

2024-2025 Assessment Annual Report

Student Success Council



Arkansas State University – Beebe

Mission: Transforming lives through quality learning experiences

Table of Contents

I. Introduction	3
II. Student Success Outcomes (SSOs)	3
III. Student Success Outcomes Assessment Cycle	4
IV. Student Success Outcomes Assessment in Academic Areas	5
V. Student Success Outcomes Assessment in General Education	9
VI. Student Success Outcomes Assessment in Co-Curricular Areas	16
VII. Graduate Exit Survey	17
VIII. Annual SSO Assessment Report Conclusion	17
Appendix A: Division of Arts and Humanities SSO Assessment Reports	
Table A-1: Division of Arts and Humanities Course-Level SSO Assessment	18
Table A-2: Division of Arts and Humanities Program-Level SSO Assessment	37
Appendix B: Division of Career Education SSO Assessment Reports	
Table B-1: Division of Career Education Course-Level SSO Assessment	42
Table B-2: Division of Career Education Program-Level SSO Assessment	49
Appendix C: Division of Math and Science SSO Assessment Reports	
Table C-1: Division of Math and Science Course-Level SSO Assessment	57
Table C-2: Division of Math and Science Program-Level SSO Assessment	68

I. Introduction

Arkansas State University-Beebe (ASUB) aims to provide its students with the highest quality educational experiences. ASUB embraces continuous improvement in the delivery of learning experiences and student satisfaction. The Student Success Council oversees the assessment of our Institutional Learning Outcomes (ILOs) referred to as Student Success Outcomes (SSOs). The five SSOs are: (1) Support and Engagement, (2) Goal Completion, (3) Communication, (4) Society and Self, and (5) Creative and Analytical Thinking. Our aim is for all students completing certificates or degrees to be educated in each of these five outcomes in multiple courses by the time of graduation. Three out of the five SSOs also serve as our General Education Outcomes (GEOs), namely: Communication, Society and Self, and Creative and Analytical Thinking. The SSOs/GEOs are developed and assessed in both curricular (academic) and co-curricular areas to ensure that our students build a foundation of knowledge and skills aimed at lifelong learning and success. Finally, the Student Success Council directs assessment of student success using several student satisfaction surveys: the Ruffalo Noel Levitz Student Satisfaction Inventory and our own Graduate Exit Survey.

II. Student Success Outcomes (SSOs)

Support and Engagement

ASUB will maintain an environment that assists each student to be financially, mentally, physically and emotionally secure enough to achieve their college objective. Successful students at ASUB:

- Feel physically and psychologically safe and healthy
- Receive tutoring and mentoring that facilitate their academic success
- Feel welcome on campus by employees, student organizations and activities that foster social inclusion
- Demonstrate financial literacy through interactions with offices, personnel and course work

Goal Completion

ASUB will work to make sure that each student stays with the college the appropriate amount of time to complete his or her college objective. Successful students at ASUB:

- Progress easily through admission, registration and the enrollment processes
- Choose from extensive coursework available online and on campus
- Receive academic advising that helps them achieve their educational and career goals
- Report effective support from financial, tutoring and other ASUB offices
- Have appropriate and attractive facilities and resources available
- Continue their studies at ASUB across semesters and academic years until graduating from ASUB or achieving their educational goals
- Transfer successfully to a four-year university to continue their studies or obtain employment within their field or chosen career

Communication

ASUB will provide students with the communication skills necessary to succeed professionally. Successful students at ASUB:

- Write clearly, concisely and accurately and revise with logical organization utilizing technological resources
- Read for comprehension so they can restate, explain, infer and interpret information
- Listen for comprehension so they can restate, explain, infer and interpret information
- Speak clearly, concisely, accurately, logically, persuasively and enthusiastically
- Participate in collaborative learning experiences

Society and Self

ASUB will provide an environment that equips each student to grow as a person, gaining respect and appreciation for both themselves and the world around them. Successful students at ASUB:

- Encounter people, situations, and experiences that promote a multifaceted appreciation for humanity
- Develop interpersonal skills appropriate to professional and academic situations
- Exemplify integrity and ethical behavior in academic, vocational and personal pursuits
- Engage in activities that promote leadership development
- Plan, prepare and initiate goals towards personal, professional and organizational goals
- Demonstrate knowledge of self in the context of society

Creative and Analytical Thinking

ASUB will provide an educational experience that prepares each student to perform well academically, now and in future endeavors. Successful students at ASUB:

- Solve problems by recommending, generalizing, modifying, reconstructing, creating and summarizing
- Using a variety of media to create solutions to visual and conceptual problems.
- Solve a variety of mathematical problems using both traditional and technological techniques and models
- Apply mathematical and scientific reasoning to new and real-life situations while drawing appropriate conclusions
- Research a subject by identifying and evaluating information utilizing traditional and technological resources appropriate to the problem or task
- Read, interpret, quantify, model and graph data using traditional and technological formats
- Interpret and evaluate scientific data presented in various formats
- Critically analyze and compare alternative hypotheses or viewpoints

It is important to note that every course offered by the college aligns itself with one of the SSOs/GEOs and states that in the course philosophy and syllabus. Our aim is to teach the skills described in the SSOs/GEOs in every course, so that by the time a student graduates they have had multiple opportunities to learn and develop the skills described in each of the outcomes. Faculty teach and assess these skills at the individual course-level, in both online and face-to-face modalities, with participation by all of instructors (full-time and adjunct). The same is true for academic programs with a set of courses specific to that program. In that program-level assessment, all instructors in the program are involved in teaching the skills of the SSO in their specific courses and then reporting to the Student Success Council on a selection of those SSO assessments from their program.

III. Student Success Outcomes Assessment Cycle

ASUB uses a two-year SSO assessment cycle. For assessment cycle purposes, academic years end July 31 and begin August 1. The fall semester determines whether an academic year is considered odd or even. SSO assessment in our curricular (academic) areas is done during even-numbered academic years, followed by SSO assessment in our defined co-curricular areas during odd-numbered academic years.

During the 2024-2025 academic year, the Student Success Council oversaw and collected assessment data in the following ways:

1. Assessment of Student Success Outcomes in academic courses and programs
2. Implementation of our college's Graduate Exit Survey

During the 2025-2026 academic year, the Student Success Council will oversee and collect assessment data in the following ways:

1. Assessment of Student Success Outcomes in our defined co-curricular areas
2. Implementation of the Ruffalo Noel Levitz Student Satisfaction Inventory
3. Implementation of our college's Graduate Exit Survey

Annual reports will be written at the end of each academic year and will be combined into a single 2024-2026 SSO Assessment Cycle Report.

IV. Student Success Outcomes Assessment in Academic Areas

In the 2024-2025 academic year, faculty deployed SSO/GEO assessments in all courses during either the fall or spring semesters and program-level assessments in either the fall or spring semesters. Each course is designated to align with one of the SSOs/GEOs and states that outcome in the course syllabus. Those instructors that deployed SSO assessments in either the fall or spring semester met with colleagues teaching the same course or program to discuss and develop actions plans based on findings from the assessment data. The results with action plans were to be submitted by the end of the academic year on May 19th, 2025.

Academic SSO assessment occurs at the course or program level depending on departmental needs. Course-level SSO assessment is reported for each general education course that is not specific to a program. In the case of an academic program, since a cohort of students will be taking a set of courses specific to that program, instructors are asked to report on a selection of SSO assessments from a subset of program courses and program-specific certifications.

In course-level SSO assessment, the selected assessment tool should be student oriented and aligned with one of the SSOs along with one or more of the course learning outcomes (CLOs). Course-level assessment can largely be carried out using direct measures. Examples of direct assessments include but are not limited to: pre/post-test, course-embedded questions, standardized exams, written papers, oral presentations, laboratory projects, portfolios, evaluation of performances, and capstone course evaluation. A designated SSO Assessment Subject Matter Expert (SME) for each course coordinates assessment with the other instructors, collects data from all instructors, and reports the results to the Student Success Council.

In program-level SSO assessment, a designated SSO Assessment Subject Matter Expert (SME) for each program coordinates assessment with the other instructors in that program. Some programs assess all of the SSOs/GEOs while others select one or two specific outcomes representative of the field. Each program course will state the designated SSO in the course syllabus. The selected assessment tool(s) should be student oriented and aligned with one of the SSOs along with one or more of the program learning outcomes (PLOs) and course learning outcomes (CLOs). Program-level SSO assessment can be carried out using both direct and indirect measures of assessment. Direct measures include but are not limited to: pre/post-test, course-embedded questions, standardized exams, written papers, oral presentations, laboratory projects, portfolios, evaluation of performances, and capstone course evaluation. Indirect methods include such items as credentials earned, program related surveys, and employer satisfaction.

In both course-level and program-level SSO assessment, all the faculty teaching a particular course or courses as part of a program, and all faculty within a given department are involved in looking at the results, determining the strengths and weaknesses of those results, and establishing an action plan(s) as a collective unit. The following tables (Table 1, Table 2, and Table 3) summarize the number of programs and general education

courses that either met or did not meet their SSO/GEO goals in AY 2024-2025 for each of the college’s three divisions. A complete set of all the submitted reports, describing the course or program and its SSOs, the assessment tool(s) used, results, and action plans can be found in the appendices of this report.

Table 1: Summary of SSO Assessment for Courses and Programs in Arts and Humanities

Division of Arts and Humanities				
Course-Level SSO Assessments				
Student Success Outcome	Met	Not Met	Total	% Met
Communication	6	3	9	67%
Creative and Analytical Thinking	11	2	13	85%
Society and Self	17	6	23	74%
Totals	34	11	45	76%
Program-Level SSO Assessments				
Student Success Outcome	Met	Not Met	Total	% Met
Communication	2	0	2	100%
Creative and Analytical Thinking	7	1	8	88%
Society and Self	8	1	9	89%
Totals	17	2	19	89%
Division Totals				
Student Success Outcome	Met	Not Met	Total	% Met
Communication	8	3	11	73%
Creative and Analytical Thinking	18	3	21	86%
Society and Self	25	7	32	78%
Totals	51	13	64	80%

A complete set of all the submitted SSO assessment results along with action plans from the Division of Arts and Humanities can be found in Appendix A (Tables A-1 and A-2).

- 45 out of 45 courses (100%) submitted SSO assessment results
- 7 out of 7 programs (100%) submitted SSO assessment results

Table 2: Summary of SSO Assessment for Courses and Programs in Career Education

Division of Career Education				
Course-Level SSO Assessments				
Student Success Outcome	Met	Not Met	Total	% Met
Communication	2	0	2	100%
Creative and Analytical Thinking	10	5	15	67%
Society and Self	1	0	1	100%
Totals	13	5	18	72%
Program-Level SSO Assessments				
Student Success Outcome	Met	Not Met	Total	% Met
Communication	0	0	0	
Creative and Analytical Thinking	27	10	37	73%
Society and Self	2	0	2	100%
Totals	29	10	39	74%
Division Totals				
Student Success Outcome	Met	Not Met	Total	% Met
Communication	2	0	2	100%
Creative and Analytical Thinking	37	15	52	71%
Society and Self	3	0	3	100%
Totals	42	15	57	74%

A complete set of all the submitted SSO assessment results along with action plans from the Division of Career Education can be found in Appendix B (Tables B-1 and B-2).

- 18 out of 22 courses (82%) submitted SSO assessment results (due to one faculty member’s passing and one faculty member’s retirement)
- 14 out of 14 programs (100%) submitted SSO assessment results

Table 3: Summary of SSO Assessment for Courses and Programs in Math and Science

Division of Math and Science				
Course-Level SSO Assessments				
Student Success Outcome	Met	Not Met	Total	% Met
Communication	0	1	1	0%
Creative and Analytical Thinking	24	13	37	65%
Society and Self	0	0	0	
Totals	24	14	38	63%
Program-Level SSO Assessments				
Student Success Outcome	Met	Not Met	Total	% Met
Communication	3	0	3	100%
Creative and Analytical Thinking	10	0	10	100%
Society and Self	3	0	3	100%
Totals	16	0	16	100%
Division Totals				
Student Success Outcome	Met	Not Met	Total	% Met
Communication	3	1	4	75%
Creative and Analytical Thinking	34	13	47	72%
Society and Self	3	0	3	100%
Totals	40	14	54	74%

A complete set of all the submitted SSO assessment results along with action plans from the Division of Math and Science can be found in Appendix C (Tables C-1 and C-2).

- 38 out of 38 courses (100%) submitted SSO assessment results
- 7 out of 8 programs (88%) submitted SSO assessment results (exception made to Patient Care Technician program due to having an insufficient number of students for accurate data analysis)

V. Student Success Outcomes Assessment in General Education

The general education curriculum at ASUB, as defined by the Arkansas Division of Higher Education’s 35-hour state minimum core requirements, provides learning experiences in a variety of academic disciplines designed to give students an opportunity to acquire the body of knowledge and skills common to educated people regardless of their career paths. As stated earlier, three out of the five Student Success Outcomes (SSOs) also serve as General Education Outcomes (GEOs), namely: Communication, Society & Self, and Creative & Analytical Thinking. Those SSOs/GEOs align with the following desired characteristics for students completing the general education component.

1. The successful student will have mastered the basic skills, including reading, writing, speaking, listening, mathematics, computer interaction, and library and informational technologies.
2. The successful student will have developed higher order thinking skills, such as summary, synthesis, analysis, interpretation, organization, problem solving, and evaluation.
3. The successful student will have developed a personal system of values, including dependability, work ethic, self-reliance, sense of self-value, honesty and integrity, and good interpersonal skills.

By obtaining these essential values, the students prepare themselves for their goals. As determined by the specific course philosophy published in the syllabus of each general education course, faculty assess these learning goals with exams, assignments, or other tools in alignment with one or more of the college’s Student Success Outcomes: Communication, Society & Self, and Creative & Analytical Thinking.

