

I. Critical Thinking

A. Select, analyze, interpret, evaluate and defend a claim (orally and/or written) using a range of source materials

BIOL 1114 - General Biology

Activities: Students will design and execute a controlled experiment during the laboratory to test a hypothesis about animal behavior.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assessment.

Data: BIOL 1114 – 224/246 (91.1%) passed the assessment with > 70%.

On-Site – 164/178 (92.1%) passed the assessment with > 70%.

Online – 60/68 (88.2%) passed the assessment with > 70%.

Reflection: 2021 percentages are similar to those seen after the adjustment of adding hypothesis building into the lecture prior to students performing this lab. This adjustment seems to be having a positive effect.

Actions: Continue implementing hypothesis building into the lecture component. Expand on this theory in the laboratory component. Continue to update lab manual to emphasize hypothesis building in other lab experiments. Continue to track percentages of On-site vs. Online pass rates

BADM 1113 – Digital and Financial Literacy

Activities: Students will complete individual projects in PowerPoint, which involves reading and understanding personal finance content followed by completion of assigned projects to demonstrate application of knowledge gained on the topic utilizing various resources.

Measurements: Projects will be evaluated quantitatively based on a designated grading rubric developed by faculty.

Evaluations: Success rate for each designated project is an overall average of 85% or better of the total value based on the designated grading rubrics.

Data: 314 students were assessed in fall 2021 using the rubric established by faculty. The average for the project was 93.27% for fall 2021. 90.13% of students who completed the project scored an 85% or better. The 237 traditional students scored an average of 92.58% and the 77 online students scored an average of 95.39%. When comparing frequency distributions, 87.34% of traditional students scored an 85% or better on the project and online, 98.7%. (zeros / non-completers were factored out)

Reflection: Due to staffing changes, the recommended changes of a more thought-provoking comparison may be beneficial to increase critical thinking skills. Examples that will be vetted include credit score evaluation, retirement options and job offer evaluation.

Actions: The changes that were recommended for fall 2021 will be vetted in spring 2022 and implemented in fall 2022

CHEM 1314 – General Chemistry I

Activities: Students will use chemistry knowledge obtained in lecture to identify unknown chemicals in the laboratory.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assessment.

Data: CHEM 1315 – 27/44 (61.4 %) passed the assessment with >70%

Reflection: This is lower than in previous semesters. Chemistry faculty saw reductions in overall student engagement and lower scores throughout. Feel that this has been heavily impacted by COVID Situation which impacted student preparation.

Actions: Recommend no changes at this time, as the new learning environment is becoming more of a norm, it is anticipated that the overall impact will be reduced.

ENGL 1113 - Composition I

Activities: A research paper was assigned that would be evaluated according to content, reasoning, research and usage.

Measurements: Assignments will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assignment.

Data: 412 out of 436 students (94.5%) scored a 70% or better.

Reflection: Fall 2021 shows a slight improvement from Fall 2020. As a division, we spent more time on research skills, and the increased score could be a result of that effort.

Actions: Faculty will revise the rubric and standards for research-based assignments.

MATH 1513 - College Algebra

Activities: Students will be given a quiz to apply their knowledge of the properties of polynomial functions.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assessment.

Data: 301/368 or 81.79% of students taking the assessment scored a 70% or higher

Reflection: Percent of students scoring 70% or higher has increased by about 7% from the previous year. The increases in the percent competency, across a number of years, could indicate advising changes have played a role. Placing only STEM students in the course could potentially be correlated to improved performance. We are also still not sure how those in the o-live courses could be having an impact due to lack of proctoring.

Actions: In the upcoming years, we will start breaking out in-person, o-live and online and comparing the results between the different groups and overall together.

B. Generate/demonstrate original ideas

C. Apply information to a variety of new situations

ARTS 1113 - Art Appreciation

Activities: The students will be given a project, The American Flag in Art, which will allow them to demonstrate their knowledge of the complexities of visual literacy.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Success rate for each project is 70% or better.

Data: 52/56 (92.9%) passed with a 70% or better

Reflection: Success rate of the American Flag in Art Activity has been generally consistent over the six years that data has been collected.

