

Assessment Summary 2014-2015

Mission:

The assessment office of CASC is dedicated to providing clear, accurate, relevant, and unbiased data to our faculty, staff, students, and community. It is through a clear understanding of our institution that we can be assured that CASC is achieving the high standards we set for ourselves. Accountability and knowledge can be achieved via comprehensive assessment of student learning outcomes and the educational environment.

Understanding and staying true to our missions and goals, Carl Albert State College is dedicated to an ongoing model of assessment with a foundation in higher-order student learning outcomes which are tied to program goals clearly associated with the mission as a whole.

We believe that no matter how well we are doing that we can always improve. Assessment is the key to understanding how best to dedicate staff and faculty in order achieve this improvement by aligning the services we provide with our goals and mission.

Entry-Level Assessment and Course Placement:

- Carl Albert State College (CASC) Entry-level assessment instruments were the ACT Computer-adapted Placement Assessment and Support Services (COMPASS) test was offered to non-traditional students (age 21 or older) and for secondary placement testing, through computerized testing.
- All first-time entering freshmen were assessed with either the ACT and/or the COMPASS. The cut-off score for remediation on each of the four ACT subtests (Math, Reading, Writing, and Science) is 19. Traditional students (age 20 or younger) are required to participate in the ACT assessment, either national or residual. Students scoring below 19 on any of the four ACT subtests are required to either participate in secondary placement testing through COMPASS or enroll in the corresponding remedial course. Students who do not meet the cut-score after secondary placement testing are required to enroll in the corresponding remedial course. COMPASS does not test for science proficiency therefore students must meet the cut-score of both the math and reading modules of the COMPASS to be eligible for enrollment into a science course. For the 2013-2014 academic year first-time freshman and transfer students admitted required secondary testing.
- CASC first-time entering students are assessed prior to and at enrollment with ACT, residual or national, and/or COMPASS; however, though the National ACT is preferred, CASC serves an ACT testing site for both the National and the Residual ACT test, and offers testing for both at published times during the year. Students must register online for the National ACT. Residual

ACT registration is through the Enrollment/Retention Center at CASC's Poteau campus. COMPASS testing is offered at no charge in the CASC Library of the Poteau campus and at the Sallisaw campus. Students can test as many times as they wish, but a \$5 fee is charged after the second test. COMPASS testing is available throughout the year without reservations at published times. Non-traditional students (age 21 or older) are eligible for admission through open door admission but are required to participate in COMPASS or the ACT assessment prior to enrollment. Those students who score below 19 on an ACT subtest or below the cut-score levels for COMPASS are required to enroll in the corresponding remedial course.

Analysis and Findings:

- CASC is reviewing current cut-scores and course placement options. It is the recommendation of the Assessment Committee to review current practices and recommend new placement practices. In consultation with representatives from ACT, Carl Albert State College's assessment committee will review and update, if necessary, current placement practices.
- Compass testing is going to be unavailable in 2016. CASC is currently investigating a new entry level assessment tool named ACCUPLACER. ACCUPLACER tests your knowledge in math, reading, and writing. Over 1,500 institutions administer ACCUPLACER tests as part of the enrollment process.

COMPASS Placement Summary Report:

Report includes sessions that meet ANY of these criteria sets (plus 0 manually selected sessions):

- Sept. 2014- Nov. 2015 summary

A total of 910 matching test sessions were administered at the Test Center(s) for which this report is generated.

A total of 910 matching test sessions are from test packages belonging to the Test Center, Campus, or System you are currently logged into.

A total of 1642 placement messages were issued as a result of those 910 test packages.

General Recommendations: Algebra

Score	Placement Message	Students	Percent
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0-29	Students scoring 0-29 may qualify for MATH 0113.	53	45.69
30-41	Students scoring 30-41 may qualify for MATH 0123.	45	38.79
42-100	Students scoring 42 or higher may qualify for college level math.	18	15.52

General Recommendations: COMPASS Reading

Score	Placement Message	Students	Percent
0-80	Students scoring 0-80 may qualify for ENGL 0113	234	50.98
81-100	Students scoring 81-100 may qualify as college level Reading	225	49.02

General Recommendations: COMPASS Writing Skills

Score	Placement Message	Students	Percent
0-74	Students scoring 0-74 may qualify for ENGL 0123	363	63.24
75-100	Students scoring 75-100 may qualify for ENGL 1113	211	36.76

General Recommendations: Pre Algebra

Score	Placement Message	Students	Percent
0-46	Students scoring 0-46 may qualify for MATH 0113	366	74.85
47-65	Students scoring 47-65 may qualify for MATH 0123	105	21.47

Remedial Course Enrollment:

Course Name	# of students
Introduction to College Reading	20
Introduction to College Reading	18
Introduction to College Reading	21
Introduction to College Reading	21
Introduction to College Reading	15
Introduction to College Reading	17
	112
Writing Lab	13
	13
Introduction to College Writing	22
Introduction to College Writing	21
Introduction to College Writing	21
Introduction to College Writing	17
Introduction to College Writing	24
Introduction to College Writing	23
Introduction to College Writing	18
Introduction to College Writing	18
Introduction to College Writing	12
	176
Developmental Math	27
Developmental Math	14
Developmental Math	15
Developmental Math	19
Developmental Math	16
Developmental Math	17
	108

Intermediate Algebra	27
Intermediate Algebra	24
Intermediate Algebra	39
Intermediate Algebra	36
Intermediate Algebra	37
Intermediate Algebra	19
Intermediate Algebra	31
Intermediate Algebra	13
Intermediate Algebra	19
Intermediate Algebra	20
Intermediate Algebra	24
Intermediate Algebra	31
	320

Co-requisite project at CASC:

Carl Albert State College began a pilot project with co-requisites remediation in fall 2012. Five students who made 18s on the ACT were enrolled in Freshman Composition and concurrently enrolled in a one credit hour Writing Lab to remove the English deficiency. The success rate was not what we had hoped for, so next semester, we chose another five who were able to demonstrate proficiency through a short essay. This greatly improved our success rate.

We are now in our sixth semester of offering this one credit hour co-requisite to Freshman Composition. This semester we have restructured the lab slightly to accommodate 13 students. So far, all 13 students are making As and Bs in Freshman Comp I.

What we found so far is that students who are serious about being students do fine in the co-requisites. Those who fail Comp I and the lab typically fail the majority of their courses, mainly due to attendance issues.

We are currently discussing the possibility of offering one credit hour labs in both reading and math as well as English. These would be available to students meeting multiple measures of ACT scores and HS GPAs in specific subjects and/or an advisor's recommendation.

