

**Carl Albert State College**  
**Monitoring Report of General Education**  
**2016-2017**

**Carl Albert State College Mission Statement**

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To provide affordable, accessible and exceptional education that fosters student success.

**General Education Outcomes**

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CASC has woven the four general education outcomes into the very essence and experience of student learning throughout the institution. On the academic level, all college credit courses should accomplish one or more of the following outcomes:

**Demonstrate Knowledge-**

- Demonstration of knowledge results from the appraisal of knowledge and practice of core concepts through analytical, practical, or creative means. Students shall assemble evidence; identify, categorize, and distinguish among ideas, concepts, and theories; and relate and analyze the significant uses of the gathered knowledge.

**Think Critically-**

- Critical thinking encompasses the abilities to identify, categorize, synthesize, and distinguish ideas, concepts, theories, and approaches. The presentation, explanation, and analysis of skills acquired in academic settings allow examination of competing hypotheses and non-academic events in light of acquired knowledge and relate the implications of cultural and social perspectives.

**Communicate Effectively-**

- Effective communication results from the presentation and expression of concepts encountered in an academic setting in a clear, error-free manner both verbally and in written explanation. Critical aspects are the clear expression of competing hypotheses and perspectives in response to material read, analyzed, or presented in both academic and non-academic settings.

**Practice Global and Civil Awareness-**

- Practicing global and civil awareness creates the ability to understand both the student's own civic and cultural background as well as that of others. This results from the evaluation of historical and contemporary positions on values, practices, assumptions, and predispositions. Encouraging active community participation and cognizance provides insight and expands students' perspectives and awareness.

**Methods of Assessment for General Education**

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CASC utilizes course-embedded assessment as a direct measure to assess general education. The student learning outcomes of all general education courses are associated with the appropriate general education outcome. Indirect assessments include the analysis of number of graduates,

which is an indicator of successful completion of students' academic goals of degree attainment, and student feedback on instruction, which provides quantitative information from the student body's assessment of academics. Finally, institutional statistics of the student body is the backdrop of all reports.

The following assessment reports published by the CASC Office of Assessment and Institutional Effectiveness are for informational purposes only. Although great effort is taken to assure accuracy, data may be subject to update and correction without notice. This mandate is especially relevant to preliminary statistics. Data collection for these reports represents the 2016-2017 academic year.

Direct Assessment

- Course-Embedded Assessment

Indirect Assessment

- Number of Graduates
- Student Feedback on Instruction
- Institutional Statistics Report

### **Course-Embedded Assessment**

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CASC's academic assessment model features a course-embedded assessment of student learning. In each course, student learning outcomes (SLOs) are assessed by direct measures and associated targets that are incorporated into the course curriculum. Throughout each semester, faculty employ assessment software to enter findings that assess whether those SLOs were met or not met. Based upon general education curriculum content, specific course SLOs parallel an associated general education outcome (GEO). Therefore, the SLO findings also indicate the performance of the GEOs. For the 2016-2017 academic year, a pilot method of utilizing sampling within the course-embedded method to assess GEOs was implemented. Instead of a mass aggregation of findings, this method of assessment not only involves participation of academic division chairs and full-time faculty in producing a quantitative measure of GEO performance, but also provides an intimate and meaningful insight into the functionality of the course-embedded assessment components. The following is an explanation of the sequence of this process:

- For each GEO, academic division chairs and full-time faculty selected four general education courses with specific student learning outcomes (SLOs) that align with and assess the GEO. *Each academic year features a rotation of general education courses.*
- Academic division chairs and full-time faculty narrowed the sample by designating one SLO with related measure, target, and finding from each selected course to assess the associated GEO.
- Course-embedded findings from all sections of the designated courses featuring the SLO/GEO association were aggregated to assess performance for the 2016-2017 academic year, which encompassed online, hybrid, and traditional courses.

- The academic division chairs and full-time faculty provided analysis for internal use of the GEO findings/data.

