in all phases/stages of assessment. This is important because the curriculum is the under purview of the faculty. Assigning intended outcomes is a faculty responsibility; therefore, assessing the curriculum should be as well. Faculty must also use the results of the assessment data to strengthen and improve the curriculum and to improve student learning. Faculty assessment activities include:

- Conduct classroom assessments in order to focus student learning and implement instructional strategies in support of improving student learning outcomes.
- Participate in planning and conducting discipline/program assessments and then collaborate with colleagues to improve discipline/program outcomes.
- Cooperate with college-wide assessment activities, such as the CPT, graduate and employer surveys.
- Representation on the Assessment Committee, which leads the assessment efforts at the college.

### **Responsibility of the Students**

In order for assessment to work, students must be active participants. Assessment information that directly demonstrates student learning starts with the students themselves. The basic responsibilities of our students are to participate in both the direct assessment activities (tests, products, portfolios, etc.) and indirect assessment activities (interviews, surveys, focus groups, etc.). Other roles that students can assume in assessment are: participated in assessment activities, provide feedback and comments on activities, and facilitate assessment activities by acting as assessors themselves (critiquing class projects and presentations of others students & group work evaluation)

**Responsibility of Administration** Responsibility for assessment is college-wide and is shared by faculty, staff, students, and administration. While the primary responsibility for assessment of student academic achievement rests with faculty, administrators play a crucial role in management and delivery of resources and in the provision of effective responses to challenges. Administrator responsibilities include:

- Encourage and support outcomes assessment at all levels
- Facilitate faculty, discipline and program changes as designed by faculty in response to assessment findings
- Encourage cross-division and institution-wide dialogues and activities supporting assessment efforts
- Strengthen and support curriculum, discipline/program, and student support services where challenges have been identified through assessment activities
- Express publicly personal and institutional commitment to assessment of student learning and use of its results by department chairs and other academic administrators
- Use of professional development grants and other incentives, recognition, and rewards for faculty involved in assessment activities at the departmental, divisional, and institutional level
- Integrate the assessment process into the planning and budgeting processes of the institution so that academic approved plans for measuring student learning, costs associated with carrying them out, and subsequent changes to the academic units wish to test to determine if they would increase student academic achievement, are routinely incorporated into academic units' plans and budget requests.

### **Assessment Timeline, Activity, and Meeting Minutes**

#### **Timeline**

Fall 2005

Sept – Oct      Program Assessment Workshops

December      Program Assessment Plans Due

Spring 2006

Jan-May      Begin Implementation of Program Assessment Plans

Jan-May      Assessment Workshops

May          Program assessment report for the year due at the end of May

#### **Detailed Assessment Activity and Minutes 2005 - 2006**

August 20, 2006      The assessment committee met and discussed the timeline for assessment activities for the 2006-07 school year. Also agreed to incorporate the gen ed goals into the program assessment plans. The program plans should be completed by the end of the fall 2006 semester and implementation should begin in fall of 2006. In addition workshops should be conducted by the assessment coord. during the year. Next meeting scheduled for October (date undecided at this time).

Sept 28, 2006 Program Assessment workshop by Ron Lawson – 8 to 9:30 – Copen Hall

Oct 03, 2006 Assessment committee meeting. The committee agreed that the coordinator (Ron Lawson) should begin reviewing each program assessment plan with every program director. Also another workshop scheduled for November (date undecided at this time) .

Oct 09 – Dec 1, 2005 Reviewed program assessment plans and visited with the program directors to discuss their assessment plan and implementation.

Nov 07, 2006 Assessment workshop – Ron Lawson – 8-9:30 – Copen Hall

Nov 21, 2006 Assessment workshop – Ron Lawson – 8-9:30 – Copen Hall

Jan 16, 2007 Assessment committee meeting – discussed adding to the list of Gen Ed goals – current goals include: communication, critical and analytical thinking – no consensus was reached at this time.

Feb – May, 2007 Continued meeting with program directors to discuss the assessment plans.

Feb 27, 2007 Assessment workshop – Ron Lawson – 8-9:30 – Copen Hall

**Administrative Office Support - Associate in Applied Science**  
**NEO A&M College**  
**Program Assessment Plan**

**Mission**

This curriculum prepares the student for entry-level employment in Administrative Office Support. The program provides the opportunity to develop skills to meet office needs for document processing, machine transcription, accounting, information processing, and other office support procedures. The core courses are: Financial Accounting Procedures 1, Excel Spreadsheets, Production Keyboarding, Microsoft Office, and Microsoft Word for Windows.

**Learning Objectives Specific to Accounting**

Students should be able to:

1. Analyze the affects of business transactions on the accounting equation using the system of debits and credits, journalize and post transactions to the general ledger and appropriate accounts and make adjusting and closing entries
2. Prepare the following financial statements: income statement, balance sheet, statement of owner's equity, and statement of cash flows

**Learning Objectives Specific to Excel Spreadsheets**

Students should be able to:

1. Design, enter, edit and format data in cells
2. Create and modify basic formulas and functions
3. Filter and sort data from lists
4. Create and modify charts based on worksheet data

**Learning Objectives Specific to Production Keyboarding**

Students should be able to:

1. Meet minimum standards for speed and accuracy
2. Correctly format various business documents
3. Identify and count typing errors and determine speed

**Learning Objectives Specific to Microsoft Office**

Students should be able to:

1. Design, create, and edit business correspondence in Microsoft Word
2. Design, enter, edit and format data in cells
3. Create and modify basic formulas and functions
4. Create and modify tables and reports and perform filters and queries
5. Create and edit presentations and apply animation schemes and transitions to slides

## **Learning Objectives Specific to Microsoft Word**

Students should be able to:

1. Create and edit multi-page documents with Microsoft Word
2. Develop and format tables, charts and diagrams
3. Create and modify styles and templates

### **Assessment Tools:**

Projects will be used for Accounting, Excel, Production Keyboarding, Microsoft Office, and Microsoft Word assessment. In addition, we are considering using pre and post tests to assess learning.

## Excel – OIS 2033

### Assessment Tool for Excel Spreadsheets Learning Objective 1

1. Students should be able to design, enter, edit and format data in cells.

Students are to organize the worksheet so that it looks like the following table. The new worksheet should have inventory items organized by supplier, with proper headings inserted. Some of the data is out of order and needs to be moved. Remember to bold appropriate data.

Heading: Inventory Purchase Worksheet

<b>Item</b>	<b>Ordering Code</b>	<b>Quantity</b>
<b>Mega Computer Manufacturers</b>		
Mega X-39 Computers	X-39-25873	20
Mega X-40 Computers	X-40-25880	24
Mega X-41 Computers	X-41-25881	28
<b>Xenon Paper Source</b>		
Xenon Letter Size White Paper	LT-W-45822	70
Xenon Letter Size Color Paper	LT-C-45823	10
Xenon Legal Size White Paper	LG-W-45824	40
Xenon Legal Size Color Paper	LG-C-45825	5
<b>MarkMaker Pen Co.</b>		
MarkMaker Blue Ball Point Pens	MM-BI-43677	120
MarkMaker Black Ball Point Pens	MM-Bk-43678	100
MarkMaker Red Ball Point Pens	MM-R-43679	30

The following inventory item has been accidentally excluded from the worksheet. Add the item by using the Fill Down command and then editing the copied data.

Item	Ordering Code	Quantity
MarkMaker Green Ball Point Pens	MM-G-43680	30

Delete the following items.

Item	Ordering Code	Quantity
Mega X-39 Computers	X-39-25873	20

Change the page orientation to landscape. Save, print, and close the file.

### Rubric for Learning Objective 1

	Points
Type in data correctly	1
Heading applied appropriate formatting	1
Add: MarkMaker Green Ball Point Pens	1
Delete: Mega X-39 Computers	1
Change page orientation to landscape	1
Total Points Possible	5

**Benchmark:** All students will be expected to achieve 80% accuracy or better.

**Results** - Assessed 14 Excel students – 93% performed at 80% or better (Two (2) had 100% accuracy) – 7% performed at less than the benchmark of 80%. Concerned about the students who did not meet benchmark, student had special needs. Informed student of services available on campus and gave more one-on-one in class instruction.

**Assessment Tool for Excel Spreadsheets Learning Objective 2**

2. Students should be able to create and modify basic formulas and functions.

Students are to complete the following worksheet so that opinions can be formed on the performance of each player.

- Enter the formula in J5 that sums the values in B5:I5.
- Copy the formula in J18 that sums the values in B18:I18.
- Copy the formula in J18 to J19:J24.
- Enter a function formula in B12 that averages the game points in B5:B11
- Enter a function formula in B13 that determines the standard deviation of the game points in B5:B11.
- Enter a function formula in B14 that counts the number of entries in B5:B11.
- Copy the formula in B12:B14 to C12:I14.
- Enter a function formula in B25 that averages the rebounds in B18:B24.
- Enter a function formula in B26 that determines the standard deviation of the rebounds in B18:B24.
- Enter a function formula in B27 that counts the number of entries made in B18:B24.
- Copy the formulas in B25:B27 to C25:I27. Save and print the file.

**TUCSON COYOTES PROFESSIONAL BASKETBALL  
PRESEASON STATISTICS**

**Points**

<u>Opponent</u>	<u>Albert</u>	<u>Cho</u>	<u>Decke</u>	<u>Farne</u>	<u>Johns</u>	<u>Maso</u>	<u>Perez</u>	<u>Rowe</u>	<u>Coyote</u>	<u>Opponent</u>
<u>t</u>	<u>s</u>		<u>r</u>	<u>r</u>		<u>n</u>		<u>e</u>	<u>e</u>	<u>t Total</u>
									<u>Total</u>	
Tulsa	2	10	22	6	18	8	5	10		79
Omaha	6	13	28	7	16	6	4	12		80
St. Louis	4	14	26	4	8	5	8	8		81
Kansas	2	15	19	6	22	7	6	6		80
C.										
New Orleans	3	9	25	8	18	8	4			74
Cincinnati	5	11	21	10	5	10	5			75
Memphis	2	13	29	4	10	9	6			70
<b>Average</b>										
<b>Std Dev</b>										
<b>Count</b>										

**Rebounds**

<u>Opponent</u>	<u>Albert</u>	<u>Cho</u>	<u>Decker</u>	<u>Farner</u>	<u>Johns</u>	<u>Mason</u>	<u>Perez</u>	<u>Rowe</u>	<u>Coyote</u>	<u>Opponent Total</u>
Tulsa	2	14	7	3	6	3	3	4		40
Omaha	1	10	5	2	5	2	3	2		32
St. Louis	2	13	3	0	4	3	2	1		38
Kansas	3	8	4	6	3	4	3	0		30
C. New Orleans	1	6	6	4	5	5	4			32
Cincinnati	2	12	5	3	4	4	5			30
Memphis	3	15	4	2	4	3	2			30
<b>Average</b>										
<b>Std Dev</b>										
<b>Count</b>										

### Rubric for Learning Objective 2

	Points
Enter formula in J5 to sum values in B5:I5 =SUM(B5:I5)	1
Copy down J11	1
Enter formula in J18 to sum B18:I18 =SUM(B18:I18)	1
Copy down J24	1
Enter formula to average B5:B11 =AVERAGE(B5:B11)	1
Enter formula to get standard deviation =STDEV(B5:B11) in B13	1
Entered =COUNT(B5:B11) in B14	1
Formulas in B12:B14 copied to C12:I12	1
Entered =AVERAGE(B18:B24) in B25	1
Entered =STDEV(B18:B24) in B26	1
Entered =COUNT(B18:B24) in B27	1
Formulas in B25:B27 copied to C25:I27	1
<b>Total Points Possible</b>	<b>12</b>

**Benchmark:** All students will be expected to achieve 70% accuracy or better.

**Results** - Assessed 14 Excel students – 86% performed at 80% or better – 14% performed at less than the benchmark of 80%. Concerned about the students that fell below the benchmark, I checked their attendance. Lack of attendance was the main reason for those falling below the benchmark.

### Assessment Tool for Excel Spreadsheets Learning Objective 3

3. Students should be able to filter and sort data from lists.

Students will use the data below, to sort the list by Division, then by Last Name, and then by First Name.

Print each division on a separate page. Change page setup to landscape orientation so the data in rows 1 through 4 prints across the top of every page. Save and workbook, and then close it.

#### New Lock Corporation Employee List

Last Name	First Name	Address	City	State	Zip Code	Telephone	Division
Baines	Bill	Rt.4, Box 19 779 Grove	Edgerton	Ohio	46722	292-555-1437	East
Clavell	Fugi	Lane 14 Woodland	Celina	Ohio	46729	292-555-7777	East
Gebal	Barbara	Rd.	Celina	Ohio	43443	292-555-4924	East
Hassell	Sue	P.O. Box 609	Celina	Ohio	43447	292-555-5241	East
Khorjin	Fugi	P.O. 4225 1423 First	Celina	Ohio	43447	292-555-9223	East
Crawford	Katie	Street P.O. Box	Celina	Ohio	43447	292-555-3199	North
Keplinger	Joann	47654 1425 First	Celina	Ohio	43447	292-555-6712	North
Langford	Kate	Street Rt. 4, Box	Celina	Ohio	43447	292-555-4444	North
Lanquez	JoAnne	399 Rt.4, Box	Celina	Ohio	44112	292-555-6677	North
Dominquez	Gary	332 Rt.3, Box	Celina	Ohio	44112	292-555-0089	South
Gonzalez	Lisa	157 P.O. Box	Celina	Ohio	44112	292-555-9987	South
Holder	Howard	1910 Rt.3, Box	Celina	Ohio	44127	292-555-2705	South
Hussam	Ali	9090 14 Jones	Celina	Ohio	44131	292-555-5875	South
Ascot	David	Lanes Rt.4, Box	Celina	Ohio	44467	292-555-6192	West
Bennett	William	244 Rt.3, Box	Celina	Ohio	43444	292-555-5558	West
Caldwell	Sue	265	Janesville	Ohio	43448	292-555-1754	West
Colmenaros	Gary	P.O. Box 22	Celina	Ohio	43455	292-555-6509	West

Dominquez	David	265 River Road	Celina	Ohio	43459	292-555-2071	West
Giraddelli	Lilly	P.O. Box 499	Celina	Ohio	43449	292-555-2388	West

**Rubric for Learning Objective 3**

	Points
Sort by Division, then by Last Name then by First Name	3
South Division printed list	1
North Division printed list	1
East Division printed list	1
West Division printed list	1
Landscape orientation	1
Row 1 through 4 ( Headings) printed across top of each page.	2
Total Points Possible	10

**Benchmark:** All students will be expected to achieve 80% accuracy or better.

**Results** - Assessed 14 Excel students – 79% performed at 80% or better (Nine (9) had 100% accuracy) – 21% performed at less than the benchmark of 80%. Concerned about the students that fell below the benchmark, I checked their attendance. Lack of attendance was the main reason for those falling below the benchmark.

**Assessment Tool for Excel Spreadsheets Learning Objective 4**

4. Students should be able to create and modify charts based on worksheet data.

Using the data files below, illustrate the corporation’s growth by charting the sales and income levels.

Create a line chart with markers in a chart sheet from the data in A5:F7.

Title the chart Revenue and Income of Radiation Software Corporation

Title the Y-axis (in Thousands). No X-axis title is needed.

Place a legend that distinguishes revenue from income at the bottom of the chart.

Name the chart sheet Revenue Chart.

Change the font size of the chart title to 18 points.

Change the font size of the X (horizontal) axis and & (vertical) axis labels to 14 points.

Change the font size of the Y –axis title to 12 points and make it bold.

Change the font size of the legend labels to 14 points.

Save the file. Print the chart. As you view the printed chart, determine whether the company’s sales have decreased, increased, or remained stable.

Change the type of chart to a clustered column chart.

Save the file. Print the chart and close the file.

***Radiation Software Corporation***

<b>(in thousands)</b>	<b><u>Year Ended December 31</u></b>				
	<b><u>2000</u></b>	<b><u>2001</u></b>	<b><u>2002</u></b>	<b><u>2003</u></b>	<b><u>2004</u></b>
Net Revenues	\$2,700	\$3,800	\$4,600	\$6,000	\$8,600
Net Income	700	900	1,200	1,500	2,300
Total Assets	2,700	3,900	5,300	7,300	10,000
Stockholders' Equity	2,200	3,300	4,400	5,200	7,000
Return on Net Revenues	25.9%	23.7%	26.1%	25.0%	26.7%

**Rubric for Learning Objective 4**

	Points
Create a line chart	1
Title Chart Revenue and Income of Radiation Software Corporation	1
Title Y-axis (in Thousands)	1
No X-axis title	1
Legend at the bottom	1
Name Chart Sheet – Revenue Chart	1
Change size of title to 18 points	1
Change size of X-axis and Y-axis labels to 14 points	1
Change size of Y-axis title to 12 points	2
Change size of font on legend to 14 points	1
Change chart to clustered column chart	2
<b>Total Points</b>	<b>13</b>

**Benchmark:** All students will be expected to achieve 80% accuracy or better.

**Results** - Assessed 14 Excel students – 93% performed at 80% or better. 7% (one student) performed at less than the benchmark of 80%. Concerned about the student that fell below the benchmark, I checked their attendance. Lack of attendance was the main reason for the student falling below the benchmark.

**Assessment Tool for Excel Spreadsheets Learning Objectives 1-4**

Students should be able to:

1. design, enter, edit and format data in cells
2. create and modify basic formulas and functions
3. filter and sort data from lists
4. create and modify charts based on worksheet data

## **Excel** *Capstone Project*

The final project is designed to allow you to demonstrate your skills using Excel software. Approach the project as if you have been asked to complete the job and turn it in to your supervisor. **A professional appearance is essential.**

The following directions are given as minimum guidelines for the grad listed, but you are not limited to them. Select a project relevant to your job, school, home, etc. Confirm your project with your instructor before starting. Be sure your work is neat and complete.

**Important: The final project will be averaged together with the Introductory Excel and Advanced Excel tests.**

**NOTE: Any obvious errors, lack of clarity, professionalism or readability will lower your grade as determined subjectively by your instructor.**

### **For a Grade of C (Base grade of 70)**

- \_\_\_\_\_ 1. Create a worksheet to illustrate some data of your choice.
- \_\_\_\_\_ 2. Include worksheet headings and column and row labels. Be certain the heading are descriptive of the information included in the worksheet and are clearly stated.
- \_\_\_\_\_ 3. Include formulas to total your column and row numbers.
- \_\_\_\_\_ 4. Create a chart on a separate page using some data from your worksheet. Include Chart titles, and X-axis and Y-axis titles. The chart can be a line, bar, stacked-bar, mixed or pie. **You select the chart type that best illustrates your data.**
- \_\_\_\_\_ 5. Format all data with currency, percent, etc., as appropriate.

### **For a Grade of B (Base grade of 80)**

**You must complete the steps for a Grade of C and the following steps:**

- \_\_\_\_\_ 1. Add borders and/or shading as needed to present your worksheet and chart professionally.
- \_\_\_\_\_ 2. Use font styles and font size commands to call attention to titles.
- \_\_\_\_\_ 3. Include a Summary Page (or summary section, depending upon the length of your worksheet) using functions such as Average, Minimum, and Maximum.

### **For a Grade of A (Base grade of 90)**

**You must complete the steps for a Grade of C, the steps for a Grade of B and the following steps:**

\_\_\_\_ 1. Embed a chart on the pages with your worksheet using a different set of data from your worksheet than was used from the chart in the “Grade of C” instructions.

**NOTE:** *A person who looks at your chart for the first time without any other background information should be able to understand your chart.*

**Grading Note:** The project will be graded using both objective and subjective grading.

**Objective Checklist Grading:** Check off each step as completed. The instructor will do the same to determine if you have completed all the steps necessary to qualify for the base grade designated. If one of the steps is omitted, your base grade will drop to the next lower grade.

To qualify further for a base grade of 100, it will be necessary to complete additional steps related to your project. For example, a text box to call attention to some part of your chart, linking two files, rounded corners on charts, cover sheet, etc.

These are just examples, the students should list the extra steps included in their project. Each extra step will count one point. **List your extra steps here and return this form with your project.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

If you complete ten extra steps, your base grade will be 100 and will then be graded subjectively. **Subjective Grading:** The project will be graded the second time to determine if the formulas are correct, if the chart is understandable and clearly depicts your data, if the project is presented professionally, if there are misspelled words, etc.

## **Assessment Tool for Excel Spreadsheets Learning Objectives 1-4**

**Excel**  
*Capstone Project*  
*Grading Rubric*

The final project is designed to allow you to demonstrate your skills using Excel software. Approach the project as if you have been asked to complete the job and turn it in to your supervisor. **A professional appearance is essential.**

The following directions are given as minimum guidelines for the grad listed, but you are not limited to them. Select a project relevant to your job, school, home, etc. Confirm your project with your instructor before starting. Be sure your work is neat and complete.

**Important: The final project will be averaged together with the Introductory Excel and Advanced Excel tests.**

**NOTE: Any obvious errors, lack of clarity, professionalism or readability will lower your grade as determined subjectively by your instructor.**

**For a Grade of C (Base grade of 70)**

- \_\_\_\_\_ 1. Create a worksheet to illustrate some data of your choice. (15 pts)
- \_\_\_\_\_ 2. Include worksheet headings and column and row labels. Be certain the heading are descriptive of the information included in the worksheet and are clearly stated. (15 pts)
- \_\_\_\_\_ 3. Include formulas to total your column and row numbers. (15 pts)
- \_\_\_\_\_ 4. Create a chart on a separate page using some data from your worksheet. Include Chart titles, and X-axis and Y-axis titles. The chart can be a line, bar, stacked-bar, mixed or pie. **You select the chart type that best illustrates your data.** (15 pts)
- \_\_\_\_\_ 5. Format all data with currency, percent, etc., as appropriate. (10 pts)

**For a Grade of B (Base grade of 80)**

**You must complete the steps for a Grade of C and the following steps:**

- \_\_\_\_\_ 1. Add borders and/or shading as needed to present your worksheet and chart professionally. (3 pts)
- \_\_\_\_\_ 2. Use font styles and font size commands to call attention to titles. (3 pts)
- \_\_\_\_\_ 3. Include a Summary Page (or summary section, depending upon the length of your worksheet) using functions such as Average, Minimum, and Maximum. (4 pts)

**For a Grade of A (Base grade of 90)**

**You must complete the steps for a Grade of C, the steps for a Grade of B and the following steps:**

- \_\_\_\_\_ 1. Embed a chart on the pages with your worksheet using a different set of data from your worksheet than was used from the chart in the “Grade of C” instructions. (10 Pts)

**NOTE: A person who looks at your chart for the first time without any other background information should be able to understand your chart.**

**Grading Note:** The project will be graded using both objective and subjective grading.

**Objective Checklist Grading:** Check off each step as completed. The instructor will do the same to determine if you have completed all the steps necessary to qualify for the base grade designated. If one of the steps is omitted, your base grade will drop to the next lower grade.

To qualify further for a base grade of 100, it will be necessary to complete additional steps related to your project. For example, a text box to call attention to some part of your chart, linking two files, rounded corners on charts, cover sheet, etc.

These are just examples, the students should list the extra steps included in their project. Each extra step will count one point. **List your extra steps here and return this form with your project.**

11. Macros (3 pts)
12. Linking two files (3 pts)
13. Text box (2 pts)
14. Rounded corners on charts (1 pt)
15. Cover Sheet (1 pt)
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

If you complete ten extra steps, your base grade will be 100 and will then be graded subjectively.

**Subjective Grading:** The project will be graded the second time to determine if the formulas are correct, if the chart is understandable and clearly depicts your data, if the project is presented professionally, if there are misspelled words, etc.

**Benchmark:** All students will be expected to achieve 70% accuracy or better.

**Results** - Assessed 13 Excel students – 100% performed at 70% or better. None performed at less than the benchmark of 70%.

Student performance in the capstone class did not expose any significant problems in terms of overall curriculum content. In fact, the excellent quality of the completed projects demonstrates that students have gained the knowledge and experiences necessary to market that skill in helping them find a better job or position with a company.

One problem did appear that involved a few students. When evaluating the students' projects the quality of their work was affect because of the quality of the printed document. There is a need for a faster and better color printer. Student's encountered the printer being out of service when printing their project. There is not one color printer available for computer labs. Students need to use a color printer when printing their some of their assignments, tests and projects. We do not have a printer available for student use.

**Microsoft Office – OIS 2503  
2005 – 2006**

**Assessment Tool for Microsoft Office Learning Objective 1**

1. Students should be able to design, create, and edit business correspondence in Microsoft Word.

You are a volunteer for the L.E.A.D. Agency. The organization has asked you to create a letter in Word so the agency can send out a mass mailing inviting speakers to the 2007 Tar Creek conference.

To start off, you'll create a letterhead for the 9th National Tar Creek Conference. Create a new file with the addresses listed below in Excel then do a mail merge. You will also need to document the time you spent on this project. Prepare a chart, table or some type of graphic that reflects your time spent working on this project/test to present to the Board of Directors.

1. Create a letterhead for your letter. It should not be more than 1 1/4" tall. The information shown below should be included in the letterhead. You can also check out their website <http://www.leadagency.org> to retrieve graphics that maybe used in this letterhead.

L.E.A.D. Agency, Inc.  
Local Environmental Action Demanded  
19257 S. 4403 Drive  
Vinita, OK 74301

2. Save the Word document as **Invitation-letter**.
3. Enter the information below. Save the file as **TarCreek**.
4. Name the Sheet: **Addresses**.

First Name	Last Name	Company Name	Address Line 1	Address Line 2	City	State	ZIP Code
▶ Meredith	Michaels		23 Stow St.		Syracuse	NY	13219
Matthew	Geld	Geld Associates	56 Main Street	Suite 101	Albany	NY	15347
Alexandra	Marshall		89 Cambridge Turnpike		Concord	MA	01742
Anita	Weld	Weld, Hill, and Brokaw	456 State Street	Suite 794	Boston	MA	02178
Daniel	Weizenbaum		396 Lowell Road		Philadelphia	PA	32980
Maple	Brown		923 Lincoln Road		San Francisco	CA	97384

5. Open **Invitation-letter.doc** and write the letter shown below. Use a formal block style letter format when creating this document.

Dear xxxxx,

LEAD Agency, Inc. would like to invite you to speak at the 8<sup>th</sup> National Tar Creek Conference. It will be held May 4 – 5, 2006 at the Miami Civic Center. It would be an honor to have you attend this year's conference.

The Tar Creek Conference is designed to present ideas, current research and plans for solutions. The conference provides a way to bring the state, federal agencies, academia, and tries together for a team approach at the site, while allowing for involvement with the affected community members and students.

A united effort is needed and that is what we are trying to bring together at this year's conference, as we look at ways to restore the land and waters and protect human health. With your concerns about these issues, we felt you would want to come this year.

I look forward to seeing you in Miami on May 4 & 5.

Please let us know if you will be able to attend. We will work with you and your office for scheduling. Feel free to contact us at 918-256-5269 if you have questions on the agenda.

With Respect,

Rebecca Jim

Executive Director

6. Do a Mail Merge and save as **Mergedletter**.

### Rubric for Learning Objective 1

	Points
Create a Letterhead – 1 1/4" tall, data entered correctly	10
Inserted graphics in letterhead	2
Type addresses name file Addresses	10
Type the letter using formal block style.	20
Do a Mail Merge using the addresses	10
Total Points Possible	52

**Benchmark:** All students will be expected to achieve 80% accuracy or better.

**Results** - Assessed nine (9) Microsoft Office students – 67 % performed at 80% or better. 33% performed at less than the benchmark of 80%. Concerned about the students that fell below the benchmark, I checked their attendance. Lack of attendance was the main reason for the student falling below the benchmark.

## Assessment Tool for Microsoft Office Learning Objectives 2 and 3

- Students should be able to design, enter, edit and format data in cells.
- Students should be able to create and modify basic formulas and functions.

Students will use the files provided below, enter, edit, modify and create basic formulas and functions.

