



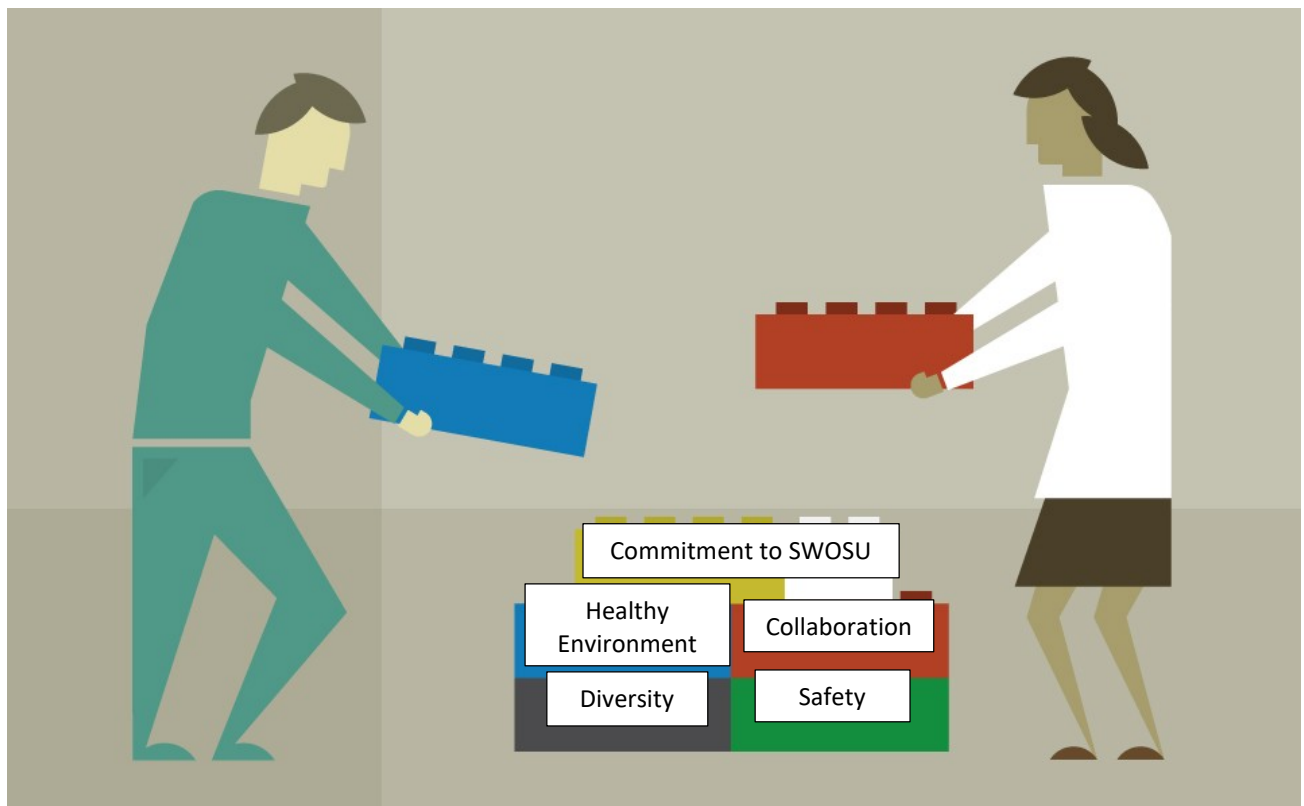
**Southwestern Oklahoma State University
Division of Student Affairs
Annual Assessment Report
2016-2017**

University Mission Statement

The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

Student Affairs Mission Statement

We welcome students to the SWOSU community and enable them to flourish. We strive to enhance the college experience by providing resources to students that keep them safe and healthy, maximize their academic success, and prepare them for their next adventure.



General Education Outcomes

SWOSU General Education Goal Five: Demonstrate achievement of intellectual and professional aptitudes.

5a. Critical Thinking. Construct a systematic investigation of content, theories, and practices and evaluate the application and effects to real life settings.

5b. Creativity. Develop and design an authentic project or creative works related to academic content.

5c. Collaboration. Collectively engage in group activities and contribute information and resources to accomplish group goals.

5d. Connection. Participate in community service activity and through self-reflection and investigation identify individually or collectively solutions to problems experienced by service site.

5e. Communication. Communicate collective understanding of diverse views and integrate differing perspectives into a cohesive solution for real life circumstances.

HLC Core Components

Criterion 1. Mission. The institution's mission is broadly understood within the institution and guides its operations.

Criterion 2. Integrity: Ethical and Responsible Conduct. The institution acts with integrity; its conduct is ethical and responsible.