The Student Success Council oversees assessment of our SSOs/GEOs in the General Education Curriculum and accordingly leads in the implementation of general education program action plans. The Council has identified six associate’s degrees that utilize the general education curriculum and are most correlated with our transfer partners: (1) Associate of Applied Science, (2) Associate of Fine Arts, (3) Associate of General Studies, (4) Associate of Science, (5) Associate of Arts in Liberal Arts, and (6) Associate of Sciences in Liberal Arts and Sciences. The following two tables (Table 4 and Table 5) summarize the SSO/GEO assessment results from all the designated general education courses in our General Education Curriculum associated with each of the aforementioned degrees. The results for each area are described as either meeting or not meeting the mastery level learning goal where students demonstrate a high level of competence (typically 70% or greater) on the SSO/GEO assessment. A complete set of all course data with action plans can be found in the appendices.

Table 4: Integrated SSO/GEO Learning Framework for the General Education Curriculum

General Education Area	Communication	Society & Self		Creative & Analytical Thinking
English/Communications (3 courses)	✓ ✓ ✓			
Fine Arts/Humanities (1 course)		✓	or	✓
Literature (1 course)		✓	or	✓
U.S. History/Government (1 course)		✓		
World History (1 course)		✓		
Social Sciences (1 course)		✓		
Mathematics (1 course)				✓
Sciences (2 courses)				✓ ✓

Table 5: Summary of SSO Assessment in the General Education Curriculum

Course	Student Success Outcome	Result	Goal
English/Communications (9 hours)			
ENG 1003 Freshman English I	Communication	84% reached mastery level	Met
ENG 1013 Freshman English II	Communication	55% reached mastery level	Not Met
	Action Plan: We are currently developing a new master shell for this course, which will include dedicated modules on source integration and citation practices to support student mastery. Additionally, Freshman English I was recently updated to aid in the introduction of these concepts earlier in the curriculum. To ensure consistent assessment practices, we also plan to provide clearer guidance and support to instructors on implementing the shared rubric. Some inconsistencies were noted in how the rubric was applied, and we are addressing this in future training.		
SPCH 1203 Oral Communications	Communication	74% reached mastery level	Met
Fine Arts/Humanities (3 hours)			
ART 2503 Fine Arts-Visual	Creative and Analytical Thinking	78% reached mastery level	Met
MUS 2503 Fine Arts-Musical	Society and Self	80% reached mastery level	Met
THEA 2503 Fine Arts-Theatre	Society and Self	77% reached mastery level	Met
THEA 2513 Fine Arts-Film	Society and Self	88% reached mastery level	Met
HUM 2003 Introduction to Humanities I	Society and Self	56% reached mastery level	Not Met
	Action Plan: We plan to implement 2 measures: 1. Make sure students understand proper spelling. Many answers were missed due to very poor spelling. 2. Make sure these artifacts and sites are pointed out better throughout the progression of the course.		
HUM 2013 Introduction to Humanities II	Society and Self	43% reached mastery level	Not Met
	Action Plan: We plan to implement 2 measures: 1. Make sure students understand the importance of the assessment. Many students appear to have not taken this seriously. 2. Make sure these artifacts and sites are pointed out better throughout the progression of the course so that students know they will see these again.		
Literature (3 hours)			
ENG 2003 World Literature to 1660	Society and Self	51% reached mastery level	Not Met
	Action Plan: 1. The score was reduced due to at least 10 students not taking the assessment. Their 0 was factored in the results. The number of 0s was		

Course	Student Success Outcome	Result	Goal
	likely due to implementing the assessment through Canvas. Next time, we will set prerequisites preventing students from taking the final until they take the assessment. 2. Faculty will implement assignments that require the type of knowledge and thinking necessary to succeed on the assessment and, thus better fulfill the course objectives.		
ENG 2013 World Literature since 1660	Society and Self	53% reached mastery level	Not Met
	Action Plan: 1. Ensure everyone understands how to use the rubric in Canvas. One faculty member did not use it. 2. No longer offer 8-week term literature classes. The assessment data and class grades suggest students are less successful. 3. Reduce the number of 0s by ensuring students have to take the assessment and develop tactics to discourage their usage of AI. 4. World Literature since 1660 appears to have less focus on cultural and historical information than World Literature to 1660. Faculty will increase this information in the classroom and in the master course shell.		
PHIL 1103 Introduction to Philosophy	Creative and Analytical Thinking	85% reached mastery level	Met
U.S. History/Government (3 hours)			
POSC 2103 Introduction to U.S. Government	Society and Self	74% reached mastery level	Met
HIST 2763 The United States to 1876	Society and Self	76% reached mastery level	Met
HIST 2773 The United States since 1876	Society and Self	72% reached mastery level	Met
World History (3 hours)			
HIST 1013 World Civilization to 1660	Society and Self	74% reached mastery level	Met
HIST 1023 World Civilization since 1660	Society and Self	75% reached mastery level	Met
Social Sciences (3 hours)			
HIST 1013, HIST 1023, POSC 2103, HIST 2763, HIST 2773 described above			
GEOG 2613 Introduction to Geography	Society and Self	78% reached mastery level	Met
GEOG 2603 World Regional Geography	Society and Self	The course was not offered this year.	
SOC 2213 Principles of Sociology	Society and Self	78% reached mastery level	Met
PSY 2013 Introduction to Psychology	Society and Self	75% reached mastery level	Met

Course	Student Success Outcome	Result	Goal
Mathematics (3 hours)			
MATH 1023 College Algebra	Creative and Analytical Thinking	75% reached mastery level	Met
MATH 1043 Quantitative Literacy	Creative and Analytical Thinking	50% reached mastery level	Not Met
	Action Plan: We will integrate a variety of custom questions of this type into homework assignments.		
MATH 1033 Plane Trigonometry	Creative and Analytical Thinking	67% reached mastery level	Not Met
	Action Plan: Detailed written solutions along with video solutions will be provided for all identities students are asked to verify in the homework.		
MATH 2205 Calculus I	Creative and Analytical Thinking	88% reached mastery level	Met
MATH 2233 Applied Statistics	Creative and Analytical Thinking	76% reached mastery level	Met
Sciences (8 hours)			
BIOL 1004 Biology for General Education	Creative and Analytical Thinking	75% reached mastery level	Met
BIOL 1014 Principles of Biology	Creative and Analytical Thinking	55% reached mastery level	Not Met
	Action Plan: A tentative action plan has been established. The biology faculty will discuss redesigning our SSO assessment tool and the teaching tactics we use to develop creative and analytical thinking in our students.		
BIOL 1024 Ecology	Creative and Analytical Thinking	83% reached mastery level	Met
BIOL 2104 Microbiology	Creative and Analytical Thinking	95% reached mastery level	Met
BOT 1104 General Botany	Creative and Analytical Thinking	66% reached mastery level	Not Met
	Action Plan: Our plan is to incorporate more worksheets over these topics. The students appear to struggle with the visual interpretation of tissue layers. Perhaps they need additional exposure to these question types.		
ZOOL 1014 Basic Human Anatomy and Physiology	Creative and Analytical Thinking	70% reached mastery level	Met
ZOOL 1204 Principles of Zoology	Creative and Analytical Thinking	70% reached mastery level	Met
ZOOL 2004 Human Anatomy and Physiology I	Creative and Analytical Thinking	70% reached mastery level	Met
ZOOL 2014 Human Anatomy and Physiology II	Creative and Analytical Thinking	50% reached mastery level	Not Met

Course	Student Success Outcome	Result	Goal
	Action Plan: We have tried different teaching styles and different exercises to get the hormones across. Apparently, it has been unsuccessful. Again, only focusing on one hormone and its deficiency is probably not the type of assessment questions that should be asked. We would like to integrate different areas of interest, such as the cardiovascular system, respiratory system, urinary system, and the GI system.		
CHEM 1014 General Chemistry I	Creative and Analytical Thinking	78% reached mastery level	Met
CHEM 1024 General Chemistry II	Creative and Analytical Thinking	76% reached mastery level	Met
CHEM 2104 Organic Chemistry I	Creative and Analytical Thinking	78% reached mastery level	Met
CHEM 2114 Organic Chemistry II	Creative and Analytical Thinking	75% reached mastery level	Met
ESCI 1004 Intro to Environmental Science	Creative and Analytical Thinking	61% reached mastery level	Not Met
	Action Plan: The main reason that the goal was not met was due to many students not turning in a worksheet at all. We think it would help if we created a short video to work through a few practice problems with them before they tackle the assignment.		
PHSC 1204 Physical Science	Creative and Analytical Thinking	78% reached mastery level	Met
PHSC 1304 Earth Science	Creative and Analytical Thinking	58% reached mastery level	Not Met
PHYS 1014 Applied Physics for Health Sciences	Creative and Analytical Thinking	86% reached mastery level	Met
PHYS 2054 General Physics I / PHYS 2074 University Physics I	Creative and Analytical Thinking	75% reached mastery level	Met
PHYS 2064 General Physics II / PHYS 2084 University Physics II	Creative and Analytical Thinking	80% reached mastery level	Met

Of the 45 general education course electives presented in Table 5 (above), 32 of them met their SSO assessment goal (71% met). Those that did not meet their goal have presented and are working through action plans for improvement in future semesters.

- The results for the SSO in Communication were 2 out of 3 (67%) met.
- The results for the SSO in Society & Self were 11 out of 16 (69%) met.
- And the results in Creative & Analytical Thinking were 19 out of 26 (73%) met.

Overall, all facets of our general education curriculum are engaged in teaching the skills and characteristics defined in our student success outcomes/general education outcomes. The overall results show that the majority of students completing degrees with the general education curriculum are developing the skills needed for success on multiple occasions and in multiple subjects over their academic career at ASUB. A given student will have developed Communication skills in three specific writing and speech courses. That same student will have developed Society & Self skills in three to five separate courses while learning fine arts, humanities, literature, history, and the social sciences. And they would have developed Creative & Analytical Thinking skills in three to five separate courses while learning fine arts, literature, mathematics, and science. Therefore, our

general education curriculum appears very effective while also demonstrating room for continued improvement. In the following paragraphs, we will examine each of the general education curriculum themes in more detail (see Table 5 and Appendices for the complete data sets).

In the area of English and Communications, the English and Speech departments teach and assess the SSO/GEO of Communication in 3 designated general education courses. Students met mastery level of the Communication outcome in 2 of the 3 courses (67% met). The English faculty have developed an action plan for helping future students meet the goal in ENG 1013 Freshman English II. We can expand our analysis of the English and Speech departments by examining all of their courses described in Appendix Table A-1. The English and Speech departments teach written and oral communication in a total of 6 courses: ENG 1003 Freshman English I, ENG 1013 Freshman English II, ENG 2033 Technical Writing and Communication, ENG 2023 Creative Writing, COM 1003 Career Communications, and SPCH 1203 Oral Communications. Students met mastery level of the Communication SSO/GEO in 5 of the 6 courses (83% met). Thus, the state of our Writing and Communications areas appears to be very effective, with students mastering the skills defined in the Communication outcome and with the faculty collectively providing action plans for their continued success and improvement.

In the area of Fine Arts and Humanities, the departments of Art, Music, Theater, and Humanities teach and assess the SSOs/GEOs Creative & Analytical Thinking and Society & Self in 6 designated general education courses. Students met mastery level of the SSO/GEO in 4 of the 6 courses (67% met). The Humanities faculty have developed action plans for helping future students meet the Society & Self goal in HUM 2003 Introduction to Humanities I and HUM 2013 Introduction to Humanities II. We can expand our analysis of the Fine Arts departments more broadly by examining their program-level assessment reports described in Appendix Table A-2. The Art/Graphic Design program reported that students met mastery level of the Creative & Analytical Thinking SSO/GEO using three different assessment tools. Even though they meet their goals, the Art faculty still provided action plans for helping future students continue to develop these skills. The Music program reported that students met mastery level for Creative & Analytical Thinking and for Communication in two of three of the assessment instruments utilized. The Music faculty developed an action plan for helping future students meet the Creative & Analytical Thinking goal in the third area not met this time. Lastly, the Theater program reported that students achieved mastery of the Creative & Analytical Thinking outcome in their program courses.

In Literature, the English and Philosophy departments teach and assess the Student Success Outcomes of Creative & Analytical Thinking and Society & Self in 3 designated general education courses. Students met mastery level of the SSO/GEO in 2 of the 3 courses (67% met). The English faculty have developed action plans for helping future students meet the Society & Self goal in both ENG 2003 World Literature to 1660 and ENG 2013 World Literature since 1660. We can expand our analysis of the Literature area in the English department by examining their 5 courses (see Table A-1): ENG 2003 World Literature to 1660, ENG 2013 World Literature since 1660, ENG 2303 American Literature to 1865, ENG 2313 American Literature since 1865, and ENG 2623 Mythology. Students met mastery level of the Society & Self outcome in 2 of the 5 courses (40% met). This is an area that warrants some attention and the English faculty have collectively presented action plans for improving student mastery of the Society & Self goal in the subject of Literature going forward.

In U.S. History and Government, the History and Political Science departments teach and assess the Student Success Outcomes of Society & Self in 3 designated general education courses. Students achieved mastery level of the SSO/GEO in all 3 courses (100% met). We can expand our analysis of the U.S. History area of the History department by examining one additional course (see Table A-1): HIST 2083 History of Arkansas. With that course included, the History department reports that students met mastery level of Society & Self in all 3 U.S. History courses (100% met). Despite meeting their goals, the faculty still provided action plans for helping future

students continue to develop these skills in U.S. History. The Political Science faculty also provided an action plan for the continued success in teaching Society & Self in POSC 2103 Introduction to United States Government. Turning to the World History subject area, the History department teaches and assesses the Student Success Outcome of Society & Self in 2 designated general education courses. Students met mastery level of the SSO/GEO in both courses (100% met). The state of our History and Political Science department appears to be very effective, with students learning the skills defined in the Society & Self outcome and with the faculty collectively providing action plans for their continued improvement in student success.