- On the Bonuses worksheet, select cell C13 using the Go To command. Enter the formula  $.2 * \text{AVERAGE}(C4:C19)$ . Enter the formula  $.1 * C13$  in cell C14. Use the Paste Special command to paste the values and formats in B4:B10 to G4:G10, then save your work.
- Name cell C13 Dept\_Bonus. Name cell C14 Project\_Bonus. Select the range C4:C10 and name it Base\_Pay. In cell E4, enter the formula  $\text{Dept\_Bonus} * D4 + \text{Project\_Bonus}$ . Copy the formula in cell E4 into the range E5:E10. Format range E4:E10 with the Comma style, using the Style dialog box. Select the range E4:E10, if necessary, and name it Bonus\_Total. In cell F4, enter the formula that sums Base\_pay and Bonus\_Total. Copy the formula in cell F4 into the range F5:F10. Format range F4:f10 with the Comma Style, using the Style dialog box.
- Select range E4:F11. Enter the totals using AutoSum. Check the formulas in cells E11:F11 to make sure they are correct. Format range E11:F11 with the Currency style. Enter your name in cell A18,
- In cell D6, Merit Pay sheet, enter the formula  $B6 + 183$ . Copy the formula in cell D6 into range D7:D14. Use the NOW function to insert the date and time in cell A3. In cell E18, enter the text Last Pay Date for Year, and in cell G18 use the Date function to enter the date 12/31/2006.
- In cell F6, enter the formula  $\text{IF}(C6 - 5, E6 * 0.05, 0)$ . Copy the formula in cell F6 into the range F7:F14. Apply the Comma style with no decimal places to F6:F14.
- In cell C19, enter a function to calculate the average salary in the range E6:E14. In cell C20, enter a function to calculate the largest bonus in the range F6:F14. In cell C21, enter a function to calculate the lowest performance rating in the range C6:C14. In cell, C22, enter a function to calculate the number of entries in range A6:A14. apply the Comma style with no decimal places to C19:C22. Enter you name into cell A28. Save, preview, and print worksheet.
- In cell B9, Loan sheet, use the Insert Function to enter the formula  $\text{PMT}(B5/12, B6 - B4)$ . In cell B10, enter the formula  $B9 * B6$ . AutoFit column B. In cell B11, enter the formula  $B10 - B4$ . Enter you name in cell A15. Save, preview, and print the worksheet.

Bonuses

### *MediaLoft*

#### **Annual Managers' Bonus Allocation**

Employee ID	Name	Base Pay	% of Dept. Total Pay	Bonus Total	Base+ Bonus
10025	Shimada	59,000	19%		
18847	Kim	39,500	13%		
17788	Alber	28,000	9%		
12353	Delgado	46,500	15%		
15432	DeNiro	39,500	13%		

15288	Abbott	50,500	16%
14287	Wegman	49,000	16%
<b>Dept. Total</b>		<b>\$ 312,000</b>	<b>100%</b>

Bonus Dollars to Allocate:  
Special Project Bonus:

Merit Pay

*Human Resources Department*

**Merit Pay Summary**

<b>Last Name</b>	<b>Performance Review Date</b>	<b>Performance Rating</b>	<b>Next Perf. Review Due</b>	<b>Salary</b>	<b>Bonus</b>	<b>Total Pay</b>
Barradas	2/1/2006	5		19,840		19,840
Gray	3/1/2006	3		26,700		26,700
Greenwood	7/1/2006	4		33,200		33,200
Hensley	4/1/2006	5		25,500		25,500
Kimball	3/1/2006	3		37,500		37,500
Manchevski	5/1/2006	5		36,500		36,500
Martin	6/1/2006	4		37,500		37,500
Smith	1/1/2006	3		28,600		28,600
Storey	9/1/2006	5		29,700		29,700
				<b>\$ 275,040</b>	<b>\$ -</b>	<b>\$ 275,040</b>

<b>Department Statistics</b>	
Average Salary	
Highest Bonus	
Lowest Performance Rating	
Number of Employees	

Loan

*Human Resources Department*

**Loan Quote for Information System**

<i>Loan Amount</i>	38,000
<i>Interest Rate</i>	7.25%
<i>Term in Months</i>	24

<b>Monthly Payment:</b>	
<b>Total Payments:</b>	
<b>Total Interest:</b>	

## Rubric for Microsoft Office Learning Objective 2

<b>Description</b>	<b>Pts</b>
<b><u>Bonuses Sheet</u></b>	<b>2</b>
Cells F4:F10 sum base pay and bonus pay for each employee.	
=0.2*AVERAGE(C4:C10) is entered in cell C13. =0.1*C13 is entered in cell C14.	<b>2</b>
Contents of cells B4:B10 are pasted to cells G4:G10.	<b>2</b>
Cell C13 is named Dept_Bonus. Cell C14 is named Project_Bonus. Cells C4:C10 are named Base_Pay.	<b>3</b>
Formulas in cells E4:E10 use cell and range names to calculate the bonus total for each employee.	<b>3</b>
Totals are calculated using the SUM function in cells E11:F11.	<b>2</b>
<b><u>Merit Pay Sheet</u></b>	<b>2</b>
NOW function is used in cell A3 to display the current date.	
Cells F6 uses the function IF(C6=5, E6*.05,0). The formula is copied to cells F7:F14, and the Comma style (no decimal places) is applied.	<b>4</b>
Date function is used in cell G18 to enter 12/31/2006; "Last Pay Date for Year" is entered in cell E18.	<b>2</b>
Statistical functions are entered: C19 = average salary of E6:E14 (30,560). C20 = the largest bonus (1,825) C21 = lowest performance rating (3) C22 = count of employees (9)	<b>8</b>
<b><u>Loan Sheet</u></b>	<b>4</b>
Monthly payment, total payment, and total interest formulas are entered in cells B9:B11.	
The worksheet is printed on one page, in landscape orientation, with the formulas displayed.	<b>4</b>
<b>TOTAL POSSIBLE POINTS:</b>	<b>38</b>

### Benchmark

All students will be expected to achieve 80% accuracy or better.

### Results

Assessed nine (9) Microsoft Office students – 78 % performed at 80% or better. 22% performed at less than the benchmark of 80%. Concerned about the students that fell below the benchmark, I checked their attendance. Lack of attendance was the main reason for the student falling below the benchmark.

## Assessment Tool for Microsoft Office Learning Objective 4

4. Students should be able to modify tables and reports and perform filters and queries.

1. Create a Table in Access using the information in the table below.

ID1	Invest	Date	Amount
1	1	3/7/2006	\$250,000.00
2	2	1/14/2006	\$100,000.00
3	3	2/7/2006	\$40,000.00
4	3	5/7/2006	\$40,000.00
5	4	6/1/2006	\$500,000.00

2. Make ID1 the Primary Key. Save the Table as Investments.

3. Create another Table using the information below. Make Invest the Primary Key.

4. Save the Table as Investors.

Invest	Title	First Name	Last Name	Street	City	State	ZIP
1	Mr.	Don	Johnson	500 Tremont Street	Boston	MA	02116
2	Ms.	Mary	Carey	4500 Granite Street	Chicago	IL	60645
3	Mr.	George	Bush	400 Green Street	Seattle	WA	98055
4	Mr.	Brad	Henry	44416 Bay Boulevard	Miami	OK	74354
5	Ms.	Betty	Clinton	1980 West Central	Miami	OK	74354
6	Ms.	Brenda	Green	4670 Sunset Strip	Creston	IA	70435

5. Create a Relationship between **Investments** and **Investors** using the related field Invest.

6. Save and close both Tables.

7. Use the wizard to create a Query. Add All Fields from the Investors table.

8. From the Investments table, add the fields Date and Amount.

9. Save the Query as 2006 Investors. Close the 2006 Investors query.

10. Start Word, set all four margins at 1”.

11. Format the text required for the form letter using block formatting.

Norsemen  
◆◆◆  
2208 East Mercer Street ◆ Miami, OK 74354  
Phone (918) 555-1212 Fax (918) 555-5555

Current date

Dear

I am pleased to send you the Norsemen results for the first three months of calendar year 2006. The past quarter has been an exciting time for our business. We have added several new products to our growing outdoor equipment line, including the Family Fun set and a line of vacation packages. Our investors were hard at work this year. Listed below are the top recruiters for Norsemen.

*(Title), (Last Name) (Date), (Amount)*

Our total sales volume rose 4% over the previous year's first quarter sales. We also experienced strong growth in every region except the Midwest, where we are currently restructuring our operations. Figures 1 and 2 on the next page show our sales growth over the previous year. Our sales goals for Norsemen include:

*(Insert the Investor Cities Chart here)*

I'd like to thank everyone who helped make the first quarter such a success, including the dedicated employees at Norsemen, our valued suppliers, our retail partners, and especially our investors, who have supported us since the beginning. We look forward to a strong summer and more record-breaking quarters for the remaining months of the year.

Sincerely,

Your Name  
President

**Figure 1: Norsemen sales totals**

**Figure 2: Norsemen sales growth by region**

12. Save the Word file as **Norse Sales**.
13. Put your insertion point in the blank line above the second paragraph which ends with "**Our sales goals for Norsemen include:**" Insert the File **Sales Goal**.
14. The sales goals are formatted in a bulleted list. Use the Square bullet style. Save your changes.

15. With **Norse Sales** and **Q1 Sales** both open, link the range A3:C8 so it appears in the Word file **Norse Sales** as an object. Insert the range just below: **Figure 1: Norsemen sales totals**
16. Copy the Chart from Excel to the Word doc **Norse Sales**, click on the white area of the chart to select the chart object. Insert the Chart just below **Figure 2: Norsemen sales growth by region**
17. Save your changes and close the Word file **Norse Sales**.
18. Open Access file **2006 Investors** and merge it with the Word file **Norse Sales**
19. **Note:** In the Word file **Norse Sales**, the red words indicate fields you will need to create for the Mail Merge. Center the investor, date, and amount as shown.
20. Save the Mail Merge file as **Merged Letter**.
21. Return to Access and Create query by using wizard. Use the Table **Investors**. Select the fields, **First Name, Last Name, City**. Name the query **Cities**.
22. Close the query table. On the Database toolbar, click Analyze It with Microsoft Office Excel.
23. Select the cities. Create a PivotTable. Drag **Cities** first to the **Drop Row Fields Here** section of the PivotTable, then drag it to the Drop Data Items Here section so it counts the number of times each city appears.
24. Use Chart Wizard button on the PivotTable toolbar to create a Pie chart. Hide the Legend. Type **Investor Cities** as the Chart title. Copy and Paste the Chart into the **Norse Sales** Word file.
25. Perform the Mail Merge in Word. Save the Mail Merged document. Save all documents before closing then exit all program.
26. Upload all your files for me to grade.

### Rubric for Microsoft Office Learning Objective 3

Description	Pts
Create a Table for the new data.	2
Make ID1 the Primary Key	2
Create another Table using the information below. Make Invest the Primary Key. Save the Table as <b>Investors</b> .	2
Create a Relationship between <b>Investments</b> and <b>Investors</b> using the related field Invest	3
Use the wizard to create a Query. Add All Fields from the <b>Investors</b> table.	3

From the <b>Investments</b> table, add the fields Date and Amount.	
Start Word, set all four margins at <b>1"</b> , enter and format the text required for the form letter as shown below.	<b>2</b>
Put your insertion point in the blank line above the second paragraph which ends with " <b>Our sales goals for Norsemen include:</b> " Insert the File <b>Sales Goal</b>	<b>2</b>
The sales goals are formatted in a bulleted list. Use the Square bullet style. Save your changes.	<b>4</b>
With <b>Norse Sales</b> and <b>Q1 Sales</b> both open, link the range A3:C8 so it appears in the Word file <b>Norse Sales</b> as an object. Insert the range just below: <b>Figure 1: Norsemen sales totals</b>	<b>4</b>
	<b>4</b>
Create query by using wizard. Use the Table <b>Investors</b> . Select the fields, <b>First Name, Last Name, City</b> . Name the query <b>Cities</b>	<b>5</b>
Copy the Chart from Excel to the Word doc Norse Sales, click on the white area of the chart to select the chart object. Insert the Chart just below <b>Figure 2: Norsemen sales growth by region</b>	<b>3</b>
Create for the Mail Merge. Center the investor, date, and amount as shown.	<b>10</b>
Select the cities. Create a PivotTable. Drag Cities first to the <b>Drop Row Fields Here</b> section of the PivotTable, then drag it to the Drop Data Items Here section so it counts the number of times each city appears	<b>5</b>
Create a Pie chart. Hide the Legend. Type <b>Investor Cities</b> as the Chart title. Copy and Paste the Chart into the <b>Norse Sales</b> Word file.	<b>5</b>
Total Points Possible	<b>56</b>

**Benchmark:**

All students will be expected to achieve 80% accuracy or better.

**Results**

Assessed nine (9) Microsoft Office students – 67 % performed at 80% or better, (One (1) had 100% accuracy) 33% performed at less than the benchmark of 80%. Concerned about the students that fell below the benchmark, I checked their attendance. Lack of attendance was the main reason for the student falling below the benchmark.

**Assessment Tool for Microsoft Office Learning Objectives 1 through 4**

Students should be able to:

1. Design, create, and edit business correspondence in Microsoft Word.
2. Design, enter, edit and format data in cells.
3. Create and modify basic formulas and functions.
4. Students should be able to create and edit presentations and apply animation schemes and transitions to slides.

**Microsoft Office 2003**  
**Capstone Project**

The final project is designed to allow you (the student) to demonstrate your skills using Office 2003. Approach the project as if you have been asked to complete a job and turn it into your supervisor. REMEMBER: Your work could be displayed all across the country. This is a service learning project. A professional appearance is essential.

The following directions are given as minimum guidelines for the grade listed, but you are not limited to them. Be sure your work is neat and complete.

NOTE: Any obvious errors, lack of clarity, professionalism or readability will lower your grade as determined subjectively by your instructor.

For a Grade of C (Base grade of 70)

Excel

- \_\_\_\_\_ 1. Create a worksheet to illustrate the data. (10 pts.)
- \_\_\_\_\_ 2. Create a hyperlink linking information to another program or to a website reflecting related information. (10 pts.)

Word

- \_\_\_\_\_ 3. Write a short form letter explaining how it all started and what happened that sparked an interest in people's teeth and how this information applies to us now. Then do a Mail Merge with the supplied Names and Addresses. You will need to go online and search for information about Tar Creek and/or the L.E.A.D. Agency to use in your form letter. (20 pts.)
- \_\_\_\_\_ 4. Create a cover sheet for this project. Use WordArt and/or graphics for make this cover sheet interesting but professional looking. Include on the cover sheet: A Title (You name it), your name, Course, the instructors name. (10 pts.)

Access

- \_\_\_\_\_ 5. Create a table by importing the data from an Excel spreadsheet. (10 pts.)

PowerPoint

- \_\_\_\_\_ 6. Create a PowerPoint presentation to illustrate the data and information learned from this project (10 pts.)

For a Grade of B (Base grade of 80)

Excel

- \_\_\_\_\_ 1. Create a Chart to illustrate the data. (1 pts.)
- \_\_\_\_\_ 2. Create a macro. (1 pts.)

Word

- \_\_\_\_\_ 3. Create a web page displaying the finding of the Harvard Research. (4 pts.)
- \_\_\_\_\_ 4. Include appropriate graphics on the web page. (1 pts.)

Access

- \_\_\_\_\_ 5. Use the wizard to create a Report. (1 pts.)

PowerPoint

- \_\_\_\_\_ 5. Create a table by importing the data from an Excel spreadsheet into the presentation. (1 pts.)
- \_\_\_\_\_ 6. Import a Report from Access into the presentation.. (1 pts.)

For a Grade of A (Base grade of 90)

Excel

- \_\_\_\_\_ 1. Create a different type of chart using different data than previously used. (1 pts.)
- \_\_\_\_\_ 2. Include formulas to total your column or row numbers. (1 pts.)

Word

- \_\_\_\_\_ 3. Publish an Access Report in Word. (1 pts.)

Access

- \_\_\_\_\_ 5. Create a Query. (1 pts.)
- \_\_\_\_\_ 6. Insert the Query in the PowerPoint or Word document. (2 pts.)

PowerPoint

- \_\_\_\_\_ 7. Use animation and animated graphics. (2 pts.)
- \_\_\_\_\_ 8. Package for CD. (2 pts.)

*NOTE: A person who looks at your charts or reports for the first time without any other background information should be able to understand your chart or report.*

Grading Note:

The project will be graded using both objective and subjective grading.

Objective Checklist Grading: Check off each step as completed. The instructor will do the same to determine if you have completed all the steps necessary to qualify for the base grade designated. If one of the steps is omitted, the points will be deducted from your base grade.

To qualify further for a base grade of 100, it will be necessary to complete additional steps related to your project. Listed below are some examples and the point value assigned to each. Any task not listed will be one point each. The student should list the extra steps included in their project.

- 1. Rounded corners on charts (2 pt.) \_\_\_\_\_
- 2. PowerPoint slide as an embedded object in a Word document. ( 2 pt)
- 3. Create an outline in Word of the slide titles and bulleted items for the presentation. (2 pt)
- 4. Use sound in the presentation (2 pt)

5. Create a photo album of newspaper article photographs (2 pt)

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

If you complete the ten extra points, your base grade will be 100 and will then be graded subjectively.

Subjective Grading: The project will be graded the second time to determine if the formulas are correct, if the data used is understandable and clearly depicts your purpose in its use, if the project is presented professionally, if there are misspelled words, etc. Each error will deduct 2 points from your base grade.

### **Benchmark**

All students will be expected to achieve 70% accuracy or better.

### **Results**

Assessed eight (8) Microsoft Office students – 37 % performed at 70% or better than the benchmark. 63% performed at less than the benchmark of 80%. Concerned about the students that fell below the benchmark, I checked their attendance. Lack of attendance was one reason for the student falling below the benchmark. A few voice they had a good grade therefore did not put forth effort to display their best work. To prevent this in the future more weight will be applied to the Final Project.

One problem encountered during this course was the use of a color printer. When evaluating the students' projects the quality of their work was lacking because they could not properly display their work. This project would have be an excellent choice to include in a portfolio. The lack of color to show the quality of their work to future employers, etc., is a hindrance to the display of their achievement. There is a need for a color printer in the business department.

## Microsoft Word – OIS 2523

### Assessment Tool for Microsoft Word Learning Objective 1

1. Students should be able to create and edit multi-page documents with Microsoft Word.

In this exercise students will create and edit a multi-page document.

1. Open the document called WD JX-2A and save it as Project2-1A; open WD JX-2B and save it as Project2-1B; open WD JX-2C and save it as Project2-1C.
2. Start a new Word document, and then enter and enhance the title Web Site Critiques from Marketing 160 Class.
3. Add your name to the first page and format the page attractively as a title page.
4. Save the document as Project2-1D.
5. In Outline view, insert the three saved documents as subdocuments.
6. With the documents expanded, include a page number on each page of the document (centered, bottom) except the title page, and then modify the headers as follows:
  1. Subdocument 1: Marketing 160: Marylou
  2. Subdocument 2: Marketing 160: Donald
  3. Subdocument 3: Marketing 160: Jatinder
7. Collapse all the subdocuments, and then print a copy of the document from Outline view.
8. Save and close the document.

#### Web Site Critiques Evaluation

Name	Marylou Breton	
Speaker clarity, appearance, presence Good; careful about reading too much		4
Handout quality Needed to create a one-page handout with headings, etc. to help audience determine the main points of your critique. Your handout has lots of info, but wasn't designed with an audience in mind. I gather you hadn't intended it to be a handout?		3
Business objectives identified Excellent – Very nice use of statistics and company history – allowed us to understand how E-Bay works and learn something about its potential.		5
Good and not good elements identified Nicely done		4
Competition analysis Brief, but then as you said, nobody can touch E-Bay! Still, would have been interesting to see what another auction site looks like.		4
Suggestions for improvement Not really applicable; I'll award the mark for all the extra stuff about your own business!		5
Overall usefulness of critique Very interesting –students very engaged!		5
<i>Total</i>		<i>30</i>

Web Site Critiques  
Evaluation

Name	Donald Quince	
Speaker clarity, appearance, presence	Good	5
Handout quality	Very extensive; one page would have been better however, to get just the high points	4
Business objectives identified	Excellent – nice analysis of problems; obvious thought involved.	5
Good and not good elements identified	Nicely done	5
Competition analysis	Very good; nice that you had such a great example of how the site should be done!	5
Suggestions for improvement	Excellent – thought about a lot of angles	5
Overall usefulness of critique	A professional job; very business oriented and showing a good awareness of the Web site as business – or potential business!	5
<i>Total</i>		34

Web Site Critiques  
Evaluation

Name	Jatinder Singh	
Speaker clarity, appearance, presence	Very good – nice volume and easy to understand	5
Handout quality	Good; I like the headings	4
Business objectives identified	Interesting B2B approach; nice analysis of the objectives	5
Good and not good elements identified	Well done; showed good understanding of the need for effective navigation aids.	5
Competition analysis	Concentrated pretty much on British Airways; competition analysis not applicable?	N/A
Suggestions for improvement	Expand a bit more; less emphasis on the features of British Airways (e.g., seats – although very cool!) and more on the Web site itself and how it accomplishes its objectives	4
Overall usefulness of critique	The class really enjoyed all the BA info! My only criticism – needed to be sped up a bit. Keep focused!	4
<i>Total</i>		27

Rubric for Microsoft Word Learning Objective 1

Description	Points
Create a new Word document titled Web Site Critiques from Marketing 160 Class	1
Add your name to the first page. Format page attractively as a title page	2
Outline View, insert subdocument: Marketing 160: Marylou	1
Outline View, insert subdocument: Marketing 160: Donald	1
Outline View, insert subdocument: Marketing 160: Jatinder	1
Total Points	6

**Benchmark**

All students will be expected to achieve 80% accuracy or better.

**Results**

Assessed five (5) Microsoft Word students – 60 % performed at 80% or better than the benchmark. 40% performed at less than the benchmark of 80%. Concerned about the students that fell below the benchmark, I checked their attendance. Lack of attendance was the main reason for the student falling below the benchmark.

**Assessment Tool for Microsoft Word Learning Objective 2**

**2. Students should be able to develop and format tables, charts and diagrams.  
Students will be working with tables, charts and diagrams in this exercise.**

Open the document called WD NX-1. Save the document as Project 2-2.  
Create a pie chart called Current Category Sales for the Category Sales section. Make sure you include data labels showing the value represented by each data point and a legend.  
Increase the chart width to 5”, adjust the font sizes of the labels, and center the chart under the table.  
Change the pie chart to a 3-D pie chart using the settings you prefer, and then remove the gray plot area from behind the chart. Ensure that the chart is clear and easy to understand.  
Create a cone Sales for the Projected Sales section chart called Projected, increase the chart width to 6”, adjust the font sizes of the labels, and center the chart under the table.  
Format the document over two pages, print a copy, and then save and close the document.

**Rubric for Learning Objective 2**

	Points
Document saved as Project 2-2	1
Create Pie Chart called Current Category Sales	3
Data Labels showing the value represented by each data point	2
Add a Legend	1
Increase chart width to 5 inches	2
Adjust font size for labels	2
Chart centered under Table	1

Change Pie Chart to 3-D Pie Chart	3
3-D Pie - Remove grey plot area	2
3-D Pie - Readability of chart – Information easy to see and interpret	2
Create a cone Sales for the Projected Sales section chart called Projected	3
Cone chart -Increase chart width to 6 inches	2
Cone chart -Adjust font size for labels	2
Cone chart - Chart centered under Table	1
Format document over two pages	2
Print out	1
Total Points	30

**Benchmark:** All students will be expected to achieve 80% accuracy or better.

**Results** - Assessed five (5) Microsoft Word students – 80 % performed at 80% or better than the benchmark. 20% performed at less than the benchmark of 80%. Concerned about the students that fell below the benchmark, I checked their attendance. Lack of attendance was the main reason for the student falling below the benchmark.

### Assessment Tool for Microsoft Word Learning Objective 3

3. Students should be able to create and modify styles and templates.

This exam measures the student’s ability to utilize styles and templates in a document.

1. Open the document called WD IX-1. Save the document as a template with the name Morocco-1.dot. Reminder: Save the template on your jump drive and not on the computer hard drive.
2. Modify the Fax Heading style by changing the background color to dark blue.
3. Modify the Fax Title style by changing the font color to dark blue.
4. Save and close the template.
5. Start a new document based on the Morocco-1.dot template.
6. Save the new document as Morocco.doc.
7. Pretend you work for Morocco Adventure Tours and send the fax form to yourself to accompany a three page fax. In the Re: box, type Your Tour to Morocco on August 17, 2006.
8. Save, print, and close the document.

#### *Morocco Adventure Tours*

*10144 James Street, Fairfax, Virginia, 22031  
Web site: [www.moroccoadventures.com](http://www.moroccoadventures.com)  
Phone: 703-555-7761/Fax: 703-555-7760*

Confirmation Fax
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To: \_\_\_\_\_ From: \_\_\_\_\_

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Fax: \_\_\_\_\_ Pages: \_\_\_\_\_

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Phone: \_\_\_\_\_ Date: \_\_\_\_\_

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Re: \_\_\_\_\_

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NOTES:

**Rubric for Learning Objective 3**

	Points
Saved template as Morocco-1.dot	1
Modify the Fax Heading style by changing the background color to dark blue.	2
Modify the Fax Title style by changing the font color to dark blue	2
Save the new document as Morocco.doc	1
In the Re: box, type Your Tour to Morocco on August 17, 2006.	2
Print out	2
Total Points Possible	10

**Benchmark:** All students will be expected to achieve 80% accuracy or better.

**Results** - No results at this time – activity to be assessed during the 2007-08 school year.

**Agriculture Department**  
**October 3, 2007**

**Department/Program Mission Statement**

- Mission: To provide educational experiences (curricular and extracurricular) which enhance student success in the Agricultural community.
- Purpose: To prepare students for employment in the agricultural community or to transfer to and succeed at the university educational level.

**Intended Outcomes**

1. Students will obtain basic knowledge in all areas of agriculture.
2. Students will participate in the application of basic agricultural knowledge and application of personal leadership skills through service learning and formal presentations.
3. Students will become more aware and informed of their future career and personal goals, as well as become more aware of the diversity of agricultural careers.

**Identify Assessment Methods**

All intended outcomes will be assessed within the structure of a one credit hour Agricultural Capstone course taken during the last intended semester of the student's attendance at NEO. While an attempt will be made to get all agriculture majors into this Capstone course, the goal will be to have 75% of all graduates participate in the course.

1. Students will complete a formal general knowledge assessment in the form of a written objective exam (given as the final exam in the Agriculture Capstone course).
2. Students will complete a formal general knowledge assessment in the form of a written or verbal subjective examination.
3. Students will demonstrate leadership skills by participating in a service learning project in the Agriculture community as part of the Capstone course.
4. Students will demonstrate leadership communication skills by doing an oral presentation, a panel presentation, or leading a group discussion as a part of the Capstone course.
5. Students will research extensively their own personal career goals with attention to current and future employment. (required project of Capstone course.)
6. Students will be required to research extensively a career area different than their own chosen career goal, but still within agriculture, with the intention of broadening their awareness of agriculture diversity. (required project of Capstone course.)

## **Benchmarks**

1. All students will complete the formal objective examination at a minimum of 70% correct.
2. All students will score at or above the 70% level on the written or verbal subjective examination.
3. All students will complete a community agricultural service project at a level acceptable to the cooperating community agency. (survey instrument.)
4. All students will successfully coordinate their oral presentation, panel presentation, or group discussion at a level acceptable to participants. (survey instrument.)
5. All students will complete a career check sheet assuring that they have extensively researched their career choice.
6. All students will complete a similar career check sheet after extensively researching a different agricultural career possibility.

## **Results – Plans – Institutional Support (this part submitted after assessment)**

Results will be available after initiating the proposed Agriculture Capstone course. Capstone course will be first offered in Spring 2008.

**Northeastern Oklahoma A & M College**  
**Fine Art**  
**Assessment Plan**

**Mission**

The curriculum leads to an Associate in Arts Degree and is designed to prepare art majors for transfer to a Bachelor's program in Art. By proper advisement in the selection of electives, students may also prepare for four-year programs in the Fine Arts, Visual Communication or Art Education. Courses have been designed for their foundational and practical application.

**Objectives**

1. Provide a general overview of art, introduce basic concepts, and pose questions that encourage critical thinking about the nature of art and its role in society.
2. Define Visual Elements, by examining how artists have organized them into art, how this organization structures our experience of looking, and how a sensitivity to the elements and their organization can help us to see more fully and to experience art in a more rewarding and meaningful way.
3. Introduce two-dimensional media-drawing, painting, prints, and photography. Introduce three-dimensional media-sculpture, crafts, architecture and environmental design.
4. Identify comprehensive history of art. Covering art from the Paleolithic era through the overlapping and interrelated civilizations of Mesopotamia, Egypt, the Aegean, Greece, and Rome, tracing the development of Western art to the present day.

**Assessment**

1. Examination questions are of five types: slide identification, multiple-choice without slides, true-false, essay, and essay with slide(s)
2. Student art projects: two-dimensional and three-dimensional
3. Writing assignments

**Intended Outcomes**

Students will be able to:

- understand the elements and principles of design in art
- define and comprehend common theories and terms in art
- recognize artists, artistic styles and movements
- recognize the origins of the artistic impulse
- identify functions that art fulfills
- explore the ways in which art can mirror, transform, or transcend the appearances of the visible world
- know how art can carry meaning, including formal relationships and iconography

## NEO A&M BUSINESS ADMINISTRATION PROGRAM ASSESSMENT 2006-07

### **Mission**

This curriculum is designed to prepare the student for transfer to a Bachelor's program in Business Administration. By proper advisement in the selection of electives, students may prepare for a four-year program in Administration, Accounting, Business Education, Economics, Finance, Management, Marketing or other business related fields.