Below are the results from tracking writing lab students:

	Lab	Comp I	Comp II
Spring 2013			
Student 1	A	B	B
Student 2	A	A	
Student 3	A	A	B
Student 4	F		
Student 5	Withdrew		
Fall 2013			

Student 1	A	C	C
Student 2	A	A	A
Student 3	B	D	F
Student 4	A	B	B
Student 5	Withdrew		
Fall 2014			
Student 1	A	A	B
Student 2	A	A	A
Student 3	A	A	A
Student 4	A	A	A
Student 5	Withdrew		
Spring 2015			
Student 1	F	F	In progress
Student 2	A	B	In progress
Student 3	A	A	In progress
Student 4	B	F	In progress
Student 5	A	A	In progress

Other Assessment Plans:

- We are using WEAVEonline to collect data to plan for the future implementation of WEAVEonline. CASC is currently cleaning up our data and constructing our formatting to be uniform institution-wide for better reporting purposes. The tool allows us to link student learning outcomes and objectives to institutional priorities, general education standards, and strategic planning. The use of this assessment tool allows the college to generate reports annually (and by semester) for review by the assessment committee, division chairs, administration, and internal and external stake holders, and maintain a level of transparency to continually strive to improve our student learning processes and services campus-wide. The gathering of this data will aid the assessment committee in review and deciding on relevant entry level assessment. This data will also provide the developmental committee with the knowledge to devise a course of action to up completion rates for remedial courses in turn increasing the institutions retention rates.
- In the past year CASC has rewritten at least 135 course Student Learning Outcomes (SLOs), redesigned the entire entity tree on WEAVEonline, retooled standards and general education outcomes, provided consistent syllabi templates across campus, and purchased a new assessment tool (smarteval) that will allow for the collection of student opinions across various topics including perspectives of learning, student life, and course evaluation.

Assessment Plan

Tasks	Due Date	Expectations	Party	Follow up plan	Status
Spring 2015					
Student Learning Outcomes	1/30/2015	Common SLOs and objectives will be completed for each course.	Faculty	Discussion with division chairs and faculty concerning missing SLOs	As of Aug. 2015, Common SLOs have been developed for 135 courses.
Program Goals	3/6/2015	Approximately seven measurable program goals relating to CASC's overall mission will need to be written for each program.	Faculty and Division Chairs	Additional follow up with division chairs in the coming semester.	16 out of 30 Programs have goals written for them.
Common Measures and Targets	4/3/2015	For each SLO, faculty will design common measures and targets for consistency of academic quality, standards, and expectations.	Faculty	Additional communication with faculty and division chairs.	Measures and Targets have been designed for all courses being assessed in Fall 2015
Redesign WEAVE Entity Tree	1/30/2015	Design WEAVE entity tree to offer straightforward data extraction.	Assessment Office	As courses are added, the courses will be added to entity tree.	Complete, yet ever evolving.
Training for faculty	On-Going	Faculty will be provided with guidance and support.	Assessment Office	Meetings will continue to address any questions or concerns that come up.	Between 6/25/2014 and 11/11/2015 at least 90 individual and group meetings

					have given help to support faculty.
Standards entered into WEAVE	2/27/2015	Standards that SLOs can associate to will be entered into WEAVE	Assessment Office		Complete
Gen-Ed Standards	1/30/2015	General Education standards will be revised	Academic Affairs		Complete
Electronic Syllabi	2/20/2015	Syllabi templates will be constructed and made available to faculty online.	Academic Affairs and IT		Complete
Tasks	Due Date	Expectations	Party	Follow up plan	Status
Summer 2015					
SLOs entered into WEAVE under each section.	7/24/2015	Assessment pieces received from faculty will be loaded into WEAVE and be ready for faculty use.	Assessment Office		Complete
Syllabi Template	6/26/2015	SLOs, objectives, course descriptions, etc. will be loaded into templates for each course and be ready for faculty use.	Assessment Office		Complete
Presentation to faculty	7/24/2015	The assessment faculty will present to faculty upon their return expressing expectations for the coming semester.	Assessment Office		Complete

Support Lab	7/24/2015	Support lab will be established in the assessment office for assisting faculty in the use of WEAVE	Assessment Office/ IT		Complete
Tasks	Due Date	Expectations	Party	Follow up plan	Status
Fall 2015	First Cycle of assessment begins				
WEAVE access review	8/11/2015	Faculty will need to make sure they can log-in to WEAVE and access their courses.	Faculty/ Assessment office		Complete
Fall 2015 Assessment Cycle.	12/11/2015	Measures will be implemented for selected courses and the findings will be entered into WEAVE.	Faculty	Follow up emails and training meetings.	On-going
Tasks	Due Date	Expectations	Party	Follow up plan	Status
Spring 2016					
Run Reports	1-29-2016	First cycle of reports will be run and reviewed by the assessment committee, division chairs and the assessment office.	Assessment office/ assessment committee/ division chairs.	Copies of reports will be shared and discussed.	Not begun
Finding Analysis	1/29/2016	If the Fall 2015 findings show that students partially met or did not meet the projected outcomes, faculty will closely monitor course	Faculty	Follow up conversations with faculty and division chairs.	Not begun

		outcomes over a two year period and carefully consider causes of any unanticipated or undesirable outcomes.			
Report review	2/26/2016	Reports from cycle one will be reviewed with the intention of finding room for improvement.	Faculty	Follow up conversations with faculty and division chairs.	Not begun
SLO alignments defined	4/30/2016	Each SLO will be mapped to program goals, general education standards, and strategic plan focus areas	Faculty	Follow up conversations with faculty and division chairs.	In process
Closing the loop of the Spring 2016 Assessment Cycle	5/31/2016	All findings and supporting documents for selected courses in Spring 2016 will be input into WEAVE.	Faculty	Support meetings and follow up conversation with faculty and division chairs	Not begun
Student evaluations	5/31/2016	SmartEvals will be used to provide students with the opportunity to assess their instructors.	Academic Affairs/ Assessment Office	Communication with academic affairs.	Complete
Summer 2016					
Student Evaluation reports	8/1/2016	Results from SmartEvals surveys will be compiled into reports and given to division chairs and faculty.	Assessment Office/ Academic Affairs	Communication with academic affairs.	Not begun
Rotation schedule	8/1/2016	A schedule of courses to be	Assessment office	Check with Academic	In progress

		assessed each semester will be defined. The courses assessed each semester will rotate.		Affairs and Assessment committee to get schedule approved.	
WEAVE preparation	8/1/2016	All information provided by faculty will be loaded into WEAVE for ease of use for faculty. Roles will be adjusted in WEAVE to allow faculty access to their courses and sections.	Assessment Office	Academic Affairs office will assure process is complete.	In Progress
Tasks	Due Date	Expectations	Party	Follow up plan	Status
Fall 2016					
Website	9/29/2016	The CASC website will offer links to reports and findings to offer transparency.	IT/ Assessment Office	Academic Affairs will communicate with IT to assure reports are posted.	Complete
SLO revisions	10/1/2015	SLOs will be revisited with the intention of improving accuracy and measurability and all revisions will be submitted to the Assessment Office.	Faculty	Assessment Office will communicate with faculty and division chairs to facilitate the process.	Not begun
Fall 2016 assessment will be closed	December	All findings and supporting documents for Fall 2016 will be input into WEAVE.	Faculty	Assessment Office will communicate with faculty and division chairs.	Not begun
Tasks	Due Date	Expectations	Party	Follow up plan	Status
2017					