The goal of the general education outcome process is for the aggregated findings of the associated courses to meet the target of 70%, which is equivalent to a passing grade.

### Course-Embedded Results

#### 2016-2017 Course-Embedded Assessment of General Education Outcomes

General Education Outcome 1: Demonstrate Knowledge Met: 89%				
Course	SLO	Measure	Target	Findings
CS 1103	SLO 2. Upon completion of the course, students will be able to create a word processing document.	Students will create a document in Microsoft Word where they must demonstrate their knowledge of word processing techniques.	At least 70% of students participating in the measure will score a C or higher.	Measured: 49 Met: 49 (100%)
Math 1513	SLO 2. Upon completion of the course, students will be able to graph relations. Students will be given an exam over graphing relations.	Students will be given an exam over graphing relations.	At least 60% of students participating in the exam will score a passing grade on the exam.	Measured: 39 Met: 30 (77%)
GPS 1214	SLO 1. Upon completion of the course students will be able to use the scientific method.	Embedded questions on a test/quiz covering the scientific method.	The class average of the questions will be a 75%.	Measured: 13 Met: 9 (69%)
HPER 1113	SLO3. Upon completion of the course, the student will be able to identify, discuss, and value managing and reducing risks of stress, cardiovascular disease, chronic illness, and cancer.	Module 3 Exam	There will be a class average attempt on the measure equal to or greater than 70%.	Measured: 17 Met: 17 (100%)
General Education Outcome 2: Think Critically Met: 92%				
ENGL 1213	SLO 2. Upon completion of the course, students will be able to gather and	Students will complete a sequence of steps leading up to the	70% of students will score a 70% or higher on an annotated bibliography, content	Measured 36 Met: 35 (97%)



	synthesize information from sources in a systematic way.	writing of the research paper.	notes, or rough draft assignment.	
ZOO 1114	SLO 6. Upon completion of the course, students will be able to perform the skills necessary to correctly accomplish all Zoological lab dissections including microscope use and proper handling of preserved specimens.	Upon completion of all lab work students will score a passing grade or above on lab work.	70% of students will score a passing grade or higher on the lab portion of their grade.	Measured: 15 Met: 15 (100%)
POS 1113	SLO 4. Upon completion of the course, students will be able to debate the issues and tenants of civil liberties in the United States.	Students will participate in discussion and/or presentation regarding the issues and tenants of civil liberties.	80% of students will participate in a manner that the instructor deems satisfactory.	Measured: 29 Met: 24 (83%)
CHEM 1115	SLO 9. Upon completion of the course, students will be able to understand the basic concepts of chemical bonding.	Students will correctly answer embedded questions on an exam.	70% of students will answer 3 of the 5 questions correctly.	Measured: 7 Met: 6 (86%)
<b>General Education Outcome 3: Communicate Effectively Met: 91%</b>				
SPCH 1113	SLO 7. Upon completion of the course, students will be able to effectively verbalize and apply different methods of speeches.	Students will deliver a speech using one of the following delivery methods: manuscript, impromptu, or extemporaneous.	70% of students will effectively employ a manuscript, impromptu or extemporaneous delivery method with a 70% or higher score.	Measured: 16 Met: 16 (100%)
ENGL 1113	PG 4. Upon completion of the course, students will comprehend the process of scientific inquiry, gain quantitative skills and understand the principles of modern scientific knowledge.	Students will turn in a writing sample that is organized and virtually free from style issues towards the end of the course.	70% of students completing the assignment will show satisfactory growth in organization and style skills.	Measured: 36 Met: 36 (100%)
HIST 1493	SLO 6. By examining the postwar era domestically, the student will explain the causes and consequences of legislation and court decisions concerning the civil rights movement, the "War on Poverty," and	Students will be given a quiz/exam over major development in the civil rights movement, the "War on Poverty," and "Watergate."	70% of students will pass with a C or better.	Measured: 17 Met: 11 (65%)