### **Business Administration Learning Objectives**

The core courses in the NEO Business Administration program are:

Macroeconomics, Microeconomics, Financial Accounting, and Managerial Accounting

### **Objectives Specific to Economics**

Students should be able to:

1. Define economic terms, concepts, and theories; 2. Apply economic theories and concepts to contemporary issues using graphical and /or written analysis; 3. Graphically represent the goods and services market, the resource market, and the money market in equilibrium
4. Predict changes in equilibrium price and equilibrium quantity when there is an unanticipated increase or decrease in supply and/or demand

### **Objectives Specific to Accounting**

Students should be able to: 1. Define accounting terms, concepts, and theories

2. Read financial statements and calculate financial ratios to analyze financial performance; 3. Identify the type of account, normal balance, and financial statement for key accounts; 4. Prepare various budgets and cost analyses for a manufacturing operation.

### **General Skills**

Students are expected to acquire:

1. Critical Thinking Abilities
2. Communication skills
3. Quantitative skills

### **Benchmarks and Methods**

Pre/post testing and embedded assessment will be used - see attachments for details.

**Economics:** For econ objective 1, students scores at the end of the semester on a test of common economic terms and concepts will be statistically significantly better (at the  $p \leq .05$  level) than at the beginning of the semester. For econ objective 2, 70% of students will perform at level 3 (accomplished - see rubric) or higher. For econ objective 3, 70% of students will correctly draw and label all three markets in equilibrium. For econ objective 4, 70% of students will correctly predict both equilibrium price and quantity.

**Accounting:** For acct objective 1, students scores at the end of the semester on a test of common accounting terms and concepts will be statistically significantly better (at the  $p \leq .05$  level) than at the beginning of the semester. For acct objective 2, projects in 2103 will be used for assessment; the benchmark is that 100% of students will achieve 80% accuracy or better. Exam questions will be used to assess acct objective 3 with a benchmark of all students achieving 80% accuracy or better on those questions. Acct objective 4 will be assessed with the Great Cooking Caper project in Acct 2203 and students will be expected to perform at the 80% level of accuracy.

**General Skills:** Classroom assessment techniques (CATs) will be used for assessing general skills - see critical thinking assessment attached.

**Alignment of Courses with Learning Objectives in Business Administration**

<i>Courses/</i> <b>Objectives</b>	<i>ECON</i> <b>2013</b>	<b>ECON</b> <b>2023</b>	<b>ACCT</b> <b>2013</b>	<b>ACCT</b> <b>2023</b>
Define economic terms, concepts, and theories	X	X		
Apply economic theories and concepts to contemporary issues using graphical and /or written analysis	X	X		
Graphically represent the goods and services market, the resource market, and the money market in equilibrium	X			
Predict changes in equilibrium price and equilibrium quantity when there is an unanticipated increase or decrease in supply and/or demand	X	X		
Define accounting terms, concepts, and theories			X	X
Read financial statements and calculate financial ratios to analyze financial performance			X	
Identify the type of account, normal balance, and financial statement for key accounts			X	
Prepare various budgets and cost analyses for a manufacturing operation				X
Critical Thinking Abilities	X	X	X	X
Communication skills	X			X
Quantitative skills	X	X	X	X

## Assessment Tool for Econ Learning Objective #1

For econ objective 1, students scores at the end of the semester on a test of common economic terms and concepts will be statistically significantly better (at the  $p \leq .05$  level) than at the beginning of the semester.

Macroeconomics 2013 and Microeconomics 2023, fall semester 2006 and spring semester 2007 were assessed using pre and post tests and a one tail t-Test assuming unequal variances. The mean scores of the post tests are statistically significantly higher than the pre test means – see results below. The results indicate that students have a much better understanding of common economic terms and concepts at the end of the course than when they began the course.

Macroecon FA06  
t-Test: Two-Sample Assuming Unequal Variances

	<i>Variable</i> <i>1</i>	<i>Variable</i> <i>2</i>
Mean	13.875	57.75
Variance	11.79032	213.871
Observations	32	32
Hypothesized Mean Difference	0	
df	34	
t Stat	-16.522	
P(T<=t) one-tail	4.08E-18	
t Critical one-tail	1.690924	
P(T<=t) two-tail	8.15E-18	
t Critical two-tail	2.032244	

t-Test: Two-Sample Assuming Unequal Variances  
Macroecon SP07

	<i>Variable</i> <i>1</i>	<i>Variable</i> <i>2</i>
Mean	16.11429	55.25714
Variance	14.39832	233.6672
Observations	35	35
Hypothesized Mean Difference	0	
df	38	
t Stat	-14.7029	
P(T<=t) one-tail	1.44E-17	
t Critical one-tail	1.685954	
P(T<=t) two-tail	2.89E-17	
t Critical two-tail	2.024394	

Microecon SP07

t-Test: Two-Sample Assuming Unequal Variances

	<i>Variable</i> <i>1</i>	<i>Variable</i> <i>2</i>
Mean	22.7	68.4
Variance	29.34444	299.3778
Observations	10	10
Hypothesized Mean Difference	0	
df	11	
t Stat	-7.9708	
P(T<=t) one-tail	3.38E-06	
t Critical one-tail	1.795885	
P(T<=t) two-tail	6.76E-06	
t Critical two-tail	2.200985	

## Assessment Tool for Econ Learning objective #2

Apply economic theories and concepts to contemporary issues using graphical and /or written analysis

Graphically depict the Crude Oil market initially in equilibrium. Then assume there is war in the Middle East. One of the countries in the Middle East stops production resulting in 25% less oil available worldwide. In addition, the USA will need more oil to fight the war. Shift the supply and/or demand curves appropriately and state the reason why the curve(s) are shifting and predict what will happen to price & quantity. Describe and illustrate graphically your answer – be sure and justify your results!

Rubric

Based on the Holistic Critical Thinking Scoring Rubric developed by Dr. Peter Facione, Santa Clara University and Dr. Noreen Facione, University of California, San Francisco.

Level One (beginning)

Offers biased and misinterpretations of evidence, statements, graphics, questions, information.

Does not justify results or procedures, nor explain reasons. Facione, 1994

Does not justify changes in equilibrium price and quantity by shifting the appropriate supply&/or demand curve and explaining the reason why the curve shifts. Misinterprets the information and incorrectly shifts the demand and or supply curves and/or the equilibrium price and quantity.

(No shift or wrong shift and P&Q incorrect – No reasons or justifications)

Level Two (developing)

Misinterprets evidence, statements, graphics, questions, etc. Draws unwarranted or false conclusions. Justifies few results or procedures, seldom explains reasons. Facione, 1994

Misinterprets information and draws false conclusions about the effect of the event on supply and/or demand but correctly predicts the effects of the event on equilibrium price and quantity.

(correctly shifts either S or D but incorrectly shifts the other and correct prediction & conclusion of P or Q but wrong on the other – no reasons or justifications)

Level Three (accomplished)

Accurately interprets evidence, statements, graphics, questions, etc . Draws warranted, non-fallacious conclusions. Justifies most results and explains some reasons. Facione, 1994

Correctly concludes the effects of the event on supply and demand and equilibrium price and quantity. But fails to adequately explain assumptions or justify the results.

(shifts S&D correctly and comes to the correct conclusion about P&Q but fails to explain the reasons why all the curve(s) shift(s) )

Level Four (exemplary)

Accurately interprets evidence, statements, graphics, questions, etc . Draws warranted, non-fallacious conclusions. Justifies results and explains reasons. Also states and explains assumptions associated with the analysis. Facione, 1994

Correctly concludes the effects of the event on supply and demand and equilibrium price and quantity and clearly states the reasons why supply and/or demand changes - plus - adequately explains assumptions and justifies all results.

Benchmark - 70% of the students will perform at level three or higher

Results - Assessed 65 students in Macro and Micro: 76% performed at level 3 or higher, 16% at level 2, and 8% at level 1. Concerned about the 8% at level 1 so I checked the attendance of these students and that may be the problem – attendance rate approx. 50%. I will continue to compare attendance to results in the future and I plan on continuing this activity.

### Assessment Tool for Econ Learning Objective #3

Graphically represent the goods and services market, the resource market, and money market in long-run equilibrium using the aggregate demand / aggregate supply format

Graph the goods and services market initially in long run equilibrium (be sure and label all curves and axes).

Rubric

Labeling X axis	Correctly labeled	Incorrectly labeled	No label
Labeling Y axis	Correctly labeled	Incorrectly Labeled	No label
AD Curve	Correctly drawn and labeled	Incorrectly drawn or labeled	Not drawn
SRAS Curve	Correctly drawn and labeled	Incorrectly drawn or labeled	Not drawn
LRAS Curve	Correctly drawn and labeled	Incorrectly drawn or labeled	Not drawn

Graph the resource market for labor in equilibrium (be sure and label all curves and axis)

Rubric

Labeling X axis	Correctly labeled	Incorrectly labeled	No label
Labeling Y axis	Correctly labeled	Incorrectly Labeled	No label
Demand for Labor Curve	Correctly drawn and labeled	Incorrectly drawn or labeled	Not drawn
Supply of Labor Curve	Correctly drawn and labeled	Incorrectly drawn or labeled	Not drawn

Graph the money market in equilibrium (be sure and label all curves and axis)

Rubric

Labeling X axis	Correctly labeled	Incorrectly labeled	No label
Labeling Y axis	Correctly labeled	Incorrectly Labeled	No label
Demand for Money Curve	Correctly drawn and labeled	Incorrectly drawn or labeled	Not drawn
Money Supply Curve	Correctly drawn and labeled	Incorrectly drawn or labeled	Not drawn

Benchmark - 70% of the students will correctly draw and label all curves and axes.

Results – assessed 39 students in Macroeconomics – 85% of students were able to draw and label all curves and axes – again attendance appears to be a problem for the 15% - but was pleasantly surprised by the overall performance – I plan to continue this activity.

### Assessment Tool for Econ Learning Objective #4

4. Predict changes in equilibrium price and equilibrium quantity when there is an unanticipated increase or decrease in supply and/or demand

Suppose the economy is initially in long-run equilibrium, and there is an unanticipated increase in demand - what will happen to equilibrium price and quantity in the short-run?

Rubric

	Level One	Level Two	Level Three
Equilib Price and Quantity	Both correct	One correct	Both incorrect

Suppose the economy is initially in long-run equilibrium, and there is an unanticipated decrease in supply - what will happen to equilibrium price and quantity in the short-run?

Rubric

	Level One	Level Two	Level Three
Equilib Price and Quantity	Both correct	One correct	Both incorrect

Benchmark

70% of students will correctly predict both equilibrium price and quantity

Results

Assessed 54 students in Micro and Macroeconomics – 81% were able to correctly predict equilibrium price and quantity – 14% performed at level 2 – 5% at the lowest level (level 3). Again attendance may be a problem – will continue to monitor attendance and performance in the future.

## Assessment Tool for Accounting Learning Objective 1

1. Students scores at the end of the semester on a test of common accounting terms and concepts will be statistically significantly better (at the  $p \leq .05$  level) than at the beginning of the semester.

Three classes used for this assessment: acct1103, acct210, and acct2203. All three classes were assessed using pre and post tests and a one tail t-Test assuming unequal variances. The mean scores of the post tests are statistically significantly higher than the pre test means – see results below. The results indicate that students have a much better understanding of common accounting terms and concepts at the end of the course than when they began the course.

### ACCT2203FA06

t-Test: Two-Sample Assuming Unequal Variances

	<i>Variable</i> <i>1</i>	<i>Variable</i> <i>2</i>
Mean	8.8	6.2
Variance	7.511111	2.177778
Observations	10	10
Hypothesized Mean Difference	0	
df	14	
t Stat	2.641413	
P(T<=t) one-tail	0.009675	
t Critical one-tail	1.76131	
P(T<=t) two-tail	0.019351	
t Critical two-tail	2.144787	

### ACCT2103FA06

t-Test: Two-Sample Assuming Unequal Variances

	<i>Variable</i> <i>1</i>	<i>Variable</i> <i>2</i>
Mean	32.75	4.375
Variance	37.64286	1.982143
Observations	8	8
Hypothesized Mean Difference	0	
df	8	
t Stat	12.74959	
P(T<=t) one-tail	6.75E-07	
t Critical one-tail	1.859548	
P(T<=t) two-tail	1.35E-06	
t Critical two-tail	2.306004	

## ACCT1103SP07

t-Test: Two-Sample Assuming Unequal Variances

	<i>Variable</i> <i>1</i>	<i>Variable</i> <i>2</i>
Mean	18	3
Variance	19.07692	1.846154
Observations	14	14
Hypothesized Mean Difference	0	
df	15	
t Stat	12.26994	
P(T<=t) one-tail	1.59E-09	
t Critical one-tail	1.75305	
P(T<=t) two-tail	3.19E-09	
t Critical two-tail	2.13145	

## ACCT2203SP07

t-Test: Two-Sample Assuming Unequal Variances

	<i>Variable</i> <i>1</i>	<i>Variable</i> <i>2</i>
Mean	10.57143	6.571429
Variance	4.725275	3.802198
Observations	14	14
Hypothesized Mean Difference	0	
df	26	
t Stat	5.125236	
P(T<=t) one-tail	1.21E-05	
t Critical one-tail	1.705618	
P(T<=t) two-tail	2.42E-05	
t Critical two-tail	2.055529	

## Assessment Tool for Accounting Learning Objective 2

2. Read financial statements and calculate financial ratios to analyze financial performance.

For acct objective 2, an annual financial report will be used for assessment; the benchmark is that 100% of students will achieve 80% accuracy or better.

In accounting 2103 students will be asked use an annual company report to calculate and interpret various ratios, such as: current ratio, quick ratio, doomsday ratio, account receivable turnover ratio, inventory turnover ratio, assets to liabilities ratio, etc ...

Results: No results at this time – activity to be assessed during the 2006-07 school year.

## Assessment Tool for Accounting Learning Objective 3

3. Identify the type of account, normal balance, and financial statement for key accounts.

Exam questions will be used to assess acct objective 3 with a benchmark of all students achieving 80% accuracy or better on those questions.

The following questions will be used for this assessment

Name	Acct Type	Normal Balance	Financial Stmt
Cash			
Cost of Goods Sold			
Prepaid Insurance			
Taxes Payable			
Add Pd In Capital			

All students will be expected to achieve 80% accuracy or better on these questions.

Results

Assessed 16 students – 10 performed at the 80% accuracy level or better (4 had 100% accuracy) – 6 at less than the benchmark of 80% accuracy.

## Assessment Tool for Accounting Learning Objective 4

4. Prepare various budgets and cost analyses for a manufacturing operation.

The Great Cooking Caper project in Acct 2203 will be used for assessing this objective. Students will be divided into groups. Each group represents a manufacturer in its first month of operations. The group is required determine the course of action for the company and present a report on their findings. They must decide on what product to manufacture and why and predict sales of the product. Monthly sales, production, and COGS budgets must be compiled - as well as- a budgeted income statement using both variable and absorption costing methods. Once that is done the following analysis should be made: contribution margin, margin of safety, cost volume profit chart, break even point. The students will be assessed by the instructor and by their fellow group members using the rubrics below. Sixty percent of the evaluation will be made by the instructor based upon rubric one and the other forty percent will be peer review based upon rubric two. Again the benchmark is that all students will perform at the 80% level.

### Rubric One

	Possible Points	Points Earned	Comments
Decision Analysis	4		
Sales Budget	3		
Production Budget	4		
DM Budget	6		
DL Budget	4		
FO Budget	3		
COGS Budget	8		
Variable I.S.	7		
Absorption I.S.	4		
Ending Analysis	6		
Graph	5		
Marketing	6		
Total	60		

### Rubric Two

Rate each member individually on a scale of 1 to 5 (1=good, 5=not good) based upon the following: Preparation prior to meetings, quantity of participation, quality of participation, ability to work with others, overall contribution. In addition, divide \$100 among the team members based upon his/her contribution to the group.

### Results

Rubric one: assessed 11 students and 4 met the benchmark of 80%

Rubric two: assessed 11 students and 7 met the benchmark of 80%

## **General Education Goal: Critical Thinking**

Students will be asked to consider a real world economic event and then make predictions on how it will affect the economy and equilibrium price and quantity. Students will be required to demonstrate effective critical thinking skills by: comprehending complex ideas, making predictions based on observation, and applying knowledge and understanding to different contexts.

### **Means and Criteria for Successful Assessment:**

Graphically depict the Crude Oil market initially in equilibrium. Then assume there is war in the Middle East. One of the countries in the Middle East stops production resulting in 25% less oil available worldwide. In addition, the USA will need more oil to fight the war. Shift the supply and/or demand curves appropriately and state the reason why the curve(s) are shifting and predict what will happen to price & quantity. Describe and illustrate graphically your answer – be sure and justify your results!

### **Rubric**

Based on the Holistic Critical Thinking Scoring Rubric developed by Dr. Peter Facione, Santa Clara University and Dr. Noreen Facione, University of California, San Francisco.

#### **Level One (beginning)**

Offers biased and misinterpretations of evidence, statements, graphics, questions, information. Does not justify results or procedures, nor explain reasons. Facione, 1994  
Does not justify changes in equilibrium price and quantity by shifting the appropriate supply&/or demand curve and explaining the reason why the curve shifts. Misinterprets the information and incorrectly shifts the demand and or supply curves and/or the equilibrium price and quantity. (No shift or wrong shift and P&Q incorrect – No reasons or justifications)

#### **Level Two (developing)**

Misinterprets evidence, statements, graphics, questions, etc. Draws unwarranted or false conclusions. Justifies few results or procedures, seldom explains reasons. Facione, 1994  
Misinterprets information and draws false conclusions about the effect of the event on supply and/or demand but correctly predicts the effects of the event on equilibrium price and quantity. (correctly shifts either S or D but incorrectly shifts the other and correct prediction & conclusion of P or Q but wrong on the other – no reasons or justifications)

### **Level Three (accomplished)**

Accurately interprets evidence, statements, graphics, questions, etc . Draws warranted, non-fallacious conclusions. Justifies most results and explains some reasons. Facione, 1994  
Correctly concludes the effects of the event on supply and demand and equilibrium price and quantity. But fails to adequately explain assumptions or justify the results.  
(shifts S&D correctly and comes to the correct conclusion about P&Q but fails to explain the reasons why all the curve(s) shift(s) )

### **Level Four (exemplary)**

Accurately interprets evidence, statements, graphics, questions, etc . Draws warranted, non-fallacious conclusions. Justifies results and explains reasons. Also states and explains assumptions associated with the analysis. Facione, 1994  
Correctly concludes the effects of the event on supply and demand and equilibrium price and quantity and clearly states the reasons why supply and/or demand changes - plus - adequately explains assumptions and justifies all results.

### **Benchmark**

70% of students will perform at level 3 or higher

### **Results**

Benchmark - 70% of the students will perform at level three or higher  
Results - Assessed 65 students in Macro and Micro: 76% performed at level 3 or higher, 16% at level 2, and 8% at level 1. Concerned about the 8% at level 1 so I checked the attendance of these students and that may be the problem – attendance rate approx. 50%. I will continue to compare attendance to results in the future and I plan on continuing this activity.

**COMPUTER SCIENCE PROGRAM  
NORTHEASTERN A & M COLLEGE  
2006-2007 PROGRAM ASSESSMENT**

Technology Department Mission Statement– Students will be prepared for immediate employment and/or transfer to a university after successfully completing the curriculum in Computer Science, Drafting, or Electronics.

Objectives related to the Computer Science major - Students will gain knowledge and experiences in programming languages, database software, and network operating systems that prepares them to function as professionals in the field of information technology.

Assessment for the Computer Science program will be based on a cap-stone course titled “Systems Design and Development” that is required for a student in their last semester of the program. The class is divided into teams and each team is responsible for designing a computer system for a major business application:

General Education Assessment:

Communication – The ability to successfully communicate in verbal and writing will be assessed.

Assessment Criterion – As a member of a team with the responsibility of completing a group project, each student will be evaluated for their portion of a major verbal presentation and written report.

All written materials will be measured based on grammar, spelling, and subject content (pass/fail based on faculty evaluation).

Verbal presentations will be evaluated based on communication skills.

Critical Thinking – Critical thinking skills will be assessed.

Assessment Criterion - Design of a system flowchart will be used to evaluate the student’s ability to think critically.

A system flowchart will be evaluated by an instructor to see if the design is functional and efficient (pass/fail).

Group Dynamics – The ability to function as a member of a team will be assessed.

Assessment Criterion – The student’s ability to carry out duties agreed upon by the team will be evaluated.

Each student is evaluated by peers in their group. The group assigns percentages based on work completed by each member (must maintain 70% or higher).

#### Program Assessment:

Computer Hardware – Application of computer hardware will be assessed.

Assessment Criterion – As part of a group project team members will identify the hardware necessary to support software for a computer system and justify their selection.

This is a part of the written report. The report is evaluated by an instructor and peer groups to determine functionality. (pass/fail)

Application Software – Selection of application software will be assessed.

Assessment Criterion – Members of the project team will identify the application software that will be required to support a computer system and provide reasons supporting their choice.

The groups must utilize application software to complete many of the tasks that are required to complete this project. The measurement would simply be the proficiency of using the software.

Computer Operating System – The choice of an operating system will be assessed.

Assessment Criterion – The team will identify an operating system with the functions necessary to support their computer system design. The choice will be evaluated based on its capabilities to integrate with other requirements of the system.

Again, this would be evaluated by instructor and peer groups to test the design. (pass/fail)

Networking software - The selection of networking software will be assessed.

Assessment Criterion – The group will identify the software that will be used for networking the computer system. This selection must work in conjunction with the hardware requirements.

This would be evaluated by instructor and peer groups to test the design. (pass/fail)

Database System Software – Justification for selection of database software will be assessed.

Assessment Criterion – The team must choose database software with the capabilities to function within the design requirements of the computer system.

Evaluation will be based upon the utilization of the database. The evaluation will be done by instructor and peer groups. (pass/fail)

System Software Design – Design of the system application will be assessed.

Assessment Criterion – The team will identify the database tables, user interfaces, and reports necessary for a functioning application.

This is measured in a written report that is compared to set of standards in terms of completeness. (report must be 70% complete)

Project Management – Adherence to the System Development Life Cycle for system design will be assessed.

Assessment Criterion – Specific project activities including time management are necessary to meet the requirements of the System Development Life Cycle standard for system application design.

If the project is managed poorly, the group will not be able to complete the project in the allotted time or the quality of the project will go down. This is measured by the quality and completeness of the project as it is compared to the standard.

Results of Computer Science program assessment for 2003-04, 2004-05, 2005-06, & 2006-07:

Thirty six students were included in the assessment process.

Student performance in the cap-stone class did not expose any significant problems in terms of overall curriculum content. In fact, the excellent quality of the completed projects demonstrates that students have gained the knowledge and experiences necessary to function at a high level “on the job”; however, one exception did appear that involved a few students. When evaluating group project management, time management presented a challenge in a few cases. Within each project group, individual student are responsible for a portion of each phase in the project. When a student does not complete their portion in a timely manor the entire group was affected.

A trend has been observed, in that, formal verbal presentation skills have weakened over the last few years; therefore, a renewed emphasis will be placed on this form of communication.

Changes that will improve the time management problem:

In all Computer Science courses leading up to the cap-stone course, faculty must require that assignments be completed in a timely manor.

During the study of the System Development Life Cycle in the cap-stone class, faculty will place more emphasis on time management. Also, project teams will be required to develop and submit "time lines" for each phase of the project. This time line, agreed upon by the group, will set expectations for individual team members to complete their portion of each phase in a timely manor.

## **Program Assessment Plan**

### **Criminal Justice Behavioral Science**

#### **Program Mission Statement**

It is the mission of the Northeastern A & M College Criminal Justice Program to prepare students for transfer to Bachelor's programs or for employment in a variety of criminal justice careers.

#### **Criminal Justice Learning Objectives**

The core courses in the NEO Criminal Justice program are:

- Introduction to Criminal Justice
- Elementary Criminal Law

#### **Intended Outcomes**

1. Each student will demonstrate a working knowledge of many terms specific to the criminal justice field (CRJU1113) (CRJU2233).
2. Each student will demonstrate an understanding of criminal justice issues (CRJU1113) (CRJU2233).
3. Each student will demonstrate an understanding of criminal justice issues as related to case law (CRJU2233).
4. Each student will demonstrate an understanding of the general principles of criminal law (CRJU1113) (CRJU2233).
5. Each student should demonstrate an understanding of the importance of working relationships and communication between the various personnel within the criminal justice system as they work toward common goals (CRJU2233).
6. Each student will demonstrate written and/or oral communication skills (CRJU1113) (CRJU2233).
7. Each student will demonstrate an understanding of the importance of accountability, which is of utmost importance in the criminal justice field (CRJU1113) (CRJU2233).

#### **Assessment Methods**

Pre-assessments and post-assessments (1)

Rubrics for the following:

- Written assignments (2, 3, 4, 5, 6)
- An oral presentation assignment (2, 3, 4, 5, 6)
- Group work dependent on each member in the group for success (1, 2, 3, 4, 5, 6)
- Accountability (7)

**General Skills**

Students are expected to acquire:

1. Critical thinking abilities
2. Communication skills

**Benchmarks**

At least 70% of the students in each of the 2 assessed classes will achieve an individual score equivalent to no less than 70% of the maximum possible score in each addressed component.

**Results-Plans-Institutional Support**

In the fall 2006 semester, NEO hired a new instructor for the Criminal Justice Program. The instructor who initiated the previous assessment plan, dated April 8, 2006, has since retired, and there were no results posted from the previous assessment. To align the Criminal Justice Program assessment plan with current teaching methods, the previous assessment plan, dated April 8, 2006, was replaced with the 2008 assessment plan.

In the fall 2007 semester, a pre-assessment test was given to students in the Introduction to Criminal Justice course. However, due to a severe ice storm, the final examination week was canceled, and no post-assessment was given.