In the Social Sciences, the departments of History, Political Science, Geography, Sociology, and Psychology teach and assess the Student Success Outcome of Society & Self in 9 designated general education courses (one of which was not offered this academic year). Students met mastery level of the SSO/GEO in all 8 courses (100% met). We have described the broader state of the History and Political Science departments above. Likewise, to expand our analysis of the Geography department, we can examine two courses: GEOG 1233 Introduction to Geographic Information Systems and GEOG 2613 Introduction to Geography. Students did achieve mastery level of Society & Self in GEOG 2613 Introduction to Geography but did not meet mastery of Creative & Analytical Thinking in GEOG 1233 Introduction to Geographic Information Systems. The Geography faculty have provided an action plan for improving student mastery of the outcome goal in that course going forward. We can expand our analysis of the Sociology department by examining their 4 courses (see Table A-1): SOC 2213 Principles of Sociology, SOC 2223 Social Problems, SOC 2233 Introduction to Cultural Anthropology, and SOC 2263 Comparative Religions. Students met mastery level of the designated SSO/GEO in all four courses (100% met): Creative & Analytical Thinking in SOC 2223, and Society & Self in SOC 2213, SOC 2233, and SOC 2263. To expand our analysis of the Psychology department, we can examine their 5 courses (Table A-1): PSY 2013 Introduction to Psychology, PSY 2113 Psychology of Mental Health and Adjustment, PSY 2123 Family Relations, PSY 2533 Lifespan Development, and PSY 2553 Sensation and Perception. Students met mastery level of the designated SSO/GEO in all 5 courses (100% met): Society & Self in PSY 2013, and Creative & Analytical Thinking in PSY 2113, PSY 2123, PSY 2533, and PSY 2553. Overall, the state of our Social Science departments appears very effective with students mastering skills in both Society & Self and Creative & Analytical Thinking. The faculty across these departments have worked collaboratively to teach and develop action plans for their continued success.

In Mathematics, the department of Mathematics teaches and assesses the Student Success Outcome of Creative & Analytical Thinking in 5 designated general education courses. Students met mastery level of the SSO/GEO in 3 of the 5 courses (60% met). The Math faculty have developed action plans for helping future students meet the outcome goal in both MATH 1043 Quantitative Literacy and MATH 1033 Plane Trigonometry. We can expand our analysis of the Mathematics department by examining 12 of their courses (see Table C-1): MATH 0123 Pre-College Algebra, MATH 1023 College Algebra, MATH 1043 Quantitative Literacy, MATH 1013 Technical Mathematics, MATH 1113 Technical Mathematics for Veterinary Technician, MATH 1033 Plane Trigonometry, MATH 2113 Math for Teachers I, MATH 2123 Math for Teachers II, MATH 2143 Calculus with Business Applications, MATH 2205 Calculus I, MATH 2215 Calculus II, and MATH 2233 Applied Statistics. Students met mastery level of the Creative & Analytical Thinking SSO/GEO in 8 of the 12 courses (67% met). While effective, this is a subject area that warrants some attention and the Math faculty have collectively presented and are working through action plans for improving student mastery of their student success outcome in Mathematics.

In the Sciences, the departments of Biology, Chemistry, and Physics teach and assess the Student Success Outcome of Creative & Analytical Thinking in 19 designated general education courses (see Table 5). Students met mastery level of the SSO/GEO in 14 of the 19 courses (74%). For those five courses not meeting the goal, the Science faculty have developed action plans for helping future students master their Creative & Analytical Thinking skills in BIOL 1014 Principles of Biology, BOT 1104 General Botany, ZOO 2014 Human Anatomy and

Physiology II, and ESCI 1004 Intro to Environmental Science. We can expand our analysis of the Sciences by examining the Life Science and the Physical Science departments separately. Life Sciences includes 13 courses with BIOL (biology), BOT (botany), and ZOOL (zoology) prefixes (see Table C-1). Twelve of those courses assess the SSO/GEO Creative & Analytical Thinking, while one course (BIOL 1103 Medical Terminology I) assesses the SSO/GEO of Communication. Students met mastery level of the SSO/GEO in 8 of the 13 life science courses (62% met). This is another area that warrants some attention and the Life Science faculty have collectively presented action plans for improving student mastery of the Creative & Analytical Thinking and Communication outcomes in the life sciences going forward. Regarding the Physical Sciences department, we can examine their 11 courses with CHEM (chemistry), ESCI (environmental science), PHSC (physical science), and PHYS (physics) prefixes (see Table C-1). Students met mastery level of the SSO/GEO in 9 of the 11 physical science courses (82% met). For the two courses not meeting the goal, the Physical Science faculty provided action plans for improving student mastery of the outcome goal in ESCI 1004 Intro to Environmental Science and PHSC 1304 Earth Science going forward. Overall, the state of our Physical Science departments appears very effective with students mastering skills in Creative & Analytical Thinking.

To ensure a coherent approach to our general education curriculum, the Student Success Council together with the Office of Academics will hold discussions with all faculty teaching courses from these various general education curriculum departments. The purpose will be to engage faculty from across departments in analyzing the results presented in this report, to identify our strengths and weaknesses, and to collectively establish action plans for areas of improvement in accomplishing our student success outcomes. We will consider General Education Curriculum action plans beyond the course-level ones described in Table 5 and the Appendices. At present, these action plans include:

- Consider ways to emphasize the Communication outcome in more general education courses
- Ensure consistency and quality of assessments in alignment with the specific outcome in each course
- Standardize how instructors report those students not completing the outcome assessments
- Examine trends among action plans, for example: provide training for use of rubrics common to a course and training aimed at standardization of how we deploy assessments in both face-to-face sections and online sections of each course

VI. Student Success Outcomes Assessment in Co-Curricular Areas

ASUB has identified ten co-curricular areas to be assessed for our Student Success Outcomes. Those areas are (1) Career Services, (2) Transfer Services, (3) Counseling Services, (4) Student Life, (5) Advising and Learning Center, (6) Faculty Led International Trips, (7) Office of Disability Services, (8) English Internship Program, (9) Library, and (10) Uncharted literary and art magazine. The reporting of SSO assessment results is taking place in the current academic year as this report is being written. The results will be analyzed and published in next year's Student Success Council annual report and in the completed SSO assessment cycle report. The SSOs being assessed in the co-curricular areas include Goal Completion, Support and Engagement, Society and Self, and Creative and Analytical Thinking. Additionally, during the current academic year (AY 2025-2026), the Ruffalo Noel Levitz Student Satisfaction Inventory (RNL) will be administered to students in the spring. The Student Success Council has identified five questions from the RNL that convey a general overview of the campus and twenty-five questions that align with the co-curricular areas assessed for our SSOs. The RNL results will be analyzed and published in next year's annual report and in the completed SSO assessment cycle report.

VII. Graduate Exit Survey

Our Graduate Exit Survey is used to capture, collect, and present findings regarding the student experience. Our intent in administering the anonymous survey is to convey our dedication to improving the student experience. The SSOs assessed in the survey include Goal Completion and Support and Engagement. ASUB students are provided with the exit survey when they apply for graduation. The survey link is sent to their college email address using our learning management system (Canvas) and is implemented using the Microsoft Forms software tool. The survey is voluntary and anonymous. The survey collects information about the students and their future academic plans and measures student use and opinions of academic engagement, student services, information technology, and social media platforms at the college. The last several survey questions determine how likely the student would be to recommend the college to family or friends and to provide additional feedback through open response questions. The Student Success Council publishes a separate annual report for the Graduate Exit Survey, which can be accessed from the Assessment page of the ASUB website.

VIII. Annual SSO Assessment Report Conclusion

ASUB continues to assess and improve in all aspects of academic and co-curricular activities. The Student Success Council will continue to oversee the assessment of Student Success Outcomes (SSOs) in the established academic and co-curricular areas as well as consider new areas that may be added in the future. We will continue to analyze our SSO assessment procedures to ensure that they provide relevant and actionable data to ensure that our academic and co-curricular programs provide satisfactory and meaningful educational experiences for students. We strive to improve the overall experience for all students by offering strong academic and co-curricular programs to provide a well-rounded education. In the current AY 2024-2026 and upcoming 2026-2028 SSO Assessment Cycles, the Student Success Council intends to focus action plans on:

- Improving faculty understanding of SSO assessment goals and implementation in academics
- Improving data reporting for academic and co-curricular assessment
- Ensuring that all programs and courses have action plans for future SSO assessment
- Working with faculty to execute action plans for continuous improvement in courses and programs
- Improving faculty and staff understanding of co-curricular SSO assessment
- Helping departments make use of the Graduate Exit Survey and the Ruffalo Noel Levitz Survey results

Appendix A

Table A-1: Division of Arts and Humanities Course-Level SSO Assessment

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
ART 1063 Digital Photography	Creative and Analytical Thinking	<ol style="list-style-type: none"> 1. Display an understanding of three-dimensional design through the creation of objects 2. Exhibit understanding of concepts and relevant vocabulary through written statements and discussion 3. Develop a proficiency with given materials and techniques - Ability to document work correctly, for assessment, portfolio, and social media 	A variety of assessments including a benchmark assessment (sculpture with limited materials) and a culminating assessment (a professional portfolio).	80% of students passed the assessments	Met	In Progress
ART 2503 Fine Arts-Visual	Creative and Analytical Thinking	<ol style="list-style-type: none"> 1. Analyze the nature and function of a work of art and the visual arts. 2. Acquire some measure of visual literacy. 3. Understand the varied processes involved in traditional art media. 4. Identify characteristics of a given period of art. 5. Identify selected works of various artists. 6. Identify and analyze the role of art in various cultures. 	Each module is assessed by assignment/peer response as well as a reflection. The culminating assessment tool is a final exam that includes key terms, short answers, and an essay.	78% of students scored 80% or better on the final exam.	Met	In Progress

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
		7. Identify and understand current events in visual art. 8. Express their thoughts clearly after analyzing a work of art using terminology appropriate to the subject.				
Action Plan: The course is modified as problems arise. Faculty meet with distance learning on a regular basis to understand what is working and what is not.						
ART 2063 Painting	Creative and Analytical Thinking	1. Learn the best ways to use painting tools and equipment for optimum results. 2. Learn the properties of value in painting. 3. Learn how to apply paint to a surface in a manner, which creates an illusion of space. 4. Learn techniques involving paint texture, which are visually stimulating and enhance the illusion of depth.	A variety of assessment tools: 1. pre-instruction benchmark assignment (self-portrait) 2. several skill-based assignments 3. independent investigations 4. research paper-a heritage-based investigation to compare the material culture of a painting of choice to its historical context	80% of students passed the assessments	Met	In Progress
Action Plan: We are always tweaking on the work in this course to meet student needs.						
ART 2093 Ceramics	Creative and Analytical Thinking	1. Familiarize themselves with the history of pottery. 2. Explore the best ways to use ceramic tools and equipment for optimum results. 3. Learn the techniques of pinch, coil, and slab.	A benchmark assessment that is pre-instruction as well as a culminating assessment (portfolio of gallery ready work).	80% of students passed the assessment	Met	In Progress
Action Plan: We are continually working to revise the course to encourage students to meet the goal without compromising rigor. The biggest problem is students buying into the extra studio time.						

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
COM 1003 Career Communications	Communication	1. Write clearly, concisely and accurately and revise with logical organization utilizing technological resources	Cover Letter, Resume, and References Project	80% of students scored 75% or higher	Met	In Progress
ENG 0013 Precollege Literacy	Communication	The course is currently not offered. Students are placed directly into College Literacy.				
ENG 0023 College Literacy	Communication	1. Compose written materials that demonstrate college-level writing proficiency	Post course assessment of 25 test questions	54% of students scored 70% or above	Not Met	Yes
<p>Action Plan: The assessment was created to go along with our newly created College Literacy course shell. Within the shell, we have integrated more targeted grammar and mechanics instruction throughout the course, incorporating multiple methods of instruction, interactive activities, low-stakes practices, and concept-related discussions. We hope this will result in meeting the outcome in the next assessment period. Providing instruction in grammar and mechanics has been somewhat inconsistent, particularly among adjunct instructors. We hope that implementing a standardized course shell will help ensure more consistent coverage of these concepts across all sections, ultimately improving student outcomes on the post-course assessment.</p>						
ENG 1003 Freshman English I	Communication	1. Effectively respond to different rhetorical situations by adapting content and style to suit various purposes and audiences.	The assessment was a combination of multiple-choice questions and one open ended question.	84% of students scored 80% or higher	Met	In Progress
ENG 1013 Freshman English II	Communication	1. Integrate original ideas with those of others and properly document others' materials	Test questions - multiple choice and one open-ended response	55% of students reached mastery level based on results of the multiple-choice and open-ended responses	Not Met	Yes
<p>Action Plan: We are currently developing a new master shell for this course, which will include dedicated modules on source integration and citation practices to support student mastery. Additionally, the master shell for Freshman English I was recently updated to aid in the introduction</p>						