Actions: No action deemed necessary at this time.

CMSC 1113 – Computer Concepts

Activities: Students will complete a practical comprehensive common final exam applying all computer application tools, including Microsoft Word, Excel, Access, PowerPoint to a given scenario.

Measurements: Exams (subcategorized by each MS Office tool) will be evaluated quantitatively based on designated grading rubrics created by faculty.

Evaluations: Success rate for the exam is that the overall average on the exam will be a score of 75% of the total value based on the designated grading rubric.

Data: 67 students were assessed in fall 2021 using the rubric established by Computer Concepts faculty. The average for the final exam was 79.64% for fall 2021. 56.72% of students who completed the exam scored an 80% or better on the exam. The 17 traditional students scored an average of 81.37% and the 50 online students scored an average of 79.06%. When comparing frequency distributions, 58.82% of traditional students scored an 80% or better on the exam and online – 56.00%. The average scores on individual applications were: Word - 80.76%, Excel - 80.34%, Access – 77.66% and PowerPoint – 81.18%.

Reflection: The 75% benchmark was met in all modalities, but only 56.72 % of the students scored 80% or better on all parts of the exam. The overall frequency of scoring 80% or better on the exam increased slightly over the previous year. Access shows the lowest proficiency as compared to Word, Excel and PowerPoint. The enrollment and the sample size for the course has decreased due to an increase in the enrollment for Digital and Financial Literacy as an alternative, which can affect the results. The increased use of application-based projects as opposed to simulations seems to have helped in real-world use of the programs.

Actions: Faculty will continue to increase incorporating application-based projects in addition to the simulation-based projects. Simulation-based projects will not be eliminated because they allow students to start at various knowledge / experience levels and progress on a more individualized basis.

HPET 1223 – Health Education & Wellness

Activities: The students will be given a project to demonstrate their knowledge on proper nutritional habits, caloric intake and making better meal choices.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students in the course will have a 80% success rate on this project.

Data: 33/42 (79%) passed the activity

Reflection: Compared to previous semesters, students did not do as well on this assignment.

Actions: We decided to make a small change on the assignment portion but are not changing the passing percentage since we did not hit our benchmark.

MUSC 1113 - Music Appreciation

Activities: The students will be given a project which will allow them to demonstrate their knowledge of musical styles. The student should be able to aurally analyze a composition to determine its period of origin and likely composer and defend that analysis by using knowledge of instrument and vocal timber, music texture, form and orchestration obtained in this course.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Success Rate for each project is 70% or better.

Data: 31/38 (82%) passed with a 70% or better

Reflection: 82% was a slight drop from previous years. Success rate has been fairly consistent recently, with variations likely due to multiple new instructors.

Actions: New instructors will be trained on the implementation of the assessment tools to ensure more consistent implementation.

ORNT 1101 - Orientation

Activities: The students will be given a writing prompt in which they will demonstrate their application of knowledge of 2 of the following items: Learning styles, time management, note taking systems and test taking skills.

Measurements: Assignments will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assignment.

Data: 237/262 (90%) passed the assignment

Reflection: Percentage of students passing is almost identical to the previous year. The pass rates are high; however, since the instrument has been used for over five years now we should consider a review.

Actions: The orientation team will meet in October to examine instrument and rubric and determine if adjustments should be made before distribution at the end of the semester.

PHIL 2223 – Business Ethics

Activities: Students will complete a comprehensive paper designed to apply the critical thinking skills and ethical theory developed throughout the course by analyzing a real-world situation and applying those concepts.

Measurements: Exams will be evaluated quantitatively based on a designated grading rubric developed by faculty.

Evaluations: Overall average on the paper assignment will be a score of 70% of the total value based on the designated grading rubric.

Data: 94 students were assessed in fall 2021 using the rubric established by faculty. The average for the paper was 92.98% for fall 2021. 95.74% of students who completed the paper scored an 80% or better. The 36 traditional students scored an average of 90.69%; the 43 online students scored an average of 94.3%; and 15 Fast Track students scored an average of 94.67%. When comparing frequency distributions, 94.44% of traditional students scored an 80% or better on the paper; online – 97.67%; and Fast Track – 93.33%.