Program Goal Revision		PG will be revisited with the intention of improving accuracy and measurability and all revisions will be submitted to the Assessment Office.	Faculty	Communication with faculty.	Not begun
Action plans		If findings show partially met or not met after monitoring period faculty will create an action plan to improve student learning.	Faculty	Communication with faculty.	Not begun
Action plan entered into WEAVE		All necessary action plans, including budgetary needs, will be entered into WEAVE by faculty with the assistance of the Assessment Office.	Faculty/ Assessment office	Communication with faculty	Not Begun
Student perception survey		Development will begin on a student perception survey instrument designed to encompass the students' voice with regards to their learning. SmartEvals will be customized to survey.	Academic Affairs/ Assessment Office		Begun
Catalog revision		The institute's catalog will be revised to	Academic Affairs		In progress

		include retooled program goals and SLOs to provide clarity.			
Tasks	Due Date	Expectations	Party	Follow up plan	Status
2018					
Measure Revision		Measures will be revisited with the intention of improving accuracy and commonality and all revisions will be submitted to the Assessment Office.	Faculty	Communication with faculty	Not begun
Action Plan Implementation		Faculty will implement any created action plans and assess results.	Faculty	Communication with faculty	Not begun
Re-evaluation of SLOs and targets		SLOs and targets will be re-evaluated with the goal of improvement of clarity and functionality.	Faculty	Communication with faculty	Not begun
Enriched SLOs		Faculty will enter enriched SLOs into WEAVE with the assistance of the Assessment Office.	Faculty/ Assessment Office	Communication with faculty	Not begun
Strategic plan tie in		Program Goals will be mapped to the overall strategic plan and mission of the college to assure dedication to CASC's mission.	Faculty	Communication with faculty	In Progress
Cross Curriculum		Cross curriculum	Faculty/ Assessment	Communication among	Not begun

		artifact assessment will be implemented via WEAVE.	Committee/ Academic Affairs/ Assessment Office	responsible parties.	
Report Review		Detailed reports will be run in WEAVE and areas of possible improvement will be identified.	Assessment Committee/ Assessment Office	Communication among responsible parties	Not begun
Action Plan Review		Reports will be used to determine the success of implemented action plans.	Assessment Office	Communication with division chairs and faculty.	Not begun
Reports will be run for comparison		Reports regarding assessment across in-class, distance learning, web classes, and hybrid classes will be run to assure academic quality for all areas.	Assessment Office	Communication with Assessment Committee.	Not begun
Tasks	Due Date	Expectations	Party	Follow up plan	Status
2019					
Mapping reports		Faculty and chairs will use mapping data to assure that all intended goals and outcomes are being addressed thoroughly at some point in the students' program path.	Faculty	Communication with faculty	Not begun
Improvement Implementation		Improvements provided by the	Faculty	Communication with faculty	Not begun

		assessment committee will be put into practice to improve assessment.			
Comprehensive review		The assessment committee will hold a meeting or meetings to do a comprehensive review of the assessment steps taken and the results of the implementation.	Faculty	Communication with faculty.	Not begun
Adjustments determined		The assessment committee will determine the strengths and weaknesses of the assessment steps taken and adjust assessment accordingly.	Assessment Committee	Meetings and communication.	Not begun
Mapping		Mapping offers the opportunity to provide frameworks for degree programs, identify any learning gaps, eliminate duplication of content and support student learning.	Assessment Office	Communication with division chairs and academic affairs.	Not begun
Tasks	Due Date	Expectations	Party	Follow up plan	Status
2020					
Cross-curriculum reviews		Cross-curriculum reviewers will use common	Academic Affairs	Communication with academic affairs office.	Not begun

		rubrics to review the CASC assessment process in order to provide additional points of information.			
Expanded Assessment		The assessment office will begin working with the many offices of CASC to begin implementing assessment focused on the effectiveness of the institution as a whole.	Assessment Office	Communication with staff and VPs.	Not begun

Student Engagement and Satisfaction:

Student Evaluations of Instructors and Courses:

- Paper evaluations were given to students during class periods. Students were asked to complete the survey. Division chairs delivered completed surveys to the Assessment Office where they were processed using a scanner and computer software. The results were then reported to Associate Vice President of Instruction

Carl Albert State College Evaluation of Teaching

Semester: Spring 2015

Campus: <ALL>

Date: 11/19/2015

Business and Technology Division

Business & Technology	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The classroom was well maintained. (clean, adequate lighting, desks and seating in good repair).	118/140 (84%)	17/140 (12%)	3/140 (2%)	2/140 (1%)	0/140 (0%)
2. The classroom equipment used was functional and well maintained (e.g. laboratory equipment, instruments, computers).	108/139 (78%)	27/139 (19%)	3/139 (2%)	1/139 (1%)	0/139 (0%)

3. I had appropriate academic preparation or other background to take this course.	82/139 (59%)	40/139 (29%)	11/139 (8%)	5/139 (4%)	1/139 (1%)
4. The syllabus clearly described course objectives and requirements.	101/140 (72%)	35/140 (25%)	3/140 (2%)	0/140 (0%)	1/140 (1%)
5. The instructor followed the schedule in the syllabus.	100/138 (72%)	32/138 (23%)	4/138 (3%)	1/138 (1%)	1/138 (1%)
6. Required assignments contributed to what I learned in the course.	93/140 (66%)	37/140 (26%)	6/140 (4%)	3/140 (2%)	1/140 (1%)
7. Grade evaluation feedback was given at timely intervals during the semester.	86/138 (62%)	36/138 (25%)	12/138 (9%)	3/138 (2%)	1/138 (1%)
8. Grade evaluation feedback was impartial and fair.	91/139 (65%)	35/139 (25%)	9/139 (6%)	1/139 (1%)	3/139 (2%)
9. Examinations tested my understanding of course materials.	90/139 (65%)	41/139 (30%)	5/139 (4%)	2/139 (1%)	1/139 (1%)
10. This course was a valuable educational experience.	83/137 (61%)	43/137 (31%)	8/137 (6%)	2/137 (1%)	1/137 (1%)
11. Compared to my expectations at the beginning of the course, my interest in this subject has increased.	63/140 (45%)	34/140 (24%)	34/140 (24%)	6/140 (4%)	3/140 (2%)
12. I would recommend this course to other students.	76/140 (54%)	36/140 (26%)	24/140 (17%)	2/140 (1%)	2/140 (1%)
13. The instructor was enthusiastic about the course.	94/140 (67%)	32/140 (23%)	11/140 (8%)	0/140 (0%)	3/140 (2%)
14. The instructor was well prepared for each class.	100/140 (71%)	32/140 (23%)	4/140 (3%)	3/140 (2%)	1/140 (1%)
15. The instructor treated students with respect and courtesy.	119/140 (85%)	19/140 (14%)	0/140 (0%)	1/140 (1%)	1/140 (1%)
16. The instructor posted and kept adequate office hours.	91/138 (66%)	34/138 (25%)	10/138 (7%)	2/138 (1%)	1/138 (1%)
17. I would take another course from this instructor.	86/138 (62%)	33/138 (24%)	14/138 (10%)	4/138 (3%)	1/138 (1%)
18. I would recommend this instructor for a teaching excellence award.	80/140	38/140	17/140	2/140	3/140