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
	of these foundational concepts earlier in the curriculum. To ensure consistent assessment practices, we also plan to provide clearer guidance and support to instructors on implementing the shared rubric. Since this was the first time using this assessment approach, some inconsistencies were noted in how the rubric was applied, and we are addressing this in future training. These inconsistencies may have impacted student success rates and will be taken into consideration as we refine our instructional and assessment strategies.					
ENG 2033 Technical Writing and Communication	Communication	1. Generate technical documents in a variety of formats, including letters, memos, proposals, and reports.	Pre-writing of a work order & post writing of a work order	20% of all students scored an 80% or higher grade on the assessment	Not Met	In Progress
Action Plan: Remove template used for assignment.						
ENG 2003 World Literature to 1660	Society and Self	1. Demonstrate knowledge of major literary works and the cultures and time periods from which they emerged 2. Apply literary techniques, forms and ideas to major texts of world literature 3. Demonstrate critical thinking through analysis of literary works 4. Describe the individual in the context of society through the analysis of literary works	Choose a literary work covered this semester. Explain how it or a character in it exemplifies or strays from the cultural rules (social norms) and expectations of the period. Write one paragraph of approximately 100 words elaborating your answer (½ a page). These are scored on a rubric from 0-4.	51% of students scored a 3 or 4 on the assessment.	Not Met	Yes
Action Plan: 1. The score was reduced due to at least 10 students not taking the assessment. Their 0 was factored in the results. The number of 0s was likely due to implementing the assessment through Canvas. Next time, we will set prerequisites preventing students from taking the final until they take the assessment. 2. Faculty will implement assignments that require the type of knowledge and thinking necessary to succeed on the assessment and, thus better fulfill the course objectives.						
ENG 2013 World Literature since 1660	Society and Self	1. Demonstrate knowledge of major literary works and the cultures and time	Choose a literary work covered this semester. Explain how it or a character in it	53% of students scored a 3 or 4 on the assessment	Not Met	Yes

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
		periods from which they emerged 2. Apply literary techniques, forms and ideas to major texts of world literature 3. Demonstrate critical thinking through analysis of literary works 4. Describe the individual in the context of society through the analysis of literary works	exemplifies or strays from the cultural rules (social norms) and expectations of the period. Write one paragraph of approximately 100 words elaborating your answer (½ a page). These are scored on a rubric from 0-4.			
Action Plan: 1. Ensure everyone understands how to use the rubric in Canvas. One faculty member did not use it. 2. No longer offer 8-week term literature classes. The assessment data and class grades suggest students are less successful. 3. Reduce the number of 0s by ensuring students have to take the assessment and develop tactics to discourage their usage of AI. 4. World Literature since 1660 appears to have less focus on cultural and historical information than World Literature to 1660. Faculty will increase this information in the classroom and in the master course shell.						
ENG 2023 Creative Writing	Creative and Analytical Thinking	1. Demonstrate understanding of literary devices by identifying representative examples and discussing their effects and purposes during analysis of course readings in the genres studied 2. Apply literary devices effectively in creative works of their own in each genre 3. Utilize techniques for generating and developing creative ideas into working drafts 4. Employ thoughtful revision and editing to improve artistic effect 5. Provide and respond to constructive	Questionnaire. This was a qualitative assessment, which means the only desired result is to look at major themes.	100% of students answered the questions, and themes were identified.	Met	In Progress

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
		feedback in a workshop environment.				
Action Plan: We plan on spending less time on creative nonfiction. The previous action plan improved the students' responses regarding their understanding of poetry.						
ENG 2303 American Literature to 1865	Society and Self	1. Apply critical thinking to read and analyze literature, verbally in class discussions and in writing using proper MLA documentation 2. Demonstrate understanding of literary periods, including the characteristics that make each period distinct from others (not just by date of publication). 3. Demonstrate understanding of the links between literature and our culture 4. Identify major authors and works from respective literary periods	Choose a literary work covered this semester. Explain how it or a character in it exemplifies or strays from the cultural rules (social norms) and expectations of the period. Write one paragraph of approximately 100 words elaborating your answer (½ a page). These are scored on a rubric from 0-4.	100% of students scored a 3 or 4 according to the rubric.	Met	Yes
Action Plan: This was an independent study with only one student. It is not representative, so we will make no changes.						
ENG 2313 American Literature since 1865	Society and Self	1. Apply critical thinking to read and analyze literature, verbally in class discussions and in writing using proper MLA documentation. 2. Demonstrate understanding of literary periods, including the characteristics that	Choose a literary work covered this semester. Explain how it or a character in it exemplifies or strays from the cultural rules (social norms) and expectations of the period. Write one paragraph of approximately 100	64% of students scored a 3 or higher.	Not Met	Yes

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
		make each period distinct from others. 3. Demonstrate understanding of the links between literature and our culture. 4. Identify major authors and works from respective literary periods. 5. Complete at least one analytical writing project.	words elaborating your answer (½ a page). These are scored on a rubric from 0-4.			
Action Plan: Reduce the number of 0s by ensuring students have to take the assessment and develop tactics to discourage their usage of AI. The averages were reduced by some students not taking the assessment.						
ENG 2613 Folklore	Society and Self	Course was not offered this year.				
ENG 2623 Mythology	Society and Self	1. Mythology's presence in contemporary society	Test questions/Exam	91% of students scored at least an 85%	Met	In Progress
Action Plan: This is the first assessment I have been involved in as SME. We would like to assess this same CLO using the same tool at least one more time.						
GEOG 1233 Introduction to Geographic Information Systems	Creative and Analytical Thinking	1. Students shall understand the general terminology related to geographic information systems.	Review of test scores	78% of students earned cumulative scores of 70% on tests and quiz assignments.	Not Met	Yes
Action Plan: Continue to increase lecture time to focus on basic GIS concepts explored on the exams. Work to provide written communications to students regarding submitting exams. The majority of low scores included several exams that were never attempted.						
GEOG 2603 World Regional Geography	Society and Self	Course was not offered this year.				
GEOG 2613 Introduction to Geography	Society and Self	1. Develop skills in acquiring, communicating, and	Geography Assessment Questions (short answer)	78% of students scored 75% or higher	Met	In Progress

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
		<p>applying geographical knowledge.</p> <p>2. Identify and acquire knowledge of physical and human landscapes.</p> <p>3. Develop an understanding of how interactions between social, political, cultural, and environmental forces shape our world.</p>	<p>1. Define the term "topography" and explain its importance in geography. (CLO 1)</p> <p>2. List three major factors that contribute to population distribution patterns. (CLO 2)</p> <p>3. Describe some of the evidence that supports global warming. (CLO 3)</p>			
HIST 1013 World Civilization to 1660	Society and Self	1. Encounter people, situations, and experiences that promote an appreciation for diversity	Essay Question	74% of students passed the assignment.	Met	In Progress
HIST 1023 World Civilization since 1660	Society and Self	1. Encounter people, situations, and experiences that promote an appreciation for diversity	Essay Question	75% of students passed the assignment.	Met	In Progress
HIST 2083 History of Arkansas	Society and Self	<p>1. Encounter people, situations and experiences that promote an appreciation for diversity.</p> <p>2. Demonstrate knowledge of self in the context of society.</p>	Self and Society Essay Assignment--the student gives a brief summary of a significant figure in Arkansas History, then theorizes about how that person might view current-day society and its issues, then finally how he or she (the student) would look upon Arkansas society if they were to be	72% of students scored at least 20 out of 25 on the essay assignment.	Met	In Progress

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
			transported back to that person's time.			
<p>Action Plan: The results were calculated based upon 27 out of 38 total students enrolled in two sections of the course. Only 31 students actually completed the assignment, so if that were the divisor, 87% would be the response. Clarification is needed as to whether the response should be calculated based on student completion or upon total student enrollment at the time.</p>						
HIST 2283 American Military History	Society and Self	Course was not offered this year.				
HIST 2763 The United States to 1876	Society and Self	1. CLO #2: By investigating the development of the American government and politics, the student will identify differences between the Articles of Confederation and the US Constitution and analyze the Constitution's impact on the new American government.	Discussion	76% of students passed the assessment	Met	In Progress
<p>Action Plan: I plan to add the assessment tools from the Distance Learning training to the Canvas Master Shells. This will allow for more assessment throughout a course, increased accuracy, and yield more useful results.</p>						
HIST 2773 The United States since 1876	Society and Self	1. Students will identify the role, both positive and negative, the post-Civil War Reconstruction Era has had on American contemporary history. 2. By observing the impact of industrialization on the American economy and society, the student will describe the impact of industrial growth on farmers, immigrant	A political cartoon from the era of the New Deal (1930s), critical of government expansion. The prompt asks: Critically examine the image printed above. Write 200-250 words that provide a complete description of the image, set the meaning of the image in its proper	72% of students scored 75% or higher.	Met	In Progress

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
		<p>groups, women, urban life, and perceptions toward industrialists and unions.</p> <p>3. Through an examination of the economic, social, and military effects of United States imperialism, the student will identify America's views toward other nations and theirs to us at the turn of the twentieth century.</p> <p>4. By examining the two decades of the 1920s and '30s, the student will describe the major transformations in American politics and society caused by the Great Depression and FDR's "New Deal" legislation.</p> <p>5. By examining the two World Wars, the student will identify the major causes of American intervention and its influence on the results.</p>	historical context, and evaluate the extent to which the image was a portrayal of the political circumstances during the Great Depression and the New Deal recovery of the 1930s?			
HUM 2003 Introduction to Humanities I: Greece and Rome	Society and Self	1. Visually recognize cultural artifacts and locations ranging from prehistory through the Roman Empire and discuss and explain their significance.	Test consisting of 10 famous, culturally known artifacts or site locations associated with pre-history, Greek, or Roman civilization	56% of students scored 70% or higher.	Not Met	Yes
<p>Action Plan: We plan to implement 2 measures: 1. Make sure students understand proper spelling. Many answers were missed due to very poor spelling. 2. Make sure these artifacts and sites are pointed out better throughout the progression of the course.</p>						

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
HUM 2013 Introduction to Humanities II: Europe	Society and Self	1. Visually recognize cultural artifacts and locations ranging from Europe and England from the medieval period to the present.	Students are given a test consisting of 10 culturally important sites or artifacts, along with a description, associated with the time periods being studied throughout the semester. They are then asked to name the site or artifact.	43% of students scored 70% or higher on the assessment	Not Met	Yes
MUS 2503 Fine Arts-Musical	Society and Self (but was reported as Creative and Analytical Thinking)	Not Provided	Test question on Final Exam	80% of students were able to answer questions with at least 75% accuracy (minimum of 3 out of 4 responses).	Met	Yes
PHIL 1003 Introduction to Critical Thinking	Creative and Analytical Thinking	Course was not offered this year.				
PHIL 1103 Introduction to Philosophy	Creative and Analytical Thinking	1. Students will be able to analyze, critically evaluate, and creatively engage with texts relating to philosophical concepts.	A series of discussion questions relating to the three elements of the learning outcomes, assessed by using a rubric which designated students based on their responses as	85% of students scored at least 70 (midrange Sufficiency).	Met	In Progress

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
			Proficient, Sufficient, or Developing. A score above 83 was Proficient; 83-62 was Sufficient, and below 62 was Developing.			
<p>Action Plan: This was the first assessment done under the present SSO SME. It is likely that the SSO SME will be transferred to another instructor, who will very likely continue adapting the assignment and rubric.</p>						
POSC 2103 Introduction to United States Government	Society and Self	<ol style="list-style-type: none"> Engage in activities that promote leadership development Demonstrate knowledge of self in the context of society Within the context of the course objective: Consider their own civic obligations within American society. 	10-question survey on political efficacy--ability of students to effectively participate in civic activities such as polling, voting, understanding and evaluating political information, etc.	74% of students responded positively ("yes" or its equivalent) to 7 out of ten questions on the survey.	Met	In Progress
<p>Action Plan: Instructors noted an increase in the proportion of positive responses for most questions, most notably in being "actively interested" in politics, and "more willing to consider running for public office."</p>						
POSC 2203 State and Local Government	Society and Self	Course was not offered this year.				
POSC 2323 Principles of International Relations	Society and Self	Course was not offered this year.				
PSY 2013 Introduction to Psychology	Society and Self	1. To provide an understanding of how psychological principles can be applied to personal life situations	APA essay/paper	75% of students scored 75% or better on the APA paper	Met	In Progress
PSY 2113 Psychology of Mental Health and Adjustment	Creative and Analytical Thinking	1. Successfully evaluate information resources and develop the ability	Infographic	86% of students scored 75% or better on	Met	In Progress

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
		to determine the relevance and accuracy of wellness research. 2. Examine, critically think, and analyze personal wellness choices affecting society at large.		the Infographic		
PSY 2123 Family Relations	Creative and Analytical Thinking	1. Explain challenges to families such as abuse and divorce.	Family Relations Project-genogram, finding themes in genogram/family history, reflection on themes, research article and tying information to family genogram theme.	76% of students earned 80% or above on the project	Met	In Progress
Action Plan: Review learning objectives. It has been over 5 years since reviewed, Update course philosophy.						
PSY 2533 Lifespan Development	Creative and Analytical Thinking	1. The successful student will be able to explain, describe, discuss, recognize, and /or apply knowledge of a fundamental understanding of psycho-social, biological, cognitive, and emotional aspects of human development in each period of the lifespan. 2. The successful student will be able to demonstrate understanding of major aspects and theories of growth and development. 3. The successful student will	APA Paper project	87% of students scored above 75% on the APA Paper	Met	In Progress

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
		demonstrate knowledge of scientific research in the field of developmental psychology.				
PSY 2553 Sensation and Perception	Creative and Analytical Thinking	<ol style="list-style-type: none"> 1. Know the basic anatomy and physiology of sensory systems using critical thinking and scientific inquiry 2. Understand the basic neurophysiology concerning the senses 3. Understand the basic role the brain plays in sensation and perception 4. Know major disorders and issues concerning sensation and perception and how they affect society 5. Be able to understand the major research concerning sensation and perception 6. Be able to use written expression to communicate an area of interest in the field 	Project--Paper and Presentation	95% scored 80% or higher on the final draft of the project	Met	In Progress
SOC 2213 Principles of Sociology	Society and Self	<ol style="list-style-type: none"> 1. Identify the three major theoretical perspectives 2. Explain the differences between theoretical perspectives 3. Compare and contrast the three major theoretical perspectives 4. Identify basic research orientations 	Education Reflection Paper	78% scored a 70% or higher on the paper.	Met	In Progress