Reflection: The scores show an increase from fall 2020 and prior semesters in all modalities. Faculty felt that the high scores are indicative of the critical thinking skill development that has been accomplished by students throughout the semester. It is difficult to assess the learning at the beginning of the semester, when they have not encountered a course that is philosophical in nature. Faculty were curious about how many students have had other ethical discussions on an introduction to business or other business course prior to taking the course.

Actions: Faculty asked that advisors encourage that the course be taken in a later semester in the course sequencing (as already recommended in the catalog) to ensure that adequate, basic skills are present that can then be further developed through the cases and discussion that ensues

HIST 1493 - American History since 1877

Activities: Students will submit an essay, writing assignment, or online discussion board that demonstrates application of political principle or policy.

Measurements: Assignments will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assignment.

Data: Eleven Sections Reporting
221 Students Assessed
76% Demonstrated Competency

Reflection: Goal Met. Results indicate that a common rubric for the assessment of this criteria in history creates fair and measurable outcomes. Through this use instructors also have the ability to create personal assignments while maintaining learning that demonstrates and measures specific learning outcomes.

Actions: Faculty will continue to build assignments fit for the competency grid. Division Chair will assure that current events are addressed and assessed.

II. Communication

A. Create written responses that demonstrate clear purpose, logic, organization, support, and proper mechanics.

ARTS 1113 - Art Appreciation

Activities: Using the American Flag in Art project, the students will demonstrate their knowledge using the above criteria for communication.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Success Rate for each project is 70% or better.

Data: 92.9% was a slight drop in success rate from recent years

Reflection: Success rate of the American Flag in Art Activity has been generally consistent over the six years that data has been collected.

Actions: No action deemed necessary at this time.

BIOL 1114 - General Biology

Activities: Students will design and execute a controlled experiment during the laboratory to test a hypothesis about animal behavior and then use the above competency to communicate those results.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assessment.

Data: BIOL 1114 – 171/241 (71.0%) passed the assessment with > 70%.

On-Site – 131/184 (71.2%) passed the assessment with > 70%.

Online – 40/57 (70.2%) passed the assessment with > 70%.

Reflection: Possible reason for the decrease in percentage could be that students completing this communication piece are deficient in writing skills due to adjusted Composition curricula imposed by the pandemic

Actions: Collect data under same parameters in 2022 to determine if 2021 was an outlier or if we see a trend developing, prior changing assessment. Continue to track percentages of On-site vs. Online pass rates

CHEM 1314 – General Chemistry I

Activities: Students will use chemistry knowledge obtained in lecture to identify unknown chemicals in the laboratory and then using the above competency communicate those results.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assessment.

Data: CHEM 1315 – 28/39 (71.8%) passed the assessment with >70%

Reflection: Saw a slight improvement over previous year, however, still feel impact of overall student preparation.

Actions: Recommend no changes at this time, as the new learning environment is becoming more of a norm, it is anticipated that the overall impact will be reduced.

PHIL 2223 – Business Ethics

Activities: Students will complete a comprehensive paper designed to evaluate written communication skills based on an analysis of a real-world ethical situation.

Measurements: Papers will be evaluated quantitatively based on a designated grading rubric developed by faculty.

Evaluations: Success rate for the paper is that the overall average on the assignment will be a score of 70% of the total value based on the designated grading rubric.

General Education Competency Grid 2021-2022

Data: 94 students were assessed in fall 2021 using the rubric established by faculty. The average for the paper was 92.98% for fall 2021. 95.74% of students who completed the paper scored an 80% or better. The 36 traditional students scored an average of 90.69%; the 43 online students scored an average of 94.3%; and 15 Fast Track students scored an average of 94.67%. When comparing frequency distributions, 94.44% of traditional students scored an 80% or better on the paper; online – 97.67%; and Fast Track – 93.33%.