	(57%)	(27%)	(12%)	(1%)	(2%)
19. Instructional materials (texts, workbooks) were clearly written and aided my understanding of the course.	73/136 (54%)	49/136 (36%)	12/136 (9%)	1/136 (1%)	1/136 (1%)
20. Laboratory sessions increased my understanding of material presented in lecture sessions.	48/123 (39%)	34/123 (28%)	38/123 (31%)	2/123 (2%)	1/123 (1%)

Carl Albert State College Evaluation of Teaching

Semester: Spring 2015

Campus: <ALL>

Date: 11/19/2015

Communication and Fine Art

Communication and Fine Arts	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The classroom was well maintained. (clean, adequate lighting, desks and seating in good repair).	412/567 (73%)	137/567 (24%)	15/567 (3%)	3/567 (1%)	0/567 (0%)
2. The classroom equipment used was functional and well maintained (e.g. laboratory equipment, instruments, computers).	394/567 (69%)	147/567 (26%)	24/567 (4%)	2/567 (0%)	0/567 (0%)
3. I had appropriate academic preparation or other background to take this course.	329/569 (58%)	179/569 (31%)	54/569 (9%)	7/569 (1%)	0/100 (0%)
4. The syllabus clearly described course objectives and requirements.	407/563 (72%)	128/563 (23%)	26/563 (5%)	1/563 (0%)	1/563 (0%)
5. The instructor followed the schedule in the syllabus.	355/563 (63%)	153/563 (27%)	42/563 (7%)	9/563 (2%)	4/563 (1%)
6. Required assignments contributed to what I learned in the course.	346/565 (61%)	176/565 (31%)	40/565 (7%)	3/565 (1%)	0/565 (%0)
7. Grade evaluation feedback was given at timely intervals during the semester.	290/565 (51%)	168/565 (30%)	87/565 (15%)	16/565 (3%)	4/565 (1%)
8. Grade evaluation feedback was impartial and fair.	321/563 (57%)	173/563 (31%)	51/563 (9%)	12/563 (2%)	6/563 (1%)

9. Examinations tested my understanding of course materials.	321/560 (57%)	169/560 (30%)	64/560 (11%)	6/560 (1%)	0/560 (0%)
10. This course was a valuable educational experience.	332/560 (59%)	154/565 (27%)	66/565 (12%)	11/565 (2%)	2/565 (0%)
11. Compared to my expectations at the beginning of the course, my interest in this subject has increased.	248/567 (44%)	157/567 (28%)	124/567 (22%)	26/567 (5%)	12/567 (2%)
12. I would recommend this course to other students.	307/562 (55%)	161/562 (29%)	72/562 (13%)	16/562 (3%)	6/562 (1%)
13. The instructor was enthusiastic about the course.	391/561 (70%)	136/561 (24%)	26/561 (5%)	4/561 (1%)	4/561 (1%)
14. The instructor was well prepared for each class.	375/563 (67%)	155/563 (28%)	29/563 (5%)	3/563 (1%)	1/563 (0%)
15. The instructor treated students with respect and courtesy.	419/565 (74%)	108/565 (19%)	31/565 (5%)	4/565 (1%)	3/565 (1%)
16. The instructor posted and kept adequate office hours.	347/560 (62%)	153/560 (27%)	59/560 (11%)	1/560 (0%)	0/560 (0%)
17. I would take another course from this instructor.	366/563 (65%)	122/563 (22%)	50/563 (9%)	18/563 (3%)	7/563 (1%)
18. I would recommend this instructor for a teaching excellence award.	337/567 (59%)	141/563 (25%)	68/563 (12%)	13/563 (2%)	8/563 (1%)
19. Instructional materials (texts, workbooks) were clearly written and aided my understanding of the course.	282/521 (54%)	170/521 (33%)	65/521 (12%)	4/521 (1%)	0/521 (0%)
20. Laboratory sessions increased my understanding of material presented in lecture sessions.	172/468 (37%)	119/468 (25%)	166/468 (35%)	7/468 (2%)	4/468 (1%)

Carl Albert State College Evaluation of Teaching

Semester: Spring 2015
Campus: <ALL>
Date: 11/18/2015

Health Sciences

Health Sciences	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The classroom was well maintained. (clean, adequate lighting, desks and seating in good repair).	435/578 (75%)	130/578 (22%)	12/578 (2%)	1/578 (0%)	0/578 (0%)
2. The classroom equipment used was functional and well maintained (e.g. laboratory equipment, instruments, computers).	358/575 (62%)	150/575 (26%)	34/575 (6%)	25/575 (4%)	8/575 (1%)
3. I had appropriate academic preparation or other background to take this course.	378/573 (66%)	161/573 (28%)	27/573 (5%)	6/573 (1%)	1/573 (0%)
4. The syllabus clearly described course objectives and requirements.	410/578 (71%)	144/578 (25%)	20/578 (3%)	3/578 (1%)	1/578 (0%)
5. The instructor followed the schedule in the syllabus.	364/577 (63%)	168/577 (29%)	34/577 (6%)	6/577 (1%)	5/577 (1%)
6. Required assignments contributed to what I learned in the course.	335/573 (58%)	185/573 (32%)	35/573 (6%)	12/573 (2%)	6/573 (1%)
7. Grade evaluation feedback was given at timely intervals during the semester.	331/579 (57%)	170/579 (29%)	55/579 (10%)	12/579 (2%)	11/579 (2%)
8. Grade evaluation feedback was impartial and fair.	351/581 (60%)	165/581 (28%)	50/581 (9%)	7/581 (1%)	8/581 (1%)
9. Examinations tested my understanding of course materials.	338/572 (59%)	174/572 (30%)	43/572 (8%)	9/572 (2%)	8/572 (1%)
10. This course was a valuable educational experience.	379/575 (66%)	158/575 (27%)	32/575 (6%)	4/575 (1%)	2/575 (0%)
11. Compared to my expectations at the beginning of the course, my interest in this subject has increased.	331/574 (58%)	173/574 (30%)	58/574 (10%)	10/574 (2%)	2/574 (0%)
12. I would recommend this course to other students.	366/572 (64%)	132/572 (23%)	52/572 (9%)	14/572 (2%)	8/572 (1%)
13. The instructor was enthusiastic about the course.	382/578 (66%)	138/578 (24%)	46/578 (8%)	6/578 (1%)	6/578 (1%)
14. The instructor was well prepared for each class.	382/571 (67%)	134/571 (23%)	36/571 (6%)	11/571 (2%)	8/571 (1%)
15. The instructor treated students with respect and courtesy.	398/575 (69%)	135/575 (23%)	25/575 (4%)	8/575 (1%)	9/575 (2%)