	"Watergate," and identify their impact on citizen attitudes toward government.			
PSY 1113	SLO 3. Upon completion of the course, students will be able to explain different research methods used by psychologists.	Question(s) will be embedded into an exam covering different methods used by psychologists.	At least 70% of students participating in the measure will correctly answer at least 75% of the embedded questions.	Measured: 21 Met: 19 (90%)
<b>General Education Outcome 4: Practice Global and Civil Awareness Met: 92%</b>				
HUM 2113	SLO 5. Upon completion of the course, students will be able to identify key terms and examine key concepts related to the Roman culture.	Students will participate in a discussion, project, or exam and demonstrate familiarity with Roman culture.	70% of students participating will demonstrate knowledge of the Roman culture by scoring a 70% or higher on the chosen assessment method.	Measured: 9 Met: 9 (100%)
ART 1113	SLO 3. Upon completion of the course, students will produce a written research paper based on an art movement.	Students will write a research paper at least two pages long over an art movement.	80% of students will score a C or better on their paper.	Measured: 6 Met: 5 (83%)
SOC 1113	Upon completion of the course, students will learn and appreciate multicultural differences and similarities.	Question(s) will be embedded on an exam covering multicultural differences and similarities.	70% of students participating in the measure will answer 70% of the questions correctly. (Percentage Conflict: 70% & 75%)	Measured: 15 Met: 13 (87%)
GEOG 2243	SLO 1. Upon completion of the course, students will be able to describe and explain the relationship of man to the environment.	Students will complete a writing assignment where they must describe and explain the relationship of man to the environment.	70% of students participating in the measure will score a passing grade on the assignment.	Measured: 6 Met: 6 (100%)

### 2016-2017 Course-Embedded Assessment Analysis

Based upon the aggregation of findings, all four of the GEOs surpassed the target of 70%. An internal usage of the analysis of the process and data has prompted a review of other possible assessment software that could provide more options concerning functional and applicable associations of important performance indicators within the course and program level and additional reporting features. The sampling also offered the opportunity to critique the course-embedded assessment components. The academic division chairs and faculty have voiced the need to refine many SLOs that are too broad in concept in order to produce stronger metrics. However, the OSRHE Course Equivalency Project (CEP) is currently working with Oklahoma academic institutions to set the standard for student learning outcomes for all general education courses. Therefore, SLO standardization is expected.

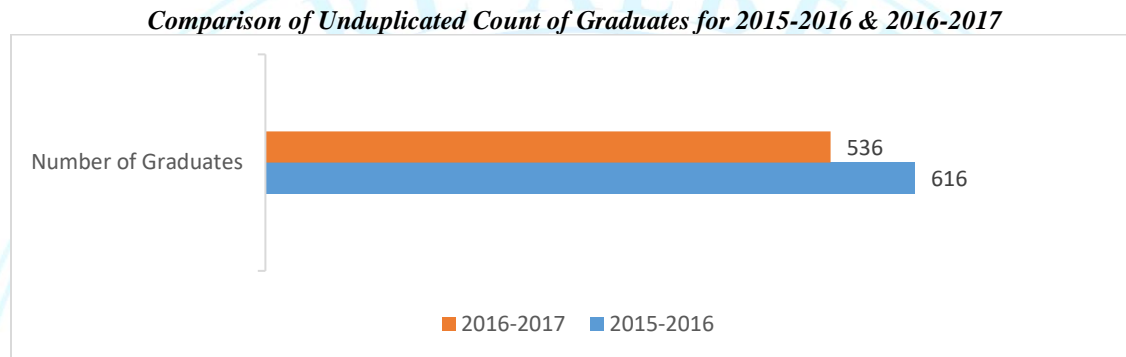
## Number of Graduates

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One of the most important general education performance indicators is the successful completion of students' academic goals of degree attainment. Since general education is the foundation of degree attainment at the community college level, a yearly comparison of number of graduates is a viable gage.