Reflection: The scores show an increase from fall 2020 and prior semesters in all modalities. Faculty felt that the high scores are indicative of the written communication skill development that has been accomplished by students throughout the semester, in particular with respect to business writings as compared to English course essays. Faculty discussed the lack of following directions and knowledge of formal business writings when entering the class and would like to formally assess the knowledge at the beginning of the semester on a business writing as compared to at the end of the course.

Actions: The rubric for the course will be reviewed and faculty will implement the communication piece of the rubric to a written assignment at the beginning of the semester for a formal comparison on the improvements that are currently only anecdotally observed.

ENGL 1213 - Composition II - New data will be entered after spring data collection

Activities: A research paper will be evaluated according to criteria above.

Measurements: Assignments will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assignment.

Data: 121 out of 147 students (82%) scored a 70% or better.

Reflection: From past Spring semesters, this is a substantial decrease. This is a substantial decrease from last year's Fall data as well. Student assessments are usually lower in the Fall Semester. This substantial decrease is surprising, however. Perhaps it is the result of the longevity of the pandemic.

Actions: Faculty will re-evaluate the criteria for this assignment during the Spring semester and consider revisions to the rubric.

HPET 1223 – Health Education & Wellness

Activities: The students will be given a project to demonstrate their knowledge on proper nutritional habits, caloric intake and making better meal choices for which application

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students in the course will have a 80% success rate on this project.

Data: 33/42 (79%) passed the activity

Reflection: Compared to previous semesters, students did not do as well on this assignment.

Actions: We decided to make a small change on the assignment portion but are not changing the passing percentage since we did not hit our benchmark.

MATH 1513 - College Algebra

Activities: Students will be given a quiz to apply their knowledge of the properties of polynomial functions and will be assessed on their communication of their reasoning using proper math language and grammar/mechanics.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assessment.

Data: 284/368 or 77.17% of the students taking the assessment scored a 70% or higher

Reflection: Percent of students scoring 70% or higher has increased by about 1% over the previous year, but about 10% from 2 years ago. While the increase isn't a large amount over last year, changes in advising could have played a role. Placing non-STEM students in functions or apps rather than STEM could be correlated to the improvement. We are still not sure how those in the o-live courses could be having an impact due to lack of proctoring.

Actions: In the upcoming years, we will start breaking out in-person, o-live and online students and comparing the results between the different groups and overall together.

MUSC 1113 - Music Appreciation

Activities: Students will attend a concert and write a response essay about their experience. Students will be required to demonstrate clear purpose, logic, and organization in their paper. Students must support their observations about the concert with the use of proper musical terms, and demonstrate proper grammatical syntax.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Success Rate for each project is 70% or better.

Data: 33/38 (86.8%) passed with a 70% or better

Reflection: 86.8% is only a minor drop from previous year. Communication goals remain consistent. New instructors who did not fully understand the assessment tools contributed to the lower success rate.

Actions: New instructors will be trained on the implementation of the assessment tools to ensure more consistent implementation.

ORNT 1101 - Orientation

Activities: The students will be given a writing prompt in which they will demonstrate their

Measurements: Assignments will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assignment.

Data: 233/262 (89%) passed the assignment

Reflection: A miniscule (2%) decrease in the number of students passing the assignment. We need to monitor to ensure the decrease in pass rates is not a trend, but this is not currently cause for concern.

Actions: The orientation team will meet in October to examine writing prompt and rubric and determine if adjustments should be made before distribution at the end of the semester.

HIST 1493 - American History since 1877

Activities: Common writing assignment

Measurements: Assignments will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assignment.

Data: Eleven Sections Reporting
221 Students Assessed
76% Demonstrated Competency

Reflection: Results indicate that a common rubric for the assessment of this criteria in history creates fair and measurable outcomes. Through this use instructors also have the ability to create personal assignments while maintaining learning that demonstrates and measures specific learning outcomes.

Actions: Faculty will continue to build assignments fit for the competency grid. Division Chair will assure that current events are addressed and assessed.

B. Develop and deliver oral presentations that demonstrate clear purpose, logic, organization, support, and proper mechanics.