**Alignment of Courses with Learning Objectives in Criminal Justice**

<b>Courses/ Objectives</b>	<b>CJ1113</b>	<b>CJ2223</b>
Define criminal justice terms, concepts, and theories	X	X
Apply criminal justice terms, concepts and theories to contemporary issues using written analysis	X	X
Apply principles of criminal law to case briefs		X
Demonstrate the importance of working relationships & communication through group exercises		X
Demonstrate written and/or oral communication skills	X	X
Demonstrate the importance of accountability	X	X
Communication skills	X	X
Critical Thinking Abilities	X	X

### Rubric for grading 7 Principles of Criminal Law Assignment

Component of Assignment	Not acceptable=1	Needs work=3	Meets expectation=5	Points Earned
Format	Did not follow Format	Missing info or wrong format	Followed format for all written assignments	
Legality	Did not list legality as per Oklahoma Statute Title 21	Missing: <ul style="list-style-type: none"> <li>• Title of crime</li> <li>• Statute #</li> <li>• Statute, or</li> <li>• Statute listed not applicable to newspaper article</li> </ul>	Addressed legality according to Oklahoma law: <ul style="list-style-type: none"> <li>• Title of crime</li> <li>• Statute number</li> <li>• Statute</li> </ul>	
Mens Rea	Did not address the offender's intent from the article	Did not explain how intent was met under Oklahoma law	Adequate explanation as to how the offender's intent met the element of intent under Oklahoma law	
Actus Reus	Did not address the offender's illegal actions from the article	Did not explain how the actions depicted in newspaper article were illegal under Oklahoma law	Actus reus was adequately addressed Adequate explanation as to how the act in the article was in violation of Oklahoma law	
Concurrence	Did not address the intent and act being present at same time or the intent triggering the act	Addressed concurrence, but did not explain adequately	Explained adequately how the intent was present when the act occurred.	
Causation	Did not address the act causing the harm	Causation was addressed, but did not explain how the act caused the harm	Causation explained adequately: Act caused the harm	
Harm	Did not address what harm was caused	Did not provide an adequate explanation as to how the harm in the article was related to Oklahoma law	Explained how the harm depicted in the article would be considered an element of the crime under Oklahoma law	
Punishment	Did not address punishment	Missing: Felony/misdemeanor Incarceration Fines Other	Explained the punishment prescribed for the crime under Oklahoma law: Felony/misdemeanor Incarceration, fines, other	
Points Earned				
Requirement	Needs to be edited or rewritten and resubmitted		Yes	No
	Needs to be edited but not resubmitted		Yes	No

<b>Rubric for grading Case Brief:</b> _____				
<b>Group #</b> _____				
Components of case brief	Not acceptable=10	Needs work=15	Meets expectations=20	Earned Points
Part 1: Student:	Did not include all parts of Facts	<ul style="list-style-type: none"> <li>• Summary</li> <li>• Legality</li> <li>• Actus reus</li> <li>• Mens rea</li> <li>• Causation</li> <li>• Concurrence</li> <li>• Harm</li> <li>• Punishment</li> </ul>	Adequately addressed all parts of facts	
Part 2 Procedure Question/answer Student:	Did not include: <ul style="list-style-type: none"> <li>• all parts of Procedure</li> <li>• question/answer</li> </ul>	Did not include all parts of procedure  Question/answer (see rubric)	Adequately addressed procedure  Question/answer (see rubric)	
Part 3: Student:	Did not include Issue(s) Question(s) Holding	<ul style="list-style-type: none"> <li>• Amendment</li> <li>• Legal principle</li> <li>• Question(s)</li> <li>• Holding</li> </ul>	Adequately addressed all parts of issue(s)	
Part 4 Student:	Did not include all parts of Reasoning <ul style="list-style-type: none"> <li>• Student's summary</li> <li>• Quote from opinion</li> <li>• Judge's name</li> <li>• Court's judgment</li> </ul>	<ul style="list-style-type: none"> <li>• Student's summary</li> <li>• Quote to support student's summary</li> <li>• APA style</li> <li>• Court's judgment</li> </ul>	<ul style="list-style-type: none"> <li>• Student's summary was well thought out</li> <li>• Quote from opinion supported holding and student's summary</li> <li>• Quote was documented APA style</li> <li>• Judge's name</li> <li>• Proper judgment</li> </ul>	
Part 5 Oral presentation Format Student:	<ul style="list-style-type: none"> <li>• Not prepared for oral presentation</li> <li>• Did not follow format</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Knowledge of case</li> <li>• Eye contact</li> </ul> Format: <ul style="list-style-type: none"> <li>• Case title/citation</li> <li>• Part 1</li> <li>• Part 2</li> <li>• Part 3</li> <li>• Part 4</li> <li>• APA style</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar with case</li> <li>• Well spoken</li> <li>• Good eye contact</li> <li>• Format followed in all parts</li> </ul>	
Group Points Earned				
<b>Requirement</b>	Needs to be edited or rewritten and resubmitted	Yes	No	
	Needs to be edited but not resubmitted	Yes	No	

<b>Rubric for grading Newspaper Article Written/Oral Assignment</b>				
Components of assignment	Not acceptable=1	Needs work=3	Meets expectations=5	Points earned
Format	Did not follow format for written assignments	<ul style="list-style-type: none"> <li>Format followed, but information was missing</li> <li>Grading #</li> <li>Course title</li> <li>Due date</li> <li>Name of assignment</li> </ul>	<ul style="list-style-type: none"> <li>Format followed,</li> <li>Grading #</li> <li>Course title</li> <li>Due date</li> <li>Name of assignment</li> <li>Newspaper article stapled</li> <li>Assignment/rubric stapled</li> </ul>	
Type of crime	Did not choose article depicting type of crime assigned		Chose an article depicting the type of crime assigned	
Mala in se Mala prohibita Felony Misdemeanor	Did not address in summary	<ul style="list-style-type: none"> <li>Addressed in summary, but crime depicted in article was:</li> <li>Mala in se</li> <li>Mala prohibita</li> <li>Did not provide adequate rationale for choice</li> </ul>	<ul style="list-style-type: none"> <li>Addressed in summary</li> <li>Chose mala in se correctly</li> <li>Chose mala prohibita correctly</li> <li>Felony/Misdemeanor</li> <li>Provided adequate rationale for choice</li> </ul>	
Typed summary	Summary not typed	<ul style="list-style-type: none"> <li>Summary typed, but not long enough</li> </ul>	<ul style="list-style-type: none"> <li>Summary typed and of sufficient length</li> </ul>	
Facts of case:	Did not provide adequate facts	Provided some facts, but left out important facts	Provided the who, what, where, when, why, and how as depicted in the newspaper article	
Oral communication	Not prepared or did not give oral presentation	Eye contact Knowledge of terms & case Oral communication	Familiar with terms & case Well spoken Good eye contact Overall presentation	
Total Points Earned				
<b>Requirement</b>	<b>Needs to be edited and resubmitted</b>		<b>Yes</b>	<b>No</b>
	<b>Needs to be edited but not resubmitted</b>		<b>Yes</b>	<b>No</b>

<b>Rubric for grading Oklahoma State Statute Assignment</b>				
Component of Assignment	Not acceptable=1	Needs work=3	Meets expectations=5	Earned Points

Format	Did not follow format for all written assignments	Followed format, but did not use headings from assignment	<ul style="list-style-type: none"> <li>Followed format</li> <li>Used headings from assignment</li> </ul>	
Title of Crime	Did not list title of crime	Listed title, but title was not crime depicted in article	Listed correct title	
Statute number	Did not list statute number	Listed statute number, but number was wrong	Listed correct statute number	
Oklahoma State Statute	Did not type the statute	Statute was incomplete <ul style="list-style-type: none"> <li>Statute was not applicable</li> <li>Listed circumstances that were not applicable to article</li> </ul>	Statute was complete: <ul style="list-style-type: none"> <li>Statute was applicable</li> <li>Statute did not have circumstances that were not applicable to article</li> </ul>	
Mens rea Actus reus Harm	Did not circle in statute	Circled parts of statute, but did not list correctly: <ul style="list-style-type: none"> <li>Mens rea</li> <li>Actus reus</li> <li>Harm</li> </ul>	Circled and listed correctly: <ul style="list-style-type: none"> <li>Mens rea</li> <li>Actus reus</li> <li>Harm</li> </ul>	
Punishment	Did not type the punishment	Typed punishment, but was not applicable to article or did not include: <ul style="list-style-type: none"> <li>Misdemeanor</li> <li>Felony</li> <li>Incarceration</li> <li>Fines</li> <li>Other</li> </ul>	Typed punishment applicable to article: <ul style="list-style-type: none"> <li>Misdemeanor</li> <li>Felony</li> <li>Incarceration</li> <li>Fines</li> <li>Other</li> </ul>	
Follow directions	Did not staple other items to this assignment	Stapled some items, but was missing: <ul style="list-style-type: none"> <li>Assignment /rubric for the Okla. State Statute Assignment</li> <li>Copy of the state statute</li> <li>7 principles of Crim. Law Assign.</li> <li>Assignment/rubric for the 7 Principles of Crim. Law Assign.</li> <li>Your newspaper article assignment and related papers</li> </ul>	All items, as directed on the Oklahoma State Statute Assignment, stapled together	
Earned points				
<b>Requirement</b>	<b>Needs to be edited and resubmitted</b>		<b>Yes</b>	
	<b>No</b>			
	<b>Needs to be edited but not resubmitted</b>		<b>Yes</b>	<b>No</b>



## *Computer Aided Drafting Department Program*

### *2008 Assessment Plan*

- **Mission:** It is the mission of the Computer Aided Drafting Department to provide a learner-centered environment to facilitate student learning and meet the needs of the business community by providing a relevant and current curriculum that is based on sound educational principles. The Computer Aided Drafting Department is committed to using appropriate instructional strategies, making effective use of instructional resources, and continuously assessing student academic achievement for the purpose of ongoing improvement.
- **Purpose:** The purpose of the Computer Aided Drafting Department's assessment is to provide student data to the faculty for ongoing improvement of teaching skills among faculty and also to evaluate the student's ability to demonstrate the program's intended learner outcomes. The intended learner outcomes are measurable skill sets that will provide the department's faculty with the data that the department will use to provide an ongoing improved student learning environment.

#### **Intended Outcomes**

- 1) Demonstrate the steps necessary to start a drawing, including the computation of a scale factor and its correct usage.
- 2) Demonstrate the ability to produce basic drawing projects to scale.
- 3) Demonstrate the ability to setup and use the layer commands.
- 4) Demonstrate the ability to setup and use the basic dimensioning commands.
- 5) Demonstrate the ability to setup and use the text commands.

#### **Identify Assessment Methods**

Assessment for the Computer Aided Drafting program will be based on Course examinations given at the beginning of the program and at the end of the program as well as within each course of study.

Architectural Drawing is a course required for all drafting students and will serve as a method of assessment. Students develop a set of architectural plans based on the following:

- Drafting techniques, understanding of scale usage, uniformity, codes, general notes, specific notes, specifications, professionalism, and efficiency. The plans include: title page, plot plan, foundation plan, floor plan, elevation plan, cabinet details, door/ window schedule, roof plan and electrical plan.

The Special Projects provide the experience for students to work with individuals in the industry. Students learn professionalism and efficiency through this experience.

Computer Aided Drafting I and Computer Aided Drafting II will provide examinations and projects in which the students will be evaluated. The Computer Aided Drafting program's benchmark of 80% proficiency has been established for each of the program's intended learner outcomes.

**Benchmarks**

- The Computer Aided Drafting program's benchmark of 80% proficiency has been established for the program's intended outcomes.

**Assessment Results**

Results of Computer Aided Drafting Program Assessment for 2006-2007:

- No data is available at this time to assess due to restructuring of this program.

Early Childhood Education  
NEO A&M College

*Program Assessment Plan*

Department/Program Mission Statement

Mission: Prepare students for work or transfer to a Bachelor's program in Early Childhood Education. By proper advisement in the selection of electives, students may prepare for a four-year program in Elementary Education or Early Childhood Education.

Learning Objectives

Students should be able to:

1. Perform as an entry-level early childhood educator working with 2 ½- to 5-year-old children.
2. Plan/implement a developmentally appropriate curriculum.
3. Demonstrate professionalism in the child care setting.
4. Observe and assess a child's behavior
5. Maintain children's health and safety in the child care setting.
6. Utilize effective communication skills (in a child care setting).
7. Establish and maintain a developmentally appropriate environment in a child care center.

The listed objectives are based upon the revised (2003) National Association for the Education of Young Children standards for associate degree program of early childhood teacher education.

General Skills

Students are expected to acquire:

1. Critical Thinking Abilities
2. Communication Skills
3. Quantitative Skills

Assessment – Benchmarks

60% students will score 70% or higher on each rating scale.

No results submitted for 2006-07

Alignment of Courses with Learning Objectives in Early Childhood Education

Course Objectives	Child Development 2103	Orientation to Child Care Services	Health & Safety of Preschool Children	Activity Planning 2303
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		1113	2243	
Perform as an entry-level early childhood educator working with 2 1/2- to 5-year-old children.	X			X
Plan/implement a developmentally appropriate curriculum		X	X	
Demonstrate professionalism in the child care setting	X	X		X
Observe and assess a child's behavior	X			
Maintain children's health and safety in the child care setting			X	
Utilize effective communication skills (in a child care setting)	X	X		X
Establish and maintain a developmentally appropriate environment in a child care center.		X		X

Assessment tool for Early Childhood Education objective 1, 2, 3, 5, 6, 7

Rating Scale for Lab Teaching Experience

<u>Criteria</u>	<u>Points possible</u>	<u>Comments</u>
Completed self evaluation	(20)	
Professional behavior	(20)	
Health & safety consciousness	(10)	
Interaction with children	(20)	
Curriculum development	(40)	
Initiative	(20)	
Work accuracy	(20)	

Assessment tool for Early Childhood Education objective 2

Grade Sheet for Lesson Plan

Criteria	5	4	3	2	1
Theme appropriate for age					
Goals clearly stated					
Objectives stated in measurable terms					
Curriculum areas covered (8)					
Activities appropriate for age					
Activities creative					
Evaluation method stated					

Assessment tool for Early Childhood Education objective 4

Criteria for anecdotal cards

Criteria	5	4	3	2	1
Objective statements					
Child related statements					
Accurate descriptions					
Proper English					

Assessment tool for Early Childhood Education objective 4

Putting theory into practice

Students will apply developmental theories to observed child behavior.

Criteria	5	4	3	2	1
Developmental theories explained					
Child behavior clearly stated					
Comparison of theory to child's behavior					
Proper English					

<b>Rubric for grading Notebook</b>				
Component of Notebook	Unacceptable=1	Needs Work=4	Meets Expectations=8	Earned Points
<b>Notebook</b>	No notebook	<ul style="list-style-type: none"> <li>• Not 1" 3 ring binder</li> <li>• Spiral</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• 1" 3 ring binder</li> <li>• Designated for class</li> </ul>	
<b>Dividers</b>	None	<ul style="list-style-type: none"> <li>• Not labeled</li> <li>• Not organized</li> </ul>	<ul style="list-style-type: none"> <li>• Each chapter</li> <li>• Graded assignments</li> </ul>	
<b>Notes</b>	Does not take notes in class	<ul style="list-style-type: none"> <li>• Notes taken,</li> <li>• Hard to read</li> <li>• Unorganized</li> <li>• Incomplete</li> </ul>	<ul style="list-style-type: none"> <li>• From lectures</li> <li>• From powerpoints</li> <li>• All handouts by chapter</li> <li>• Neatly written</li> <li>• Organized by chapter</li> </ul>	
Date Checked			<b>Points Earned</b>	

<b>Rubric for grading PARTICIPATION</b>				
Component of Participation	1=unacceptable	3=needs work	5=meets expectation	Points earned
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• Missed: _____ class periods</li> <li>• Late: _____ class periods</li> </ul>	<ul style="list-style-type: none"> <li>• Missed: _____ class periods</li> <li>• Late: _____ class periods</li> </ul>	<ul style="list-style-type: none"> <li>• Missed less than 3 class periods</li> <li>• Arrives on time most the time</li> </ul>	
<b>Assignments turned in on time</b>	<ul style="list-style-type: none"> <li>• Missing assignments</li> </ul>	<ul style="list-style-type: none"> <li>• _____ assignments turned in late</li> </ul>	<ul style="list-style-type: none"> <li>• All assignments turned in and on time</li> </ul>	
<b>Class participation</b>	<ul style="list-style-type: none"> <li>• Does not contribute to class</li> <li>• Usually not prepared</li> <li>• Reading</li> <li>• Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes some to class</li> <li>• Sometimes not prepared for class</li> <li>• Reading</li> <li>• Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to class regularly</li> <li>• Prepared for class</li> <li>• Materials for class</li> <li>• Appears to read assignments on a regular basis</li> </ul>	
Date graded			Total points earned	

## Program Assessment for Elementary Education

### Behavioral Science

#### Department/Program Mission Statement

This curriculum is designed to prepare the student for transfer to a Bachelor's program in Elementary Education. Provide learning situations to increase student knowledge of elementary school aged children and how they learn. Produce program graduates capable of performing as Elementary School teachers

#### Intended Outcomes

- Knowledge of human cultures and the physical and natural world, which would include study of traditional arts and sciences
- Intellectual and piratical skills, such as critical and creative thinking, written and oral communication, and quantitative literacy.
- Personal and social responsibility, such as civic knowledge and engagement, the ability to reason about ethics, and understanding of lifelong learning.

#### Assessment Methods

##### Skills

- Concepts and developments in science and technology
- Teamwork and collaboration
- Applying knowledge to real world settings
- Effective oral and written communication
- Critical thinking and analytic reasoning
- Integrity and ethics
- Understanding cultural values and traditions

#### Benchmark

The Elementary Education graduates classes will be examined to determine if they are taking classes that promote understanding of cultural values and traditions. The Benchmark would be that 70% of these students would have at least two of these classes included in their Associate's Degree.

## Results

62% of the elementary Education students had 2 or more classes that emphasized cultural values and traditions. That was 5 out of 8 students. This did not meet the Benchmark of 70%. The results did show that 100% of the students had at least 1 cultural class and that the majority of the students that had at least 2 classes with a cultural emphasis actually had more than 2 such classes. The faculty that advises Elementary Students come from a variety of schools. We will meet and discuss the importance of cultural classes for their advisees.

### DATA

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#### COURSES

#### STUDENTS

	A	B	C	D	E	F	G	H
African American History		X						
History of the American Indian			X		X			
History of the 9 Tribes			X					
Spanish I	X	X	X		X			X
Spanish II	X							
World and Regional Geography		X	X	X	X	X	X	X

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## *Engineering / Math Program Assessment Plan*

Department and Program Name: Department of Math/Pre-Engineering Program

### Department/Program Mission Statement

- Mission: The Math department is committed to providing high quality learning centered education to all our students. The learning will be achieved by appropriate pedagogy of classes, to allow the student the highest level of Math instruction required for their program.
- Purpose: to provide candidates with the skills necessary to be successful in engineering program at a 4 year University.
- Purpose: for those non-engineering students; to provide students with the math skills to be successful at a 4 year University.

### Intended Outcomes

Upon graduation the student shall be able to:

- Describe and demonstrate rules for differentiation of algebraic and transcendental functions
- Describe and demonstrate rules for integration of algebraic and transcendental functions
- Apply rules of calculus to engineering problems, as appropriate to physics, chemistry and statics
- Be able to communicate effectively in the language of mathematics
- Discuss and show understanding of professional and ethical issues relevant to their responsibilities
- Understand and discuss the need for life long learning as it pertains to their chosen profession

### Assessment Methods

- Course Embedded Assessment: by appropriate examination questions
- Indirect Assessment Methods: Last semester survey of knowledge/learning
- Alumni Surveys: To canvas graduates on the applicability and depth of learning achieved to pursue professional goals
- Tracking Student Data: tied to above, with available only from Oklahoma schools. Also review from within during a student's time at NEO.

Program Assessment Plan – Survey Results May 2006

The following questions were sent to 5 NEO Pre-Engineering graduates

1. Were you satisfied with your NEO education?
2. Did you feel the material provided in your major was relevant to you?
3. Did you feel that the NEO education gave you a comparable standing with other students at your 4 year school?
4. Did the NEO environment make you ready for a 4 year school?
5. Would you recommend NEO to prospective Pre-Engineering students?
6. Provide any other information you feel relevant.

The results were as follows

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
1	4	1				
2	3	2				
3	5					
4		2	3			
5	4	1				

Comments received

1. “Probably need more homework assignments”
2. “NEO family atmosphere doesn’t really prepare you for the big leagues”
3. “Great math department faculty”
4. “Enjoyed the NEO experience”

## Program Assessment Plan – Survey Results May 2007

The following questions were sent to 4 NEO Pre-Engineering graduates

1. Were you satisfied with your NEO education?
2. Did you feel the material provided in your major was relevant to you?
3. Did you feel that the NEO education gave you a comparable standing with other students at your 4 year school?
4. Did the NEO environment make you ready for a 4 year school?
5. Would you recommend NEO to prospective Pre-Engineering students?
6. Provide any other information you feel relevant.

The results were as follows

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
1	2					
2	2					
3	2					
4		1	1			
5	2					

Comments received

1. “Enjoyed the department faculty”
2. “NEO is so different”

## ENGLISH PROGRAM ASSESSMENT PLAN

### DEPARTMENT OF LANGUAGES AND LITERATURE

26 APRIL 06

#### A. DEPARTMENT MISSION:

This curriculum leads to an Associate in Arts Degree and is designed to prepare students for transfer to a Bachelor's programs. By proper advisement in the selection of electives, students also may prepare for a four-year program in English Education or Foreign Language. To meet remedial needs, The Department also provides coursework for entry into college level English courses.

#### B. Intended Outcomes

The outcomes for The English Department in the Writing Program functions not only as a whole but is also integrated to provide instruction that results in the students demonstrating competence and successful skills necessary for further study in college and transfer.

### COMPOSITION AND WRITING

- This program increases the student's ability to express ideas accurately, correctly, and interestingly.

It provides the student the opportunity to cultivate and improve writing skills.

- The program acquaints students with styles of documentation and student examples of expository

writing to prepare for research applications.

- The program provides the student the opportunity to do documentation with a primary source, using

library resources.

- The program provides the student with learning opportunities to improve skills in organization,  
development and mechanics in college writing.
- The program provides the student with occasions to discuss in writing and verbally concepts and  
traditional themes in the various genres, using literary analysis.

### *CRITICAL/LOGICAL THINKING*

- The students will practice critical/logical thinking and reading skills: evaluation, analysis, synthesis  
and criticism, in the application of written assignments that stress analytic, evaluative, and logical  
essays.
- Students will practice critical reading skills.

### *LANGUAGE SKILLS*

- Students will use accurate grammar, mechanics, and spelling and will choose diction and usage appropriate for standard English.
- Student will be able to read the MLA and apply it in their college writing.

### *ASSESSMENT METHODS*

- Composition grading will be somewhat subjective in nature concerning content. Compositions will be  
graded on depth of concrete detail, style, and interest. Mechanic grades will be based on  
areas of  
format, neatness, following directions, mechanics, and organization.

- Research essays will be graded on the above criteria using a rubric for each area: organization, paragraph development, mechanics, and conceptual unity and control.
- Research essays will use a rubric of grading for each area of the MLA: Quote Procedures; Documentation Procedures; Essay Structure; and Research Quality.

### *BENCHMARKS*

A percentage of about 50 percent is expected to score 70 percent or better in the Program.

1. Each learning outcome, while assessed separately, will be put in a holistic context for the passing percentage.
2. The number expected to meet this criteria is about 350, or half-of the students enrolled.

### **RESULTS**

The pilot instructor data reveal that the benchmark for the 50% of totals students to reach 70% has been exceeded. Overall, out of 376 in the pilot program, 56.1% exceed the 70% benchmark (composition 1 58.9% exceeded 70% and composition 2 61.5% exceeded 70%). It is satisfying to reveal that the estimate benchmark certainly was met. In future years, it may be beneficial to assess from a complete total with a program expansion from all sources in The Department.

## Program Assessment

2006 - 2007

### Farm and Ranch Management

#### Mission Statement

Prepare students for employment in the Animal/Agriculture Industry by offering two major focus areas in Ranch Management and Equine Management.

General Option majors will prepare for management positions in the livestock industry through specialized courses designed to help students assume responsibilities, make decisions, and apply practical management techniques.

Equine Option majors will prepare for breeding management positions, farm management positions or training positions within the equine industry through specialized courses focused on nutritional, training and breeding management.

#### Program Outcomes

1. Communicate clearly in writing and speaking the importance of their specialization in agriculture.
2. Utilize and incorporate new and relevant technologies within their respective agricultural fields.
3. Solve agricultural problems through critical thinking by gathering information, interpreting data, and generating new ideas.

#### General Option Objectives

##### Beef Production

1. Demonstrate knowledge base of feedstuffs by developing appropriate rations.
2. Identify potential herd health problems and develop an appropriate vaccination schedule.
3. Develop marketing strategies appropriate for a specific operation.

##### Assessment

Term project designing a ranch management plan including all phases of the cattle operation.

##### Results

The class as a whole had an assessed score of 3.0 on a 4 point scale.

## Swine Production

1. Demonstrate knowledge base of feedstuffs by developing appropriate rations.
2. Identify potential herd health problems and develop an appropriate vaccination schedule.
3. Develop marketing strategies appropriate for a specific operation.

### Assessment

Term project designing a farrow to finish operation with emphasis in nutrition and health.

### Results

There was not enough enrollment for this class to be taught.

## Sheep Production

1. Demonstrate knowledge base of feedstuffs by developing appropriate rations.
2. Identify potential flock health problems and develop an appropriate vaccination schedule.
3. Develop marketing strategies appropriate for a specific operation.

### Assessment

Term project designing a farm or range operation with emphasis in nutrition, health and lambing procedures.

### Results:

This class had an enrollment of seven students and their assessed abilities were that 6 were rated a 3.8 on a 4.0 scale. One student failed to participate so therefore his assessment score was 1.

## Equine Science

1. Demonstrate a developed understanding and comprehension of the breeds, anatomy, confirmation, digestion and management of the horse
2. Identify potential problems as they relate to confirmation, digestion and management of the horse and develop appropriate solutions to such problems.

### Assessment

Multiple projects throughout term including oral presentations, research papers, group discussions that require student to demonstrate a working knowledge of equine science.

## Results

### Assessment of EQNE 1103

Assessment information was collected from the 14 students who were enrolled in EQNE 1103

#### Student feedback session

Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
11	3	0	0

#### Oral Presentation

Excellent	Good	Average	Poor	Very Poor
13			1	0

#### Written Exams

Excellent	Good	Average	Poor	Very Poor
8	4	1	1	0

#### Research Papers

Excellent	Good	Average	Poor	Very Poor
9	4	1	0	0

#### Overall Assessment of course

Excellent	Good	Average	Poor	Very Poor
11	4	1	0	0

### Feedlot Management

1. Calculate rations using knowledge of feedstuffs.
2. Identify laws governing the operation of most feedlots.
3. Develop health monitoring systems for cattle in this environment.

### Assessment

Multiple projects throughout term including oral presentations, research papers, group discussions that require student to demonstrate a working knowledge of feedlot management.

Results: No report was filed by its instructor.

## Poultry Production

1. Demonstrate a developed understanding and comprehension of the anatomy, digestion and management of the fowl.
2. Identify potential problems as they relate to housing, health, and management.
3. Develop appropriate solutions to problems dealing with equipment.

Results: This class was not offered this year.

## Equine Option Objectives

### Equine Science

1. Demonstrate a developed understanding and comprehension of the breeds, anatomy, confirmation, digestion and management of the horse
2. Identify potential problems as they relate to confirmation, digestion and management of the horse and develop appropriate solutions to such problems.

### Assessment

Multiple projects throughout term including oral presentations, research papers, group discussions that require student to demonstrate a working knowledge of equine science.

Results were reported above.

### Equine Reproduction

1. Demonstrate a developed understanding in reproductive physiology of the mare and the stallion
2. Demonstrate a developed understanding and working knowledge of the endocrinology of the mare and the stallion.
3. Identify problems dealing with management and potential ways to manipulate breeding programs to result in most efficient breeding practices.

### Assessment

Multiple projects throughout term including oral presentations, research papers, hands-on use of relevant technologies.

### Results

Assessment information was collected from the 11 students who were enrolled in EQNE 2133

### Student feedback session

Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
9	0	0	0

#### Oral Presentation

Excellent	Good	Average	Poor	Very Poor
7	2	1	1	0

#### Written Exams

Excellent	Good	Average	Poor	Very Poor
5	4	1	1	0

#### Research Papers

Excellent	Good	Average	Poor	Very Poor
6	2	2	1	0

#### Overall Assessment of course

Excellent	Good	Average	Poor	Very Poor
5	4	1	1	0

The class had an assessment score of 3.2 out of a four point scale.

#### Advanced Equine Reproduction

1. Demonstrate a working knowledge of the equine breeding industry through hands-on experience with both the mare and the stallion
2. Demonstrate a working knowledge of relevant technologies in the equine reproduction industry.
3. Identify problems associated with advanced equine reproduction and develop more efficient practices.

#### Assessment

Multiple projects throughout term including oral presentations, research papers, hands-on use of relevant technologies.

#### Results

Assessment information was collected from the 9 students who were enrolled in EQNE 2143

#### Student feedback session

Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
8	3	0	0

#### Oral Presentation

Excellent	Good	Average	Poor	Very Poor
7	2	0	0	0

#### Written Exams

Excellent	Good	Average	Poor	Very Poor
6	2	1	0	0

#### Research Papers

Excellent	Good	Average	Poor	Very Poor
7	2	0	0	0

#### Hands-On Use of Technologies

Excellent	Good	Average	Poor	Very Poor
8	1	0	0	0

#### Overall Assessment of course

Excellent	Good	Average	Poor	Very Poor
8	2	0	0	0

The class had an assessment score of 3.875 on a four point scale.

#### Equine Health and Disease

1. Demonstrate an advanced understanding of basic equine health and equine health practices
2. Identify potential herd health problems and develop an appropriate vaccination schedule

#### Assessment

Multiple projects throughout term including oral presentations, research papers, group discussions and written exams that require student to demonstrate a working knowledge of equine health and disease.

#### Results

Assessment information was collected from the 17 students who were enrolled in EQNE 2123

#### Student feedback session

Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
14	3	0	0

#### Oral Presentation

Excellent	Good	Average	Poor	Very Poor
13	2	0	2	0

#### Written Exams

Excellent	Good	Average	Poor	Very Poor
7	5	4	0	1

#### Research Papers

Excellent	Good	Average	Poor	Very Poor
7	5	4	0	1

### Overall Assessment of course

Excellent	Good	Average	Poor	Very Poor
11	4	2	0	0

The class had an assessment score of 3.0 on a four point scale.

### Other Assessment Methods

- Tracking student data related to enrollment, persistence and performance. These data may include graduation rates, enrollment trends. And tracking student academic performance.
- Alumni Surveys aimed at evaluating perceptions of knowledge skills and abilities gained while studying in the program.
- Occupational Committee analysis of the curricular needs and physical assessment of the program.
- Survey of employers aimed at evaluating specific competencies, skills, or outcomes.