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
		5. Associate research orientations with appropriate theoretical perspective 6. Identify the major social institutions 7. Discuss theories used to explain social institutions 8. Support personal opinions on social institutions 9. Distinguish between group formations and sizes 10. Identify different deviances				
SOC 2223 Social Problems	Creative and Analytical Thinking	1. The relationship between private problems and public issues. 2. The differences between personal vs. systemic blame. 3. The social construction of social problems. 4. The major theories of social problems. 5. The myths and facts related to social problems using critical thinking and research.	Project--Paper (Final Draft)	90% of students scored 80% or better on their final draft	Met	In Progress
SOC 2233 Introduction to Cultural Anthropology	Society and Self	1. Analyze and describe anthropology as a science, it's history, and its use in understanding more about society and the self. 2. Explain both the meaning and history of culture, how to make cultural comparisons between societies and time periods, and their relevance.	Qualitative Research Project Final Draft- Research Project and Paper	75% of students scored 75% or better on the project	Met	In Progress

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
		3. Identify and describe the different theories and methodologies used in anthropology. 4. Describe the history and meaning of linguistics, the anthropological growth of language over time and between groups, and current trends in language. 5. Explain the anthropological growth of social institutions over time and between groups.				
Action Plan: None at the moment, Insight is being put into the Master Course Shell for future assessment.						
SOC 2263 Comparative Religions	Society and Self	1. Encounter people, situations, and experiences that promote an appreciation for diversity	Essay Question	90% of students scored 80% or higher on the essay	Met	In Progress
SW 2203 Introduction to Social Work	Creative and Analytical Thinking	1. Demonstrate knowledge of the organizations and delivery systems designed to deal with social problems	APA Research Paper	50% of students earned a 75% or above on the research paper	Not Met	Yes
Action Plan: Review the directions to the assignment and the rubric. Examine the small assignments that are designed to prepare students for making 75% or higher on the research paper.						
SPAN 1013 Spanish I	Communication	1. Explain specific linguistic and cultural characteristics of the Spanish-speaking world. 2. Respond appropriately to both written and spoken Spanish.	Write an essay describing a friend of yours. Say what your friend is like in general, how he or she is feeling today, and what he or she is doing right now.	97% of students scored 80% or above	Met	In Progress

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
		<p>3. Read and comprehend passages from authentic materials chosen from: Spanish-language newspapers, magazines, documents, schedules, etc.</p> <p>4. Reflect knowledge of grammar and vocabulary associated with school, home, travel, and other essential topics in spoken and written Spanish.</p>	Use at least five different adjectives and vocabulary and grammar from this lesson. (pts. for vocabulary + 6 pts. for grammar + 4 pts. for style and creativity = 12 pts.)			
SPAN 1023 Spanish II	Communication	<p>1. Explain specific linguistic and cultural characteristics of the Spanish-speaking world.</p> <p>2. Respond appropriately to both written and spoken Spanish.</p> <p>3. Read and comprehend passages from authentic materials chosen from: Spanish- language newspapers, magazines, documents, schedules, etc.</p> <p>4. Reflect knowledge of grammar and vocabulary associated with school, home, travel, and other essential topics in spoken and written Spanish.</p>	Write a paragraph about the things you used to do during the summer when you were a child. Include an example about an injury you received one summer. If you cannot think of one, feel free to invent. Use the imperfect and the preterite tense and at least three adverbs. (6 pts. for vocabulary + 7 pts. for grammar + 2 pts. for style and creativity = 15 pts.)	64% of students scored 70% or higher on the assignment	Met	In Progress
Action Plan: We are going to use this topic for one more academic year to compare data.						
SPAN 2013 Spanish III	Communication	1. Explain specific linguistic and cultural characteristics of the	Write a paragraph describing all the technological devices in your	63% of students scored 80% or higher on	Met	In Progress

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
		Spanish-speaking world. 2. Respond appropriately to both written and spoken Spanish. 3. Read and comprehend passages from authentic materials chosen from: Spanish- language newspapers, magazines, documents, schedules, etc. 4. Reflect knowledge of grammar and vocabulary associated with school, home, travel, and other essential topics in spoken and written Spanish.	apartment to lure in potential roommates. Use at least six informal commands (positive or negative [mainly positive]) to tell people when to call, when to visit, not to wait too long, etc. and use "por" and "para" at least twice each. Use lesson 14 vocabulary and grammatical concepts. 5 pts. for vocabulary, 6 pts. for grammar, 4 pts. for style and creativity.	the assignment		
Action Plan: We are going to use this topic for one more academic year to compare data.						
SPAN 2023 Spanish IV	Communication	Course was not offered this year.				
SPCH 1203 Oral Communications	Communication	1. Critical Thinking and Listening Skills 2. Research and Organizational Skills 3. Verbal and Non-verbal Presentation Skills 4. Knowledge of Oral Communication Theory	Lesson 9: Outlining the Introduction & Conclusion for Capstone Informative Speech	74% of students scored 70% or higher	Met	In Progress
Action Plan: We will separate the current assignment into two assignments; Speech Introduction Outline and Speech Conclusion Outline. Allowing more focuses instruction on each section.						
THEA 2503 Fine Arts-Theatre	Society and Self	1. Display knowledge of the manner in which Drama and Theatre provide insights into contemporary culture.	Essay	77% of students scored 90% or higher on the essay assignment	Met	Yes
Action Plan: We will be repeating to see if this is sustainable.						

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
THEA 2513 Fine Arts-Film	Society and Self	1. Communication	Rubric	88% scored 75% or better	Met	In Progress
UNIV 1001 Principles of Academic Success I	Society and Self	1. Students will develop 21st-century skills (problem-solving, critical thinking, communication, collaboration, leadership, etc.) that enhance personal and professional success in college and beyond.	Student Goals Paper	92% of students scored 80% or higher on the student goals essay	Met	In Progress
UNIV 1003 Principles of Academic Success III	Society and Self	1. Students will develop 21st-century skills (problem-solving, critical thinking, communication, collaboration, leadership, etc.) that enhance personal and professional success in college and beyond.	Student Goals Paper	97% of students scored 80% or higher on the student goals essay	Met	In Progress

Table A-2: Division of Arts and Humanities Program-Level SSO Assessment

Program	Student Success Outcome(s)	Program Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
Early Childhood Education	Society and Self	Student successfully completes the final practicum and capstone observation experience within the Early Childhood Program.	Practicum II	75% of students scored a B or better	Met	Yes
	<p>Action Plan: Students who enrolled in this course and completed the course performed with excellence. Student 4 informed the instructor of his/her need to drop the course due to lack of transportation. Student 8 dropped the course for unknown reasons. Moving forward, the instructor will reiterate guidelines and expectations, so students continue to be set up for success for the course.</p>					
	Society and Self	Student will create and develop a CDA portfolio that demonstrates the knowledge gained throughout the curriculum, classroom experiences, and observations specific to the CDA coursework.	Student will complete the CDA portfolio with a C or better	60% of students scored a C or better	Not Met	Yes
	<p>Action Plan: Most students completed the work for the portfolio, yet did not follow through with organizing it into their portfolio. Moving forward, the instructor will have dates set to monitor student progression with the organization of portfolios throughout the course.</p>					
	Creative and Analytical Thinking	Students will complete all CDA coursework with a C or better	Students will complete all CDA coursework with a C or better	70% of students scored a C or better	Met	Yes
	<p>Action Plan: The courses that make up the CDA course work portion of the program are ECH 1103 Child Growth and Development, ECH 1113 Foundations of Early Childhood, ECH 2203 Exceptional Children. Students who chose not to complete assignments required for their portfolio, the final exam, or the final portfolio finished the course with low or failing grades. Moving forward, the instructor will continue to keep consistent communication with the students. The instructor will also continue to communicate with the Practicum I instructor, as this course aligns with these three courses. The Early Childhood Education instructors, dean, and program coordinators have been working closely to rigorize content within the courses, hold students accountable, and provide resources to the students to help them be successful.</p>					

Program	Student Success Outcome(s)	Program Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
Education (K-6 and Mid-Level Education)	Communication	<ol style="list-style-type: none"> 1. Gain a basic understanding of the foundation of the education system in the United States and in the state of Arkansas. 2. Have a broad and sound understanding of ethics in teaching and federal and state laws regarding education. 3. Develop and demonstrate the knowledge, pedagogical skills, and professional dispositions necessary to help all students learn. 	The student will develop an online portfolio demonstrating the knowledge gained throughout the curriculum, classroom experiences, and observations specific to Introduction to Teaching.	95% of students met the goal	Met	In Progress
<p>Action Plan: Instructors continue to look at ways to improve the technical aspect of the digital portfolio. Students will continue to use the Folio portfolio structure through Canvas Learning Systems in Fall 2025. Teachers will identify ways to streamline the process and make navigation easier for students.</p>						
	Society and Self	<ol style="list-style-type: none"> 1. Gain a basic understanding of the foundation of the education system in the United States and in the state of Arkansas. 2. Have a broad and sound understanding of ethics in teaching, and federal and state laws regarding education. 3. Develop and demonstrate the knowledge, pedagogical skills, and professional dispositions necessary to help students learn. 4. Apply the skills and knowledge acquired 	Students will complete the capstone course with a C or better after completing 30 hours of observation.	98% of students met the goal	Met	In Progress

Program	Student Success Outcome(s)	Program Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
		through observations, classroom activities, class discussions, and text to a real-world classroom setting.				
Action Plan: Instructors will continue to utilize best practice strategies within the classroom. Instructors will create varied forms of assessment.						
	Creative and Analytical Thinking	<ol style="list-style-type: none"> 1. Gain a basic understanding of the foundation of the education system in the United States and in the state of Arkansas. 2. Have a broad and sound understanding of ethics in teaching, and federal and state laws regarding education. 3. Develop and demonstrate the knowledge, pedagogical skills, and professional dispositions necessary to help students learn. 	Students will complete the final exam, which covers all significant aspects of both the textbook, with a grade of a C or better.	92% of students met the goal	Met	Yes
Action Plan: Instructors will use intentional vocabulary, terminology, and educational theory/practice in hands-on classroom activities. Students will utilize study groups and embedded course tutoring to better prepare them for the exam. This was a good learning experience for our program. We have found several areas in which we can improve the process of overall assessment and plan to implement changes in the coming year.						
Graphic Design	Creative and Analytical Thinking	Create visually literate students that can communicate visually.	Course projects and exams	80% of students met the goal	Met	In Progress
	Creative and Analytical Thinking	Provide students a solid foundation in the three main Adobe programs used in their field; Adobe InDesign, Illustrator, and Photoshop.	Course projects	70% of students met the goal	Met	Yes

Program	Student Success Outcome(s)	Program Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
	<p>Action Plan: Re-tool assignments in ART 1183 Foundations of Digital Media to better prepare students. The criterion needs to be updated to include Canva and other equivalent software, per guidance from the ASUB Graphic Design Advisory Council.</p>					
	Creative and Analytical Thinking	Prepare students for working in a competitive job market.	Exams	80% of students met the goal	Met	Yes
	<p>Action Plan: Re-tool the Elevator Pitch assignment. Introduce relevant issues in earlier classes so students are better prepared in their final semester. The ASUB Graphic Design Advisory Council was a monumental help in guiding and redirecting assignments for students. The 2024-2026 period has been a drastic change between 2024 and 2025. I hope the 2026 year to be even better.</p>					
Health	Society and Self	Appreciation for Cultural Diversity: Demonstrate an awareness and appreciation for cultural diversity.	Exam questions	91% of students met the goal	Met	In Progress
	Society and Self	Knowledge of Self in the Context of Society: Demonstrate knowledge of self in the context of society.	Exam questions	91% of students met the goal	Met	In Progress
	Society and Self	Personal Needs for Health, Fitness, and Safety: Demonstrate knowledge of personal needs for health, fitness, and safety.	Exam questions	97% of students met the goal	Met	In Progress
Music	Creative and Analytical Thinking	Tone Quality	Exam	60% of students met the goal	Not Met	In Progress
	<p>Action Plan: The students not meeting this requirement were the voice students. We will work with our adjunct voice teacher to address this deficiency for next year.</p>					
	Creative and Analytical Thinking	In tonation	Exam	100% of students met the goal	Met	In Progress

Program	Student Success Outcome(s)	Program Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
	Communication	Phrasing/Expression	Exam	80% of students met the goal	Met	In Progress
Physical Education	Society and Self	Appreciation for Cultural Diversity: Demonstrate an awareness and appreciation for cultural diversity.	Exam questions	90% of students met the goal	Met	In Progress
	Society and Self	Knowledge of Self in the Context of Society: Demonstrate knowledge of self in the context of society.	Exam questions	98% of students met the goal	Met	In Progress
	Society and Self	Personal Needs for Health, Fitness, and Safety: Demonstrate knowledge of personal needs for health, fitness, and safety.	Exam questions	98% of students met the goal	Met	In Progress
Theater	Creative and Analytical Thinking	Demonstrate skills in the basic tools, media, and techniques of theatrical production.	Projects	95% of students met the goal	Met	In Progress

Appendix B

Table B-1: Division of Career Education Course-Level SSO Assessment

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
ACCT 2003 Principles of Accounting I	Creative and Analytical Thinking	1. Prepare journal entries, adjusting entries and closing entries for the accounting cycle 2. Post journal entries to general ledger and create trial balance 3. Prepare an income statement, balance sheet and statement of retained earnings from a trial balance	A financial accounting project in two parts. In part 1, students make journal entries, post them to a general ledger, and then create a trial balance. For part 2, students prepare financial statements and closing entries.	64% of students scored 75% or higher on the project	Not Met	Yes
Action Plan: More focus will be given to online students to ensure they understand the instructions and importance of the assignment. One issue was students not completing the assessment.						
ACCT 2013 Principles of Accounting II	Creative and Analytical Thinking	1. Prepare special reports and analyze accounting information.	A financial analysis project calculating financial ratios and a presentation and paper. In the second part, students use information from part 1 to convey a decision to invest in the company.	73% of students scored 80% or higher	Met	Yes
Action Plan: The goal was met in in-person classes. The goal was missed in the online section. The major contributing factor was students not completing the entire assignment. We will stress the importance of completing the entire assignment, plus we will give a better example of the paper we are expecting to receive to clear up any confusion on what must be submitted.						
AGRI 1213 Seminars in Agriculture: Making Connections	Society and Self	1. Students understand the Ag Curriculum and choices of schools to transfer, learn study skills, and understand research.	Test Questions	74% of students scored 80% or higher	Met	In Progress
Action Plan: Continue to try to get students engaged and come to class.						

