School of Arts, Letters, and Sciences
2022 Outcomes Assessment

College	Dept.	Program	Outcome Set	Objective Description	Outc	Outcome Description	Measure Title	Measure	Measure	Detail	Acceptable Target	Ideal Target	Findings Title	Summary of Findings	Acceptable Target Achieved	Ideal Target Achieved	Recommendations	NU Institutional Learning Outcomes : 1	NU Institutional Learning Outcomes : 2	NU Institutional Learning Outcomes : 3	NU Institutional Learning Outcomes : 4	NU Institutional Learning Outcomes : 5	NU Institutional Learning Outcomes : 6
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Instructors are up. A strong peer-evaluation rubric is in place, and students are familiar with the process. The rubric is well-suited to the course and to the goal of the lab, and students appreciate the opportunity to practice collaboration.						
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School of Arts, Letters, and Sciences
2022 Outcomes Assessment

School of Arts, Letters, and Sciences	Department of Art & Architecture	Bachelor of Arts in Digital Media Design	Bachelor of Arts in Digital Media Design Interactive Net	Writing-intensive coursework	AHLS 1	Interactive alphabets of an aesthetic idea: Animation	Mini-Anthologyinteractive design with Video & Web Back-ends and Shareable Interfaces	Student - Student-centered	Creative	Project Cycle: Jump Cut Stories (Tell the project, you will design/develop/create a 2-minute video that tells a story using Premiere Pro/Audition)	Fifty students are promoted in class	Fifty of students are promoted in class	Writing 1 or Mini-Anthologyproject in design and Creative Awareness Journal Entries	Interactive	Engineering	Mario Antonio	-	-	-	-	-	-	-
School of Arts, Letters, and Sciences	Department of Art & Architecture	Bachelor of Arts in Digital Media Design	Bachelor of Arts in Digital Media Design Interactive Net	Writing-intensive coursework	AHLS 1	Interactive alphabets of an aesthetic idea: Animation	Mini-AnthologyAnimation	Faculty - Other	Creative	Project Cycle: Jump Cut Stories (Tell the project, you will design/develop/create a 2-minute video that tells a story using Premiere Pro/Audition) Reception Period: Nov-Dec (Open Studio Critiques). Please include the following: 1. A 2-minute jump cut story using Premiere Pro/Audition (Tell the project, you will design/develop/create a 2-minute video that tells a story using Premiere Pro/Audition) 2. Your Creative Awareness Journal (Jump Cut Stories) 3. Your Creative Awareness Journal (Jump Cut Stories) 4. Your Creative Awareness Journal (Jump Cut Stories) 5. Your Creative Awareness Journal (Jump Cut Stories) 6. Your Creative Awareness Journal (Jump Cut Stories) 7. 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School of Arts, Letters, and Sciences	Department of Art & Architecture	Bachelor of Arts in Digital Media Design	Bachelor of Arts in Digital Media Design Interactive Net	Writing-intensive coursework	AHLS 1	Interactive alphabets of an aesthetic idea: Animation	Mini-AnthologyProject	Student - Student-centered	Creative	Project Cycle: Jump Cut Stories (Tell the project, you will design/develop/create a 2-minute video that tells a story using Premiere Pro/Audition) Reception Period: Nov-Dec (Open Studio Critiques). Please include the following: 1. A 2-minute jump cut story using Premiere Pro/Audition (Tell the project, you will design/develop/create a 2-minute video that tells a story using Premiere Pro/Audition) 2. Your Creative Awareness Journal (Jump Cut Stories) 3. Your Creative Awareness Journal (Jump Cut Stories) 4. Your Creative Awareness Journal (Jump Cut Stories) 5. Your Creative Awareness Journal (Jump Cut Stories) 6. Your Creative Awareness Journal (Jump Cut Stories) 7. 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Your Creative Awareness Journal (Jump Cut Stories) 98. Your Creative Awareness Journal (Jump Cut Stories) 99. Your Creative Awareness Journal (Jump Cut Stories) 100. Your Creative Awareness Journal (Jump Cut Stories)	Fifty students are promoted in class	Fifty of students are promoted in class	Writing 1 or Mini-Anthologyproject	Interactive	Engineering	Mario Antonio	-	-	-	-	-	-	-
School of Arts, Letters, and Sciences	Department of Art & Architecture	Bachelor of Arts in Graphic Design	Art in Graphic Economic Net	Writing-intensive coursework	Pathways	Basic skills in graphic design and typography	Pathways 1g	Faculty - Self	Engaged	Course design was an administrative LLO	n/a	n/a	Writing 1 or Art Intro 1g				-	-	-	-	-	-	-
School of Arts, Letters, and Sciences	Department of Art & Architecture	Bachelor of Arts in Graphic Design	Art in Graphic Economic Net	Writing-intensive coursework	Pathways	Basic skills in graphic design and typography	Pathways Project	Student - Student-centered	Engaged	Course design: LLO 1 (Mr. Gallagher)Course will be designed using a video, interactive, and/or multimedia component in the classroom.	Fifty students were promoted in class	Fifty students were promoted in class	Writing 1 or 1st term Art				-	-	-	-	-	-	-