### Results of Other Assessment Methods.

Tracking of students who transfer becomes difficult due to the privacy act. Graduation rates are kept on those who report back to the department . Alumni survey returns are still very poor. This year we received one out of ten that were sent. Although the report was positive more results are needed.

Most of the graduates of this department seem to go to the University in search of a Baccalaureate Degree.

### Final Analysis

The overall effectiveness of this assessment method is very tedious. Too many are involved and too many rating systems are used. We are proposing that instead of this procedure that we develop a capstone course which will be offered every semester. This course will achieve that same as the classes did. The students will be required to use what they learned in their specific area and prepare a verbal presentation to the Agriculture faculty. Each faculty member will then give an assessment score of the student. When all students for the year have completed their respective presentations, a representative score for the program will then be reported.

With the enactment of the Capstone course, this type of program assessment will not be used anymore.

NEO A&M COLLEGE  
FORESTRY PROGRAM  
ASSESSMENT PLAN

### MISSION

This curriculum is designed to prepare the student to enter the forestry field or to transfer to a Bachelor's program in a Forestry degree. By proper advisement in the selection of core and electives, students may prepare immediate job placement or for a four-year program in Forestry Management.

### LEARNING OBJECTIVES

The core courses in the Forestry program are: Forestry Measurements, Timber Harvesting, Dendrology, Elements of Forestry, Wildland Fire Certification, and Wood Products.

### SPECIFIC OBJECTIVES OF FORESTRY

- A. Define forestry terms, concepts, and theories.
- B. Apply concepts and theories in laboratory environment.
- C. Apply wildland fire certification concepts in field applications.
- D. Define, analyze, and apply forestry measurements.

### GENERAL SKILLS

Students are expected to acquire:

- A. Critical Thinking Abilities
- B. Communication Skills
- C. Quantitative Skills

### ASSESSMENT

Testing and embedded assessment will be used.

Forestry Measurements: Measurements objective (1), students scores at the end of the semester on a test of common forestry terms and concepts. Measurements objective (2), 100% of the students tested will achieve 70% accuracy or better on assessment exams. Measurements objective (3), 70% of students will correctly measure and calculate area, size, and quantity of forest product and predict in a quantitative form future product.

Timber Harvesting and Wood Products: Harvesting objective (1), students scores at the end of the semester on a test of common timber harvesting terms and concepts. For harvesting objective (2), students will be able to correctly identify and label harvesting equipment, practices, and proper locations. Exam questions will be used to assess harvesting objective (3), Harvesting objectives, 100% of the students tested will achieve 70% accuracy or better on those questions. Harvesting objective (4), will be assessed with the student perform and recognize proper harvesting practices, timber harvesting contracts, and timber road building techniques.

Dendrology: For Dendrology objective (1), students score at the end of the semester on a test of common dendrology terms and identification. Dendrology objective (2), will be able to correctly identify using taxonomy terms, common names, and different characterists for different trees. Exam questions will be used to assess dendrology objective (3), with 100% of all students achieving 70% accuracy or better on those questions. Dendrology objective, (4) students will be assessed with the student identifying trees in the field and identifying trees using seed or twig parts in a laboratory and field environment.

Elements of Forestry: For elements objective (1), students score at the end of the semester on a test of common forestry terms and different jobs within the forestry environment. For elements objective (2), will be able to correctly define and describe terminology and job functions within the forestry management environment. Exam questions will be used to assess terms and definitions, plus describe different job functions for objective (3), with 100% of all students tested, achieving 70% accuracy or better on those questions. For elements objective (4), will be assessed with the student identify different forestry management scenarios.

Wildland Fire Certification: For wildland fire objective (1), students score at the end of the semester on a test of common fire terms and certification requirements set by the NWCG. For fire cert. objective (2), will be able to correctly define and describe terminology and job functions within the wildland fire certification process. Exam questions and practical demonstrations will be used to assess for objective (3), with a benchmark of all students achieving 70% accuracy or better. For fire cert. objective (4), will be assessed with the student identify different forest fire situations.

General Skills: Classroom Assessment Techniques (CATs) will be used for assessing general skills.

General Education Assessment Plan/Report for Critical Thinking

For 2114 Wood Products  
Course SCT Number and Title

Spring 2008

Assessment Period (semester, year)

Michael Neal  
Name of person submitting this report

November 15, 2007

Date submitted

General Education Goal: Critical Thinking

One objective of the Wood Products is for students to achieve the understanding of the practices and terminology used in the Wood Products industry. Each student will be able to understand the basic theories, terminology used, products that come from wood, products associated with wood products, and equipment used in Wood Products. The tools used, the safety practices, equipment used, methods or processes used in each product covered, the product standards used in the Wood Products field, and the terminology used. The goal of this assessment is to measure whether or not students, after achieving a level of competence in learning what is required in the Wood Products field.

Means and Criteria for Successful Assessment:

During the 4<sup>th</sup>, 8<sup>th</sup>, 12<sup>th</sup>, and final week of each semester, students are required, as a part of the class, identify the different aspects of Wood Products and the terminology used. The student should be fairly comfortable with both the quiz format and the requirements expected of each area covered.

Included in the quiz will be a breakdown of each area Wood Products, such as the chemical structure of wood, mechanical structure, stress management, adhesives used, fasteners used, methods used for veneering, and standardizing in Wood Products. The student will be required to identify and understand the tools used, terminology, and methods used, using critical thinking, students should score 70% or more.

All students enrolled in the course will be assessed.

All students should be able to correctly identify all aspects of Wood Products and the terminology used in this area of study.

Assessment will be reported at the completion of the 2008 semester.

General Education Assessment Plan/Report for Critical Thinking

For 2134 Dendrology  
Course SCT Number and Title

Fall 2008

Assessment Period (semester, year)

Michael Neal  
Name of person submitting this report

November 15, 2007

Date submitted

General Education Goal: Critical Thinking

One objective of Dendrology is for students to be able to identify 100 different species of forestry trees and the terminology used in their identification. The goal of this assessment is to measure whether or not students, after achieving a level of competence in learning what is required in identifying each of the different species, including the genus, species, and common names relevant to the Forestry industry and some of the requirements needed to be successful in Forestry.

Means and Criteria for Successful Assessment:

During each lab and final week of each semester, students are required, as a part of laboratory, to identify the different species covered to the time of the assessment. The student should be fairly comfortable with both the quiz format and the requirements expected of each area covered.

Included in the quiz will be a breakdown of each area of Dendrology, such a leaf and twig identification, bark and tree form, regions of distribution, and scientific names of each species. The student will be required to identify, name using scientific and common names both with summer leaves, fall colors, and winter tree forms, and the terminology used. If proper critical thinking occurs, students should be able to, by process leaf and twig identification an understanding the regions that some trees are located, to identify the plants covered, by a process of assessment a score of 70% or more should be achieved.

All students enrolled in the course will be assessed.

All students should be able to correctly identify the tree species and the terminology used in this area of study.

Assessment will be reported at the completion of the 2008 semester.

General Education Assessment Plan/Report for Critical Thinking

For 1114 Elements of Forestry

Fall 2008

Course SCT Number and Title

Assessment Period (semester, year)

Michael Neal

November 15, 2007

Name of person submitting this report

Date submitted

General Education Goal: Critical Thinking

One objective of Elements of Forestry is for students to become aware of the different aspects of Forestry and the terminology used in the Forestry industry. The goal of this assessment is to measure whether or not students, after achieving a level of competence in learning what is required in each of the different field of study in the Forestry industry and some of the requirements needed to be successful in Forestry.

Means and Criteria for Successful Assessment:

During the 4<sup>th</sup>, 8<sup>th</sup>, 12<sup>th</sup>, and final week of each semester, students are required, as a part of laboratory, to identify the different areas of Forestry covered to the time of the assessment. The student should be fairly comfortable with both the quiz format and the requirements expected of each area covered.

Included in the quiz will be a breakdown of each area of Forestry, such a Timber Management, Wildlife Management, Parks and Recreation Management, Natural Resource Management, Urban Forestry, Wildland Fire Management, and Rangeland Management to name some of the major areas. The student will be required to identify and analyze each of the areas and the terminology used in each area. If proper critical thinking occurs, students should be able to, by a process of comparison and proper subject analysis score at least 70%.

All students enrolled in the course will be assessed.

All students should be able to correctly understand each area of Forestry and the terminology used in the areas of study.

Assessment will be reported at the completion of 2008 semester.

General Education Assessment Plan/Report for Critical Thinking

For 2023 Resource/Wildland Fire Cert.

Spring 2008

Course SCT Number and Title

Assessment Period (semester, year)

Michael Neal

February 15, 2007

Name of person submitting this report

Date submitted

General Education Goal: Critical Thinking

One objective of the Resource/Wildland Fire Certification is for students to achieve the beginning certification of the NWCG. Each student will be able to understand the Wildland Firefighting certification process used by the NWCG, the basic theory of wildland fire fighting, the tools used and needed, methods used in wildland firefighting, and the terminology used. The goal of this assessment is to measure whether or not students, after achieving a level of competence in learning what is required as a beginning wildland firefighter and requirement to become a wildland firefighter II.

Means and Criteria for Successful Assessment:

During the 8<sup>th</sup> and final week of each semester, students are required, as a part of class, to identify the incident command system, the fire behavior during wildland fire, the human factors, the tools used, and methods that may occur while fighting wildland fire. The student should be fairly comfortable with both the quiz format and the requirements expected of each area covered.

Included in the quiz will be a breakdown of each area wildland firefighting, such as the command system, the fire behavior, the human factors, the tools and their uses, and the methods used during a wildland fire. The student will be required to identify and understand the command system, fire behavior, the human factors, tools used, terminology, and methods used, using critical thinking each student must score 70% or better.

All students enrolled in the course will be assessed.

All students should be able to correctly identify the incident command system, fire behavior, human factors associated with wildland fire fighting, tools used, methods used, and the terminology used in this area of study.

Assessment will be reported at the completion of 2008 semester.



General Education Assessment Plan/Report for Critical Thinking

For 2003 Natural Resources Measurements Spring 2008

Course SCT Number and Title

Assessment Period (semester, year)

Michael Neal

November 15, 2007

Name of person submitting this report

Date submitted

General Education Goal: Critical Thinking

One objective of Natural Resources Measurements is for students to become aware of the different methods of measurement theory and the terminology used in the natural resource industry. The goal of this assessment is to measure whether or not students, after achieving a level of competence in learning what is required in natural resource measurement theory in the Forestry industry and some of the requirements needed to be successful in the natural resource industry.

Means and Criteria for Successful Assessment:

During the 4<sup>th</sup>, 8<sup>th</sup>, 12<sup>th</sup>, and final week of each semester, students are required, as a part of laboratory, to successfully demonstrate the different methods used in the natural resource measurement covered at the time of the assessment. The student should be fairly comfortable with both the quiz format and the requirements expected of each area covered.

Included in the quiz will be a breakdown of each the areas of natural resource measurements in Forestry, with methods of quantifying and gathering data on natural ecosystems, needed for Natural Resource Management. The student will be required to analyze each of the theories and the terminology used. If proper critical thinking occurs, students should be able to, by a process of practical method analysis and theory analysis score at least 70% or more.

All students enrolled in the course will be assessed.

All students should be able to correctly understand each theory and method of Natural Resource Measurement and the terminology used in the areas of study.

Assessment will be reported at the completion of the 2008 semester.

General Education Assessment Plan/Report for Critical Thinking

For 2113 Timber Harvesting                      Spring 2008  
Course SCT Number and Title                      Assessment Period (semester, year)

Michael Neal                                      November 15, 2007  
Name of person submitting this report                      Date submitted

General Education Goal: Critical Thinking

One objective of the Timber Harvesting is for students to achieve the understanding of the practices and terminology used in the timber harvesting industry. Each student will be able to understand the basic theories, terminology used, and equipment used in forest harvesting. The tools used, the safety practices, equipment used, road building requirements, and the basics of a contract used in forest harvesting, and the terminology used. The goal of this assessment is to measure whether or not students, after achieving a level of competence in learning what is required in the forestry harvesting field.

Means and Criteria for Successful Assessment:

During the 4<sup>th</sup>, 8<sup>th</sup>, 12<sup>th</sup>, and final week of each semester, students are required, as a part of the class, identify the different aspects of timber harvesting and the terminology. The student should be fairly comfortable with both the quiz format and the requirements expected of each area covered.

Included in the quiz will be a breakdown of each area wildland firefighting, such as the command system, the fire behavior, the human factors, the tools and there uses, and the methods used during a wildland fire. The student will be required to identify and understand the command system, fire behavior, the human factors, tools used, terminology, and methods used, using critical thinking a score of 70% or more should be achieved.

All students enrolled in the course will be assessed.

All students should be able to correctly identify all aspects of forest harvesting and the terminology used in this area of study.

Assessment will be reported at the completion of the 2008 semester.

General Education Assessment Plan/Report for Critical Thinking

For 2023 Resource/Wildland Fire Cert.

Spring 2008

Course SCT Number and Title

Assessment Period (semester, year)

Michael Neal

February 15, 2007

Name of person submitting this report

Date submitted

General Education Goal: Critical Thinking

One objective of the Resource/Wildland Fire Certification is for students to achieve the beginning certification of the NWCG. Each student will be able to understand the Wildland Firefighting certification process used by the NWCG, the basic theory of wildland fire fighting, the tools used and needed, methods used in wildland firefighting, and the terminology used. The goal of this assessment is to measure whether or not students, after achieving a level of competence in learning what is required as a beginning wildland firefighter and requirement to become a wildland firefighter II.

Means and Criteria for Successful Assessment:

During the 8<sup>th</sup> and final week of each semester, students are required, as a part of class, to identify the incident command system, the fire behavior during wildland fire, the human factors, the tools used, and methods that may occur while fighting wildland fire. The student should be fairly comfortable with both the quiz format and the requirements expected of each area covered.

Included in the quiz will be a breakdown of each area wildland firefighting, such as the command system, the fire behavior, the human factors, the tools and their uses, and the methods used during a wildland fire. The student will be required to identify and understand the command system, fire behavior, the human factors, tools used, terminology, and methods used, using critical thinking each student must score 70% or better.

All students enrolled in the course will be assessed.

All students should be able to correctly identify the incident command system, fire behavior, human factors associated with wildland fire fighting, tools used, methods used, and the terminology used in this area of study.

Assessment will be reported at the completion of 2008 semester.



## General Studies Assessment Plan

### MISSION STATEMENT

General education courses at Northeastern Oklahoma A&M College provide students with general knowledge, skills, and attitudes conducive to lifelong learning in a complex society. The curriculum is designed for students who plan to transfer to a four-year college or university.

### STUDENT LEARNING OUTCOMES

1. Graduates will be able to communicate effectively.
2. Graduates will know and be able to apply mathematical concepts.
3. Graduates will know and be able to apply scientific principles.
4. Graduates will be able to critically analyze and solve problems.

### ASSESSMENT METHODS

1. Graduates will be able to communicate effectively  
Students who have developed effective communication skills will be able to demonstrate at least one of the following:
  - Organized, coherent, and unified written presentations
  - Organizes, coherent, and unified oral presentationsRandom samples of students writing and oral communication will be collected from selected assignments in courses throughout the English and Speech curriculum. Written communication skills will be evaluated by a team of faculty members from the English department. Oral communication will be evaluated by a team of faculty members from the Speech dept. The evaluation will be based on a rubric developed by the English and Speech Depts.
2. Graduates will know and be able to apply mathematical concepts.  
  
Random samples of students work will be collected from selected assignments in courses throughout the curriculum. Mathematical skills will be evaluated by a team of faculty members from the Mathematics Department. The evaluation will be based on a rubric developed by the Math Dept.
3. Graduates will know and be able to apply scientific principles.  
  
Random samples of students writing will be collected from selected assignments in courses throughout the curriculum. Science problem-solving skills will be evaluated by a team of faculty members from the Science department. The evaluation will be based on a rubric developed by the Science dept.

4. Graduates will be able to critically analyze and solve problems.

Random samples of students writing will be collected from selected assignments in courses throughout the curriculum. Critical thinking skills will be evaluated by a team of faculty members identified by the Assessment Committee. The evaluation will be based on a rubric developed by the Assessment Committee.

5. Overall Assessment

In addition - MAPP will be also be used to assess the general education program in the following areas: Writing skills, Mathematics, Science, and Critical thinking .

#### USING RESULTS TO IMPROVE THE PROGRAM

Results of assessments of these four learning outcomes will be presented by the Assessment Coordinator to the Vice President of Academic Affairs, which will consider the results and identify any actions needed to improve the general education curriculum and increase students' achievement of the expected learning outcomes.

Northeastern Oklahoma A & M College

Management/Marketing  
Assessment Plan

Mission

This curriculum prepares the student for entry level employment in supervision, retail, sales, and business management by developing fundamental skills, knowledge, attitudes, and experiences needed to function in the various positions with management and marketing.

Objectives to Management

1. Identify the different forms of business organizations, and how management functions among these diverse organizations.
2. Define the major concepts of total quality management.
3. Define the terms, concepts, and theories in modern management.

Objectives of Marketing and Salesmanship

1. To demonstrate their knowledge of the sales process through a verbal communication.
2. Identify and define the four P's of marketing.

Assessment Tools Used:

Management: for objective one, students will identify the different forms of business ownership and list their advantages and disadvantages. 70% of the students should be able to accurately identify these. For objective two, four exams are administered through out the semester. All four exams test the understanding of the concepts of total quality management. For objective three, a pre and a post test will be administered to test their knowledge and understanding of terms, concepts, theories in modern management.

Salesmanship: Students are given a product, which they build objectives sheet and product analysis sheet to support their oral presentation. This presentation is evaluated as inadequate, good, or excellent. (See attachment)

Marketing: for objective two the students must be able to communicate their knowledge of the four P's used in marketing. This will be evaluated through testing with an expectation of 70% of the students correctly by identifying and defining the four P's.

Principles of Management 2123 were assessed using pre and post tests and a one tail t-Test assuming unequal variances. The mean scores of the post tests are statistically significantly higher than the pre test means – see results below. The results indicate that students have a much better understanding of common management terms and concepts at the end of the course than when they began the course.

t-Test: Two-Sample Assuming Unequal Variances

	Variable 1	Variable 2
Mean	11.125	7.375
Variance	6.982143	10.55357
Observations	8	8
Hypothesized Mean Difference	0	
df	13	
t Stat	2.53288	
P(T<=t) one-tail	0.012494	
t Critical one-tail	1.770933	
P(T<=t) two-tail	0.024989	
t Critical two-tail	2.160369	

Salesmanship 1123

	1. Approach	2. Problem recognition	3. Presentation	4. Handling Objectives			
	5. Closing	6. Miscellaneous					
	1	2	3	4	5	6	Total
Student 1:	15/15	18/20	18/20	15/15	20/20	10/10	96/100
Student 2:	14/15	17/20	19/20	14/15	20/20	10/10	94/100

The goal is to reach 70% for each student. In this class all students exceeded the goal. This also shows that more time needs to be spent in the problem recognition phase of the process. My plan is to do some roll playing when covering this area.

## Presentation Evaluation Form

Salesperson \_\_\_\_\_

### Criteria for Evaluation

#### Approach (15 points possible)

	Inadequate	Good	Excellent
1. How was the greeting handled?	_____	_____	_____
2. Did the salesperson gain the Prospects attention with the opener?	_____	_____	_____
3. Appearance and demeanor	_____	_____	_____

Comments \_\_\_\_\_

#### Problem Recognition (20 points possible)

	Inadequate	Good	Excellent
1. Did the salesperson encourage The prospect to think about his Or her needs and problems	_____	_____	_____
2. Did the salesperson use open and closed questions to begin the flow of information	_____	_____	_____
3. Did the salesperson encourage the buyer to continue the flow of information?	_____	_____	_____
4. Did the salesperson check for understanding?	_____	_____	_____
5. Was the problem confirmed?	_____	_____	_____
6. Were question kept simple?	_____	_____	_____
7. Was burden placed properly on the salesperson?	_____	_____	_____
8. Was care used with sensitive issues?	_____	_____	_____
9. Did the salesperson ask about benefits, not features?	_____	_____	_____

Comments \_\_\_\_\_

Presentation (20 points possible)

	Inadequate	Good	Excellent
1. Were an adequate number of features offered?	_____	_____	_____
2. Were benefits explained and did they relate to prospect needs?	_____	_____	_____
3. How well was the product dramatized?	_____	_____	_____
4. Did the salesperson make himself or herself understood? (ideas spaced out, repetition, choice of language, etc.)	_____	_____	_____
5. Depth of product knowledge?	_____	_____	_____
6. Was the presentation appropriate for the personality style of the buyer?	_____	_____	_____

Comments \_\_\_\_\_  
\_\_\_\_\_

Handling Objectives (15 points possible)

	Inadequate	Good	Excellent
1. Were proven methods for handling objections used?	_____	_____	_____
2. How well were objections handles?	_____	_____	_____

Comments \_\_\_\_\_  
\_\_\_\_\_

Closing (20 points possible)

	Inadequate	Good	Excellent
1. Did the salesperson attempt to close at the right time?	_____	_____	_____
2. Were proven closing techniques used well?	_____	_____	_____
3. Was the close appropriate for the personality of style of the buyer?	_____	_____	_____

Comments \_\_\_\_\_  
\_\_\_\_\_

Miscellaneous

	Inadequate	Good	Excellent
--	------------	------	-----------

- |   |       |       |       |
|---|-------|-------|-------|
| 1. Did the salesperson demonstrate active listening?                    | _____ | _____ | _____ |
| 2. Did the salesperson take note of nonverbal behavior by the prospect? | _____ | _____ | _____ |
| 3. Enthusiasm.  | _____ | _____ | _____ |
| 4. Nonverbal behavior by the salesperson?                               | _____ | _____ | _____ |

Comments \_\_\_\_\_  
 \_\_\_\_\_

Overall  
 Comments \_\_\_\_\_  
 \_\_\_\_\_

TOTAL POINTS \_\_\_\_\_

Fine Arts Department  
Mass Communication  
Television Department Assessment  
11/08/2007

#### Department/Program Mission Statement

- Mission: To ready NEO students to enter the field of television production and broadcasting.
- Purpose: To provide students with the tools necessary to prepare themselves for a career in the field of television production and broadcasting

#### Intended Outcomes

Students should be able:

- To conduct themselves in a professional manner
- To be able to write, direct, and produce television programs
- To be familiar with the history of and key terms associated with television production and broadcasting
- To eventually do all these things on their own without faculty supervision

#### Identify Assessment Methods

- Students will be asked to fill out a brief comprehensive exam of their knowledge of television production and broadcasting at the beginning and the end of their first semester in the program and again during their final semester. The results will be compared to gauge the students' progress.
- Students will be asked to produce a project at the beginning of their first semester in the program. (I.e. TV Commercial, Script, etc.) These will then be compared to their final projects at the end of the semester and judged on their quality.

#### Benchmarks

- It is expected that students who get less than 50% of their questions correct on their exam at the beginning of the program will get at least 75-85% correct at the end of the term. 80% would be an acceptable level to achieve.
- It would be difficult to assess in specific terms a benchmark for the students projects. It would be simply of matter of judging for one's self the improvement in quality of a student's production from the beginning of the program to the end.

Assessment Exam POINTS POSSIBLE	10
<b>Fall 2006</b>	
Freshmen Major Average (N=11)	3.7
Freshmen Non-Major Average (N=6)	6.2
Sophomore Major Average (N=1)	10
Sophomore Non-Major Average (N=0)	n/a
<b>Spring 2006</b>	
Freshmen Major Average (N=5)	5.4
Freshmen Non-Major Average (N=6)	5.5
Sophomore Major Average (N=4)	9.25
Sophomore Non-Major Average (N=2)	6

### **Assessment Exam Analysis**

For the purpose of analysis, students with Freshmen standing were considered incoming students and students with Sophomore standing were considered outgoing students. As expected incoming student majors scored lower on average than those outgoing students. However, these scores may not be a reliable assessment tool due to the small sample size.

For future assessment, the exam will be conducted at the beginning and the end of each semester to help better gauge student's retention of covered topics.

Also the exam will be expanded in size to provide a better analysis of their knowledge.

### **Content Assessment Analysis**

Student's projects were shown to have a remarkable improvement in quality from the beginning of the semester to the end for both semesters. This is subjective based on my own observations; however I shared my observations with the students as a group. The students were able to see their current projects and compare them to their first, and most observed as did I an improvement in their quality.

I also observed a major improvement in their professionalism in their work, which will carry over well in their chosen profession.

**MEDICAL LABORATORY TECHNOLOGY  
NORTHEASTERN OKLAHOMA A&M COLLEGE  
Objectives and Competencies for Clinical Performance**

**LEVEL OF ACHIEVEMENT**

- |    |                     |  |
|----|---------------------|--|
| 1. |                     | EXPLANATION the student shows an understanding of the procedure through discussion |
| 2. | DEMONSTRATION       | the student observes the performance of the procedure                              |
| 3. |                     | MAXIMUM SUPERVISION the student performs the test under direct supervision         |
| 3. | MINIMUM SUPERVISION | the student performs the test independently but with some supervision              |
| 4. | PROFICIENCY         | the student consistently performs the test without supervision                     |

UNIT: CHEMISTRY	Performance Level Achieved							
	STD.	1	2	3	4	5	NA	Ext pts
<b><u>A-BASIC TECHNIQUES</u></b> Correctly maintain Q.C. data. Plot data, identify shifts & trends, & perform statistical analysis of data.	4							
Prepare reagents according to procedure & calculate weights or volumes as required.	2							
Correctly use & maintain a balance. Level & zero the balance.	1							
<b><u>B-INSTRUMENTATION</u></b> Perform an electrophoresis procedure. Prepare the electrophoretogram, the densitometer tracing, & calculate the values.	2							
Perform Enzyme - immunoassay.	4							
Correctly use the osmometer.	5							

UNIT: CHEMISTRY	Performance Level Achieved							
	STD.	1	2	3	4	5	NA	Ext pts
Demonstrates an understanding of potentiometry. (Ion specific electrode assay)	4							
<b><u>C- AUTOMATION: SPECIFY INSTRUMENT</u></b> Correctly operate and maintain an instrument that demonstrates the following principle: 1. Centrifugal Analysis	4							
2. Discrete Sampler Analyzer	5							
Correctly identify and correct instrument problems (trouble-shooting. Identify incidents.)	2							
<b><u>D CHEMISTRY ANALYSIS</u></b> The student will perform each of the following procedures. In each case the student will: a. Note general instructions b. Obtain control serum results w 95% CI (2 SD) or interval routine for assay being performed c. Repeat testing when results seem unreasonable for pt., clinical condition or when dilution/concentration of sample are indicated								
1. Total Protein/Serum	5							
2. Total Protein/Body fluid	5							
3. Protein electrophoresis	5							
4. Albumin	2							
5. Globulin	2							

UNIT: CHEMISTRY	STD.	Performance Level Achieved						
		1	2	3	4	5	NA	Ext pts
6. A/G ratio	2							
7. Amylase	5							
8. Creatine Kinase	5							
9. CK Isoenzyme	5							
10. Lactate dehydrogenase	5							
11. LD Isoenzyme	5							
12. Lipase	5							
13. Phosphate, Acid (ACP)	5							
14. Phosphatase, Alkaline (ALP)	5							
15. Transaminase, Aspartate (AST)(GOT)	5							
16. Transaminase, Alanine (ALT)(GPT)	5							
17. Calcium	5							
18. Phosphorous	5							
19. Chloride	5							
20. Potassium	5							
21. Sodium	5							
22. Bicarbonate	5							
23. Carbon Dioxide, Total	5							
24. pC02	5							
25. p02	5							
26. pH	5							
27. Glucose	5							
28. Glucose, 2hr pp	5							
29. Glucose tolerance	5							

UNIT: CHEMISTRY	STD.	Performance Level Achieved						
		1	2	3	4	5	NA	Ext pts
30. Cholesterol, Total	5							
31. Cholesterol, HDL	2							
32. Total Lipids	1							
33. Triglycerides	4							
34. Lipoprotein Electrophoresis	2							
35. Ammonia	5							
36. Bilirubin, Total	5							
37. Bilirubin, Direct	5							
38. Urobilinogen	2							
39. Urea Nitrogen	5							
40. Creatinine	5							
41. Creatinine Clearance	2							
42. Uric Acid	5							
43. Acetaminophen	5							
44. Uric Acid	5							
45. Digoxin	5							
46. Theophylline	5							
47. Ethanol	5							
48. Drug screen	5							
49. T3 level	4							
50. T4 level	4							
51. TSH level	4							
52. Vitamin B12	4							
53. Folate	4							

UNIT: CHEMISTRY	STD.	Performance Level Achieved						
		1	2	3	4	5	NA	Ext pts
54. Ferritin	4							
55. Iron, Total serum	4							
56. Iron Binding Capacity (IBC)	4							

TOTAL STUDENT POINTS \_\_\_\_\_

MINIMUM REQUIRED POINTS \_\_\_\_\_ 274 \_\_\_\_\_ - \_\_\_\_\_ (N/A) =

COMMENTS \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(To the student: Your signature is to verify that you have read this document and does not indicate agreement. Please initial each page of the evaluation.)