C. Create visual representations that demonstrate clear purpose, logic, organization, support, and proper mechanics.

BADM 1113 – Digital and Financial Literacy

Activities: Students will create a presentation using Microsoft PowerPoint communicating their evaluation of available housing alternatives.

Measurements: Projects will be evaluated quantitatively based on a designated grading rubric developed by faculty.

Evaluations: Success rate for each designated project is an overall average of 70% or better of the total value based on the designated grading rubrics.

Data: 319 students were assessed in fall 2021 using the rubric established by faculty. The average for the project was 87.8% for fall 2021. 73.04% of students who completed the project scored an 85% or better. The 241 traditional students scored an average of 88.6% and the 78 online students scored an average of 85.36%. When comparing frequency distributions, 73.86% of traditional students scored an 85% or better on the project and online, 70.51%. (zeros / non-completers were factored out).

Reflection: Faculty saw a distinct decrease in the students' communication skills and attribute the decline in both written and verbal skills to gaps created by distance learning. Students are starting at a lower level with basic MS Word skills.

Actions: Presenting the resume in pdf or prevailing formats will be included in the discussion and rubric to ensure that the resume can be communicated to potential employers effectively. Further, faculty will provide various templates to be utilized to create resumes and increase awareness of how to effectively communicate one's skill set and experience. A cover letter will be added to the assignment for all sections.

III. Cultural, Societal, & Environmental Awareness

A. Analyze the impact of historical and political events

HIST 1493 - American History since 1877

Activities: Common writing assignment

Measurements: Assignments will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assignment.

Data: Eleven Sections Reporting
221 Students Assessed
76% Demonstrated Competency

Reflection: Results indicate that a common rubric for the assessment of this criteria in history creates fair and measurable outcomes. Through this use instructors also have the ability to create personal assignments while maintaining learning that demonstrates and measures specific learning outcomes.

Actions: Faculty will continue to build assignments fit for the competency grid. Division Chair will assure that current events are addressed and assessed.

B. Examine ways to enhance and embrace multicultural diversity

ARTS 1113 - Art Appreciation

Activities: Using the American Flag in Art project, students will conduct interviews and analyze data to observe how cultural norms and political views can influence the interpretation of various works of art.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Success Rate for each project is 70% or better.

Data: 92.9% was a slight drop in success rate from recent years

Reflection: Success rate of the American Flag in Art Activity has been generally consistent over the six years that data has been collected.

Actions: No action deemed necessary at this time.

ENGL 1213 - Composition II - New data will be entered after spring data collection

Activities: An essay will be written that reflects awareness of culture, society and or environmental issues.

Measurements: Assignments will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assignment.

Data: 116/147 (80%) scored a 70% or better.

Reflection: From past Spring semesters, this is a substantial decrease. This is a substantial decrease from last year's Fall data as well. Student assessments are usually lower in the Fall Semester. This substantial decrease is surprising, however. Perhaps it is the result of the longevity of the pandemic.

Actions: Faculty will re-evaluate the criteria for this assignment during the Spring semester.

MUSC 1113 - Music Appreciation

Activities: Students will answer an assessment question on the final exam examining the scope and value of human diversity in relation to music.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Success Rate for each project is 70% or better.

Data: MUSC 1113 - 33/38 (86.8%)

Reflection: 86.8% was a slight increase from last year. Cultural, Societal, & Environmental Awareness goals remain consistent. New instructors who did not fully understand the assessment tools contributed to the lower success rate.

Actions: New instructors will be trained on the implementation of the assessment tools to ensure more consistent implementation.

ORNT 1101 - Orientation

Activities: The students will complete an online quiz following a lecture on diversity.

Measurements: Assignments will be graded based off a key.

Evaluations: Students will earn a 70% or higher on the assignment.

Data: 432 students completed the diversity quiz with an average score of 84%

Reflection: Average student scores decreased by 4%. While faculty consider this an important component of the course, recent communications with the assistant AG in light of Oklahoma HB 1775 indicate changes need to be made.

Actions: This assignment is being suspended temporarily as we determine how to reconcile OK HB 1775 with Diversity expectations from the Higher Learning Commission.