School of Arts, Letters, and Sciences	Department of Art & Architecture	Bachelor of Arts in Graphic Design	Art in Graphic Economic Net	Writing-intensive coursework	Pathways	Basic skills in graphic design and typography	Pathways 1g	Faculty - Self	Engaged	Course design: LLO 1 (Mr. Gallagher)Course will be designed using a video, interactive, and/or multimedia component in the classroom.	n/a	n/a	Writing 1 or 1st term Art

School of Arts, Letters, and Sciences
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School of Arts, Letters, and Sciences	Department of Arts & Humanities	Master of Arts in Strategic Communications	Master of Arts in Strategic Communications, Metro U	Writing-intensive coursework	Exclusively	Strategic Communications seminars (Fall 2021, Spring 2022, Summer 2022)	Student self-assessment on Canvas (Fall 2021, Spring 2022, Summer 2022)	Faculty - Student Contact	Faculty	Occupational assessment exercise (Fall 2021) in which students were asked to identify the Communications Competencies they felt they had developed in the Fall 2021 Strategic Communications course. Students were also asked to identify the Communications Competencies they felt they still need to develop in the course. In order to contextualize, assess the written answers and focus the discussion, students were given a list of 10 skills, competencies, and abilities that they could choose from. Students were also asked to rate the skills they felt they need to grow the most (ranking exercise).	Assessed 100 students (out of 105 students) who were in the Fall 2021 course.	Assessed 100 students (out of 105 students) who were in the Fall 2021 course.	Assessed 100 students (out of 105 students) who were in the Fall 2021 course.	Analyzing the qualitative responses, which were coded using Dedoose, we found that students felt they had developed the most in the following competencies: Communication, Collaboration, Critical Thinking, Problem Solving, and Adaptability. Many referred to the development of "soft skills." Nothing stood out as the critical skill. Many stated that they felt the skill set they had developed was "broad." Perhaps the key to the "Strategic" in Strategic Communications is that it is a "broad" skill set. The ability to adapt to a new situation, and to be "strategic" about it, seems to be the most important skill.	Excellent	Excellent	The overwhelmed of students in our concentration have extremely negative or neutral feelings about the library, which is highly alarming.	-	-	-	-	-	-	-
School of Arts, Letters, and Sciences	Department of Arts & Humanities	Master of Arts in Strategic Communications	Master of Arts in Strategic Communications, Metro U	Writing-intensive coursework	Exclusively	Strategic Communications seminars (Fall 2021, Spring 2022, Summer 2022)	Student self-assessment on Canvas (Fall 2021, Spring 2022, Summer 2022)	Faculty - Student Contact	Faculty	Survey was administered to students in the Fall 2021 course. Students were asked to identify which skills they felt they had developed in the course. Survey was distributed to students in a variety of courses, including the Fall 2021 Strategic Communications course.	100 students (out of 105 students) who were in the Fall 2021 course.	100 students (out of 105 students) who were in the Fall 2021 course.	100 students (out of 105 students) who were in the Fall 2021 course.	Analyzing the qualitative responses, which were coded using Dedoose, we found that students felt they had developed the most in the following competencies: Communication, Collaboration, Critical Thinking, Problem Solving, and Adaptability. Many referred to the development of "soft skills." Nothing stood out as the critical skill. Many stated that they felt the skill set they had developed was "broad." Perhaps the key to the "Strategic" in Strategic Communications is that it is a "broad" skill set. The ability to adapt to a new situation, and to be "strategic" about it, seems to be the most important skill.	Excellent	Excellent	Many internships, GA and work-study opportunities are available to students, which will help them with the student engagement. Students are encouraged to participate in the exercise.	-	-	-	-	-	-	-