	(69%)	(23%)	(4%)	(1%)	(2%)
16. The instructor posted and kept adequate office hours.	378/569 (66%)	135/569 (24%)	50/569 (9%)	3/569 (1%)	3/569 (1%)
17. I would take another course from this instructor.	386/571 (68%)	116/571 (20%)	45/571 (8%)	9/571 (2%)	15/571 (3%)
18. I would recommend this instructor for a teaching excellence award.	349/574 (61%)	138/574 (24%)	60/574 (10%)	17/574 (3%)	10/574 (2%)
19. Instructional materials (texts, workbooks) were clearly written and aided my understanding of the course.	332/568 (58%)	181/568 (32%)	41/568 (7%)	10/568 (2%)	4/568 (1%)
20. Laboratory sessions increased my understanding of material presented in lecture sessions.	327/548 (60%)	145/548 (26%)	68/548 (12%)	7/548 (1%)	1/548 (0%)

Carl Albert State College Evaluation of Teaching

Semester: Spring 2015

Campus: <ALL>

Date: 11/19/2015

Math and Science

Math and Science	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The classroom was well maintained. (clean, adequate lighting, desks and seating in good repair).	382/487 (78%)	94/487 (19%)	9/487 (2%)	2/487 (0%)	0/487 (0%)
2. The classroom equipment used was functional and well maintained (e.g. laboratory equipment, instruments, computers).	350/489 (72%)	110/489 (22%)	26/489 (5%)	3/489 (1%)	0/489 (0%)
3. I had appropriate academic preparation or other background to take this course.	287/489 (59%)	139/489 (28%)	47/489 (10%)	11/489 (2%)	5/489 (1%)
4. The syllabus clearly described course objectives and requirements.	351/488 (72%)	115/488 (24%)	19/488 (4%)	1/488 (0%)	2/488 (0%)
5. The instructor followed the schedule in the syllabus.	323/486 (66%)	129/486 (27%)	29/486 (6%)	3/486 (1%)	2/486 (0%)

6. Required assignments contributed to what I learned in the course.	303/489 (62%)	139/489 (28%)	37/489 (8%)	5/489 (1%)	5/489 (1%)
7. Grade evaluation feedback was given at timely intervals during the semester.	269/485 (55%)	154/485 (32%)	52/485 (11%)	7/485 (1%)	3/485 (1%)
8. Grade evaluation feedback was impartial and fair.	281/485 (58%)	145/485 (30%)	44/485 (9%)	4/485 (1%)	11/485 (2%)
9. Examinations tested my understanding of course materials.	293/485 (60%)	145/485 (30%)	34/485 (7%)	7/485 (1%)	6/485 (1%)
10. This course was a valuable educational experience.	266/487 (55%)	135/487 (28%)	61/487 (13%)	15/487 (3%)	10/487 (2%)
11. Compared to my expectations at the beginning of the course, my interest in this subject has increased.	167/487 (34%)	117/487 (24%)	144/487 (30%)	33/487 (7%)	26/487 (5%)
12. I would recommend this course to other students.	219/491 (45%)	141/491 (29%)	91/491 (19%)	22/491 (4%)	18/491 (4%)
13. The instructor was enthusiastic about the course.	302/493 (61%)	140/493 (28%)	40/493 (8%)	8/493 (2%)	3/493 (1%)
14. The instructor was well prepared for each class.	324/489 (66%)	131/489 (27%)	28/489 (6%)	4/489 (1%)	2/489 (0%)
15. The instructor treated students with respect and courtesy.	340/487 (70%)	121/487 (25%)	20/487 (4%)	4/487 (1%)	2/487 (0%)
16. The instructor posted and kept adequate office hours.	304/494 (62%)	145/494 (29%)	41/494 (8%)	3/494 (1%)	1/494 (0%)
17. I would take another course from this instructor.	292/488 (60%)	100/488 (20%)	60/488 (12%)	16/488 (3%)	20/488 (4%)
18. I would recommend this instructor for a teaching excellence award.	276/494 (56%)	116/494 (23%)	71/494 (14%)	12/494 (2%)	19/494 (4%)
19. Instructional materials (texts, workbooks) were clearly written and aided my understanding of the course.	260/481 (54%)	145/481 (30%)	64/481 (13%)	7/481 (1%)	5/481 (1%)
20. Laboratory sessions increased my understanding of material presented in lecture sessions.	220/451 (49%)	123/451 (27%)	91/451 (20%)	8/451 (2%)	9/451 (2%)

Carl Albert State College

Evaluation of Teaching

Semester: Spring 2015

Campus: <ALL>

Date: 11/19/2015

Social and Behavioral Science/ HPER

Social and Behavioral Science/ HPER	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The classroom was well maintained. (clean, adequate lighting, desks and seating in good repair).	282/373 (76%)	79/373 (21%)	10/373 (3%)	2/373 (1%)	0/373 (0%)
2. The classroom equipment used was functional and well maintained (e.g. laboratory equipment, instruments, computers).	259/374 (69%)	93/374 (25%)	20/374 (5%)	1/374 (0%)	1/374 (0%)
3. I had appropriate academic preparation or other background to take this course.	230/373 (62%)	98/373 (26%)	42/373 (11%)	3/373 (1%)	0/373 (0%)
4. The syllabus clearly described course objectives and requirements.	248/370 (67%)	107/370 (29%)	15/370 (4%)	0/370 (0%)	0/370 (0%)
5. The instructor followed the schedule in the syllabus.	210/368 (57%)	128/368 (35%)	27/368 (7%)	3/368 (1%)	0/368 (0%)
6. Required assignments contributed to what I learned in the course.	216/370 (58%)	121/370 (33%)	28/370 (8%)	3/370 (1%)	2/370 (1%)
7. Grade evaluation feedback was given at timely intervals during the semester.	168/371 (45%)	112/371 (30%)	79/371 (21%)	10/371 (3%)	2/371 (1%)
8. Grade evaluation feedback was impartial and fair.	197/373 (53%)	126/373 (34%)	43/373 (12%)	4/373 (1%)	3/373 (1%)
9. Examinations tested my understanding of course materials.	216/373 (58%)	130/373 (35%)	22/373 (6%)	4/373 (1%)	1/373 (0%)
10. This course was a valuable educational experience.	216/370 (58%)	117/370 (32%)	28/370 (8%)	4/370 (1%)	5/370 (1%)
11. Compared to my expectations at the beginning of the course, my interest in this subject has increased.	167/371 (45%)	112/371 (30%)	69/371 (19%)	16/371 (4%)	7/371 (2%)