C. Discuss how cultural, societal, or environmental changes can impact a population

BIOL 1114 - General Biology

Activities: Students will watch a video on Population Dynamics video and complete a worksheet

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assessment.

Data: BIOL 1114 – 187/244 (76.6%) passed the assessment with > 70%.

On-Site – 145/187 (77.5%) passed the assessment with > 70%.

Online – 42/57 (73.7%) passed the assessment with > 70%

Reflection: Development of a more detail rubric may help to identify why the percentages dropped on this assessment.

Actions: Collect data under same parameters in 2022 to determine if 2021 was an outlier or if we see a trend developing, prior changing assessment. Continue to track percentages of On-site vs. Online pass rates.

CHEM 1314 – General Chemistry I

Activities: Chemical Hazard Hunt

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assessment.

Data: CHEM 1315 – 31/32 (96.9%) passed the assessment with >70%

Reflection: This is comparable to prior semesters. Need to have more students participate.

Actions: Recommend no changes at this time, as the new learning environment is becoming more of a norm, it is anticipated that the overall impact will be reduced.

IV. Consumer and Personal Wellness

A. Analyze the process and develop a framework for making personal finance decisions

MATH 1493 - Math Applications

Activities: Students will be given a problem in which they will analyze the best investment of money at different types of interest.

Measurements: Written response on quiz or test graded by a rubric designed by faculty.

Evaluations: Students will earn 70% or higher on the assessment.

Data: 71/94 or 75.53% of the students taking the assessment scores a 70% or higher.

Reflection: Percent of students scoring 70% or better has increased by about 4%, back to similar results from the year before. Reflection of Results for Fall 2021 Students are still doing better with the new wording (using investing for retirement), however there is still a good amount focusing more on a loan type situation. Students are also still picking the wrong formula. It is still unsure how those in o-live situations could be impacting the results.

Actions: We will split up results between in-person, o-live and online to compare the differences in the groups and overall together. We need to reinforce the concepts of loans vs investments and how to know which formula is used for simple interest vs compound interest.

B. Analyze Wellness, Fitness, and Nutrition scenarios pertaining to daily health and wellness choices

BADM 1113 – Digital and Financial Literacy

Activities: Students will create a budget project utilizing Microsoft Excel to demonstrate the ability to establish financial goals, budget tracking and reflection, demonstrating real world application of the financial literacy skills.

Measurements: Projects will be evaluated quantitatively based on a designated grading rubric developed by faculty.

Evaluations: Success rate for each designated project is an overall average of 70% or better of the total value based on the designated grading rubrics.

Data: 317 students were assessed in fall 2021 using the rubric established by faculty. The average for the project was 82.68% for fall 2021. 67.19% of students who completed the project scored an 85% or better. The 245 traditional students scored an average of 83.44% and the 72 online students scored an average of 80.07%. When comparing frequency distributions, 68.16% of traditional students scored an 85% or better on the project and online, 63.89%. (zeros / non-completers were factored out)

Reflection: Faculty saw a distinct decrease in the students' analytical and spreadsheet skills and attribute the decline to gaps created by distance learning. Analytical skills are necessary when completing a spreadsheet. Further, basic mathematical order of operations skills that are needed in order to create a formula are found to be lacking.

Actions: Prior use of apps to track spending may not be as effective of a tool to track expenses than previously thought. Utilizing students' options within their personal online banking systems will be discussed instead. Faculty will encourage basic math skills in using functions and will also increase the use of reflection questions to encourage students to think more deeply about their spending habits and budgets.

HPET 1223 – Health Education & Wellness

Activities: The student will complete a lab on stress and relaxation techniques. They will have to attempt 2 different relaxation techniques described in the lab and then will have to complete a one page paper discussing the items they have learned and how to apply this to everyday stresses in life.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students in the course will have a 70% success rate on this project.

Data: 33/42 (79%) passed the activity

Reflection: Compared to previous semesters, students did not do as well on this assignment.

Actions: We decided to make a small change on the assignment portion but are not changing the passing percentage since we did not hit our benchmark.