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
AGEC 1003 Introduction to Agricultural Economics	Creative and Analytical Thinking	1. Compare the varying degrees of imperfection or lack of purity in any market system.	Ten questions concerning the learning outcome are embedded in the final exam.	72% of students scored 70% or higher on the set of questions.	Met	Yes
ANSC 1204 Introduction to Animal Science	Creative and Analytical Thinking	1. Students shall know the nutritional needs of production animals along with the nomenclature and reproductive anatomy and its relationship to reproduction function.	Test questions	68% of students scored 75% or higher	Not Met	In Progress
ANSC 2213 Feeds and Feeding	Creative and Analytical Thinking	No report (faculty member passed away)				
ANSC 2623 Equine Health & Management	Creative and Analytical Thinking	No report (faculty member passed away)				
BUS 1013 Introduction to Business	Creative and Analytical Thinking	No report (faculty member retired)				
BUS 2113 Business Statistics	Creative and Analytical Thinking	No report (faculty member retired)				
BSYS 2563 Business Communication	Communication	1. Students will review how organizations use communication. 2. Students will review how technology is used in communications. 3. Students will review intercultural communications. 4. Students will be able to produce business documents.	Application assignments including Good and Bad newsletters, memos and resumes; Discussion questions	80% of students scored 80% or higher on the assignment	Met	In Progress

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
BSYS 2583 Spreadsheet Applications for Business	Creative and Analytical Thinking	1. Demonstrate calculations in Excel spreadsheets using formulas and functions. 2. Generate, analyze, and chart financial data and reports using Excel spreadsheets. 3. Demonstrate creating and modifying data using Data Tools and PivotTables. 4. Demonstrate creating and modifying data using Financial Tools and Functions.	Project assignments and Exam questions	91% of students scored 75% or greater on the final exam and project.	Met	In Progress
CIS 1113 Introduction to Macintosh Computers	Creative and Analytical Thinking	1. Demonstrate knowledge of the fundamentals of Macintosh computers and terminology commonly used with computer hardware and software to accept input, process data, and store data. 2. Demonstrate key file management skills. 3. Use at a basic level word processing, spreadsheet, and database applications.	Project and Final Exam questions	13% of students scored 80% or greater on the final exam and project	Not Met	Yes
Action Plan: Redesign course assignments, content, and quizzes. Course was taught by a different instructor for the Fall 2023 and 2024.						
CIS 1503 Microcomputer Applications I	Creative and Analytical Thinking	1. Demonstrate knowledge of the fundamentals of computers and computer terminology commonly used with computer hardware and software to accept input, process data, and store data.	MS Word, PowerPoint, and Excel Capstone project	79% of students scored 70% or better on the projects.	Met	Yes

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
		2. Demonstrate key file management skills. 3. Use at a basic level word processing, spreadsheet, presentation, and database applications.				
<p>Action Plan: The data was skewed due to some capstone projects either not graded or the rubric was not used to score the project. This was especially apparent in the Excel category. Action plan is to remind and retrain the instructors on using the rubric to grade the projects. The issues will be addressed at the end of this term and piloted this summer.</p>						
ECON 2313 Principles of Macroeconomics	Creative and Analytical Thinking	1. Apply the basic principles of scarcity and opportunity costs. 2. Examine the economist's role as a scientist. 3. Explore the underlying principles and benefits of trade and open economic interaction. 4. Interpret supply, demand, and related decision-making.	Cumulative Final Exam	95% of students scored 80% or higher	Met	In Progress
<p>Action Plan: Once the master course shell finishes its pilot, there will likely be a new tool used for this assessment.</p>						
ECON 2323 Principles of Microeconomics	Creative and Analytical Thinking	1. Apply the basic principles of scarcity and opportunity costs. 2. Examine the economist's role as a scientist. 3. Interpret supply, demand, and related decision-making. 4. Interpret and comprehend elasticity calculations and their meaning.	Cumulative Final Exam	98% of students scored 80% or higher	Met	In Progress
<p>Action Plan: Once the master course shell finishes its pilot, there will likely be a new tool used for this assessment.</p>						

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
MGMT 2003 Introduction to Management	Creative and Analytical Thinking	1. Students will learn about skills needed to be successful at managing the different aspects of a business. 2. Students will be able to use the information to evaluate their own companies, current theories, and/or training practices.	The Apply It Assignments are assigned for each chapter covered and provide opportunities for the students to extend their knowledge of chapter topics to realistic scenarios.	86% of students earned 70% or higher on the assignments	Met	In Progress
MGMT 2013 Business Organization and Management	Creative and Analytical Thinking	1. Identifying the basics of effective business organizational behavior 2. Recognizing and appreciating individual differences and values in the organization 3. Addressing and negotiating conflicts within the organization	Weekly "Minute for Your Thoughts" Videos that pose realistic issues related to management and organization, requiring students to respond with a 60 second video that describes their course of action based on the concepts learned in the class.	78% of students scored 80% or higher on the assignment category	Met	In Progress
MGMT 2043 Supervisory Management	Communication	1. Students will learn about the skills necessary to be successful managers. 2. Students will be able to describe the functions of supervisors; investigate different forms of employee motivation; and improve their problem-solving	Weekly Application Assignments (Team Discussions, Video Responses to Scenarios, and Written Assignments) that present real-life or simulated scenarios in which students must identify the issue	73% of students scored 70% or higher on the Application Assignment category	Met	In Progress

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
		and decision-making skills. 3. Students will be able to utilize information learned in this course to assess and enhance their personal skill sets to make them more effective managers.	and determine how they will respond based on learned content, context, and best communication medium.			
Action Plan: Previously, we revised the metric. We would like to see how this new metric plays out over the next few spring terms. This is a spring-only class.						
MGMT 2153 Small Business Management	Creative and Analytical Thinking	1. To familiarize students with the basic parts of any small business as well as how they interact and reinforce each other to form a dynamic whole. 2. To provide the students with indications of what it is like to be in business for themselves. 3. To encourage students to develop the habit of thinking analytically and creatively.	Two assessment tools were used: (1) Weekly Discussion & Sharing Assignments in which students built and discussed sections of the business plan, and (2) a Final Business Plan in which students submitted refined versions of each plan segment combined into a succinct document.	90% of students scored 80% or higher on both assessments	Met	In Progress
PSSC 1303 Introduction to Plant Science	Creative and Analytical Thinking	1. Explain how plants are named and classified.	Ten questions pertaining to the specific learning outcome are embedded in the final exam.	72% of students scored 70% or higher on the questions	Met	In Progress
Action Plan: The instructor will bring actual plants into the classroom (they will be available because of Ag Day activities) and allow the students more hands-on experience with plant classification.						
PSSC 2811 Soils Laboratory	Creative and Analytical Thinking	1. Comprehend a working knowledge of classification, chemical and physical properties, organisms, water, and nutrients of the soil.	Ten questions pertaining to the learning outcome will be embedded in the final exam.	64% of students scored 70% or higher on the questions.	Not Met	In Progress

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
	<p>Action Plan: The number of labs that deal specifically with soil nutrients should be increased, which seemed to be the topic that most confused the students. This will include increased homework in fertilizer mixes and application.</p>					
PSSC 2813 Soils	Creative and Analytical Thinking	1. Comprehend a working knowledge of classification, chemical and physical properties, organisms, water, and nutrients of the soil.	Ten questions pertaining to the learning outcome will be embedded in the final exam.	64% of students scored 70% or higher on the questions.	Not Met	In Progress
	<p>Action Plan: More lecture time should be spent dealing with water relations in the soil, which seemed to be the topic that more students did not fully comprehend.</p>					

Table B-2: Division of Career Education Program-Level SSO Assessment

Program	Student Success Outcome(s)	Program Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
Agriculture Equipment Technology/John Deere	Creative and Analytical Thinking	Students will master the use of advanced diagnostic and repair tools used with John Deere.	Diagnostics and time efficiency	80% of students completed with 90% accuracy in diagnostics and time efficiency.	Met	In Progress
	Action Plan: More diagnostic time in foundations of troubleshooting.					
	Creative and Analytical Thinking	Students will be fully prepared to pass John Deere certifications.	John Deere Electrical, Hydraulic and Service Advisor certifications	100% of students passed the John Deere certifications	Met	In Progress
	Creative and Analytical Thinking	Students will demonstrate strong problem-solving and critical thinking skills by diagnosing complex machinery issues.	Lab activities: Engine Rebuild Lab, Lab Mower Set up, Lab Operation and repair of conditioner, Lab Belt Lace replacement, Lab Crop flow	24-25 Results: 80% of students completed with 80% or higher on lab activities.	Met	In Progress
Automotive Technology	Creative and Analytical Thinking	Graduates should earn Automotive Service Excellence (ASE) Entry-Level certifications.	Exams	88% of students passed the assessment	Met	In Progress
	Creative and Analytical Thinking	Students will be able to perform basic repairs.	Exams and Lab sheets	88% of students passed the assessment	Met	In Progress
	Action Plan: Verify knowledge attainment by implementing practical exams					
	Creative and Analytical Thinking	Students will be able to perform basic diagnostics.	Exams and Lab sheets	88% of students passed the assessment	Met	In Progress
	Action Plan: Continue to grow the tool technology access for our students and continually improve course material and instruction.					

Program	Student Success Outcome(s)	Program Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan						
Business	Creative and Analytical Thinking	Exhibit ethical and professional behavior when making business decisions.	Exam Question: What would you do if you were the person in this situation?	68% made an ethical decision	Not Met	Yes						
							Action Plan: The question will be re-worded. Several students indicated that asking “What would you do if you were the person in this situation” is different than “What would you do if you were in this situation”. Their answers may be different based on the phrasing of the question.					
Computer-Aided Drafting and Design (CADD)	Creative and Analytical Thinking	Graduates will develop a comprehensive understanding of drafting terminology and demonstrate the ability to analyze, evaluate, and effectively communicate design concepts and technical solutions.	Communication competencies	67% of the communication competencies were at or above 80%	Not Met	Yes						
							Action Plan: Beginning in AY25-26, we will edit chapter quizzes for EGT1004, EGT1114, EGT2153, EGT2144, and EGT2244 to allow 3 attempts to improve terminology retention.					
							Creative and Analytical Thinking	Graduates will demonstrate mastery in creating precise and detailed 2D technical drawings by applying the principles of the alphabet of lines, view arrangement, sectional views, auxiliary views, detail views, pictorial views, and exploded views.	2D Drawing competencies	95% of the 2D Drawing competencies were at or above 80%	Met	In Progress
Creative and Analytical Thinking	Graduates will attain advanced proficiency in 3D modeling by effectively applying techniques for part shape and size, sheet metal parts, frames and weldments, configured parts,	3D Modeling competencies	100% of the 3D Modeling competencies were at or above 80%	Met	In Progress							

Program	Student Success Outcome(s)	Program Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
		assembly mates, top-down design, content center, and advanced assembly analysis.				
Computer Information Systems (CIS)	Creative and Analytical Thinking	Manage, utilize, and maintain computer technology to meet business office needs.	Project and Exam	88% of students passed the assessments	Met	In Progress
	Creative and Analytical Thinking	Analyze, design, implement, and evaluate computer-based solutions for business client requests.	Project and Exam	80% of students passed the assessments	Met	In Progress
	Creative and Analytical Thinking	Create professional-quality business documents.	Project and Exam	90% of students passed the assessments	Met	In Progress
Computer Systems and Networking Technology (CSNT)	Creative and Analytical Thinking	Students will be able to install, configure, and administer a Hybrid Cloud Environment (Active Directory, AZURE, Group Policy, File and Printer Sharing, DNS, Hyper-V, DHCP, PowerShell, storage)	Final Exam	10% of students passed the assessment	Not Met	Yes
	Action Plan: The prior action plan resulted in a lower pass rate this cycle. The plan was to work through study material in class, many students simply skipped those days. The final is skills based. The new plan will be to stop grading multiple choice quizzes. The lab-based assignments will have the point total doubled to better focus the student's attention on the skills-based requirements.					
	Creative and Analytical Thinking	Students will gain the skill set for gainful employment in the Computer Systems and Networking Technology industry.	Final Exam	100% of students passed the assessment	Met	In Progress