12. I would recommend this course to other students.	188/370 (51%)	123/370 (33%)	45/370 (12%)	8/370 (2%)	6/370 (2%)
13. The instructor was enthusiastic about the course.	266/370 (72%)	84/370 (23%)	19/370 (5%)	1/370 (0%)	0/370 (0%)
14. The instructor was well prepared for each class.	242/368 (66%)	104/368 (28%)	18/368 (5%)	3/368 (1%)	1/368 (0%)
15. The instructor treated students with respect and courtesy.	262/367 (71%)	93/367 (25%)	12/367 (3%)	0/367 (0%)	0/367 (0%)
16. The instructor posted and kept adequate office hours.	187/369 (51%)	121/369 (33%)	60/369 (16%)	0/369 (0%)	1/369 (0%)
17. I would take another course from this instructor.	222/367 (60%)	94/367 (26%)	35/367 (10%)	10/367 (3%)	6/367 (2%)
18. I would recommend this instructor for a teaching excellence award.	200/362 (55%)	100/362 (28%)	50/362 (14%)	8/362 (2%)	4/362 (1%)
19. Instructional materials (texts, workbooks) were clearly written and aided my understanding of the course.	176/336 (52%)	109/336 (32%)	41/336 (12%)	7/336 (2%)	3/336 (1%)
20. Laboratory sessions increased my understanding of material presented in lecture sessions.	85/301 (28%)	60/301 (20%)	138/301 (46%)	10/301 (3%)	8/301 (3%)

- SmartEvals are now being used to implement course evaluations. SmartEvals allows for flexibility and customization. Smartevals is completely online eliminating the need for pen and paper surveys. SmartEvals can be used to assess a student's perception of learning as well as their perception of their classroom experience among other things.
- Carl Albert State College launched our first survey on SmartEvals to a select few instructor's students. The survey was opened on 10/27/2015.

The following graph shows the response rates from students up to this point. The survey will remain open until 12/4/2015.

Date	Not Responded	Responded	Total	Response Rate
10/27/2015	1201	32	1233	3%
11/9/2015	1080	153	1233	12%
11/12/2015	930	303	1233	25%
11/15/2015	809	424	1233	34%

11/18/2015	699	534	1233	43%
11/21/2015	677	556	1233	45%
11/24/2015	599	634	1233	51%

- Students who decided to withdrawal from the college were given a survey by the enrollment center to gather data regarding the reasons for their withdrawal. The following report shows the results.

Complete Withdrawal Report

Fall 2015:

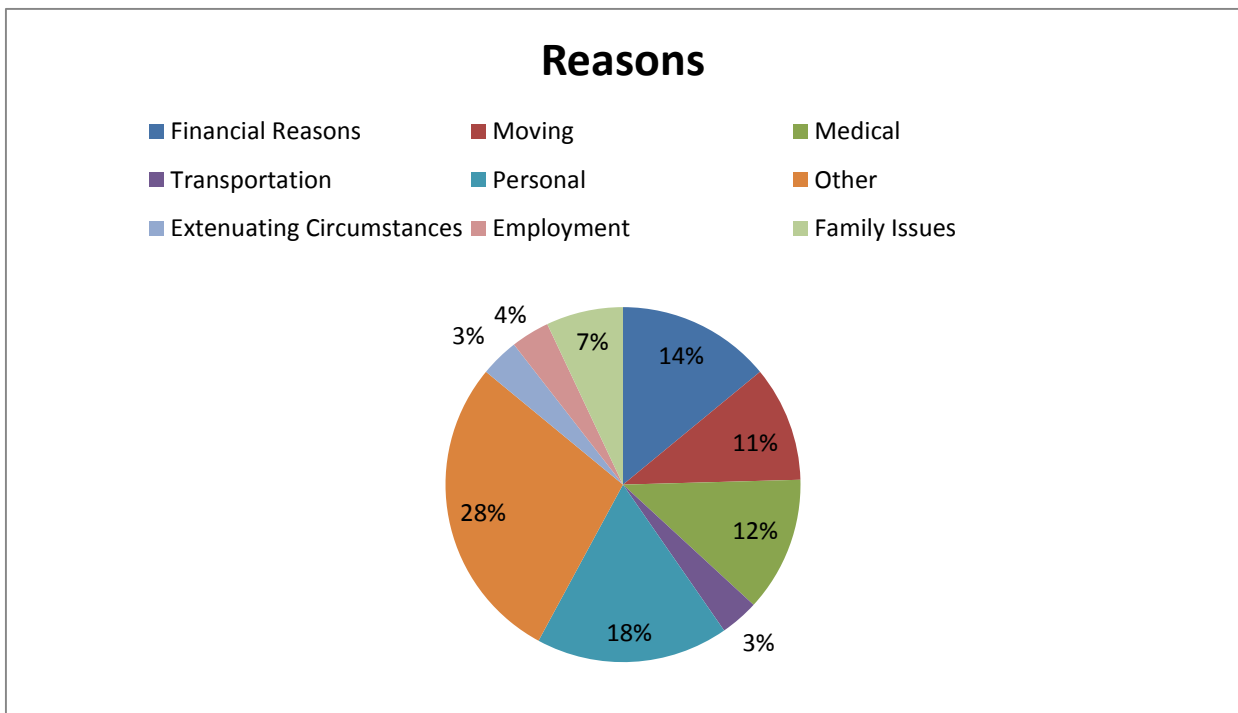
57 Withdrawals

35 Full-time

22 Part-time

26 Receive financial aid

31 Do not receive financial aid



- On September 14th, October 19th, November 2nd, and November 16th 2015 Carl Albert State College held lunch box lectures for students to attend and learn from. Topics included: Extreme Oklahoma Weather, Non-Athlete Sports Careers, and Hot to Get Published.