Criterion 3. Teaching and Learning: Quality, Resources, and Support. The institution provides high quality education, wherever and however its offerings are delivered.

Criterion 4. Teaching and Learning: Evaluation and Improvement. The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

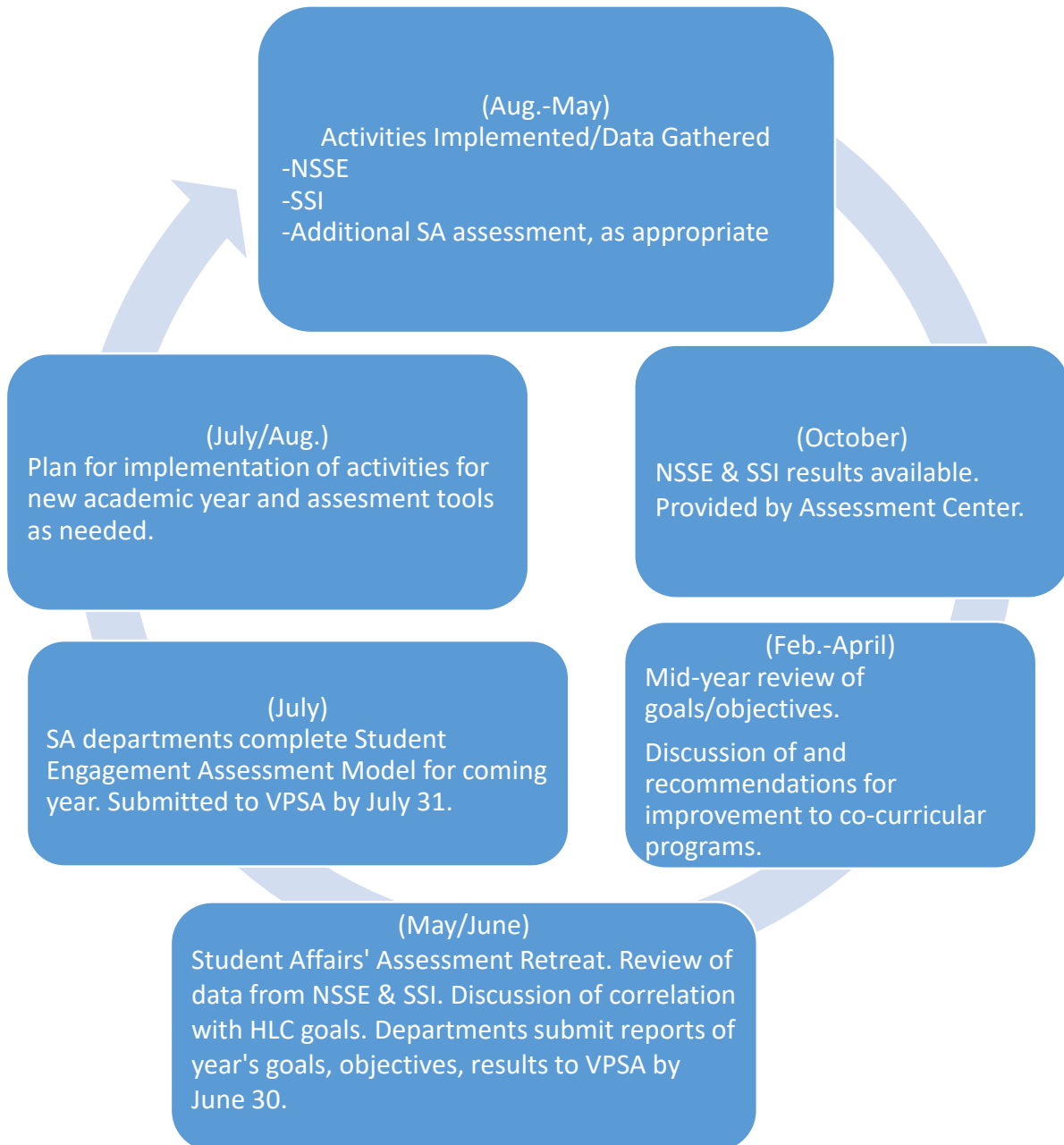
Criterion 5. Resources, Planning, and Institutional Effectiveness. The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Student Affairs Assessment Cycle

NSSE: National Survey of Student Engagement (SWOSU Assessment Center)

SSI: Student Satisfaction Inventory (SWOSU Assessment Center)

Joint Assessment (SWOSU Student Affairs – To Be Developed)



Summary

In May of 2016, the departments within SWOSU Student Affairs (S. A.) collaborated to redesign the assessment of co-curricular activities. Prior assessments had predominantly been anecdotal in nature, with no clear student learner outcomes defined. Recent feedback from the Higher Learning Commission (HLC) stated:

The university is encouraged to adopt a student engagement assessment model and to better align student activities to the general education learning outcomes. This will assist the university to become a more connected institution as well as demonstrate how student affairs and academic affairs can mutually support the mission statement clause about effective citizenship.” (Blondin et al, 2010, p. 5).