## Number of Graduates Results

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## Number of Graduates Analysis

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Institutional preliminary statistics reveal a slight 13% decrease in graduates from 2015-2016 to 2016-2017. CASC did not meet the target of an average annual increase of 16 graduates allocated by OSRHE in the Complete College America initiative. Budget cuts initiated in the 2015-2016 fiscal year led to the elimination of three degree programs along with the suspension of two sports, which had an impact upon the student body. Since the academic support of student learning and the campus dynamics of student success are crucial components to the successful completion of degrees, Enrollment Management and Academic Affairs work closely on student initiatives. Although this is just a period snapshot, the Vice President of Enrollment Management has yearly graduation data that are posted on the *CASC Assessment & Institutional Effectiveness* web page.

## Student Feedback on Instruction

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The purchase of *SmartEvals* software in 2015 moved student surveys of instruction online, allowing for evaluation of every course, every fall and spring semester. The freedom of electronic distribution provides real-time access to quantitative data that reflect the students' evaluation of academic instruction. For academic year 2016-2017, the survey results consisted of rated-scale questions on the following criteria: overall teaching ability, learned in course, instructor effectiveness, timely feedback, and student recommendation. The rated-scale questions used a five-point scale (1-5) with 5 as the highest favorable score.

## 2016-2017 Student Feedback on Instruction Results

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A duplicated total of 7,496 responded out of a duplicated possible total of 14,787 respondents.



Division Aggregated Scores of Student Feedback on Instruction Fall 2016 & Spring 2017						
Division	Allied Health	Business and Technology	Communication and Fine Arts	Math and Science	Social and Behavioral Sciences	New Student Orientation
Response Rate	52%	51%	53%	54%	48%	47%
Overall Teaching Ability	4.5	2.7	3.7	3.7	3.4	3.3
Learned in this Course	4.4	4.3	4.2	4.1	4.1	3.8
Instructor Effectiveness	4.3	4.3	4.3	4.1	4	4.1
Timely Feedback	4.4	4.5	4.3	4.4	4.3	4.4
Recommend to Other Students	4.5	4.5	4.4	4.2	4.3	4.3

**Overall Aggregated Scores for All Divisions  
2016-2017**

Response Rate	51%
Overall Teaching Ability	3.6
Learned in this Course	4.2
Instructor Effectiveness	4.2
Timely Feedback	4.4
Recommend to Other Students	4.4

### 2016-2017 Student Feedback on Instruction Analysis

The 2016-2017 academic year provided the first aggregation of fall and spring student feedback utilizing the *SmartEvals* method. CASC's average on the rated-scale questions was 4.2 on a 5.0 scale, which is an indicator of overall positive student feedback on classroom instruction. The division chairs set a target threshold of 3.5. All aggregated responses that fall below that mark warrant investigation and possible action. Another advantage to *SmartEvals* is the immediate instructor access to survey results, which affords the opportunity to make course adjustments in a timely manner.

One point of improvement is increasing the percentage of student responses. Providing the students with a small segment of class time to complete the surveys on their smartphones or on CASC tablets has been suggested to increase participation.