Lunch Box Lecture Survey Results:

Attendance	Students- 33	Faculty- 2		
How did you learn of this event?	Email- 6	CASC Faculty/ Staff- 24	Other- 3	
The presenter was prepared.	Strongly Agree- 23	Agree- 11	Disagree- 0	Strongly Disagree- 1
The presenter covered the topics.	Strongly Agree- 24	Agree- 10	Disagree- 0	Strongly Disagree- 1
The lecture was informative.	Strongly Agree- 22	Agree- 12	Disagree- 0	Strongly Disagree- 1
The length of the lecture was satisfactory.	Strongly Agree- 21	Agree- 8	Disagree- 5	Strongly Disagree- 1
I plan to attend more Lunch Box Lectures.	Strongly Agree- 7	Agree- 8	Disagree- 6	Strongly Disagree- 4

March and April 2015 Sallisaw Library Survey Results:

When you visit the library, are you able to find what you're looking for?	Always- 5	Frequently- 0	Sometimes- 0	Seldom- 0	Never- 0
How satisfied are you with the overall	Extremely- 3	Very- 2	Somewhat- 0	Not very- 0	Not at all -0

services of the library?					
How helpful is our staff?	Extremely- 4	Very- 1	Somewhat- 0	Not very- 0	Not at all- 0
Satisfaction with Collections.	Very Satisfied- 3	Satisfied- 0	Not Satisfied- 1	Don't Know- 1	
Satisfaction with Number of Staff Available.	Very Satisfied- 2	Satisfied- 3	Not Satisfied- 0	Don't Know- 0	
Satisfaction with Hours of Operation.	Very Satisfied- 0	Satisfied- 3	Not Satisfied- 2	Don't Know- 0	
Satisfaction with Computer Access.	Very Satisfied- 5	Satisfied- 0	Not Satisfied- 0	Don't Know- 0	
Satisfaction with Electronic Resources.	Very Satisfied- 3	Satisfied- 0	Not Satisfied- 0	Don't Know- 2	

IT Project Highlights Summary 2015

1. Initiated deal for offsite backups with OneNet for PX and Laserfiche data for no cost. This protects our data in case of a on-site disaster. All data can be retrieved
2. Wireless AP cost reduction between \$100 and \$500, per device by switching vendors. Savings close to \$3,500 this year in replacement cost
3. Online Student application increased submissions and provided mobile access to online application, and the development of the FA Scholars Application,
4. Online employment application speeding up HR processing of employment applications. All applications are saved into document imaging system for easy retrieval, and backup.
5. Implementation of Smart Deploy computer imaging has cut lab install time from 1 day to half day reducing implementation and decreasing need for staff increases
6. Cut cost of pc systems 1000 to 900,
7. Completed 515 helpdesk support tickets in year
8. Assisted with major grant mining. Gathering data for SSS NASNATI

9. Report submissions for UDS, IPEDS. Preliminary for fall and spring requirements. Continuing to reduce errors and 100% on time submissions to the State
10. Setup Virtual Campus studio creating video production for instructors courses and creating info spots for CASC and the Virtual campus
11. Co-hosted conference for PX SPUG in TULSA for 300 attendees. Many compliments about CASC going above and beyond and setting a new standard for the event.
12. Michael Martin; elected to COIT Executive council,
13. Creation of IT Service Catalog: List and categorizes all IT service standards and contacts for each service
14. Nelnet configuration, testing, and implementation,
15. Title 9 implementation
16. Template setup in Blackboard with Sarah Brown
17. Financial Aid year rollover for 1516 FA year
18. Setup streaming and archived lecture capability for Nursing and PTA
19. Assisted Nursing with GoPro cameras for student practicums
20. Upgraded wireless access for Sallisaw campuses

Program Assessment:

Business Administration w/ Options in Accounting and Business Education 2009-2014

Description of the program's connection to the institutional mission and goals:

The Business Administration Program at CASC provides pathways to provide affordable, accessible, and exceptional education. The BA program has no authority to set the cost of the programs but our tuition is the lowest in the state and compared to our closest institutions can be considered affordable. We provide accessible education opportunities through scheduling flexibility including mornings, afternoons, evenings, online, hybrid coursework and continuing education. Faculty provide an exceptional education experience based on students surveys, departmental questionnaires, faculty evaluations. Business Administration Faculty are committed to providing opportunities for success to each and every one of our customers and are excellent at finding strategies to work with each student's particular learning styles.

Minimum Productivity Indicators:

Time Frame	Head Count	Graduates
2009	444	82
2010	406	64
2011	362	73
2012	299	62
2013	268	58

Child Development 2009-2014

Description of the program's connection to the institutional mission and goals:

The Child Development Program under the Technical Occupations Division at CASC provides pathways to provide affordable, accessible, and exceptional education. The CD program has no authority to set the cost of the programs but our tuition is the lowest in the state and compared to our closest institutions can be considered affordable. We provide accessible education opportunities through scheduling flexibility including mornings, afternoons, evenings, online, hybrid coursework and continuing education. Faculty provide an exceptional education experience based on students surveys, departmental questionnaires, faculty evaluations. Child Development Faculty are committed to providing opportunities for success to each and every one of our customers and are excellent at finding strategies to work with each student's particular learning styles.

Minimum Productivity Indicators:

Time Frame	Head Count	Graduates
2009	118	31
2010	110	32
2011	132	30
2012	117	22
2013	82	22

Criminal Justice/ Pre-Law 2009-2014

Description of the program's connection to the institutional mission and goals:

The pre-law program is divided into two areas. The first area is pre-law and is designed for students entering the legal profession. The second area is the option in criminal justice and is designed for those entering the criminal justice system or program. Both program and option award associate degree and offer for transfer opportunities into four-year programs. The Criminal Justice option was add to the degree in 1995 and at that time the college entered into an agreement with the Council of Law Enforcement Education and Training (CLEET). This is the licensing authority for Oklahoma law enforcement. The agreement allows Carl Albert State College to offer within the criminal justice program all curriculum and objectives by CLEET and in areas of basic law enforcement education and training. While pre-law allows students transfer options to four year universities, the option in criminal justice allows students to receive a degree that prepares them for state examination and licensing. This greatly increases employment opportunities for these students in the areas of law enforcement following either two-year associate or four year baccalaureate studies. The pre-law program is linked to the CASC mission and goals as follows:

- To provide a background of general education courses that students may transfer to bachelor degree-granting institutions;
- To give students the knowledge and skills needed to earn an associate of arts degree;
- To prepare students to meet their academic goals and personal growth potential;

- To permit students and their employers to benefit from CLEET certification agreements with state agencies and educational institutions;
- To develop and refine the knowledge and skills in students completing Revised 10/2011 2 specific courses for purposes of special interest or job enrichment; and
- To enhance the educational and economic life of the community by offering students who are job ready and who show an appreciation of human values and ethics in a global society

Minimum Productivity Indicators:

Time Frame	Head Count	Graduates
09-10	141	14
10-11	159	13
11-12	139	15
12-13	133	19
13-14	127	18

HPER 2009-2014

Description of the program's connection to the institutional mission and goals:

The HPER program has two priorities. One being to provide general education curriculum for all students and to provide education in several basic fields of university-parallel student for those students who plan to transfer to four-year institutions and complete bachelor's degrees. This program requires 40 hours of general education that transfer to state colleges and universities and satisfy their general education requirements. Courses in HPER satisfy major, elective and general education credit and transfers to baccalaureate degree program at four-year institutions. Programs in nursing, physical therapist assistant, and sports medicine incorporate curriculum in HPER into their program requirements. The HPER program is linked to the CASC mission and goals as follows:

- To work with students who seek careers in health education, coaching, or sports medicine;
- Provide the foundation of general education and major courses that students may transfer to a baccalaureate degree-granting institution;
- Give students the knowledge and skills needed to earn an associate of arts degree;
- To prepare students to meet their academic goals and personal growth potential.