Program's Official's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

MEDICAL LABORATORY TECHNOLOGY  
 NORTHEASTERN OKLAHOMA A & M COLLEGE  
 Objectives and Competencies for Clinical Performance

LEVEL OF ACHIEVEMENT:

1. EXPLANATION the student show an understanding of the procedure through discussion
2. DEMONSTRATION the student observes the performance of the procedure
3. MAXIMUM SUPERVISION the student performs the test under direct supervision
4. MINIMUM the student performs the test independently but with some supervision
5. PROFICIENCY the student consistently performs the test without supervision

UNIT: MICROBIOLOGY	STD.	Performance Level Achieved						
		1	2	3	4	5	NA	Ext pts
1. Demonstrates the proper handling of contaminated loops or other similar equipment.	5							
2. Operates and describes the principles of the autoclave.	2							
3. Performs the necessary quality control to determine proper function of the autoclave.	1							
4. Uses the proper disinfectants on skin and bench tops.	5							
5. Correctly processes and handles patient specimens	4							
6. Performs and describes the procedures for media, equipment , and biochemical quality control.	4							
7. Performs techniques utilized in the preparation of media (storage requirements such as temperature & shelf-life).	2							

UNIT: MICROBIOLOGY	Performance Level Achieved							
	STD.	1	2	3	4	5	NA	Ext pts
8. Correctly set up primary cultures (considering proper conditions for growth such as atmosphere, temperature, and time requirements.	4							
9. Correctly interpret urine cultures at 24 hours.	4							
10. Correctly interpret stool cultures at 24 hours.	4							
11. Correctly interpret respiratory cultures at 24 hours.	4							
12. Correctly interpret anaerobic cultures at 24 hrs	3							
13. Correctly process blood cultures.	3							
14. Correctly interpret cultures collectively in each of the following categories. a. spinal fluids b. eye c. ear d. exudates e. cervical & genital f. wounds	3							
15. Correctly set up and interpret confirming tests for positive cocci.	3							
16. Correctly set up and interpret confirming tests for gram negative cocci.	3							
17. Correctly set up and interpret confirming tests for gram positive rods.	4							
18. Correctly set up and interpret confirming tests for gram negative rods.	3							

UNIT: MICROBIOLOGY	Performance Level Achieved							
	STD.	1	2	3	4	5	NA	Ext pts
19. Correctly set up and interpret urine colony counts.	4							
20. Perform, read, and record the results of gram stained smears from various specimens and isolated colonies on various medias.	4							
21. Perform, read, and record the results of Acid Fast stained smears from various specimens and isolated colonies on various medias.	3							
22. Perform and interpret immunological studies used in identifying aerobic organisms.	4							
23. Isolate anaerobes from specimens & identify them by gram stain, morphology, and biochemicals.	2							
24. Read mycobacterium cultures and identify positive culture.	2							
25. Perform and interpret sensitivity studies.	4							
26. Prepare and read specimens for various parasite examinations.	2							
27. Recognize yeast and fungus colonies from fungal colonies and cultures & be able to initiate proper microscopic and biochemical tests for their identification.	2							
28. Can perform & interpret rapid biochemical test, conventional biochemical test or commercial identification system to identify isolates from various cultures.	4							

UNIT: MICROBIOLOGY	STD.	Performance Level Achieved						
		1	2	3	4	5	NA	Ext. pts.
29. Correctly interpret positive blood culture gram stains and correctly determine needed processes.	3							

TOTAL STUDENT POINTS \_\_\_\_\_

MINIMUM REQUIRED POINTS 95 - \_\_\_\_\_ (N/A) = \_\_\_\_\_

COMMENTS \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(To the student: Your signature is to verify that you have read this document and does not indicate agreement. Please initial each page of the evaluation.)

Programs Official's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

MEDICAL LABORATORY TECHNOLOGY  
 NORTHEASTERN OKLAHOMA A & M COLLEGE  
 Objectives and Competencies for Clinical Performance

LEVEL OF ACHIEVEMENT:

- |    |  |   |             |
|----|--|---|-------------|
| 1. |  | EXPLANATION   | the         |
|    |  | the student show an understanding of the procedure through discussion |             |
| 2. |  | DEMONSTRATION   | the         |
|    |  | the student observes the performance of the procedure                 |             |
| 3. |  | MAXIMUM SUPERVISION   | the student |
|    |  | performs the test under direct supervision                            |             |
| 4. |  | MINIMUM   | the         |
|    |  | the student performs the test independently but with some supervision |             |
| 5. |  | PROFICIENCY   | the         |
|    |  | the student consistently performs the test without supervision        |             |

UNIT: HEMATOLOGY	Performance Level Achieved							
	STD.	1	2	3	4	5	NA	Ext pts
1. Correctly process specimens for hematological studies while demonstrating an understanding of proper handling to avoid or eliminate hazards.								
a. Exercises precautionary care in the handling and disposal of contaminated specimens and equipment.	5							
b. Chooses correct equipment for each test to be performed. Organizes the tasks to be performed in proper sequence.	4							
c. Correctly determines suitability of patient specimens, including consideration of the following: proper anticoagulant amount, collection time, proper handling of the specimen by the phlebotomist/other hospital or clinic personnel and rejection of unacceptable specimens.	5							

UNIT: HEMATOLOGY	Min. Performance Level Achieved							
	STD.	1	2	3	4	5	NA	Ext pts
2. Correctly uses quality control for each test performed.								
a. Selects proper controls for test.	4							
b. Properly prepares and preserves controls.	4							
c. Properly utilizes controls in the test procedure.	4							
d. Obtains results that fall into acceptable quality control ranges.	4							
e. Properly records control values.	4							
f. Correctly interprets control values and makes determinations as to batch acceptability.	4							
3. Correctly performs each procedure listed (as available at clinical site)								
a. States principle of the reaction of instrument used.	5							
b. Correctly operates the instrument or performs the procedure to obtain acceptable results.	4							
c. Correctly records and reports results.	4							
d. Performs routine maintenance on each instrument.	2							
e. Maintains a safe, clean lab bench when performing analyses.	5							
f. Completes work in a reasonable amount of time.	4							
4. Determination of at least 5 white blood cell counts using hemacytometer method on whole blood specimens within $\pm$ 10% accuracy of the count performed by an automated method.	1							

UNIT: HEMATOLOGY	Min. Performance Level Achieved							
	STD.	1	2	3	4	5	NA	Ext pts
5. Determination of at least 3 red blood cell counts using hemacytometer method on whole blood specimens within $\pm$ 10% accuracy of the count performed by an automated method.	1							
6. Manual determination of at least 5 platelet counts using hemacytometer method within $\pm$ 20% accuracy of the count performed by an automated method.	1							
7. Correctly utilizes automated or semiautomated hematology instruments to include the following parameters: <ol style="list-style-type: none"> <li>1. red blood cells</li> <li>2. white blood cells</li> <li>3. hemoglobin</li> <li>4. hematocrit</li> </ol>	4							
8. Prepares blood smears that exhibit acceptable degrees of thick and thin spreading and the necessary random distribution of cells.	4							
9. Stain smears by either manual or automated method so that cells are characteristically stained and easily identified.	4							
10. Performs at least 50 differential white blood cell counts on different blood smears with accuracy as determined by the instructor.	4							
11. Correctly determines the red blood cell morphology on at least 50 blood smears with accuracy as determined by the instructor.	4							
12. With 100% accuracy, calculates red blood cell indices, at least 5 different blood specimens given the Hgb, Hct, and red blood cell.	4							

## Hematology

UNIT: HEMATOLOGY	STD.	Min. Performance Level Achieved						
		1	2	3	4	5	NA	Ext pts
13. Correctly sets up and reads at least 5 ESR's on whole blood specimens using the Wintrobe or Westergren method.	4							
14. Correctly performs at least 10 reticulocyte counts on whole blood specimens with accuracy as determined by the instructor.	4							
15. Correctly sets up at least one L.E. prep. Microscopically examines the prepared smears for the presence of L.E. cells.	1							
16. Performs correctly at least 3 test to determine hgb S.	2							
17. Using resource slides, correctly identifies abnormal RBC morphology, to include the following: microcytes macrocytes sickle cells RBC inclusions hypochromia spherocytes target cells poikilocytosis polychromasis	4							
18. Correctly interpret and report patient results.								
a. Correctly interpret patient results as to normal or abnormal by applying ranges utilized by the department.	5							
b. Properly identify results within panic value ranges and acts accordingly.	4							
c. Uses appropriate units when reporting results.	5							
d. Correlates patient results as to possible disease or therapy status.	3							
e. Keeps clear and concise records.	5							

CLINICAL PRACTICE PERFORMANCE EVALUATION  
CLINICAL COAGULATION

Student:

Clinical Site:

LEVEL OF ACHIEVEMENT

5. Understands - principle explained - the student understands the test.
6. Observed - demonstration - the student observes the procedure.
7. Maximum supervision - the student performs the test with someone constantly at their side.
8. Minimum supervision - the student performs the test with some supervision, but few questions.
9. Proficiency - performs the test without supervision.
- 10.

COAGULATION	MIN. STD.	PERFORMANCE LEVEL ACHIEVED						
		1	2	3	4	5	NA	Extra pts
1. Prothrombin Time	5							
2. APTT	5							
3. Thrombin Time	1							
4. Factor Assay	1							
5. Bleeding Time	2							
6. FDP	4							
7. Fibrinogen	4							
8. DIC Profiles	1							

MINIMUM REQUIRED POINTS 23 TOTAL STUDENT POINTS \_\_\_\_\_

TOTAL STUDENT POINTS \_\_\_\_\_

MINIMUM REQUIRED POINTS \_\_\_\_\_ 149 \_\_\_\_\_ (N/A) = \_\_\_\_\_

COMMENTS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(To the student: Your signature is to verify that you have read this document and does not indicate agreement. Please initial each page of the evaluation.)

Program Official's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

MEDICAL LABORATORY TECHNOLOGY  
 NORTHEASTERN OKLAHOMA A & M COLLEGE  
 Objectives and Competencies for Clinical Performance

LEVEL OF ACHIEVEMENT

- |     |                     |  |   |
|-----|---------------------|--|---|
| 1.  |                     | EXPLANATION  | the   |
|     |                     | the student shows an understanding of the procedure through discussion |   |
| 2.  | DEMONSTRATION       |  | the student observes the performance of the procedure                 |
| 11. | MAXIMUM SUPERVISION |  | the student performs the test under direct supervision                |
| 12. | MINIMUM SUPERVISION |  | the student performs the test independently but with some supervision |
| 13. | PROFICIENCY         |  | the student consistently performs the test without supervision        |

UNIT: BLOOD BANK		Performance Level Achieved						
	STD.	1	2	3	4	5	NA	Ext pts
1. Correctly process blood specimens while demonstrating an understanding of proper handling to avoid or eliminate hazards	5							
2. Performs necessary quality control with all test procedures. Cedures	5							
3. Correctly records QC, correlates results, and recognizes sources of error.	5							
4. Keeps work area clean and organized	5							
5. Chooses correct reagent for each test to be performed. Organizes the tasks in proper sequence.	4							
6. Correctly prepares 2-4% cell suspensions	5							
7. Correctly performs ABO groupings	5							
8. Correctly performs Rh typings	5							
9. Correctly performs Du determinations	5							
10. Correctly performs antibody detection tests	4							

UNIT: BLOOD BANK	STD.	Performance Level Achieved						
		1	2	3	4	5	NA	Ext pts
11. Correctly performs antibody identification tests.	4							
12. Correctly performs compatibility tests	5							
13. Correctly performs direct antibody tests	5							
14. Obstetrical and neonatal specimens:								
a. Perform cord blood	4							
b. Determine OB patient candidacy for Rh immune globulin	3							
c. Perform fetalscreens	4							
d. The student demonstrates a knowledge of passive antibodies in reference to the newborn & the Rh immune globulin recipient	1							
e. The student demonstrates a knowledge of blood component selecting for HDN transfusions	1							
15. Component Processing								
a. Process & receive blood components from ARC	4							
b. Select & pool a set of platelets	4							
c. Select & thaw fresh frozen plasma	2							
d. Use blood cell washer	2							
16. Special Procedures:								
a. A subgrouping	1							
b. Rh-Hr phenotyping	1							
c. Other antigen test (M, N, Le, Pl, K, Fy, Jk, Ss)	1							
d. Antibody Absorption	1							

TOTAL STUDENT POINTS \_\_\_\_\_

MINIMUM REQUIRED POINTS 91 - \_\_\_\_\_ (N/A) = \_\_\_\_\_

COMMENTS \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(To the student: Your signature is to verify that you have read this document and does not indicate agreement. Please initial each page of the evaluation.)

Program Official's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Music Program - Associates in Arts Degree - Fine Arts Department  
Department/Program Mission Statement

This curriculum leads to an Associate in Arts Degree and is designed to prepare music majors for transfer to a Bachelor's program in Music. By proper advisement in the selection of electives, students also may prepare for a four-year program in Music Education or specialize in either Vocal or Instrumental Music.

Intended Outcomes

The following learning outcomes will be assessed in MUSC 2561 and MUSC 2563.

MUSC 2561 Sight Singing and Ear Training Objectives

Objectives Specific to Sight Singing:

1. Accuracy in pitch and rhythm,
2. Accuracy in tonality and modality.

Objectives Specific to Ear Training:

3. Identify instruments in music,
4. Accurately write harmonic and melodic dictation.

MUSC 2563 Theory of Music Objectives:

5. Analyze harmonic and melodic structure,
6. Apply harmonic and melodic structure.

Identify Assessment Methods

ASSESSMENT METHODS FOR MUSIC 2561 AND 2563

Objective 1

Being that both of these courses are performance based, the assessment will be similar for many of the objectives. The students will perform rhythms using a basic percussion instrument that will include multiple time signatures and meters. They will also perform pitch matching with a piano or other keyboard instrument. This will be done using both the solfeggio and numerical systems. The benchmark will be that 100% of the students will achieve 80% accuracy or higher in order to pass this objective.

Objective 2

The students will be able to repeat proper tonal structures using correct forms. This will include both major and minor tonality with the addition of the seven basic modal structures found in tonal music. The benchmark will be that 100% of the students will achieve 80% accuracy or higher in order to pass this objective.

### Objective 3

The students will be able to identify by sight the instruments that are used in western society. These will include the orchestral as well as the symphonic instruments. They will also be able to identify these same instruments by the sound most commonly associated with them. This will be done using both recordings and live performances. The benchmark will be that 100% of the students will achieve 80% accuracy or higher in order to pass this objective.

### Objective 4

The purpose of this objective is to insure the ability to write correct melodies and harmonies using aural skills developed in class. This will be accomplished by drill patterns beginning with simple and moving onto complex melodies and harmonies. This is done using played examples and recorded examples. As this is the most difficult objective for most students, they will develop listening patterns and writing skills to be able to reach the benchmark in a full orchestral setting. The benchmark will be that 100% of the students will achieve 80% accuracy or higher in order to pass this objective.

### Objective 5

This is accomplished by chordal and score study. This is done through both written examinations as well as prediction charts. The students have to successfully find tonal structures and be able to recognize and predict melodic patterns and their function in the musical composition. Another assessment method is using aural skills to correctly identify structures and possible alterations to these structures when heard on a recording or live performance. The benchmark will be that 100% of the students will achieve 80% accuracy or higher in order to pass this objective.

### Objective 6

The students will have to compose. Their composition must demonstrate both melodic and harmonic structures. Also, through score analysis they must show, in writing, patterns of tonal structure. When listening to recordings they must point out different aspects of melodic and harmonic structure. The benchmark will be that 100% of the students will achieve 80% accuracy or higher in order to pass this objective.

## RESULTS, PLANS AND INSTITUTIONAL SUPPORT

Objective 1	94% of the students met the benchmark of the objective.
Objective 2	90% of the students met the benchmark of the objective.
Objective 3	100% of the students met the benchmark of the objective.
Objective 4	86% of the students met the benchmark of the objective.
Objective 5	94% of the students met the benchmark of the objective.
Objective 6	86% of the students met the benchmark of the objective.

As a result of these findings, we plan on implementing some minor changes to increase the success rate of the students, especially in objective 4 and 6. One change will be to implement audio technology into objectives 4 and 6. Electronic tone production is 100% accurate in frequency. By doing this, we hope to improve the accuracy of the aural skills of the student. We also plan on using music notation software that will clearly demonstrate the intentions of the students in their written work. By using said software the students will have instant feedback and will have the opportunity to adjust or recreate their harmonic or melodic ideas. We believe that by adding this step the overall success rate will go up.

The institutional support that will be needed will be the funding to purchase MIDI capable computer stations with the Finale or Sibelius software installed. These are the two leading software programs that are used by the majority of the Universities in the region. We hope to have this completed when the new music building is finished and we are able to move our classes into Commons Hall.

Native American Indian Program Assessment  
Department of Social Science

Mission Statement

This curriculum is designed to prepare students for transfer to a Bachelors program or for employment in a variety of rewarding careers. By proper advisement in the section of electives, students may prepare for related four-year programs of study.

Objectives

- Explain key events in Native American History
- Develop an understanding of Native American history through a Native Perspective
- Develop an understanding of culture and tradition of Native American tribes
- Develop a greater global awareness by analyzing how Europeans have influenced Native American life and history
- Develop self-confidence by practicing public speaking

General Skills

Students are expected to acquire:

- Critical Thinking abilities
- Communication Skills
- Greater understanding of Global education
- Greater Introspect

Assessment Methods

- All students understanding and knowledge of Native American history, will be assessed by a pre-test and post-test
- Critical Thinking and Communication skills will be assessed through essays and oral presentations.
- Introspect will be assessed through r\group projects, research papers and reflections papers

### Benchmarks

- Sixty percent will know seventy percent of the post test material
- Seventy percent will be able to explain current issues in Native America
- Fifty percent will be able to list ten tribes and their locations

### Results

- Instructor will add an online component to all classes

### Plan/Recourses/Institutional Support

- This program needs to be supported by a multicultural program and global efforts.
- Facility furniture needs to be updated and more intune with students learning styles.

Assessment Plan  
Department of Natural Sciences  
Associate of Science, Natural Science  
Pre-Med and Biology Options

The Pre-Med option under Natural Sciences is designed to prepare students for application to professional schools in the health sciences. These include, but are not limited to, schools of medicine, pharmacy, dentistry and physical therapy. It also includes students interested in dental hygiene and radiology technology. However, the latter two require fewer science courses and these students usually do not graduate before moving on to the professional program or receive an associate of arts degree in general studies.

The Biology option provides students with required courses that are typically taken during the first two years in pursuit of a B. S. degree in biology, microbiology, biochemistry, cell or molecular biology, ecology/environmental science or closely related field of study.

Most of the required science courses are common for both the biology and pre-med options. These include: BIOL1604 (animal Biology), MCRO2124 (Introductory Microbiology), CHEM1314 AND 1514 (General Chemistry I and II) and PHYS1114 and 1214 (General Physics I and II). Assessment of effective learning for students in these two options will be based on these common courses.

#### OVERALL PLAN OBJECTIVE

Students of Natural Sciences should leave our college with an understanding of and ability to implement the Scientific Method.

#### PLAN OBJECTIVES BY COURSE

##### BIOL1604

Students should have an understanding of the following concepts:

1. Differences between carbohydrates, lipids and proteins and the major roles each of these classes of compounds play in eukaryotic organisms, especially animals.
2. Basic structures in eukaryotic cells (cell membranes, nucleus, organelles) and the function(s) of each.
3. Mechanisms by which molecules move into and out of cells (diffusion, osmosis, facilitated diffusion, active transport, phagocytosis, etc.)
4. Functions of cell division, both mitosis and meiosis, and the events that occur during each. They should recognize differences between the two types of cell division.
5. Basic Mendelian genetics along with other common inheritance patterns such as sex influenced, sex-linked and multiple alleles, along with some examples of human or animal traits that are inherited in each way. They should have some appreciation of human genetic disorders and their inheritance patterns.
6. Role of DNA and RNA in gene expression (protein synthesis) and the basic processes of transcription and translation.

7. Basic concepts of taxonomy and the basis by which organisms are classified.
8. Basic characteristics of the major phyla of animals and examples of animals in each phylum.
9. Characteristics of the 6 classes of vertebrates and examples of each.
10. A good working knowledge of the care and use of the compound light microscope and the dissection microscope.

#### MCRO 2124 (Microbiology)

Students should have an understanding of :

1. Principles of sterilization and aseptic technique.
2. Fundamental properties of microorganisms and their relationship to diseases.
3. Pathogenesis of microorganisms, essential information for diagnosis and laboratory investigations and various agents for destroying them (such as antibiotics).
4. Immunization schedules to protect against human infectious diseases.
5. The human immune system, mechanisms of cellular cooperation in the immune response, immunodeficiency diseases, organ transplantation and hypersensitivity.

Students will acquire the following skills:

1. Sterilization and aseptic techniques.
2. Methods of specimen collection.
3. Precautions that must be considered during collection and handling of specimens.
4. Preparation and staining of specimens for identification.
5. Methods of isolation and identification of microorganisms.
6. Proper procedure for antibiotic sensitivity tests.
7. Proper procedure of some serological tests.

#### CHEM 1314/1514 (General Chemistry I & II)

Students should be able to:

1. Correctly name most simple inorganic compounds for which the molecular formula is given and write the molecular formula when the name is given.
2. State each important chemical law or theory related to stoichiometry, gases, equilibrium, thermodynamics, electrochemistry or kinetics, in both verbal and equation form.
3. Select those chemical data and laws which are appropriate and useful in solving a given chemical problem.
4. Use the appropriate data and equation form of chemical laws to calculate the chemical properties of materials and systems, expressing the results in appropriate SI units.
5. Choose which of the chemical laws, and which of the possible forms of them, is most appropriate to obtain the desired result from available data.
6. Devise a correct and reasonable sequential order of steps required to obtain the desired result from available data and to carry out the necessary computation.

## PHYS 1114/1214 (General Physics I & II – algebra based)

Students should have knowledge of the principles or concepts and the ability to solve problems mathematically in each of the following areas:

1. Mechanics – mathematical description of motion in 1 and 2 dimensions.
2. Applying Newton's Law to solve problems involving linear and circular motion  
(Linear: elevators, friction, ramps, etc., Circular: cars on curves and hills, ferris wheels)
3. Conservation of energy: kinetics, gravitational and spring potential, power.
4. Conservation of momentum: collisions, recoil, inelastic and elastic collisions and energy loss.

## ASSESSMENTS WITHIN INDIVIDUAL COURSES

### BIOL1604

A. Students will be given a comprehensive exam during the first week of the semester with questions from all topics to be covered during the semester. A similar exam will be given as the final exam at the end of the semester. Students should show a statistically significant increase in the test score from the beginning to the end of the semester.

B. Periodic quizzes and exams during the semester will be used to assess their understanding of specific areas. All exams will include an essay component focusing on a major concept.

C. Understanding of Mendelian genetics and more complex inheritance patterns will be assessed through a series of problems given in lab. The ability to work the problems will be directly related to their understanding of the principles of inheritance.

D. Students' ability to identify and classify animals at the phylum level will be assessed during a laboratory exam in which examples of animals in each of the major phyla will be presented and the students have to identify and classify them by phylum (and class in the case of chordates).

E. The ability to properly use the microscope will be assessed individually during a laboratory exercise in which students will be given a prepared slide and observed by the instructor while they find the organism and get it focused under high power. They will also have to prepare a slide of living organisms and focus it under low power.

### MICRO2124

Part A will be assessed primarily by exams and periodic quizzes. Part B will be assessed during the laboratory sections of the class. Students will be required to demonstrate each of these skills to the instructor during the laboratory. A laboratory practicum will be given at the end of the semester in which all these skills must be properly demonstrated.

## CHEMISTRY 1314 and 1514

Students' understanding of the concepts in chemistry will be assessed by the following means:

- A. Problems will be given as homework assignments that require students to demonstrate an understanding of the principles in order to work the problems.
- B. Exams.
- C. Laboratory exercises/experiments which require understanding of specific concepts. During the laboratory experiment, students will collect data. This data will then be used in conjunction with principles learned in theory to solve problems and answer related questions.

## PHYSICS 1114 and 1214

Students' understanding of the concepts of physics will be assessed by the following means:

- A. Problems will be given as homework assignments which require students to demonstrate an understanding of the principles listed in order to work the problems.
- B. Exams. Exams consist primarily of solving problems.
- C. Laboratory exercises/experiments during which students will collect data and then use the data to perform specific calculations and answer related questions.

## OVERALL PLAN ASSESSMENT

A general test covering the objectives listed for each of the core courses and including the scientific method will be given to all Natural Science majors during the BIOL 1011 (Career Opportunities in Science) class taken the fall of the freshman year. This will serve as a pre-test. The same test will be given again as an exit test (or post test) before advisors will finish graduate checks. This pre-test/post test will allow for evaluation of whether plan objectives were met with students who started and finished the program.

In addition the department will develop a phone survey to be conducted by the testing center or other non-biased entity. Students will be called at the end of their Junior year at their next institution and asked questions concerning how these core courses at NEO correlated to the subsequent courses at their current institution. This feedback will be effective in tailoring these courses to prepare students for their next course of study.

Department of Nursing  
Applied Science Program  
Submitted by: Debbie Morgan

Assessment Plans (from 2007 Annual Report)

The Nursing Department uses various methods to conduct an ongoing assessment of the program. Many of the assessment activities are completed through the various Systematic Program Review (SPR) Committees comprised of nursing faculty members that report directly to the Faculty Council during the assigned month if possible. One recommendation from the OBN during their accreditation visit in spring 2006 was to evaluate current committee structure for ways to consolidate number of committees and functions and to better track in Faculty Council minutes how assessment methods —this was done during faculty retreat 5/8/06 with full faculty who attended the day-long session to address recommendations from coordinated site visit with the OBN and NLNAC in March 2006.

Other assessment components include but are not limited to: pre- and post-tests, the clinical evaluations tools completed each semester for every clinical, course evaluations completed by students and faculty team members, skills performance evaluations, and NLNAC accreditation surveys and approval surveys conducted by the Oklahoma Board of Nursing. In addition, faculty review each exam administered for the overall reliability as well as for individual exam items.

Assessment data tracked for outcome measures include 1) graduation rates, 2) licensure/certification pass rates, 3) job placement rates, and 4) program satisfaction. Graduation rates have been addressed earlier in this report. The licensure pass rate is defined as the percentage of graduates who pass the NCLEX-RN examination with the first attempt during a calendar year with an expected level of achievement of at least 80% of students achieving this goal. Our current statistics for licensure pass rate per year on first time test-takers was: 2006: 100% achieved! 2005 – 88%; 2004 – 89.58%; 2003 – 93%, which is above the national average. Goal has been 100% achieved. Results from 2007 are pending yet.

The job placement rate is defined as the percentage of graduates employed as a Registered Nurse within 6 months of graduation with an expected level of achievement of 85% employment within that time frame. Statistics demonstrated for 2006 – 100%; 2005- 95%; 2004-100%; and 2003-100% were employed within 6 months of graduation. Goal was 100% achieved.

Program satisfaction is defined as positive employer and graduate survey results at 6 and 18 month intervals following graduation from the nursing program using a rating from 1-5 with 3 being average and 4 being above average with at least 80% of those responding indicating a rating of 3 or higher. For the class of 2003-2004, at 6 months 37% of students rated themselves at 3 (average) while 100% of employers who responded rated graduates at 3 (average) or 4 (above average) on all categories 6 months upon entering the workforce. Data from 2004-05 six-month and 18-month surveys is pending completion along with 6-month follow-up from 2005-06 class.