## **Institutional Statistics**

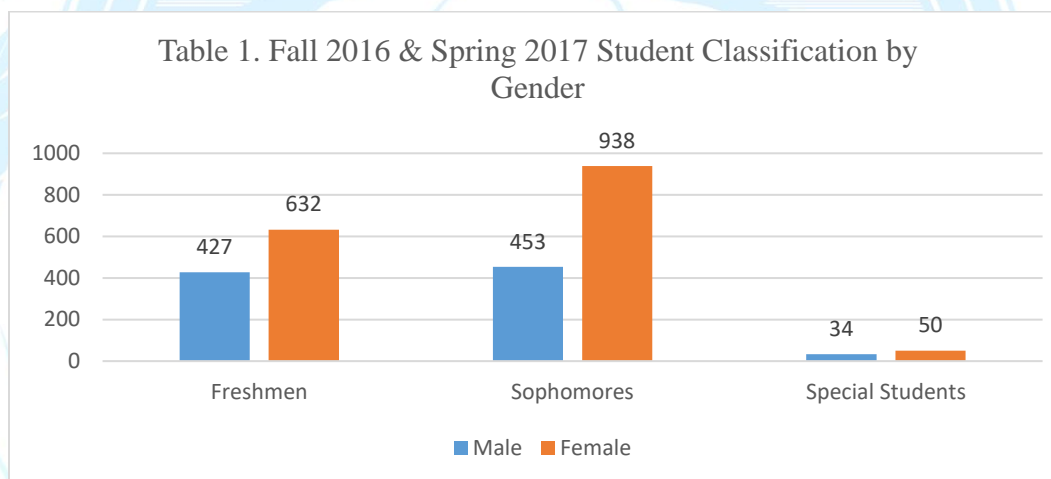
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The instructional statistics of the student body create a backdrop for assessment and analysis at any level. The characteristics of our student population provide a framework to understand the data.

### **2016-2017 Institutional Statistic Results**

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The preliminary data collected for this report are from fall 2016 and spring 2017 excluding summer 2016. For this academic period, the unduplicated head count was 2534. Table 1 displays the total head count by student classification and gender. The unduplicated fall 2016 head count was 2,194, which is slightly down by 82 students from fall 2015. First time entering freshmen totaled 564 in fall 2016 and 134 in spring 2017. Fall 2015 to fall 2016 retention data present a 37% rate for this comparison.



Statistics show that students who were 20 years of age and under comprised the largest majority of the population at a little over 42%. The second largest group consisted of students 25 years of age and older. Concerning ethnicity, the majority of the student body were white constituting approximately 66% of the population with about 32% Native American as the largest minority. About 86% of the students had an average income of \$29,000 or less.

Table 2 lists the composite ACT scores for fall 2016 students. The largest percentage of CASC students fall within the 19 to 24 composite range. Around 22% percent of the students did not have ACT scores.



<b>Table 2. Fall 2016 Students by Composite ACT Scores</b>		
Fall 2016	Number	Percentage
ACT of 18 and Under	633	28.9%
ACT of 19 to 24	920	41.9%
ACT of 25 and Over	157	7.1%
Total	1710	77.9%
No Act Scores	484	22.1%
Total	2194	

For fall 2016 and spring 2017, Table 3 displays the top ten home communities that encompassed almost 60% of the CASC student body.

<b>Table 3. Fall 2016 &amp; Spring 2017 Students by Home Community (Top 10 Feeders)</b>			
1	Poteau	350	13.8%
2	Sallisaw	261	10.3%
3	Muldrow	166	6.6%
4	Fort Smith, AR	144	5.7%
5	Heavener	137	5.4%
6	Stilwell	113	4.5%
7	Spiro	105	4.1%
8	Wister	97	3.8%
9	Vian	75	2.9%
10	Howe	66	2.6%
Total		1514	59.7%

### **2016-2017 Institutional Statistics Analysis**

The analysis of preliminary data from the 2016-2017 institutional statistics excluding summer 2016 reveal that only about 35% of the fall 2016 student body were first time entering freshmen. Therefore, the majority of students were comprised of continuing CASC students and transfer students. The data from fall 2016 display an almost 4% decrease in student head count from fall 2015, which does not denote a significant change. However, this reduction could reflect budget restraints that prevented CASC from replacing a student recruiter position, which left the institution with one recruiter who had additional enrollment duties.

The student body consisted of a steady balance between traditional and non-traditional students. In addition, the large Native American population at CASC is indicative of CASC's strong tribal alliance. The majority of composite ACT scores in fall 2016 were within the 19 to 24 range, which is a favorable indicator of college readiness. The statistics on the top ten feeder communities demonstrate that the student body consisted of almost 60% from local cities around CASC Poteau and Sallisaw campuses. This localization could be indicative of the need for additional outreach.