Minimum Productivity Indicators:

Time Frame	Head Count	Graduates
09-10	120	17
10-11	117	16
11-12	113	26
12-13	102	24
13-14	89	23

Pre-Elementary Education 2009-2014

CASC is dedicated to offering educational programs that make significant and positive differences in the lives and futures of all its students. CASC provides a general education curriculum for all students. The Pre-elementary education program offers students who plan to become educators a degree plan which provides all general education requirements towards a degree that will transfer to an institution offering an elementary education degree. CASC faculty and staff will provide an exemplary learning community by creating excellent educational opportunities that are responsive to the needs of the area and enable students to achieve their aspirations and develop into successful participants in an ever-changing world. We will provide a background of general education courses that students may transfer to bachelor degree-granting institutions; We will give students the knowledge and skills needed to earn an associate of arts degree; We will prepare students to meet their academic goals and personal growth potential; We will develop and refine the knowledge and skills in students completing specific courses for purposes of special interest or job enrichment; and We will enhance the educational and economic life of the community by offering students who are job ready and who show an appreciation of human values and ethics in a global society.

Productivity Indicators:

Time Frame	Headcount	Graduates
2009	214	38
2010	187	31
2011	147	25
2012	122	35
2013	99	23

Psychology/Sociology Program Review

Description of the program's connection to the institutional mission and goals:

The psychology/ sociology program at Carl Albert State College recognizes the obligation set by the college to contribute to the mission statement of the college. The program furthers the institution's mission by preparing students to meet the challenges of the emerging global society, and giving hands on training through service learning projects, along with thoughtful curriculum that reflects our emerging fields of inquiry while providing quality instruction with ready access.

Minimum Productivity Indicators:

Time Frame	Head Count	Graduates
2009	207	28
2010	214	49
2011	217	44
2012	199	42
2013	182	70

Allied Health w/ Option in Pre-Athletic Training 2009-2014

Description of the program's connection to the institutional mission and goals:

The number one priority of CASC is to offer educational programs that make significant and positive differences in the lives and futures of all its students. CASC provides a general education curriculum for all students. The Allied Health degree provides students with a high quality educational foundation that prepares them to transfer to a 4-year college or continue in an allied health profession at this college or at another college. A component of the college mission is to provide students with high quality in education so the degree is directly linked to the college mission.

Minimum Productivity Indicators:

Time Frame	Head Count	Graduates
2009	799	76
2010	884	112
2011	854	119
2012	826	123
2013	779	117

Biological Science & Zoology 2009-2014

Description of the program's connection to the institutional mission and goals:

Carl Albert State College is dedicated to being an institution that fosters excellence, prepares students to meet the challenges of society, and strives to instill in students the resolve to be their best. CASC faculty (and staff) provide an exemplary learning community by creating excellent educational opportunities that enable students to achieve their aspiration and develop into successful participants in the ever-changing world. The Biological Science/Zoology program prepares students to transfer and continue their education at a four-year college/university. Academic advisors of the program consult students on course sequencing and transfer college opportunities. Through rigorous academic coursework, CASC science faculty provide an outstanding pre-baccalaureate experience for students of the program.

Minimum Productivity Indicators:

Academic Year	04-Major	Graduates
2009-2010	54	5
2010-2011	44	9
2011-2012	38	9
2012-2013	52	10
2013-2014	48	10

Pre-Medicine, Pharmacy, and Veterinary Medicine 2009-2014

Description of the program's connection to the institutional mission and goals:

Carl Albert State College is dedicated to being an institution that fosters excellence, prepares students to meet the challenges of society, and strives to instill in students the resolve to be their best. CASC faculty (and staff) provide an exemplary learning community by creating excellent educational opportunities that enable students to achieve their aspiration and develop into successful participants in the ever-changing world. The Pre-Medicine, Pharmacy, and Veterinary Medicine program prepares students to transfer and continue their education at a four-year college/university. Academic advisors of the program consult students on course sequencing and transfer college opportunities. Through rigorous academic coursework, CASC science faculty provide an outstanding pre-baccalaureate experience for students of the program.

Minimum Productivity Indicators:

Academic Year	031-Major	Graduates
2009-2010	102	9
2010-2011	117	11
2011-2012	113	7
2012-2013	112	9
2013-2014	101	12

Computer Technology 2009-2014

Description of the program's connection to the institutional mission and goals:

The Computer Technology AAS at CASC provides pathways to provide affordable, accessible, and exceptional education. The Computer Technology program has no authority to set the cost of the programs but our tuition is the lowest in the state and compared to our closest institutions can be considered affordable. We provide accessible education opportunities through scheduling flexibility including mornings, afternoons, evenings, online, hybrid coursework and continuing education. Faculty provide an exceptional education experience based on students surveys, departmental questionnaires, faculty evaluations. Computer Technology/Information Systems Faculty are committed to providing opportunities for success to each and every one of our customers and are excellent at finding strategies to work with each student's particular learning styles.

. Minimum Productivity Indicators:

Time Frame	Head Count	Graduates
2009	46	7
2010	48	6
2011	43	10
2012	40	3
2013	32	4

Student Numbers Enrolled in Available Carl Albert State College Programs 2015

Pre-Elementary Education	3
Pre-Engineering	1
Visual and Performing Arts	21
Biological Science & Zoology	28
Business Administration	184
Child Development	12
Pre-Elementary Education	97
Communications	11
Health, Physical Education & Recreation	50
Pre-Journalism	7
Mathematics	9
Music	3
Physical Sciences	8
Pre-Engineering	38
Pre-Law Criminal Justice	94
Pre-Medicine, Pharmacy, and Veterinary Medicine	58
Allied Health	507
Pre-Secondary Education	28
Social Science	17
Sociology/Psychology	102
General Studies	357
Computer Technology	36
Nursing	105
Hotel, Restaurant & Tourism Management	2

Child Development	46
Business Technologies	3
Physical Therapist Assistant	33
Telecommunications	1
Child Development	75
Applied Technology	2
Radiologic Technology	9
Computer Information Systems	30
Film Studies	6
Culinary Arts	1
Occupational Health Science	17
Health Information Technology	6
Non-Degree Seeking	267