Month Due	Committee Title	Area of Evaluation	Areas Reported by Committee:	Chairperson	Committee Members
November	Long Range Planning	Program of Learning, Future Direction and Goals	1) Organization/Administration 2) Advisory committee recommendations	Peggy Wood	All Faculty
			3) Mosby results	Director	
	Admission/Progression, Retention	Challenge program and student admission/readmission	1) Scholarships: potential and those awarded	Julie McFerron	Sue Mudrick Susan Panter Jackie Robinson Ruth Sutton
February	Curriculum	Review nursing curriculum including general education components	1) Report revisions	Julie McFerron	Director Vickie Fields Sue Mudrick Ruth Sutton Alicia Weatherby
			1) NCLEX report 2) Course evaluations: (December 1119, 2134/2135)	Director Team Leaders	All Faculty
April	Policy and Procedure	Review Student Handbook, Faculty Orientation Manual, Department Records policy, Faculty Council Bylaws	1) Report revisions	Sue Mudrick	Vickie Fields Tammy McNeil Kim Mercer Alicia Weatherby
May	Student/Faculty	Review available resources	1) LRC holdings 2) Resources needed Faculty Enrichment	Peggy Wood	Kim Mercer Susan Panter Alicia Weatherby
	Long Range Planning Annual Retreat	Overall Systematic Program Review	1) Graduate Follow-up survey	Alicia Weatherby	All Faculty
			2) Budget 3) Review course evaluations: (Spring 1219, 2249)	Director Team Leaders	All Faculty

**REVISED2006-2007 SYSTEMATIC PROGRAM REVIEW (SPR) COMMITTEES**

2007 Program Assessment Plan  
Nursing Pre-BSN

Department: Nursing

Program: Nursing Pre-BSN (Pre-Professional)

Degree: Associate in Science (AS)

Submitted by: Debbie Morgan, MS, RN, Department Chair/Director of Nursing

Department/Program Mission Statement:

The mission of Northeastern Oklahoma A&M College is dedicated to providing opportunities that promote excellence in learning, service and leadership. The mission of the Associate of Applied Science in the Nursing Program is to prepare traditional and non-traditional students to successfully move into the profession of nursing. The faculty will provide a caring educational atmosphere that promotes professionalism in an evolving health care environment. The mission of the Pre-Professional in Nursing Program is to prepare students to articulate to a Bachelor of Science program of their choice; the purpose is to offer transfer courses for students planning to pursue a baccalaureate or professional degree at a senior college or university with the ultimate goal of having the student successfully complete the national licensure examination to become a Registered Nurse and be able to practice nursing at the beginning level of competency. This goal is accomplished by ongoing academic advisement throughout their career at NEO with support of the individual student choices.

The missions of both the Associate of Applied Science Degree Nursing Program and the Associate in Science Nursing Pre-BSN Degree Program are congruent with those of the institution.

Intended learning outcomes:

At the completion of the Associate in Science Nursing Pre-BSN degree students will have a broad base of general education competencies including:

- Proficiency in English language, grammar and enhanced reading proficiency and comprehension;
- Proficiency in communication skills (both oral and written) and listening skills;
- Knowledge of American history and government and how that affects our health care system and the business of health care;
- Exposure to varied cultural humanities and liberal arts studies;
- Understanding of mathematical skills to promote critical reasoning as they progress to learning the nursing process and critical thinking skills;
- Understanding of the psychology of human behavior throughout the lifespan with understanding of effect of social problems;
- Computer literacy to support technical aspects of educational program.

Students will have a basic understanding of the core science and support courses including, but not limited to:

- Principles of chemistry including basic understanding of atomic structure, molecular and chemical bonding, chemical calculations, properties of gases, interactions between molecules, science of solutions, chemical reactions and acid-base balance;
- Understanding of anatomy and physiology of the human body and its systems;
- Understanding of microbiology, basic structure and physiology of organisms, interaction of microbe and host, and microorganisms and human disease;
- Awareness of economics and current problems;
- Relate basic nutritional concepts with practical application in planning diets for people of various ages/occupations;
- Understanding of sociology and interrelation of society, culture and the individual;
- Competence in various forms of oral communication, public speaking;
- Understanding of statistical analysis to be able to read, interpret, and conduct beginning research at the Bachelor level.

Core Science and support program requirements will be selected to meet the requirements of the college or university to which the student plans to transfer. Students will carefully select courses that will meet requirements for both the baccalaureate and Pre-BSN degree programs and are actively encouraged to consult the catalog and meet with advisors at the prospective schools in which they plan to transfer upon graduation.

This report will focus on one core course in the program requirements section: SPCH 2713 Introduction to Speech Communication. Having effective communication skills, therapeutic listening skills, and the ability to converse in a clear, effective manner are critical skills for students as they advance their education to the baccalaureate level in nursing.

Additional research is being conducted to look at methods to measure the overall academic readiness of students who complete the Nursing Pre-BSN program for entrance into varied Bachelor of Nursing Programs. These options will be evaluated at a later date. For purposes of this report, the speech component will be examined as a core measure of one skill that is necessary for progression.

Assessment methods for core Pre-BSN Program course:

SPCH 2713: Introduction to Speech Communication

This course is provided through the School of Liberal Arts with the primary objective of providing students with a basic course in oral communication with emphasis on communication theory, listening skills, organizational methods, and delivery techniques. Practice is offered through preparation and presentation of three various types of speeches with five identified assessment criteria. There are no pre-requisites for this course. SPCH 2713 is one choice students may opt to complete of the required 22 credit hours in the Program Section B of the Associate in Science Nursing Pre-BSN degree plan. This course is presented both in-person and via distance education, with online classes offered as well to meet various learning styles and needs of students.

#### Benchmarks:

In spring 2005, Barbara George, Department Chair/Instructor for Speech and Theatre, developed a rubric of five (5) central ideas that were evaluated over the course of the three required speeches in the course to assess improvement from the beginning until the end of the speech course. Oral presentations by students had to demonstrate the following benchmarks:

1. Clear, concise central idea
2. Organized, coherent presentations
3. Thoroughly developed points
4. Good audience contact
5. Energetic and interesting delivery

A rating scale rubric was developed for use in the critiques of the three speeches the students delivered in all sections of Speech 2713: the demonstration speech, the informative speech, and the persuasive speech. It was predicted that a student would have demonstrated effective communication skills if s/he scored a minimum of “adequate” on 4 of the 5 above-mentioned criteria, and that 90% of students would score a minimum of “adequate” on 4 of the 5 criteria on the persuasive (final) speech.

#### Findings:

- Criterion 1 (Central Idea) – 93% of students scored “adequate” or above in the demonstration speech; 92% of students scored “adequate” or above in the informative speech; 95% of students scored “adequate” or above in the persuasive speech.
- Criterion 2 (Organization) – 86% of students scored “adequate” or above in the demonstration speech; 91% of students scored “adequate” or above in the informative speech; 93% of students scored “adequate” or above in the persuasive speech.
- Criterion 3 (Development) – 81% of students scored “adequate” or above in the demonstration speech; 87% of students scored “adequate” or above in the informative speech; 73% of students scored “adequate” or above in the persuasive speech.
- Criterion 4 (Audience Contact) – 92% of students scored “adequate” or above in the demonstration speech; 87% of students scored “adequate” or above in the informative speech; 93% of students scored “adequate” or above in the persuasive speech.
- Criterion 5 (Energy) – 86% of students scored “adequate” or above in the demonstration speech; 87% of students scored “adequate” or above in the informative speech; 86% of students scored “adequate” or above in the persuasive speech.

#### Interpretation of Findings:

90% of students assessed scored “adequate” or above in only 3 of the five criteria in the persuasive speech; the goal was for 90% to score “adequate” or above in four of the five criteria in the persuasive speech. The lowest percentage was in the criterion of “Development” (73%). Development and support of one’s ideas is an integral aspect of communication. Therefore, it will be an ongoing task to find new and/or improved methods of instruction for this very important element.

The other criterion which did not reach the desired goal of 90% was criterion 5, Energy; only 86% of students reached the desired goal of “adequate” or above. While an energetic delivery is important, it is not nearly as crucial to the communication process as are the other criteria named. Furthermore, the judgment of “energetic” or not is purely subjective. Therefore, this criterion was deemed to not necessarily be continued in the assessment process.

In looking to date at how this process might be improved, it was felt that the rubric needed to be simplified somewhat and a random sampling of students continue to be evaluated using this above designed process. “Students’ overall grades in this course of a B or higher have demonstrated the [above] criterion are being met in the semesters since this process was begun” stated George.

#### Transferability/Results:

For purposes of this report, the spring 2007 SPCH 2713 SCT course rosters and Pre-BSN nursing student records were examined exploring nursing student enrollment and grades upon course completion.

The following statistics were examined for the spring 2007 semester:

- There were fifteen (15) sections of SPCH 2713 taught on the main campus with an average of 19 students per section.
- There were three (3) sections of SPCH 2713 taught at distance education sites with an average of 6 students per section.
- The total number of students enrolled in SPCH 2713 was 179 with eleven (11) of these students whose major was listed as Nursing Pre-BSN = 6% of total enrollment was Nursing Pre-BSN students.
- Of those eleven (11) Pre-BSN nursing students who completed the speech course, 82% completed the course with a grade of “B” or higher which accounted for nine (9) out of eleven (11) students. One student had a “C” and one student failed the course with an “F”—although that same student also failed speech also failed the entire fourteen (14) hours of the spring semester and three (3) hours of the summer semester and has not been enrolled since that time. If that student is not counted, nine (9) out of ten (10) completed the speech course with a grade of “B” or higher = 90%.

- Seven (7) out of eleven (11) or 64% completed the course with an “A”; two (2) out of eleven (11) or 18% scored a “B”; and only one (1) or 9% scored a “C” and only one (1) or 9% scored an “F”.

The inference is that the vast majority of the Pre-BSN students who enrolled in SPCH 2713: Introduction to Speech course (90%) completed the course meeting the established benchmarks as set by the Speech Department. These students were able to show a progression of mastery of the five criteria as the semester progressed and through their assigned three types of speeches: demonstration, informative and persuasive. Students were able to show: 1) development of a clear, concise central idea, 2) organized, coherent presentations, 3) thoroughly developed points, 4) good audience contact, and 5) an energetic and interesting delivery (though less emphasis has been placed on this since the initial rubric was developed).

These vital communication and listening skills will be critical to students’ ongoing success as they progress toward their Bachelor in Science Nursing (BSN) degree. This course will continue to be highly recommended to students as they choose the required twenty-two (22) hours in the Program Section B of the Pre-BSN option at NEO.

## ASSESSMENT PLAN

### Physical Education and Recreation Athletic Training

Assessment: AS degree in Physical Education

#### School Mission:

The mission of the Physical Education and Recreation Department of Northeastern Oklahoma A&M College is to further the development, unification, and application of practical knowledge, theory, skills and experiences to promote social, physical, educational, and environmental health. Physical activity and movement are fundamental to human vitality, growth, development and maturation. Physical activity in its various forms provides meaningful experiences for individuals and has significance for society. Consistent with the goals of Northeastern Oklahoma A&M College, the Physical Education department will strive to exhibit and maintain teaching based on theory and research driven educational practices.

The goals of the teaching programs are:

- 1) To provide the students with an education in the discipline of Physical Education.
- 2) To give students an understanding of and appreciation for the role that regular physical activity has in the pursuit of lifelong physical well being for diverse populations.
- 3) To provide an educational and experiential foundation in numerous forms of physical activity.
- 4) To encourage critical thinking essential to Physical Education.
- 5) To provide a combination of field experiences in which the students can apply the scientific and pedagogical aspects of Physical Education.

The objectives of the teaching programs are:

The Department of Physical Education addresses the four goals stated above with the following objectives.

Goal 1 (To provide the students with an education in the discipline of Physical Education)

Objective 1

All students should complete a formal course of study based on the academic discipline of Physical Education. The program is designed to assist the prospective physical education workforce into becoming problem-solvers in physical education. The curriculum addresses three major elements: 1) physical education content, 2) physical education as a profession, and 3) pedagogical physical education.

Assessment

Formative assessment of students occurs in the form of objective tests, research papers and hands on experiences.

Goal 2 (To provide students with a knowledge of and appreciation for the role that regular physical activity has in the pursuit of lifelong physical well being for diverse population.)

Objective 2

Students will comprehend the relationship between overall health and regular programs of physical activity.

Assessment

Formative assessment of students occurs in the form of objective tests, research papers and hands on experiences.

Goal 3 (To provide an educational and experiential foundation in numerous forms of physical activity.)

Objective 3

Students must demonstrate satisfactory skill acquisition in specified individual and team activities. Students must achieve a satisfactory cognitive base including rules, strategies and appropriate behaviors for specified individual, team and aquatic activities.

Assessment

Formative assessment of students occurs in the form of objective tests, research papers and hands on experiences.

Goal 4 (To encourage critical thinking essential to Physical Education.)

Objective 4

Students will demonstrate the ability to use appropriate critical thinking skills to; evaluate professional and scholarly journal articles, to evaluate, develop and improve curricula and other professional programs for use in class discussion and scholarly presentations.

Assessment

Most of the academic core courses require a combination of evaluative measures to assess student achievement. These include examinations, literature reviews, class discussion, presentations and papers. These are means of formative assessment conducted by individual course instructors.

Goal 5 (To provide a combination of field experiences in which the students can apply the scientific and pedagogical aspects of Physical Education.)

Objective 5

Students will demonstrate mastery of specific subject matter through field experiences and research projects required the curriculum.

## PTA Program Assessment Plan

Department and Program Name

Date submitted

Department/Program Mission Statement

- Mission: indicates large scale areas of activity that include the primary functions of the program
- Purpose: indicates what the program is designed to accomplish.

The program has in place written mission and philosophy statements and these mission and philosophy statements are congruent with those of the institution.

### PTA Program Mission Statement

The PTA program is organized as a state supported comprehensive program offering an Associate Degree in Applied Science sensitive to the specialized educational needs of the local health care community.

### PTA Philosophy Statement

The Physical Therapist Assistant Program faculty believe that students learn best in a structured environment that (1) utilizes a variety of instructional methods with flexibility to emphasize the learning style of each student (2) provides knowledge and experiences to serve as a foundation for future learning, (3) develops readiness to learn by incorporating attitudes and values with clinical and academic experiences, and (4) provides opportunities to apply knowledge in clinical situations throughout the program. PTA faculty provides frequent academic advisement and counseling sessions with students in the PTA program. The faculty continuously assesses student progress through the administration of well-planned, teacher prepared examinations with careful analysis of exam results, skills laboratory demonstration and clinical evaluation.

The faculty of the physical therapist assistant program concurs with the mission of the College by recognizing the applied science in physical therapist assistant program as an occupational degree program that prepares the graduate for employment in the field of study after successful completion of the program requirements.

The program's graduates are surveyed six months, one year, and three years after graduation in an effort to assess program outcomes and to determine satisfaction of the graduates and employers and to determine graduates participation in professional development. The faculty of the PTA program meets at least annually with clinical instructors, graduates of the program, and the Advisory Committee to evaluate program outcomes.

The Physical Therapist Assistant program is designed to prepare graduates who possess the skills, attitudes, and values necessary to maintain, restore, and promote functional movement activities throughout the lifespan. The PTA faculty believes it is the obligation of the educational program to provide students with not only a high level of technical expertise, but also the attitudes and values necessary to competently practice in an evolving health care system. The PTA faculty believes the PTA graduate is prepared to function within the roles of a physical therapist assistant, provider of care, health care team member, and member of physical therapy profession. In these roles, the graduate should accomplish the educational program objectives as follows:

1. Apply the principles of physical therapy to prevent, correct or alleviate acute or prolonged movement dysfunction.
2. Demonstrate knowledge of the rationale and effectiveness of physical therapy treatment procedure, ethical principles, the scope of their abilities and applicable state and federal laws.
3. Implement a comprehensive treatment plan developed by a physical therapist and demonstrates effective principles, the scope of their abilities and applicable state and federal laws.
4. Communicate effectively in written, oral, and non-verbal modes with the supervising physical therapist, patients, families, colleagues, and other health care providers and the public.
5. Serve as an integral member of the health care team and takes appropriate action in an emergency situation.
6. Assist the physical therapist in monitoring and modifying the plan of care by performing appropriate assessment and measurement techniques.
7. Interact with patients and families in a manner that provides the desired psychosocial support including recognition of cultural and socioeconomic differences.
8. Participate in teaching of other health care professions, patients, families, and community groups.
9. Demonstrate an ability to document care and billing information in a timely fashion.
10. Participate in coordination of care, discharge planning, and follow-up of patients.
11. Assume responsibility for carrying out the administrative, educational and social roles of the physical therapist assistant in the health care delivery system, the physical therapy organization and the community.
12. Participates in career development and lifelong learning opportunities through continuing education and health care literature.

1.2.2. The goals and objectives of the physical therapist assistant program support the program's mission and philosophy and are consistent with the mission and philosophy of the institution.

The program goals and objectives are consistent with those of the College.

Five quality indicators/Goals

- ❖ At least 80% of the graduates will pass the state board examination.
- ❖ At least 90% of the students enrolled in the PTA program will graduate.
- ❖ At least 95% of the graduates who pass the state board examination will be employed based on a three-year average rate.
- ❖ At least 80% of the students will indicate that they “agree” or “strongly agree” with the statements on the Student Evaluation of Faculty. (Evaluation available on site)
- ❖ At least 90% of the students will rate the items on the Employer/Clinical Instructor Evaluation as “above average” or “superior” by the completion of PHTA 2534 Clinical III. (Evaluation tool available on site)
- ❖ At least 50% of course outcomes will at the taught well level and 100% at least min. level

4.1.4 Goals and objectives

The program director and core faculty meet together with the department chair of allied health and the dean of Human Environmental Sciences each year to review the goals and objectives of the program. The appropriateness of each goal is reviewed. Changes in institutional policy, institutional strategic plan, and accreditation expectations could necessitate a change in goals of the program. (Table A) Changes in the program will be implemented if the threshold of a goal is reached as illustrated in Table B.

Table A

Goals	Tools For Data Collection	Threshold to necessitate change in the goals.
The Program will achieve at least an 80% ultimate pass rate	Report from FSBPT	Significant change in accreditation expectations.
At least 90% of the students enrolled in the PTA program will graduate.	Graduation rate.	Significant change in accreditation expectations. Change in institutional policy.
At least 95% of the graduates who pass the state board examination will be employed based on a three-year average rate.	Graduate survey	Significant change in accreditation expectations. Change in institutional policy.

At least 80% of the students will indicate that they “agree” or “strongly agree” with the statements on the Student Evaluation of Faculty.	Course evaluation	Agreement of faculty, program director, department chair and dean that the goal should be changed. Change in institutional policy.
At least 90% of the students will be rated on the Employer/Clinical Instructor Evaluation as “above average” or “superior” by the completion of PHTA 2534 Clinical III.	Employer/Clinical Instructor Evaluation	Agreement of faculty, program director, department chair and dean that the goal should be changed.
At least 50% of course outcomes will at the taught well level and 100% at least min. level	Course outcome survey	Agreement of faculty, program director, department chair and dean that the goal should be changed.

Table B

Goals	Tools For Data Collection	Threshold to necessitate change in the program.
The Program will achieve at least an 80% ultimate pass rate	Report from FSBPT	If data falls below 80% for two consecutive years.
At least 90% of the students enrolled in the PTA program will graduate.	Graduation rate.	If data falls below 90% for three consecutive years.
At least 95% of the graduates who pass the state board examination will be employed based on a three-year average rate.	Graduate survey	If data falls below 95% for two consecutive years.
At least 80% of the students will indicate that they “agree” or “strongly agree” with the statements on the Student Evaluation of Faculty.	Course evaluation	If data falls below 80% for two consecutive years.

At least 90% of the students will be rated on the Employer/Clinical Instructor Evaluation as “above average” or “superior” by the completion of PHTA 2534 Clinical III.	Employer/Clinical Instructor Evaluation	If data falls below 90% for two consecutive years.
At least 50% of course outcomes will be at the taught well level and 100% at least min. level	Course outcome survey	If data falls below 50% for well or 100% for min for two consecutive years.

### Intended Outcomes

What should students know, understand, and be able to do with their knowledge when they complete an academic program? (3-8 most important)

Outcomes Should:

- be stated in terms of expected student behaviors
- be measurable
- be aggregate, focusing on the discipline and not on individual students
- specify the skills that students should have after completing the program
- focus on the learning resulting from an activity rather than on the activity
- focus on aspects of learning that can be assessed

### Identify Assessment Methods

- Use of multiple methods is usually needed to assure accuracy of measurement. Therefore, plans should feature at least 2 procedures for assessing each outcome.
- The same assessment method or instrument can often be used to measure several outcomes. For example, presentations can be used to measure both oral and written communication as well as program specific knowledge skills
- Identify existing activities/assignments that you are doing that can also be used to assess learning outcomes – embedded assessment.

### Benchmarks

How many students are expected to achieve the benchmark and what level is acceptable evidence of success.

- be specific
- be linked to each learning outcome
- be realistic
- indicate the number expected to meet the criteria

**COURSE OUTCOMES**

Course Nos. and Titles with Objective Number(s)	Assessment method-other than written tests				Competency is defined by % of students @ entry level			
	Skill check- S	Well 90%	Avera ge 80%	Min 70%				
	Practical- P							
	Video- V							
	CPI- C							
S	P	V	C					
<p>3.3.2. Technical Education Component</p> <p>Communication</p> <p>3.3.2.1. Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel and others in an effective, appropriate, and capable manner.</p>	PHTA 2473 Spec. Topics in PT 171,363,365,367,368,6 23,615,396,369 253,232,220, 198, 608, 75, 76, 77, 78, 79, 80,1108, 80, 215, 74	x	x	x	x			
<p>Individual and Cultural Differences</p> <p>3.3.2.2. Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.</p>	PHTA 2473 Spec. Topics in PT 377, 370, 371, 372, 373, 374, 393			x		x		
<p>Behavior and Conduct</p> <p>3.3.2.3. Exhibits conduct that reflects a commitment to meet the expectations of members of society receiving health care services.</p> <p>3.3.2.4. Exhibits conduct that reflects a</p>	PHTA 1113 Introduction to PT – 1313	X	X	X				x
		x	X	X				x

commitment to meet the expectations of members of the profession of physical therapy.

3.3.2.5. Exhibits conduct that reflects practice standards that are legal, ethical and safe.

PHTA 1113  
Introduction to PT -  
1313

PHTA 1113  
Introduction to PT -  
1329

		X	X	X				X

Plan of Care						
3.3.2.6. Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long-term goals and intended outcomes.	PHTA 1292 PT Procedures I 790,792, 796, 797, 798, 801	X	X	x		x
3.3.2.7. Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist. Interventions include Functional Training					x	
1. activities of daily living		X			X	x
2. assistive/adaptive devices	PHTA 1292 Procedures I - 942, 946					x
3. body mechanics	<u>PHTA 2415 Rehabilitation – 943, 944, 945</u>	X	X		X	x
4. developmental activities		X	X		X	x
5. gait and locomotion training	PHTA 1292 Procedures I – 953,954,959 <u>PHTA 2415 Rehabilitation – 631</u>	X			X	
	<u>PHTA 1292 Procedures I – 919,920, 921,922</u>					
6. prosthetics and orthotics						x
	PHTA 2473 Spec Topics – 347, 348	X			X	
7. wheelchair management skills	<u>PHTA 2415 Rehabilitation – 718</u>	X			X	
	PHTA 2415 Rehabilitation – 629, 627, 628, 632, 761, 626, PHTA 2363 Kinesiology – 1195, 1196, 1197, 1198, 1199, 1200					

	<p><u>PHTA 1292 Procedures I – 955, 956</u></p> <p>PHTA 2415 Rehabilitation – 664, 665, 666, <u>667, 668</u></p> <p>PHTA 2415 Rehabilitation – 952, 755, 750, 753, 754, 949</p> <p>PHTA 1292 Procedures I – 947, 948, 950</p>						
<b>Infection Control Procedures</b>							
8. isolation techniques	PHTA 1292 Procedures I – 967	X	X	X			x
9. sterile technique	PHTA 1292 Procedures I – 966, 968	X	X	X			x
<b>Manual Therapy Techniques</b>							
10. passive range of motion	PHTA 2373 Ther Ex – 257, 258, 259, 260, 261, 265, 297, 937, 941	X	X	X	X	x	
11. therapeutic massage	PHTA 1292 Procedures I – 819, 820, 821, 822, 823, 824		x	x	x		
<b>Physical Agents and Mechanical Agents</b>							
12. athermal agents	PHTA 2343 Procedures II – 1403, 1495		X	X	X	x	x
13. biofeedback	PHTA 2415 Rehabilitation – 757, 758, 759. 760, 762		X		X	x	x
14. compression therapies		X	X	X			x
15. cryotherapy	PHTA 2343 Procedures II – 991, 1537, 1538, 1539, 1540, 1541, 1542, 1543	X	X	X			x
16. electrotherapeutic agents	PHTA 1292 Procedures					x	

17. hydrotherapy	I – 1428, 1429, 1430, 1431, 1432, 1433, 1434	X	X	X		
18. superficial and deep thermal agents	PHTA 2343 Procedures II – 872, 893, 899, 898, 897, 896, 869, 866, 874, 868, 891, 870, <u>871, 873, 875, 878, 884, 885, 867</u>	X	X	X		
19. traction	PHTA 2343 Procedures II – 847, 845, 844, 843, 842, 841, 1517, 1407, 1408, 1405, <u>1513, 1516, 1406, 1520, 1523, 1525, 1515</u>	X	X	X		
	PHTA 1292 Procedures I – 825, 827, 829, PHTA 2343 Procedures II – 1478, 836, 1479, 1477, 1480, 1476, 1474, 1481, 1482, 1483, 1486, 1401, 1400, 1399, 1504, 1503, 1502, 1501, 1499, 1498, 1484, 1497, 1494, 1493, 1485, 1398, <u>1490, 1487, 1488, 1489</u>					
	PHTA 2343 Procedures II – 350, 353, 851, 1535, 1532, 1531, 1526, 1527, 1528, 1529, 1530, 1533					
Therapeutic Exercise 20. aerobic conditioning PHTA 2373 Ther Ex – 107, 109, 110, 111, 113, 285, 279		X		X	x	
21. balance and coordination training		X		x		

<p>PHTA 1113 Introduction to PT – 1365</p> <p>PHTA 2373 Ther Ex – 114, 116, 118</p> <p>PHTA 2473 Spec. Topics in PT – 702, 703, 704, 1237, 1238</p> <p>22. breathing exercises and coughing techniques</p> <p>PHTA 2473 Spec. Topics in PT – 382, 383</p> <p>23. conditioning and reconditioning</p> <p>PHTA 2373 Ther Ex – 277, 278, 280, 286, 287, 288, 289</p> <p>24. posture awareness training</p> <p>PHTA 1283 Disabilities – 344, 190, 197</p> <p>PHTA 2363 Kinesiology – 1019</p> <p>25. range of motion exercises</p> <p>PHTA 2373 Ther Ex – 81, 256, 262, 263, 264</p> <p>26. stretching exercises</p> <p>PHTA 2373 Ther Ex – 88</p> <p>27. strengthening exercises</p> <p>PHTA 2373 Ther Ex – 290, 276, 275, 274, 291, 283, 273, 272, 269, 270, 267, 266, 94, 255, 271, 93, 268</p>								
<p>Wound Management</p> <p>28. application and removal of dressing or agents</p> <p>PHTA 2415 Rehabilitation – 1603, 1604</p> <p>29. identification of precautions for dressing removal</p>		<p>X</p> <p>X</p>		<p>X</p> <p>X</p>				<p>x</p> <p>x</p>

	PHTA 2415 Rehabilitation - 816						
3.3.2.8. Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care.		X	X	X			
Aerobic Capacity and Endurance							
1. measures standard vital signs	PHTA 3473 Ther Ex - 563	X	X	X	X	x	
2. recognizes and monitors responses to positional changes and activities	PHTA 2415 Rehabilitation - 978	X	X	X	X		x
3. observes and monitors thoracoabdominal movements and breathing patterns with activity			X		X		x
	PHTA 3473 Ther Ex – 933, 934						
Anthropometrical Characteristics							
4. measures height, weight, length and girth	PHTA 1292 Procedures I – 630 PHTA 2343 Procedures II - 1547	X	X		X		x x
Arousal, Mentation and Cognition							
5. recognizes changes in the direction and magnitude of patient's state of arousal, mentation and cognition	PHTA 2415 Rehabilitation - 574				X		x
Assistive, Adaptive, Orthotic, Protective, Supportive, and Prosthetic Devices							

<p>6. identifies the individual's and caregiver's ability to care for the device PHTA 2415 Rehabilitation – 669</p> <p>7. recognizes changes in skin condition while using devices and equipment PHTA 2343 Procedures II - 855</p> <p>8. recognizes safety factors while using the device PHTA 1292 Procedures I - 957</p>					<p>x</p> <p>x</p> <p>x</p>	<p>x</p>
<p>Gait, Locomotion, and Balance</p> <p>9. describes the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility PHTA Rehabilitation 2415 - 951</p>		<p>X</p>	<p>X</p>	<p>X</p>		<p>x</p>
<p>Integumentary Integrity</p> <p>10. recognizes absent or altered sensation PHTA Procedures I – 1422 PHTA 2353 Neurology – 1304</p> <p>11. recognizes normal and abnormal integumentary changes</p> <p>12. recognizes activities, positioning and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma PHTA 1113 Intro to PT – 1358 PHTA 2415 Rehabilitation 706</p> <p>13. recognizes viable versus nonviable tissue PHTA 1292 Procedures I – 726  PHTA 2415 Rehabilitation - 1437</p>		<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p>		<p>x</p> <p>x</p> <p>x</p> <p>x</p>	