Program	Student Success Outcome(s)	Program Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
	Creative and Analytical Thinking	Students are expected to possess a comprehensive set of competencies to safeguard digital assets, protect sensitive information, and mitigate cyber threats effectively.	Final Exam	38% of students passed the assessment	Not Met	Yes
Action Plan: The final is skills based. The new plan will be to stop grading multiple choice quizzes. The lab-based assignments will have the point total doubled to better focus the student's attention on the skills-based requirements of this course.						
Computerized Machining Technology	Creative and Analytical Thinking	Set up a CNC machine, download a program to the CNC machine and run a part to a tolerance of $\pm .005$.	Project and Performance Evaluation	90% of students passed the assessment	Met	In Progress
	Creative and Analytical Thinking	Produce orthographic views using current software	Project and Performance Evaluation	90% of students passed the assessment	Met	In Progress
	Creative and Analytical Thinking	Manually machine a part from a print to a tolerance of $\pm .010$	Project and Performance Evaluation	80% of students passed the assessment	Met	In Progress
Criminal Justice	Society and Self	Comprehensive Understanding of the Criminal Justice System	Final Exam and Course completion in CRIM 1023	75% of students achieve a 70% or higher	Met	In Progress
	Action Plan: In person class did not meet final grade assessment; I had a few students who stopped coming to class but did not drop the course. I will drop those students in the future.					
	Creative and Analytical Thinking	Critical Thinking, Evidence Analysis, and Legal Application	CRIM 2263 Probable Cause exercise, Right to Counsel exercise, Stop & Frisk exercise, Miranda v. Arizona exercise	75% of students passed the combination of assessments	Met	In Progress

Program	Student Success Outcome(s)	Program Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
<p>Action Plan: Some students did not complete the assignment used to assess this goal. Will work on getting students to complete all assignments in the future.</p>						
	Society and Self	Problem-Solving in Real-World Contexts	CRIM 1023 Crime Theory Exercise; CRIM 1163 Plea Bargain Exercise; CRIM 2253 Crime Scene Exercise	93% passed; 67% passed; 88% passed	Met	In Progress
<p>Action Plan: Did not have graded assignments for all three in in person course; We will change that in the future. Will work to ensure students understand assignments to meet goal next year.</p>						
Diesel Technology	Creative and Analytical Thinking	Perform Inspections per DOT/OEM specifications on medium/heavy-duty trucks, trailers, and heavy-duty equipment.	IMMR ASE student level certification	88% of students earned the IMMR ASE student level certification	Met	In Progress
	Creative and Analytical Thinking	Perform electrical and computer diagnostic troubleshooting procedures on medium/heavy-duty vehicles as well as heavy-duty equipment.	Engine Electronics ASE student level certification	88% of students earned the Engine Electronics ASE student level certification	Met	In Progress
	Creative and Analytical Thinking	Perform HVAC diagnostics, identification, and repair on R134a systems.	Esco E609 MHVAC Certification exam	100% of students passed	Met	In Progress
Heating, Ventilation, Air Conditioning & Refrigeration (HVACR)	Creative and Analytical Thinking	Students will master the basics of air conditioning and refrigeration, including air distribution.	HVAC Excellence certification, Theoretical and Practical assignments	58% of the students mastered the basics of air conditioning	Not Met	Yes
	<p>Action Plan: To improve mastery of HVACR fundamentals, students will be required to complete all assigned coursework before participating in shop-time. This will guarantee they build a solid theoretical foundation before applying their knowledge in hands-on activities, reinforcing key concepts and enhancing overall comprehension.</p>					

Program	Student Success Outcome(s)	Program Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
	Creative and Analytical Thinking	Students will be equipped with practical HVACR Hands-On Training experience using modern HVACR technologies and tools.	Review of Theoretical and Practical assignment scores; Review of clock in timesheets and hands on projects	67% of students mastered practical HVACR Hands-on Training.	Not Met	
<p>Action Plan: To enhance hands-on training and support students who miss class, a peer mentorship program will be established each semester. Peer mentors will provide guidance, help students catch up on missed coursework, and reinforce practical HVACR skills. This fosters collaboration and ensures that all students remain engaged and equipped with the necessary experience to succeed.</p>						
	Creative and Analytical Thinking	Students will achieve certified success with Industry-Recognized Certifications.	Employment Ready and EPA exams	86% of students passed the Employment Ready and EPA exams	Met	Yes
<p>Action Plan: To address challenges related to absenteeism and scheduling disruptions, a more structured attendance policy will be implemented to ensure students remain engaged with coursework. Additionally, class will shift from a weekly format to a daily structure, providing more consistent opportunities for progress.</p>						
Industrial Technology	Creative and Analytical Thinking	1. Students will have the opportunity to get certifications. 2. Be qualified to install and troubleshoot electrical parts while using electrical tools in the HVACR field.	Practical lab assignments (hands-on, actual work) and Review of HVAC Excellence results	87% of students scored 70% or higher on listed work; and 61% of graduates earned HVAC Excellence certifications	Not Met	In Progress
	Creative and Analytical Thinking	1. Students will have the opportunity to get certifications. 2. Students will be equipped with practical HVACR Hands-On Training experience using modern HVACR technologies and tools.	Review of theoretical and practical assignment scores; and Review of clock in timesheets and hands on projects.	92% of students scored 80% or higher on listed assignments	Met	In Progress

Program	Student Success Outcome(s)	Program Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
Action Plan: Keep organizing and detailing daily schedules for the students and instructors.						
Marine Technology	Creative and Analytical Thinking	Students will properly diagnose issues using the appropriate diagnostic tools, software and service information.	Exams and Labs	100% of students scored 80% or higher	Met	In Progress
	Creative and Analytical Thinking	Students will repair or replace marine and watercraft systems and components according to industry standards.	Exams and Labs	100% of students scored 80% or higher	Met	In Progress
	Creative and Analytical Thinking	Students will perform preventive maintenance according to recommended factory service standards.	Exams and Labs	100% of students scored 80% or higher	Met	In Progress
Power Sports Technology	Creative and Analytical Thinking	Students will develop proficiency in Power Sports terminology and enhance their written and oral communication skills enabling them to effectively articulate and document repairs in the industry.	Exams	72% of students scored 70% or higher on the terminology section of their exams	Not Met	Yes
	Action Plan: Next year, we plan to incorporate more terminology quizzes and provide additional opportunities for students to practice writing work orders and repair stories.					
	Creative and Analytical Thinking	Students will develop proficiency in basic diagnostic thinking and trouble shooting skills.	Exams	82% of students scored 70% or higher on the job sheets and hands-on portion of exams	Met	In Progress

Program	Student Success Outcome(s)	Program Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
	Creative and Analytical Thinking	Students will show proficiency in how to properly maintain recreational vehicles.	Exams	79% of students scored 70% or higher on the job sheets and hands-on portion of their exams	Not Met	Yes
<p>Action Plan: Our goal is to address this by incorporating more practice-style job sheets that allow students to develop and refine their skills. This will help them become more proficient and confident when performing on the hands-on portion of the exam.</p>						
Welding Technology	Creative and Analytical Thinking	Students will demonstrate proper equipment setup, operation, and workspace management.	Shop Grade and Performance	94% of students earned cumulative average scores at 80% or above	Met	In Progress
	Creative and Analytical Thinking	Students will apply the fundamentals of Gas Metal Arc welding.	Review of certification results using Gas Metal Arc welding, and Order of Progression Sheet based on Performance	0% of students successfully earned 1G wb certification using Gas Metal Arc Welding	Not Met	Yes
	<p>Action Plan: Reorganize the order of progression so that students can have reach the 1G wb Certification test faster and be able to have more time to retake the tests.</p>					
	Creative and Analytical Thinking	Students will apply the fundamentals of Shielded Metal Arc welding.	Shop Grade and Performance	100% of students earned cumulative average scores at 80% or above	Met	In Progress

Appendix C

Table C-1: Division of Math and Science Course-Level SSO Assessment

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
BIOL 1004 Biology for General Education	Creative and Analytical Thinking	1. Exhibit understanding of the scientific method 2. Exhibit basic knowledge of basic principles of evolution and ecology	A set of 5 exam questions in which students create a hypothesis, design a research plan, and analyze some graphical data.	75% of students achieved a passing score	Met	Yes
BIOL 1014 Principles of Biology	Creative and Analytical Thinking	1. Analytical thinking	A set of exam questions related to function of DNA.	55% of students scored $\geq 70\%$	Not Met	In Progress
BIOL 1024 Ecology	Creative and Analytical Thinking	1. Identify and interpret the underlying basic principles of organism- environment interactions. 2. Recall the basic principles of populations and population ecology, including carrying capacity, and exponential vs. logistic growth curves 3. Be able to interpret examples of major contemporary ecological issues based on ecological principles and concepts.	The assessment tool was one of the weekly assignments for the course. Specifically, the section involving questions to "Analyze Data on Tuskless Elephants".	83% of students scored $\geq 70\%$	Met	In Progress

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
BIOL 1103 Medical Terminology I	Communication	1. Build, analyze, define, pronounce, and spell the diagnostic and surgical terms related to the human body.	The final exam was used as the assessment tool.	68% of students made a 70% or higher on the final exam.	Not Met	Yes
Action Plan: We may want to allow for access to previous quizzes as preparation for the final exam.						
BIOL 200V Special Topics in Biology	Creative and Analytical Thinking	1. Enhance ability to think critically and learn actively through reading of secondary research. 2. Enhance ability to evaluate scientific literature. 3. Apply knowledge to interpret and understand new biological concepts.	Written discussion using five critical thinking questions aimed at assessing student understanding of a secondary scientific research publication.	100% of students achieved a satisfactory passing score of 70% on the discussion assignment.	Met	In Progress
BIOL 2013 Nutrition	Creative and Analytical Thinking	1. Demonstrate current recommendations for all nutrients and physical activity in order to achieve and maintain health.	Analyze a 1-week personal food log and create a 1-week meal plan highlighting and addressing any nutritional deficiencies covered in the course.	77% of students completed the assignment with a passing score	Met	Yes
Action Plan: We will add a physical activity component to this assessment.						
BIOL 2023 Anatomical Kinesiology	Creative and Analytical Thinking	1. Demonstrates knowledge of: Terms relevant to the study of anatomy 2. Movements feasible in specific joints 3. Identifies: Muscles' actions, insertion(s), origins, and innervations.	Online quiz given before finals. 10 questions covering muscles, actions, bony landmarks, bones, and movements.	66% of students scored higher than 75%	Not Met	Yes

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
<p>Action Plan: Increase course assignments to master course objectives throughout the semester to enhance learning. This will improve the current assessment. A new assessment (course exercise project) will be created utilizing both creative and analytical thinking concepts from the course.</p>						
BIOL 2104 Microbiology	Creative and Analytical Thinking	<p>1. Discuss biological and chemical concepts, including metabolism, as applied to microorganisms. Distinguish among the various metabolic pathways common to microorganisms.</p> <p>2. Demonstrate and apply knowledge of the following lab activities: use of a compound light microscope, preparation of stains, and general laboratory techniques, including but not limited to aseptic technique, streak plate, and identification methods.</p>	<p>Unknown Identification: Students will use isolation techniques to produce pure cultures of an unknown bacteria species. They will then use a data matrix and dichotomous key to plan staining procedures and biochemical tests. Lastly, they will perform the necessary staining procedures and biochemical tests, interpret results, and draw conclusions to determine the identity of the isolated bacteria.</p>	<p>95% of students achieved a satisfactory passing score of 70% on the laboratory project.</p>	Met	In Progress
BOT 1104 General Botany	Creative and Analytical Thinking	<p>1. The major structural (anatomical and morphological) and corresponding functional characteristics of plants (vascular and nonvascular).</p> <p>2. The major metabolic processes characteristic of plants, including photosynthesis and cellular respiration, and their significance; as well as the requirements for plant growth.</p>	<p>For this assessment, I utilized a subset of questions on the final exam for the course.</p>	<p>66% of students scored 70% or higher on the question set</p>	Not Met	Yes

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
Action Plan: The plan is to incorporate more worksheets over these topics. The students appear to struggle with the visual interpretation of tissue layers. Perhaps they need additional exposure to these question types.						
CHEM 1003 Introduction to Chemistry	Creative and Analytical Thinking	1. Upon completion of this course, the student will be able to name and write formulas for chemical compounds.	Unit test with multiple questions on naming and formula writing.	75% of students scored 75% or higher on the test questions	Met	In Progress
CHEM 1014 General Chemistry I	Creative and Analytical Thinking	1. The student will explain, describe, recognize, and apply knowledge of inorganic nomenclature.	Exam questions	78% of students scored 75% or above on the assignment	Met	Yes
Action Plan: More interactive online tools to help with the subject matter						
CHEM 1024 General Chemistry II	Creative and Analytical Thinking	1. The student will explain, describe, recognize, and apply knowledge of thermodynamics.	Test question to identify difference between exothermic and endothermic reactions	76% of students scored 75% or above on questions	Met	Yes
Action Plan: More interactive, engaging content						
CHEM 2104 Organic Chemistry I	Creative and Analytical Thinking	1. The student will explain, describe, discuss, recognize, and apply knowledge of the following: Nomenclature, Functional Groups, and Stereochemistry of Organic Molecules	A set of 5 exam questions regarding organic chemical structures	78% of students scored 75% or higher	Met	In Progress
CHEM 2114 Organic Chemistry II	Creative and Analytical Thinking	1. The student will explain, describe, discuss, recognize, and apply knowledge of interpretation of IR spectroscopy for different functional groups.	Test questions aimed at successful identification of different functional groups in the IR region	75% of students scored 80% or higher on the test questions	Met	Yes
Action Plan: Better laboratory to show how IR spectroscopy helps to identify products						

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
ESCI 1004 Intro to Environmental Science	Creative and Analytical Thinking	1. Interpret and evaluate scientific data presented in various formats.	A lab worksheet was utilized to assess their ability to interpret data. They were also to draw conclusions from their data collection.	61% of students scored 70% or higher on the assignment	Not Met	Yes
MATH 0042 Review for Quantitative Literacy	Creative and Analytical Thinking	1. Students will identify and construct a linear equation from a real-world context. 2. Students will use an equation to calculate values based on given input. 3. Students will solve a linear equation to find the unknown quantity.	A multi-part exam question	50% scored correct on each of the three parts of the assessment tool.	Not Met	Yes
MATH 1043 Quantitative Literacy	Creative and Analytical Thinking	1. Students will identify and construct a linear equation from a real-world context. 2. Students will use an equation to calculate values based on given input. 3. Students will solve a linear equation to find the unknown quantity.	A multi-part exam question	50% scored correct on each of the three parts of the assessment tool.	Not Met	Yes
MATH 0112 Review for College Algebra	Creative and Analytical Thinking	1. Solve a quadratic equation using the property of zero products.	An error analysis multiple-choice question was used as the assessment tool.	35% of all students answered the multiple-choice question correctly	Not Met	Yes

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
MATH 1023 College Algebra	Creative and Analytical Thinking	1. Solve applied problems involving exponential growth and decay.	A bacterial growth project was used for the assessment tool.	75% of students scored 67% or higher on the bacterial growth project.	Met	In Progress
MATH 0123 Pre-College Algebra	Creative and Analytical Thinking	1. Multiply Polynomials	The assessment tool is a graded worksheet that has six error analysis questions.	78% answered 9 of 12 questions correctly	Met	In Progress
MATH 1013 Technical Mathematics	Creative and Analytical Thinking	1. Solve applications involving sales tax, interest, or commission Solve applications involving discount	The assessment tool was a "Purchasing Generator for a New Construction Business" worksheet. The student was asked to compare the prices of the generator at Amazon and Tractor Supply.	75% of all students will correctly answer 7 out of 9 questions.	Met	In Progress
MATH 1113 Technical Mathematics for Veterinary Technician	Creative and Analytical Thinking	1. Students will be able to calculate the MRL (Maintenance, Rehydration and Loss) fluid rates for any animal.	Test Questions	57% of students scored 75% or higher on the assessment.	Not Met	Yes
Action Plan: I will re-evaluate the tool used as these are two multiple-choice questions at the moment. A project will be the assessment tool in 2026.						
MATH 1033 Plane Trigonometry	Creative and Analytical Thinking	1. Verify basic trigonometric identities.	Test questions.	67% of students verified 3 identities from a list of 6 identities.	Not Met	Yes
Action Plan: Detailed written solutions along with video solutions will be provided for all identities students are asked to verify in the homework.						