At this first assessment retreat, the S. A. team reviewed SWOSU General Education curriculum outcomes, SWOSU strategic plan goals, core components of the Higher Learning Commission, and data from both the National Survey of Student Engagement (NSSE) and the Student Satisfaction Inventory (SSI), and continue to do so annually.

Discussion at the assessment retreat centered on the NSSE 2014. (SWOSU had traditionally administered the NSSE every other year, so the 2015 administration had been skipped. Currently, SWOSU administers the NSSE assessment annually.) Although perceived gains among seniors were high in the areas of 1) working effectively with others (77%); 2) acquiring job-or work-related knowledge and skills (76%); 3) understanding people of other backgrounds (60%); 4) being an informed and active citizen (56%), other data points were concerning. The NSSE 2014 Snapshot indicated that first year students ranked their experience lowest, relative to Oklahoma institutions, in the areas of 1) institution emphasis on providing opportunities to be involved socially; and 2) institution emphasis on attending events that address important social/economic/political issues. Further, senior students ranked their experience lowest, relative to Oklahoma institutions, in two areas of High Impact Instruction – 1) participation in a study abroad program; and 2) completing a senior experience.

Action Plan

Specific actions from the 2016 assessment retreat included:

1. Enrollment Management began an initiative to partner with academic departments for targeted recruiting efforts, enhancing traditional “college-fair” outreach and promoting collaboration between Student Affairs and Academic Affairs.
2. A new position, Coordinator of Student Activities, was carved from the Dean of Student’s job description. The Coordinator is housed in the Dean’s office, allowing for a smooth transition. The Coordinator leads monthly meetings of the Presidents’ Council, an evening meal that brings together all presidents of student organizations to facilitate communication and collaboration. The position also oversees the allocation of student activity funds.
3. SWOSU Student Affairs received a Campus Compact grant to establish a sustainable civic partnership initiative to improve access to higher education for underrepresented students from the surrounding communities. Collaboration with Clinton, OK High School staff resulted in development of a civic partnership initiative to expand on the University’s vision to promote cultural inclusion and diversity. The grant dollars were used for the SWOSU team to attend the

Urban and Regional Partnerships for Civic Learning and Student Success Action Summit in Baltimore, MD. During this Summit, the team learned additional ways in which the University can be more inclusive and ease the transition from common education to higher education for underrepresented students.

4. International Student Affairs partnered with the Dean of Students and academic departments within the College of Graduate and Professional Studies in order to implement an academic integrity seminar. The discussion of cultural differences and the expectations for ethical behavior was mutually beneficial for both domestic and international students, as well as faculty and staff members.
5. Each department contributed to the student Engagement Assessment Model (2016-2017) by identifying at least one goal and corresponding student learner outcome to be addressed. Each department also identified the measurement and indicator to be employed in order to assess the student learner outcome. If appropriate, the outcomes were also aligned to the general education curriculum outcome. NSSE and SSI data were also mapped to specific departments.

2017 Assessment Retreat

The HLC response authored by Blondin et al (2010) stated, "...the university should move toward a more systematic approach to measuring student success" (p. 5). To that end, the SWOSU Assessment Center designed a method for electronic co-curricular assessment reporting (results attached), which the S. A. offices implemented during the 2016-2017 academic year. It proved to be an efficient way to centralize assessment data from multiple sources across campus.

Discussion at the May 2017 assessment retreat centered on the NSSE 2016 Snapshot data. Data from first year students that were ranked highest performing, relative to Southwest Public, included 1) quality of interactions with other administrative staff and offices; 2) quality of interactions with student services staff; 3) quality of interactions with other students. For senior year students, the data which ranked highest included 1) talking about career plans with a faculty member; 2) the number of courses which included a community-based project (service learning); 3) institution emphasis on providing support for student overall well-being.

In order to build upon these positive notes, the following action plan was outlined.

Action Plan

Specific actions from the 2017 assessment retreat included:

1. New Student Orientation and Career Services will collaborate in order to revise the career awareness module of Freshman Orientation. Student Learner Outcome: Student will describe a tentative field of study, using field related terminology. The curriculum will be provided to all instructors so that there will be uniformity in the assignment. The assessment will be graded with a rubric to ensure validity and reliability.
2. New Student Orientation, the Dean of Students, and Public Safety will collaborate in order to revise the alcohol awareness module. Student Learner Outcome: Students will articulate lessons learned from special presentation, made by SWOSU police department. Students' discussion board posts will be graded with a rubric to ensure objectivity.