<b>Joint Integrity and Mobility</b>							
14. recognizes normal and abnormal joint movement	PHTA 2373 Ther Ex - 1384			X			x
<b>Muscle Performance</b>							
15. measures muscle strength by manual muscle testing	PHTA 2373 Ther Ex – 97	X	X	X		x	
16. observes the presence or absence of muscle mass		X	X	X		x	
17. recognizes normal and abnormal muscle length	PHTA 2373 Ther Ex – 1383, 1385	X	X	X			x
18. recognizes changes in muscle tone	PHTA 2373 Ther Ex – 1438	X		X		x	
	PHTA 2373 Ther Ex – 349, 351						
<b>Neuromotor Development</b>							
19. recognizes gross motor milestones	PHTA 2473 Spec Topic in PT - 346			X		x	
20. recognizes fine motor milestones	PHTA 2363			X			x
21. recognizes righting and equilibrium reactions	Kinesiology - 1166					x	
	PHTA 2473 Spec Topic in PT – 345, 1310			X			
<b>Pain</b>							
22. administers standardized questionnaires, graphs, behavioral scales, or visual analog scales for pain	PHTA 1292 Procedures I – 724	X		X		x	
23. recognizes activities, positioning,							

and postures that aggravate or relieve pain or altered sensations	PHTA 1292 Procedures I – 725, 1309 PHTA 2343 Procedures II – 854	X		X		x	
Posture		X		X		x	
24. describes resting posture in any position		X		X			x
25. recognizes alignment of trunk and extremities at rest and during activities	PHTA 1292 Procedures I – 925, 1026  PHTA 1283 Phys Disabilities - 203						
Range of Motion					x		
26. measures functional range of motion	PHTA 2373 Ther Ex - 1439	X	X	X			x
27. measures range of motion using a goniometer	PHTA 2373 Ther Ex – 1391, 1392, 1393, 1394, 1395, 1396, 1397	X	X	X			
Self-care and Home Management and Community or Work Reintegration							
28. inspects the physical environment and measures physical space	PHTA 2415 Rehabilitation – 616, 619, 620	X		X			x
29. recognizes safety and barriers in home, community and work environments		X		X			x
30. recognizes level of functional status	PHTA 2415 Rehabilitation - 617	X		X		x	
31. administers standardized questionnaires to patients and others	PHTA 2473 Spec Topics in PT – 609, 610, 611, 612, 613, 614, 1244  PHTA 2415	X		X			x

Rehabilitation - 618							
Ventilation, Respiration and Circulation Examination							
32. recognizes cyanosis	PHTA 2473 Spec Topics in PT – 380						x
33. recognizes activities that aggravate or relieve edema, pain, dyspnea, or other symptoms	PHTA 2473 Spec Topics in PT – 381						x
34. describes chest wall expansion and excursion							x
35. describes cough and sputum characteristics	PHTA 2473 Spec Topics in PT – 384						x
	PHTA 2473 Spec Topics in PT – 385, 386, 387						
3.3.2.9. Adjusts interventions within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the supervising physical therapist.	PHTA 1113 Introduction to PT - 1426		X		X		x
3.3.2.10. Recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising physical therapist.	PHTA 1292 Procedures I - 828				X		x
3.3.2.11. Reports any changes in the patient's status to the supervising physical therapist.	PHTA 2473 Spec Topics in PT – 643				X		x
3.3.2.12. Recognizes when the direction to perform an intervention is beyond that which is appropriate for a	PHTA 2343 Procedures II – 1372 PHTA 1113 Introduction to PT -				X		x

physical therapist assistant and initiates clarification with the physical therapist	1424						
3.3.2.13. Participates in educating patients and caregivers as directed by the supervising physical therapist.	PHTA 1113 Introduction to PT - 1319		X		X		x
3.3.2.14. Provides patient-related instruction to patients, family members, and caregivers to achieve patient outcomes based on the plan of care established by the physical therapist.	PHTA 2343 Procedures II – 1376 PHTA 1113 Introduction to PT - 1322		X		X		x
3.3.2.15. Takes appropriate action in an emergency situation.	PHTA 2415 Rehabilitation - 715				X		x
3.3.2.16. Completes thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.	PHTA 1292 Procedures I – 781, 782, 783, 784, 785, 786, 787, 788, 789, 791, 793, 794, 795, 799, 800, 807		X		X	x	
3.3.2.17. Participates in discharge planning and follow-up as directed by the supervising physical therapist.	PHTA 1292 Procedures I – 637		X		X		x
3.3.2.18. Reads and understands the health care literature. PHTA 2473 Spec Topics in PT - 1058			X				x
Education						x	

<p>3.3.2.19. Under the direction and supervision of the physical therapist, instructs other members of the health care. PHTA 1292 Procedures I – 923 PHTA 2343 Procedures II – 1368, 1369, 1370, 1371, 1374, 1375</p> <p>3.3.2.20. Educates others about the role of the physical therapist assistant. PHTA 2343 Procedures II – 1373</p>		X		X			x
<p>Administration</p> <p>3.3.2.21. Interacts with other members of the health care team in patient-care and non patient-care activities. PHTA 2473 Spec Topics in PT – 678</p> <p>3.3.2.22. Provides accurate and timely information for billing and reimbursement purposes. PHTA 1292 Procedures I – 777</p> <p>3.3.2.23. Describes aspects of organizational planning and operation of the physical therapy service. PHTA 1113</p> <p>3.3.2.24. Participates in performance improvement activities (quality assurance). Introduction to PT - 1440</p> <p>PHTA 1113</p>		X		X			x  x  x  x

	Introduction to PT - 1435						
<b>Social Responsibility</b>							
3.3.2.25. Demonstrates a commitment to meeting the needs of patients and consumers.	PHTA 1113 Introduction to PT – 1423, 1315, 1436, 1421			X		x	
3.3.2.26. Demonstrates an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities.	PHTA 1113 Introduction to PT – 1316						x
<b>Career Development</b>							
3.3.2.27. Identifies career development and lifelong learning opportunities.	PHTA 2473 Spec Topics in PT – 864 PHTA 1113					x	
3.3.2.28. Recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students.	Introduction to PT – 1425  PHTA 1113 Introduction to PT – 1427						x
			X				
3.4.1 Demonstrates competency in information retrieval using multiple sources.	PHTA 2473 Spec Topics in PT – 678 Ortho Rehab						
			X				
3.4.2 Demonstrates competency in problem solving skills individually and in a group.	Ortho Rehab						
			X				
3.4.3 Demonstrates competency in critical thinking skills.	Ortho Rehab						

Results – Plans – Institutional Support (this part submitted after assessment)

- The results of the assessment activity – what % met the benchmark – other observations - ...
- The plan of action for the future – changes – etc ...
- Resources needed from NEO to enhance learning

Changes in Assessment plan:

Goal number one has been changed to ultimate pass rate to come in line with accreditation expectations. (See attached “Table A” for previous goal)

Outcomes:

All goals that have available data are within threshold.  
Goals 3, 4, 5, and 6 have no data due to files lost in the flood.

The program director and core faculty meet together with the department chair of allied health and the dean of Human Environmental Sciences each year to review the goals and objectives of the program. The appropriateness of each goal is reviewed. Changes in institutional policy, institutional strategic plan, and accreditation expectations could necessitate a change in goals of the program. (Table A) Changes in the program will be implemented if the threshold of a goal is reached as illustrated in Table B.

Table A

Goals	Tools For Data Collection	Threshold to necessitate change in the goals.
At least 80% of the graduates will pass the state board examination on the first attempt.	Report from FSBPT	Significant change in accreditation expectations.
At least 90% of the students enrolled in the PTA program will graduate.	Graduation rate.	Significant change in accreditation expectations. Change in institutional policy.
At least 95% of the graduates who pass the state board examination will be employed based on a three-year average rate.	Graduate survey	Significant change in accreditation expectations. Change in institutional policy.
At least 80% of the students will indicate that they “agree” or “strongly agree” with the statements on the Student Evaluation of Faculty.	Course evaluation	Agreement of faculty, program director, department chair and dean that the goal should be changed. Change in institutional policy.
At least 90% of the students will be rated on the Employer/Clinical Instructor Evaluation as “above average” or “superior” by the completion of PHTA 2534 Clinical III.	Employer/Clinical Instructor Evaluation	Agreement of faculty, program director, department chair and dean that the goal should be changed.

At least 50% of course outcomes will at the taught well level and 100% at least min. level

Course outcome survey

Agreement of faculty, program director, department chair and dean that the goal should be changed.

## PSYCHOLOGY PROGRAM ASSESSMENT PLAN

### A. DEPARTMENT MISSION

To offer transfer level courses that enable the students to develop critical thinking skills, improve self-knowledge, understand psychological concepts and theories and achieve personal as well as educational goals.

### B. INTENDED LEARNING OBJECTIVES

- 1) To provide a working knowledge of the various fields of Psychology, introducing theories, research and application of the science of psychology.
- 2) To provide a working knowledge of the goals of psychotherapy, the language used in a clinical setting and to introduce the concepts of how society and each individual impacts his or her own world.
- 3) To introduce and use the scientific method in research.
- 4) To provide a working knowledge of the concerns of cultural diversity, ethnicity and age in psychology.
- 5) To provide a working knowledge of ethics used in treatment and research.
- 6) To demonstrate critical thinking skills.

### C. ASSESSMENT METHODS

- 1) Regular exams will be given which will assess application of theory and concept.
- 2) Students will be expected to participate in class discussions, both in a large class format and within small groups.
- 3) “Debates” on selected topics between class groups will be used to assess critical thinking skills as well as grasp of research material from the text or outside reading.
- 4) Papers will be graded on content, and research methodology.

#### D. BENCHMARKS

This assessment addresses how the delivery of the material presented in Development Psychology affects the ability of the students to improve their critical thinking skills. Critical thinking will be measured by grades on an application test. The students of the old teaching strategy will be compared with students of the new method. The students' initial efforts with this type of test will also be compared with their efforts at the latter part of the semester. The standard will be the difference in the number of students receiving A's on each test given. The Benchmark is for the number to improve by 50% with the new teaching procedure.

#### E. DISCUSSION OF THE RESULTS

The Developmental test used by the Psychology Department is primarily application. This provides an excellent opportunity for students to learn the material and demonstrate their ability to think critically. The majority of students find this extremely difficult at the beginning of the semester and by the end of the semester they have improved in this area.

During the summer of 2007 this instructor was able to teach a small number of Development Psychology students in a directed study/discussion based format. They did an outstanding job on the application tests, demonstrating that they had learned the material and the critical thinking skills that they needed to do well. The question was if this same type of teaching could be translated into a large classroom setting with similar results.

The outcome of this study confirmed that the students were able to meet the set Benchmark. 50% of group B were able to earn an A on the 2<sup>nd</sup> test as compared to the earlier test. In fact, Group A did not have anyone demonstrate that they had mastered critical thinking skills as defined in this study. Of interest are the roughly 50% of students that have still not met the Benchmark. This teaching modality is effective for ½ of the class, but the instructor would like to extend this experiment to determine if the teaching modality could be expanded to include at least another 10% of the students. Then 60% of the students would meet the benchmark.

In a long term study the nursing students that are in the Developmental Psychology class could be followed to determine whether learning critical thinking skills are correlated with their successful completion of the nursing program, in comparison with those that did not demonstrate these skills.

STUDENTS GRADES

FA 06		FA 07		
	TEST 4&5	TEST 10&11	TEST 4&5	Test 10 &11
A	3	0	5	10
B	5	18	9	6
C	10	2	4	2
D	5	2	3	2
F	2	0	4	1

Social Sciences Program  
Northeastern Oklahoma (NEO) A & M College  
**Report on Student Assessment Fall Semester 2006**  
By Jeff Birdsong

## **Introduction**

This report will focus on one course provided in social sciences, American Government. It is one of the core courses of the NEO Social Sciences program. Students attending NEO in the spring semester were assessed. These students were assessed on their ability to meet objectives specific to American Government.

## **Objectives Specific to American Government**

1. Define terms, concepts, and theories related to American Government
2. Apply these terms, concepts, and theories to contemporary events in American Government using group projects and written analysis
3. Prepare students to be active citizens if they so desire
4. Analyze the stature of American democracy and determine its strengths and weaknesses
5. Develop a greater global awareness by comparing American Government with other democracies and analyze differences

## **Blending Objectives with General Skills**

In the process of achieving specific objectives, students are to also enhance general learning skills that will benefit them throughout their academic career and in the workforce. The general skills students are expected to acquire are as follows:

1. Critical Thinking Abilities
2. Communication Skills—written, verbal, and interpersonal
3. Greater introspection—*What is my role as a United States citizen? What is my role as a global citizen?*

Thus as students are to acquire more information on American Government, they are then able to use the information in an analytical way and express their viewpoints through exams and class discussions. Greater introspection on their roles as individuals that both use and serve American Government is to be evident throughout the class as well.

## **Students used for Measurement**

Students used for measurement of assessment objectives for American Government came from three different classes. The classes had some variation in size, the largest class having 34 students and the smallest class having 13. There were also variances in formats, with some classes as face-to-face and others as distance learning. All classes for this assessment were held in the three days a week, fifty minute format. A total of 71 students participated in one form or another in the measurement of assessment objectives.

## The Outcomes

The first objective of assessment can be measured effectively through final grades. Students that made at least a C for their overall grade in the class indicates that these students were able to define terms, concepts, and theories related to American Government at an acceptable level. The final grade numbers are as follows:

A	10 (19%)
B	17 (33%)
C	16 (31%)
D	6 (12%)
F	3 (6%).

For the final grade, 43 (83%) students out of 52 that had a final grade made a C or better. Thus the objective of having over seventy percent of students achieve this objective was met. However, it is worth noting that 19 (27%) students did not complete the class. There is no accurate way to determine if these students failed to complete the class because they could not define terms, concepts, and theories related to American Government. Perhaps there could be a survey conducted of all students that drop or are dropped from a class on their motivation, but this would be difficult to implement.

Assessment of preparing students to be active citizens was measured through a writing assignment. For this assignment, students were to choose from eight different problems that would include some degree of government involvement. The problems were all current issues in government, such as cleaning up a polluted stream, changing a speed limit, getting medical help for an elderly relative, redirecting an agri-business, building a new library for a small town, changing a school mascot, adding classes to a school curriculum, and revitalization of the main street area for a small town. Students who made a C or better (70%) on this project achieve an acceptable level of proficiency. Of the 126 students who participated in this project, the proficiency levels were as follows:

A	24 (52%)
B	11 (24%)
C	4 (9%)
D	3 (7%)
F	4 (9%)

Over eighty-five percent of the students achieve a proficient level of success for this project. A very high percentage (52%) did exceptionally well in finding ways to solve problems through the use of government. This indicates that students will know how to be active citizens in the future if they so desire. There were 24 students that did not turn in this assignment. Thus over one-third of the students had such low motivation that they could not finish a project worth 10% of their overall grade. The lack of motivation issue will present itself in other assessment measurements.

Objectives two, four and five deal with application, analysis, and awareness. These objectives were measured by group projects. Only particular classes were used in the measurement of these objectives rather than all classes from the semester. For future semesters, a totality will be used for measurement. For each group project, students were measured by an *assessment criteria worksheet*. A copy of this worksheet is provided in this report on the last page. Five different projects were measured for assessment. Levels three and four are acceptable levels of achievement for each project.

### **Measuring Outcomes of Group Projects**

The first project dealt with an analysis of a quote by Thomas Jefferson that explains the importance of education in maintaining a democratic and free society. Students that achieved at least level three were able to interpret and apply Jefferson's quote correctly. The outcomes were as follows:

Level One	11 (21%)
Level Two	7 (14%)
Level Three	23 (45%)
Level Four	10 (20%)

For this project 33 (65%) students had a suitable proficiency.

The second project was an analysis of three values, freedom, order, and equality, and how these values would be ranked by major contributors to field of political philosophy. Students analyzed such contributors as Plato, Aristotle, Saint Augustine, Machiavelli, John Locke, Thomas Paine, and Thomas Jefferson. Students that achieved at least level three were able to make acceptable interpretations and applications of these philosophers in accordance with the values of freedom, order, and equality. The outcomes were as follows:

Level One	9 (16%)
Level Two	14 (26%)
Level Three	20 (37%)
Level Four	11 (20%)

Of the fifty-four students measured for this project, 31 (57%) had a suitable proficiency.

The third project was an analysis of four recent political ideologies, conservatism, classical liberalism, modern liberalism, and Marxism, to the concept of free trade. Students that achieved at least level three were able to make an acceptable analysis of these political ideologies and their support or opposition to free trade. The outcomes were as follows:

Level One	13 (28%)
Level Two	8 (17%)
Level Three	17 (37%)
Level Four	8 (17%)

Of the forty-six students measured for this project, only 25 (54%) had a suitable proficiency, which failed to reach the 70% benchmark. This project needs greater explanation on ideology and free trade, but it also indicates a weakness of critical thinking for complicated concepts.

The fourth project was an analysis of an article on the political influence of Dr. Martin Luther King, Jr. Students were to answer questions about the article and to review the influence Dr. King has had on American politics. The outcomes were as follows:

Level One	12 (29%)
Level Two	7 (17%)
Level Three	12 (29%)
Level Four	11 (26%)

Of the forty-two students measured for this project, only 23 (54%) had a suitable proficiency, which failed to reach the 70% benchmark. Over one-fourth of the students still enrolled in the class at that time did not participate in the project.

The fifth project was the creation of a survey. Students were to develop their own close-ended questions (questions with answer provided) that would provide insights on the viewpoints of politics and society. Once the surveys are developed and used, students are then to analyze the answers. Students that achieved at least level three were able to make an acceptable analysis of their own surveys. The outcomes were as follows:

Level One	9 (17%)
Level Two	9 (17%)
Level Three	3 (5%)
Level Four	32 (60%)

Of the fifty-three students measured for this project, only 35(65%) had a suitable proficiency, which failed to reach the 70% benchmark. The students that were placed on level one did not turn in the project, indicating decreased motivation for a project that required additional work beyond the classroom.

The sixth project had students develop a campaign slogan and brochure for a congressional candidate. Students were to serve in group as political consultants. The outcomes were as follows:

Level One	5 (10%)
Level Two	1 (2%)
Level Three	0 (0%)
Level Four	45 (88%)

Of the fifty-one students measured for this project, 45 (88%) had a suitable proficiency, which is well over the 70% benchmark. This project was entirely a group effort, which makes it difficult to effectively determine each student's participation in the overall creation of the project.

The seventh and last project was a ranking of newspaper stories. This project required students to analyze the importance of stories for a statewide newspaper. Students needed to rank these stories based on their importance to readers but also their interests to readers as well. Students that achieved at least level three were able to make an acceptable explanation of their ranking of newspaper stories. The outcomes were as follows:

Level One	8 (21%)
Level Two	5 (13%)
Level Three	19 (50%)
Level Four	6 (16%)

Of the thirty-eight students measured for this project, only 25 (66%) had a suitable proficiency, which failed to reach the 70% benchmark. The students that were placed on level one did not turn in the project, indicating decreased motivation for a project that required additional work beyond the classroom.

### **Analysis of Outcomes**

At any given time or class, at least one-quarter of students at NEO rationalize points achieved to work required for any project. This means that at least twenty-five percent of students will not do work for minimal point outcomes if it requires any work outside of the classroom. The last two projects in this report were both worth twenty points each out of a class point total of one-thousand points. Over one-quarter of students did not find the project worthwhile to complete. On the other hand, only fifteen percent of students failed to complete a writing assignment that was worth one-hundred points or one-tenth of the class total. Roughly one-quarter of the students at NEO are point-conscious rather than learning-conscious. Here are the numbers of students from each project that did not participate:

Project One	11 (21%)
Project Two	9 (16%)
Project Three	13 (28%)
Project Four	12 (29%)
Project Five	9 (17%)
Project Six	5 (10%)
Project Seven	8 (21%)

Such a viewpoint from our students is understandable when considering the economic realities for many of them. Learning is unfortunately a luxury, whereby the outcome is the total focus rather than the process. While there is an explanation for the behavior, it is not an acceptance. Students that are learning-conscious will achieve more academically, although that is a prediction that is not determined through this report.

The goal for the upcoming semester will be an assessment that is comparative based to incorporate more global awareness in the classroom.

## Assessment Criteria Worksheet

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### Level One

Does not justify results

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### Level Two

Misinterprets Data

Draws unwarranted or false

Conclusions

Justifies some results

Explains some reasons

---

### Level Three

Accurately interprets evidence

Justifies some results

Explains some reasons

---

### Level Four

Accurately interprets evidence

Draws warranted conclusions

Justifies results and explains reasons

---

Total numbers

Level One

Level Two

Level Three

Level Four

Social Sciences Program  
Northeastern Oklahoma (NEO) A & M College  
**Report on Student Assessment Spring Semester 2007**  
By Jeff Birdsong

## **Introduction**

This report will focus on one course provided in social sciences, American Government. It is one of the core courses of the NEO Social Sciences program. Students attending NEO in the spring semester were assessed. These students were assessed on their ability to meet objectives specific to American Government.

## **Objectives Specific to American Government**

6. Define terms, concepts, and theories related to American Government
7. Apply these terms, concepts, and theories to contemporary events in American Government using group projects and written analysis
8. Prepare students to be active citizens if they so desire
9. Analyze the stature of American democracy and determine its strengths and weaknesses
10. Develop a greater global awareness by comparing American Government with other democracies and analyze differences

## **Blending Objectives with General Skills**

In the process of achieving specific objectives, students are to also enhance general learning skills that will benefit them throughout their academic career and in the workforce. The general skills students are expected to acquire are as follows:

4. Critical Thinking Abilities
5. Communication Skills—written, verbal, and interpersonal
6. Greater introspection—*What is my role as a United States citizen? What is my role as a global citizen?*

Thus as students are to acquire more information on American Government, they are then able to use the information in an analytical way and express their viewpoints through exams and class discussions. Greater introspection on their roles as individuals that both use and serve American Government is to be evident throughout the class as well.

## **Students used for Measurement**

Students used for measurement of assessment objectives for American Government came from three different classes. The classes had some variation in size, the largest class having 32 students and the smallest class having 11. There were also variances in formats, with some classes as face-to-face and others as distance learning. Classes for this assessment were held in the three days a week, fifty minute format, the two days a week sixty-five minute format, or the one day a week one-hundred and fifty minute format. A

total of 88 students participated in one form or another in the measurement of assessment objectives.

### **The Outcomes**

The first objective of assessment can be measured effectively through final grades. Students that made at least a C for their overall grade in the class indicates that these students were able to define terms, concepts, and theories related to American Government at an acceptable level. The final grade numbers are as follows:

A	17 (19%)
B	20 (23%)
C	26 (30%)
D	9 (10%)
F	16 (18%).

For the final grade, 63 (72%) students out of 88 that had a final grade made a C or better. Thus the goal of having over seventy percent of students achieve this objective was met. There were a high percentage of students that received an F for their overall grade in the class. On review of these grades, all students with an F for their overall grade failed to turn in all of their work for evaluation.

Assessment of preparing students to be active citizens was measured through a writing assignment. For this assignment, students were to choose from eight different problems that would include some degree of government involvement. The problems were all current issues in government, such as cleaning up a polluted stream, changing a speed limit, getting medical help for an elderly relative, redirecting an agri-business, building a new library for a small town, changing a school mascot, adding classes to a school curriculum, and revitalization of the main street area for a small town. Students who made a C or better (70%) on this project achieve an acceptable level of proficiency. Of the 70 students who participated in this project, the proficiency levels were as follows:

A	44 (55%)
B	18 (23%)
C	8 (10%)
D	4 (5%)
F	6 (8%)

Eighty-eight percent of the students achieve a proficient level of success for this project. A very high percentage (55%) did exceptionally well in finding ways to solve problems through the use of government. This indicates that students will know how to be active citizens in the future if they so desire. There were then 43 students enrolled at the time the paper was due that did not turn in this assignment. Thus 34% of the students had such low motivation that they could not finish a project worth 10% of their overall grade. The lack of motivation issue will present itself in other assessment measurements.

Objectives two, four and five deal with application, analysis, and awareness. These objectives were measured by group projects. Only particular classes were used in the measurement of these objectives rather than all classes from the semester. For each group project, students were measured by an *assessment criteria worksheet*. A copy of this worksheet is provided in this report on the last page. Five different projects were measured for assessment. Levels three and four are acceptable levels of achievement for each project.

### **Measuring Outcomes of Group Projects**

The first project dealt with an analysis of a quote by Thomas Jefferson that explains the importance of education in maintaining a democratic and free society. Students that achieved at least level three were able to interpret and apply Jefferson's quote correctly. The outcomes were as follows:

Level One	6 (12%)
Level Two	5 (10%)
Level Three	29 (59%)
Level Four	9 (18%)

For this project 38 (77%) students had a suitable proficiency.

The second project was an analysis of three values, freedom, order, and equality, and how these values would be ranked by major contributors to field of political philosophy. Students analyzed such contributors as Plato, Aristotle, Saint Augustine, Machiavelli, John Locke, Thomas Paine, and Thomas Jefferson. Students that achieved at least level three were able to make acceptable interpretations and applications of these philosophers in accordance with the values of freedom, order, and equality. The outcomes were as follows:

Level One	0 (0%)
Level Two	14 (33%)
Level Three	11 (26%)
Level Four	17 (40%)

Of the forty-two students measured for this project, 28 (66%) had a suitable proficiency.

The third project was an analysis of four recent political ideologies, conservatism, classical liberalism, modern liberalism, and Marxism, to the concept of free trade. Students that achieved at least level three were able to make an acceptable analysis of these political ideologies and their support or opposition to free trade. The outcomes were as follows:

Level One	17 (35%)
Level Two	8 (16%)
Level Three	18 (37%)
Level Four	6 (12%)

Of the forty-nine students measured for this project, only 24 (49%) had a suitable proficiency, which failed to reach the 70% benchmark. This project needs greater explanation on ideology and free trade, but it also indicates a weakness of critical thinking for complicated concepts.

The fourth project was an analysis of an article on the political influence of Dr. Martin Luther King, Jr. Students were to answer questions about the article and to review the influence Dr. King has had on American politics. The outcomes were as follows:

Level One	2 (3%)
Level Two	18 (31%)
Level Three	17 (29%)
Level Four	21 (36%)

Of the fifty-eight students measured for this project, only 38 (65%) had a suitable proficiency, which failed to reach the 70% benchmark. Over one-third of the students still enrolled in the class at that time did not participate in the project.

The fifth and last project used for assessment was a ranking of newspaper stories. This project required students to analyze the importance of stories for a statewide newspaper. Students needed to rank these stories based on their importance to readers but also their interests to readers as well. Students that achieved at least level three were able to make an acceptable explanation of their ranking of newspaper stories. The outcomes were as follows:

Level One	1 (4%)
Level Two	1 (4%)
Level Three	11 (41%)
Level Four	14 (52%)

Of the twenty-seven students measured for this project, 25 (93%) had a suitable proficiency, well over the 70% benchmark. There were, however, a large number of students that did not turn in the project.

### **Analysis of Outcomes**

At any given time or class, at least one-quarter of students at NEO rationalize points achieved to work required for any project. This means that at least twenty-five percent of students will not do work for minimal point outcomes if it requires any work outside of the classroom. The last two projects in this report were both worth twenty points each out of a class point total of one-thousand points. A large percentage of students did not do this particular project or had stopped doing any work at all. A third of the students enrolled in the government classes measured did not even turn in a paper worth one-tenth of their overall point total. This indicates a poor motivation level for many students on this campus. Here are the numbers of students from each project that did not participate:

Project One	29 (23%)
Project Two	37 (29%)

Project Three	35 (28%)
Project Four	50 (38%)
Project Five	67 (53%)

Such a viewpoint from our students is understandable when considering the economic realities for many of them. Learning is unfortunately a luxury, whereby the outcome is the total focus rather than the process. While there is an explanation for the behavior, it is not an acceptance. Students that are learning (process)-conscious rather than grade (outcome)-conscious will achieve more academically, although that is a prediction that is not determined through this report.

### Assessment Criteria Worksheet

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#### Level One

Does not justify results

---

#### Level Two

Misinterprets Data  
 Draws unwarranted or false  
 Conclusions  
 Justifies some results  
 Explains some reasons

---

#### Level Three

Accurately interprets evidence  
 Justifies some results  
 Explains some reasons

---

#### Level Four

Accurately interprets evidence  
 Draws warranted conclusions  
 Justifies results and explains reasons

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#### Total numbers

Level One

Level Two

Level Three

Level Four