School of Arts, Letters, and Sciences	Department of Arts & Humanities	Master of Arts in Strategic Communications	Master of Arts in Strategic Communications, Metro U	Writing-intensive coursework	Exclusively	Strategic Communications seminars (Fall 2021, Spring 2022, Summer 2022)	Student self-assessment on Canvas (Fall 2021, Spring 2022, Summer 2022)	Faculty - Other	Faculty	A new Mentorship Initiative is underway to provide mentorship to students in the Strategic Communications program. This initiative will pair students with a mentor, who will meet with the student on an almost a 1:1 basis throughout the academic year. The initial mentorship	100 students (out of 105 students) who were in the Fall 2021 course.	100 students (out of 105 students) who were in the Fall 2021 course.	100 students (out of 105 students) who were in the Fall 2021 course.	Analyzing the qualitative responses, which were coded using Dedoose, we found that students felt they had developed the most in the following competencies: Communication, Collaboration, Critical Thinking, Problem Solving, and Adaptability. Many referred to the development of "soft skills." Nothing stood out as the critical skill. Many stated that they felt the skill set they had developed was "broad." Perhaps the key to the "Strategic" in Strategic Communications is that it is a "broad" skill set. The ability to adapt to a new situation, and to be "strategic" about it, seems to be the most important skill.	Excellent	Excellent	As a result of the COVID pandemic, the Strategic Communications program has been forced to pivot to a hybrid model. Students are now able to take classes in person and online.	-	-	-	-	-	-	-
School of Arts, Letters, and Sciences	Department of Arts & Humanities	Master of Arts in Strategic Communications	Master of Arts in Strategic Communications, Metro U	Writing-intensive coursework	Exclusively	Digital Literacy in research in the Library: Communication Campaigns (Spring 2022)	Student self-assessment on Canvas (Spring 2022)	Faculty - Student Contact	Faculty	A new Mentorship Initiative is underway to provide mentorship to students in the Strategic Communications program. This initiative will pair students with a mentor, who will meet with the student on an almost a 1:1 basis throughout the academic year. The initial mentorship	100 students (out of 105 students) who were in the Fall 2021 course.	100 students (out of 105 students) who were in the Fall 2021 course.	100 students (out of 105 students) who were in the Fall 2021 course.	Analyzing the qualitative responses, which were coded using Dedoose, we found that students felt they had developed the most in the following competencies: Communication, Collaboration, Critical Thinking, Problem Solving, and Adaptability. Many referred to the development of "soft skills." Nothing stood out as the critical skill. Many stated that they felt the skill set they had developed was "broad." Perhaps the key to the "Strategic" in Strategic Communications is that it is a "broad" skill set. The ability to adapt to a new situation, and to be "strategic" about it, seems to be the most important skill.	Excellent	Excellent	The overwhelmed of students in our concentration have extremely negative or neutral feelings about the library, which is highly alarming.	-	-	-	-	-	-	-
School of Arts, Letters, and Sciences	Department of Arts & Humanities	Master of Arts in Strategic Communications	Master of Arts in Strategic Communications, Metro U	Writing-intensive coursework	Exclusively	Strategic Communications seminars (Fall 2021, Spring 2022, Summer 2022)	Student self-assessment on Canvas (Fall 2021, Spring 2022, Summer 2022)	Faculty - Other	Faculty	A Cornerstone Mentorship Initiative is underway to provide mentorship to students in the Strategic Communications program. This initiative will pair students with a mentor, who will meet with the student on an almost a 1:1 basis throughout the academic year. The initial mentorship	100 students (out of 105 students) who were in the Fall 2021 course.	100 students (out of 105 students) who were in the Fall 2021 course.	100 students (out of 105 students) who were in the Fall 2021 course.	Analyzing the qualitative responses, which were coded using Dedoose, we found that students felt they had developed the most in the following competencies: Communication, Collaboration, Critical Thinking, Problem Solving, and Adaptability. Many referred to the development of "soft skills." Nothing stood out as the critical skill. Many stated that they felt the skill set they had developed was "broad." Perhaps the key to the "Strategic" in Strategic Communications is that it is a "broad" skill set. The ability to adapt to a new situation, and to be "strategic" about it, seems to be the most important skill.	Excellent	Excellent	Many internships, GA and work-study opportunities are available to students, which will help them with the student engagement.	-	-	-	-	-	-	-