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
MATH 2113 Math for Teachers I	Creative and Analytical Thinking	1. Students will demonstrate an understanding of mathematics topics encountered at the elementary and middle school level by explaining the reasoning behind mathematical processes. 2. Students will use multiple representations and approaches to solve mathematics problems. 3. Students will accurately perform basic mathematical skills.	Test questions, projects, and discussions	68% scored 75% or higher on the tool used for CLO#1 63% scored 75% or higher on the tool used for CLO#2 63% scored 75% or higher on the tool used for CLO#3	Not Met	In progress
MATH 2123 Math for Teachers II	Creative and Analytical Thinking	1. Demonstrate an understanding of mathematics topics encountered at the elementary and middle school level by explaining the reasoning behind the mathematical processes.	This will be assessed by solving a modeling problem involving a composite model of a Rectangular Prism and a Hemisphere on the Final Exam.	79% of students scored 70% or more on the assessment tool.	Met	Yes
Action Plan: We plan to change the Course Learning Objective that assesses the SSO for this class.						
MATH 2143 Calculus with Business Applications	Creative and Analytical Thinking	1. Using a profit function, students will be able to calculate the number of items to produce and sell in order to maximize profit and find that maximum profit.	A multi-part exam question	48% of students correctly answered the assessment tool.	Not Met	Yes
Action Plan: Additional examples in class and homework using profit analysis strategies.						

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
MATH 2205 Calculus I	Creative and Analytical Thinking	1. Solve applications involving minimum and maximum values.	Test Question: Create and differentiate a cost function to determine the minimum cost.	88% of students score 8/10 or higher	Met	In Progress
MATH 2215 Calculus II	Creative and Analytical Thinking	1. Solve physics problems using calculus involving moments (center of mass).	One test question of the chapter test: "Find center of mass for the given area."	86% scored 8/10 or better on the question.	Met	In Progress
MATH 2233 Applied Statistics	Creative and Analytical Thinking	1. Perform an appropriate hypothesis test for claims about population parameters and interpret results within a specific research scenario including: One sample proportion test, Two sample proportion test, One sample t-test, Two sample independent t-test, Two sample dependent/paired t-test, One-way ANOVA, Two-way ANOVA, Simple Linear Regression/Correlation	Test questions	76% of students answered the questions correctly	Met	In Progress
PHSC 1204 Physical Science	Creative and Analytical Thinking	1. Apply mathematical and scientific reasoning to new and real-life situations while drawing appropriate conclusions	Quizzes, Labs and Exams	78% of students scored 70% or higher on the assignment	Met	In Progress

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
PHSC 1304 Earth Science	Creative and Analytical Thinking	1. Understand and use scientific methodologies to draw appropriate conclusions. 2. Calculate the half-life of C-14 and draw conclusions about the amount of C-14 remaining in a given scenario	Used a multi-part question on the final exam	58% of students answered the question correctly	Not Met	Yes
PHYS 1014 Applied Physics for Health Sciences	Creative and Analytical Thinking	1. The student will explain, describe, discuss, recognize, and/or apply knowledge and understanding of the following: Scientific method, Measurement and error, Force and motion, Work and energy, Temperature and heat, Waves, Electricity and magnetism, Light and optics, Atomic and nuclear physics, Chemical elements, Chemical bonding	Four multiple-choice questions included in the Final Exam.	86% of students scored 75% or higher on the assessment (3 out of 4 questions correct)	Met	Yes
PHYS 2054 General Physics I / PHYS 2074 University Physics I	Creative and Analytical Thinking	1. The student will explain, describe, discuss, recognize, and/or apply knowledge and understanding of the following: Mechanics: Measurement; Law of	Two multiple-choice questions; one essay question and one problem all included in Final Exam.	75% of students scored 75% or higher on the assessment	Met	Yes

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
		Gravity; Oscillatory Motion; Buoyancy Vibrations and Wave Motion: Simple Harmonic Motion; Wave Motion Thermodynamics: Heat and the First Law of Thermodynamics; Heat Engines, Entropy, and the Second Law of Thermodynamics				
Action Plan: I need to work on similar applications in my Review and connect them with Lab 7 (Conservation of energy)						
PHYS 2064 General Physics II / PHYS 2084 University Physics II	Creative and Analytical Thinking	1. The student will explain, describe, discuss, recognize, and/or apply knowledge and understanding of the following: * Electricity and Magnetism: Electric Forces and Field; Resistors and Capacitance; DC and AC Circuits; Magnetism * Optics: Reflection and Refraction; Mirrors and Lenses; Wave Optics	Four problems all included in Final Exam	80% of students will score 75% or higher on the assessment	Met	Yes
Action Plan: Although we exceeded our goal of 75%, instructor will continue to develop a series of examples (experiments, discussions, Project, etc.) so that students would be able the role of a circuit breaker in an electrical circuit.						
ZOOL 1014 Basic Human Anatomy and Physiology	Creative and Analytical Thinking	1. Learn the anatomy of the heart and the functions of its components 2. Learn the structures of the blood vessels in the Cardiovascular System, and how they function	Test questions on the Final Exam related to Urinary and Circulatory anatomy and physiology	70% of students scored 70% or higher on the test questions	Met	In Progress

Course	Student Success Outcome	Course Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
		3. Learn the components of the Urinary System and their functions				
ZOOL 1204 Principles of Zoology	Creative and Analytical Thinking	1. List the major characteristics to compare and contrast the various major animal phyla 2. Distinguish the taxonomy of the various animal phyla 3. Be able to classify each representative organism in the various taxa of the animal kingdom using defining characteristics	Students answered a short 5 question quiz on interpreting a cladogram and determining the major characteristics of different animal clades	70% of students scored 60% or higher on the quiz questions	Met	Yes
Action Plan: We will be changing my assessment of this course to a research paper and presentation that students complete during the semester as this better aligns with the SSO.						
ZOOL 2004 Human Anatomy and Physiology I	Creative and Analytical Thinking	No CLO identified	A set of 5 multiple-choice exam questions	70% of students answered the questions correctly	Met	In Progress
Action Plan: Faculty plan to change or modify the questions for future assessments.						
ZOOL 2014 Human Anatomy and Physiology II	Creative and Analytical Thinking	No CLO identified	Five questions concerning the hormone vasopressin and a patient with diabetes insipidus.	Less than 50% of students passed the assessment tool	Not Met	In Progress
Action Plan: Most students have a horrible knowledge of hormones. I have tried different teaching styles and different exercises to get the hormones across. Apparently, it has been unsuccessful. Again, only focusing on one hormone and its deficiency is probably not the type of assessment questions that should be asked. I would like to integrate different areas of interests (such as the cardiovascular system, respiratory system, urinary system, GI system, etc.).						

Table C-2: Division of Math and Science Program-Level SSO Assessment

Program	Student Success Outcome(s)	Program Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
Emergency Medical Services (EMS)	Creative and Analytical Thinking	Demonstrate the cognitive ability to comprehend, apply and evaluate clinical information relative to their entry-level EMS education	Tests are evaluated by a High Stakes exam evaluation. Using this test evaluation, it will help guide us to see if it is a reading and comprehension issue for the students or if the instructor is not communicating the information correctly.	80% of students passed the assessment	Met	In Progress
	Communication	Demonstrate effective personal behaviors consistent with professional and employer expectations for an entry-level EMS provider.	Communication is evaluated by scenarios. With these scenarios, students have to be the leader of the scene and communicate and control their scenes and direct patient care.	80% of students passed the assessment	Met	In Progress
	Action Plan: Using the test evaluations, it will help guide us to see if it is a reading and comprehension issue for the students or if the instructor is not communicating the information correctly.					
Health Information Technology (HIT)	Creative and Analytical Thinking	Demonstrate critical and analytical thinking skills while applying knowledge of specialized medical office terminologies, processes, insurance, and regulation systems.	Medical Office Applications Final Exam	100% of students scored 81% or higher on the exam	Met	In Progress
	Communication	Develop knowledge of ICD-10-CM diagnosis and PCS and CPT procedure codes for	ICD-10-CM Coding exam	100% of students earned 82% or higher on the exam	Met	In Progress

Program	Student Success Outcome(s)	Program Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
		successful coding certification.				
	Society and Self	Prepare graduates for employment with hospitals and medical clinics through a medical office internship.	Students completing the Internship should earn 80% or higher on the final evaluation.	100% of students scored 80% or higher	Met	In Progress
Medical Laboratory Technology (MLT)	Creative and Analytical Thinking	Theoretical Knowledge and Principles	Exam questions	100% of students met the goal	Met	In Progress
	Creative and Analytical Thinking	Lab Skills, Lab Safety	Lab practicum	100% of students met the goal	Met	In Progress
	Society and Self	Professionalism, Communication, Patient Care	Clinical rotations	100% of students met the goal	Met	In Progress
Nursing - Practical Nursing	Creative and Analytical Thinking	Ninety percent of students will pass the National Licensure Examination for Practical Nursing	National Licensure Examination for Practical Nursing (NCLEX-PN)	100% of students met the goal	Met	In Progress
	Action Plan: Update curriculum related to identified weaknesses on the NCLEX - PN report when available. More program assessment data will be collected during the next cycle to expound upon the NCLEX pass rate and data.					
Nursing - Registered Nursing	Creative and Analytical Thinking	Ninety percent of students will pass the National Licensure Examination for Registered Nursing	National Licensure Examination for Registered Nursing (NCLEX-RN)	100% of students met the goal	Met	In Progress
	Action Plan: Update curriculum related to identified weaknesses on the NCLEX - RN report when available. More program assessment data will be collected during the next cycle to expound upon the NCLEX pass rate and data.					
Patient Care Technician	No Report	Only had 7 students, several of which were in the high school program.				

Program	Student Success Outcome(s)	Program Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
Pharmacy Technician Science	Creative and Analytical Thinking	Through appropriate application of professional communication, creative and analytical thinking, and commitment to society and self, graduates will meet pharmacy technology employment needs to focus on evolving patient care.	75% of Students completing Clinical Rotations will be recommended for hire.	75% of students completing PHT 1113 Pharmacy Clinical Rotation were recommended by their evaluators for hire. Students in the course completed 808 total clinical hours.	Met	In Progress
	Communication	Individuals seeking to be pharmacy technicians are surrounded by support and engagement while learning in state-of-the-art pharmacy simulation facilities and actively demonstrating technical skills in pharmacy settings.	Students will successfully complete 100 hours of simulation successfully achieving 40 program competencies.	Each student successfully completed 108 hours of simulation successfully achieving 50 program competencies.	Met	In Progress
	Society and Self	Students reach goal attainment by becoming nationally certified and engaging in a comprehensive pharmacy curriculum focused on best practices within the pharmacy profession.	Students will attain certifications within the pharmacy profession.	80% gained Sterile Product Certification; 100% gained Immunization Certification; 100% gained American Heart Association BLS Certification.	Met	In Progress
Action Plan: I would like to have continued Perkins funding to ensure students can take national exams.						

Program	Student Success Outcome(s)	Program Learning Outcome(s)	Assessment Tool	Result	Goal	Action Plan
Veterinary Technology	Creative and Analytical Thinking	Veterinary Technician National Exam 3 Year Pass Rate >50%	Veterinary Technician National Exam, CVTEA standards is 50% pass rate of national board exam on first attempt.	54% of students met the goal	Met	In Progress
	Creative and Analytical Thinking	50% pass rate on National Board Readiness Exam during the second year of the vet tech program	National Board Readiness Exam	63% of students met the goal	Met	In Progress
	Creative and Analytical Thinking	75% pass rate of vet tech program synthesis exam during the first year of the vet tech program	Vet Tech Program Synthesis Exam	80% of students met the goal	Met	In Progress
	Action Plan: Vet Tech Prep Capstone Review Course, Review Questions and Answers for Veterinary Technicians by H. Prendergast, Individual Tutoring Sessions by former students					