School of Arts, Letters, and Sciences	Department of Arts & Humanities	Master of Arts in Strategic Communications	Master of Arts in Strategic Communications, Metro U	Writing-intensive coursework	Exclusively	Digital Literacy in research in the Library: Communication Campaigns (Spring 2022)	Student self-assessment on Canvas (Spring 2022)	Faculty - Student Contact	Faculty	Survey was administered to students in the Fall 2021 course. Students were asked to identify which skills they felt they had developed in the course. Survey was distributed to students in a variety of courses, including the Fall 2021 Strategic Communications course.	100 students (out of 105 students) who were in the Fall 2021 course.	100 students (out of 105 students) who were in the Fall 2021 course.	100 students (out of 105 students) who were in the Fall 2021 course.	Analyzing the qualitative responses, which were coded using Dedoose, we found that students felt they had developed the most in the following competencies: Communication, Collaboration, Critical Thinking, Problem Solving, and Adaptability. Many referred to the development of "soft skills." Nothing stood out as the critical skill. Many stated that they felt the skill set they had developed was "broad." Perhaps the key to the "Strategic" in Strategic Communications is that it is a "broad" skill set. The ability to adapt to a new situation, and to be "strategic" about it, seems to be the most important skill.	Excellent	Excellent	Many internships, GA and work-study opportunities are available to students, which will help them with the student engagement. Students are encouraged to participate in the exercise.	-	-	-	-	-	-	-
School of Arts, Letters, and Sciences	Department of Arts and Humanities (Arts)	General Education (Gen Ed Program)	General Education (Gen Ed Program), Diversity, Equity, and Inclusion (DEI)	Writing-intensive coursework	Exclusively	Gen Ed Program Assessment Committee (Fall 2021, Spring 2022, Summer 2022)	Student self-assessment on written artwork	Faculty - Faculty Only	Blended	Survey was questionnaire of 1 short answer question. Gen Ed Program Assessment Committee (Fall 2021, Spring 2022, Summer 2022)	100 students (out of 105 students) who were in the Fall 2021 course.	100 students (out of 105 students) who were in the Fall 2021 course.	100 students (out of 105 students) who were in the Fall 2021 course.	Analyzing the qualitative responses, which were coded using Dedoose, we found that students felt they had developed the most in the following competencies: Communication, Collaboration, Critical Thinking, Problem Solving, and Adaptability. Many referred to the development of "soft skills." Nothing stood out as the critical skill. Many stated that they felt the skill set they had developed was "broad." Perhaps the key to the "Strategic" in Strategic Communications is that it is a "broad" skill set. The ability to adapt to a new situation, and to be "strategic" about it, seems to be the most important skill.	Excellent	Excellent	Many internships, GA and work-study opportunities are available to students, which will help them with the student engagement. Students are encouraged to participate in the exercise.	-	-	-	-	-	-	-
School of Arts, Letters, and Sciences	Department of Arts and Humanities (Arts)	General Education (Gen Ed Program)	General Education (Gen Ed Program), Diversity, Equity, and Inclusion (DEI)	Writing-intensive coursework	Exclusively	Gen Ed Program Assessment Committee (Fall 2021, Spring 2022, Summer 2022)	Student self-assessment on written artwork	Faculty - Student Contact	Faculty

School of Arts, Letters, and Sciences
2022 Outcomes Assessment

School of Arts, Letters, and Sciences	Department of Arts and Humanities (Lim)	Humanities Education (All Programs)	Humanities Assessment (Fall Blog Hop), Rubrics, Site visits	Blog-wide coaching, Individual coaching	Rubrics	Representative samples across the spectrum of critical thinking to study in lesson, unit, or portfolio, and data decisions	Rubrics, Evaluation of multiple works, with consideration: Rate, by Rubric, How serious they are	English, Non-lit	English	Can-do statements (practical set of observable tasks) discussed collaboratively and refined with faculty, by Rubric, Rate, Rate, Rate

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School of Arts, Letters, and Sciences	Department of Art & Art History	Associate of Science in Graphic Design	Associate of Science in Graphic Design	Digital Literacy, Critical Thinking	Artifacts	Demonstrate an understanding of color theory using color, circular, and analogous methods.	Critical Thinking	Critical Thinking	Portfolio	Program	Students will be able to apply design principles, concepts, and elements of color theory.	Analyze elements of a design using color, circular, and analogous methods.	Analyze elements of a design using color, circular, and analogous methods.	Critical Thinking 1.1 Identify and analyze multiple sources of information, evaluating their credibility, relevance, and bias.											
School of Arts, Letters, and Sciences	Department of Art & Art History	Associate of Science in Graphic Design	Associate of Science in Graphic Design	Digital Literacy, Critical Thinking, Information Literacy	Artifacts	Demonstrate an understanding of color theory using color, circular, and analogous methods.	Critical Thinking	Critical Thinking	Portfolio	Program	Students will be able to apply design principles, concepts, and elements of color theory.	Analyze elements of a design using color, circular, and analogous methods.	Analyze elements of a design using color, circular, and analogous methods.	Critical Thinking 1.1 Identify and analyze multiple sources of information, evaluating their credibility, relevance, and bias.	Critical Thinking 1.2 Develop and implement a research plan, using appropriate methods, tools, and resources, to address a problem or question.	Design	Digital Literacy	Demonstrate analytical skills in alignment with the rubric and the assignment. Students will be able to use the rubric and the assignment to analyze the grade of the assignment.							
School of Arts, Letters, and Sciences	Department of Art & Art History	Bachelor of Science in Biology	Bachelor of Science in Biology	Digital Literacy, Critical Thinking, Information Literacy	Artifacts	Recognize biological processes, such as cell cycle and reproduction, molecular, cellular, organismal, ecological, evolutionary and genetic levels.	Critical Thinking	Critical Thinking	Portfolio	Program	Students will be able to recognize biological processes, such as cell cycle and reproduction, molecular, cellular, organismal, ecological, evolutionary and genetic levels.	Analyze elements of a design using color, circular, and analogous methods.	Analyze elements of a design using color, circular, and analogous methods.	Critical Thinking 1.1 Identify and analyze multiple sources of information, evaluating their credibility, relevance, and bias.											
School of Arts, Letters, and Sciences	Department of Art & Art History	Bachelor of Science in Biology	Bachelor of Science in Biology, minor in Chemistry	Digital Literacy, Critical Thinking, Information Literacy	Artifacts	Demonstrate knowledge of cell and molecular biology, including cell theory, genetics, and evolution.	Critical Thinking	Critical Thinking	Portfolio	Program	Students will be able to demonstrate knowledge of cell biology, DNA, RNA, and Mendelian genetics. Students will be able to use the scientific method to analyze and interpret data using computer software.	Analyze elements of a design using color, circular, and analogous methods.	Analyze elements of a design using color, circular, and analogous methods.	Critical Thinking 1.1 Identify and analyze multiple sources of information, evaluating their credibility, relevance, and bias.		Design	Digital Literacy							
School of Arts, Letters, and Sciences	Department of Art & Art History	Bachelor of Science in Biology	Bachelor of Science in Biology, minor in Chemistry	Digital Literacy, Critical Thinking, Information Literacy	Artifacts	Demonstrate knowledge of cell and molecular biology, including cell theory, genetics, and evolution.	Critical Thinking	Critical Thinking	Portfolio	Program	Students will be able to demonstrate knowledge of cell biology, DNA, RNA, and Mendelian genetics. Students will be able to use the scientific method to analyze and interpret data using computer software.	Analyze elements of a design using color, circular, and analogous methods.	Analyze elements of a design using color, circular, and analogous methods.	Critical Thinking 1.1 Identify and analyze multiple sources of information, evaluating their credibility, relevance, and bias.	Critical Thinking 1.2 Develop and implement a research plan, using appropriate methods, tools, and resources, to address a problem or question.	Design	Digital Literacy							
School of Arts, Letters, and Sciences	Department of Art & Art History	Bachelor of Science in Biology	Bachelor of Science in Biology, minor in Chemistry	Digital Literacy, Critical Thinking, Information Literacy	Artifacts	Demonstrate knowledge of cell and molecular biology, including cell theory, genetics, and evolution.	Critical Thinking	Critical Thinking	Portfolio	Program	Students will be able to demonstrate knowledge of cell biology, DNA, RNA, and Mendelian genetics. Students will be able to use the scientific method to analyze and interpret data using computer software.	Analyze elements of a design using color, circular, and analogous methods.	Analyze elements of a design using color, circular, and analogous methods.	Critical Thinking 1.1 Identify and analyze multiple sources of information, evaluating their credibility, relevance, and bias.	Critical Thinking 1.2 Develop and implement a research plan, using appropriate methods, tools, and resources, to address a problem or question.	Design	Digital Literacy							
School of Arts, Letters, and Sciences	Department of Art & Art History	Bachelor of Science in Biology	Bachelor of Science in Biology, minor in Chemistry	Digital Literacy, Critical Thinking, Information Literacy	Artifacts	Describe the structure and function of DNA's (genetics) as well as their roles in the natural world.	Critical Thinking	Critical Thinking	Portfolio	Program	Students will be able to describe the structure and function of DNA's (genetics) as well as their roles in the natural world.	Analyze elements of a design using color, circular, and analogous methods.	Analyze elements of a design using color, circular, and analogous methods.	Critical Thinking 1.1 Identify and analyze multiple sources of information, evaluating their credibility, relevance, and bias.		Design	Digital Literacy							
School of Arts, Letters, and Sciences	Department of Art & Art History	Bachelor of Science in Biology	Bachelor of Science in Biology, minor in Chemistry	Digital Literacy, Critical Thinking, Information Literacy	Artifacts	Describe the structure and function of DNA's (genetics) as well as their roles in the natural world.	Critical Thinking	Critical Thinking	Portfolio	Program	Students will be able to describe the structure and function of DNA's (genetics) as well as their roles in the natural world.	Analyze elements of a design using color, circular, and analogous methods.	Analyze elements of a design using color, circular, and analogous methods.	Critical Thinking 1.1 Identify and analyze multiple sources of information, evaluating their credibility, relevance, and bias.	Critical Thinking 1.2 Develop and implement a research plan, using appropriate methods, tools, and resources, to address a problem or question.	Design	Digital Literacy							
School of Arts, Letters, and Sciences	Department of Art & Art History	Bachelor of Science in Biology	Bachelor of Science in Biology, minor in Chemistry	Digital Literacy, Critical Thinking, Information Literacy	Artifacts	Describe the structure and function of DNA's (genetics) as well as their roles in the natural world.	Critical Thinking	Critical Thinking	Portfolio	Program	Students will be able to describe the structure and function of DNA's (genetics) as well as their roles in the natural world.	Analyze elements of a design using color, circular, and analogous methods.	Analyze elements of a design using color, circular, and analogous methods.	Critical Thinking 1.1 Identify and analyze multiple sources of information, evaluating their credibility, relevance, and bias.	Critical Thinking 1.2 Develop and implement a research plan, using appropriate methods, tools, and resources, to address a problem or question.	Design	Digital Literacy							
School of Arts, Letters, and Sciences	Department of Art & Art History	Bachelor of Science in Biology	Bachelor of Science in Biology, minor in Chemistry	Digital Literacy, Critical Thinking, Information Literacy	Artifacts	Apply the scientific method to solve problems, design and test hypotheses.	Critical Thinking	Critical Thinking	Portfolio	Program	Students will be able to apply the scientific method to solve problems, design and test hypotheses.	Analyze elements of a design using color, circular, and analogous methods.	Analyze elements of a design using color, circular, and analogous methods.	Critical Thinking 1.1 Identify and analyze multiple sources of information, evaluating their credibility, relevance, and bias.		Design	Digital Literacy							
School of Arts, Letters, and Sciences	Department of Art & Art History	Bachelor of Science in Biology	Bachelor of Science in Biology, minor in Chemistry	Digital Literacy, Critical Thinking, Information Literacy	Artifacts	Demonstrate knowledge of cell and molecular biology, including cell theory, genetics, and evolution.	Critical Thinking	Critical Thinking	Portfolio	Program	Students will be able to demonstrate knowledge of cell biology, DNA, RNA, and Mendelian genetics. Students will be able to use the scientific method to analyze and interpret data using computer software.	Analyze elements of a design using color, circular, and analogous methods.	Analyze elements of a design using color, circular, and analogous methods.	Critical Thinking 1.1 Identify and analyze multiple sources of information, evaluating their credibility, relevance, and bias.	Critical Thinking 1.2 Develop and implement a research plan, using appropriate methods, tools, and resources, to address a problem or question.

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School of Arts, Letters, and Sciences	Department of Science, Psychology and Kinesiology	Bachelor of Arts in Psychology	Master of Arts in Psychology (Industrial-Organizational)	Big-ish coaching, Individual	Individual	Education (Large Masters courses), with external faculty (Large Ratio)	University of Central Oklahoma	Grade, Grade	Formal	Organizational research & psychometrics of related measures (Non-Exp) Research Methods (Non-Exp) Ethics (Non-Exp) Capstone (Non-Exp) Internship (Non-Exp) Practicum (Non-Exp) Practicum (Non-Exp) Practicum