3. The Dean of Students will collaborate with Athletics, Residence Life, New Student Orientation, Counseling Services, and Student Activities to 1) document educational program inventories; 2) program strengths/weaknesses; 3) violations & sanctions. Reporting templates will be implemented to facilitate communication, organization, and fairness.
4. The Service Learning Coordinator will host workshops in order to better promote community engagement activities and service learning activities with faculty members. SWOSU will implement the B.L.U.E. Cord (Bulldogs Learning, Understanding, Empowering), an honor cord for students who have participated in service learning activities.
5. Enrollment Management will be allocated additional funding to employ a graduate assistant (G. A.) to improve multi-cultural student services. This G. A. shall be bilingual (Spanish) in order to assist with recruiting efforts and to provide continuity to the Campus Compact partnership with Clinton, OK High School, established in 2016.
6. Each department contributed to the student Engagement Assessment Model (2017-2018) by identifying at least one goal and corresponding student learner outcome to be addressed. Each department also identified the measurement and indicator to be employed in order to assess the student learner outcome. If appropriate, the outcomes were also aligned to the general education curriculum outcome. As in the previous year, NSSE and SSI data were also mapped to specific departments.

References

Blondin, J.A., Brown, D. L., Lotfi, V., Ross, H., Vande Zande, C., & Schibik, T.J. (2010). *Report of a comprehensive evaluation system*. The Higher Learning Commission.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: CareerServices
Author of Report: Heather Hummel
Other participants: Ruth Boyd
Co-Curricular Activity: Promote career awareness & internship opportunities for students.

MISSION / GOALS

University Mission: The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

Describe all or part of the mission statement that relates to your co-curricular activity:

The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: CareerServices
Author of Report: Heather Hummel
Other participants: Ruth Boyd
Co-Curricular Activity: Promote career awareness & internship opportunities for students.

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #1 (describe using action verbs; goal must be measureable):

Students describe a tentative field of study, using field related terminology.

What is your Criterion for Success?

80% of students will complete assignment with a score of 70%.

Was the Criterion for Success met? No

Is this student learning goal a General Education goal? Yes

If Yes, please select any General Education sub-goal criteria that applies:

GOAL 1 Demonstrate competency in communication and computer literacy.

1a. Effectively communicate in writing by using appropriate grammar, clear and cohesive thought formulated for a specific audience.

Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.

Essays

Briefly describe the measure or measures selected.

Freshman Orientation students will complete the Career Assessment (online OK Career guide) and write a reflective paper analyzing their assessment results.

Student Sample Size (total number of students assessed for course(s): 800

Course delivery (Mark all that apply.):

Face to Face (individual)

Assessment Information:

Did you use one or more rubrics to evaluate learning? Yes

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

The curriculum is provided to all instructors, so there is uniformity in the assignment. It is graded with a rubric to ensure a degree of uniformity in the grading of the quality of work.

Describe student learning weaknesses:

This assessment was not administered during the 2016-2017 year, but was implemented during fall 2017.

CONTINUOUS IMPROVEMENT PLAN

Select all planned changes that apply:

11. No changes planned

Describe all selected items and note the dates of implementation:

Assessment data will be reviewed annually, but we anticipate that this is a strong assessment that will continue.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: CareerServices
Author of Report: Heather Hummel
Other participants: Ruth Boyd
Co-Curricular Activity: Promote career awareness & internship opportunities for students.

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #2 (describe using action verbs; goal must be measureable):

Students will have increased opportunities to participate in an internship or field experience in their academic field prior to graduation.

What is your Criterion for Success?

60% of degree programs will offer a field experience and/or internship.

Was the Criterion for Success met? No

Is this student learning goal a General Education goal? Yes

If Yes, please select any General Education sub-goal criteria that applies:

Goal 5 Demonstrate achievement of intellectual and professional aptitudes.

5a. Critical Thinking: Construct a systematic investigation of content, theories, and practices and evaluate the application and effects to real life settings.

Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.

Service-learning hours / Internship

Briefly describe the measure or measures selected.

The data correlating degree programs with internship/field experience opportunities will be housed in Career Services.

Student Sample Size (total number of students assessed for course(s): n/a

Course delivery (Mark all that apply.):

Face to Face (individual)

Assessment Information:

Did you use one or more rubrics to evaluate learning? No

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

This is not an individual student assessment, but rather an overview of High Impact Practices available per major.

Describe student learning weaknesses:

This objective has not yet been met, but is a priority task in Career Services.

CONTINUOUS IMPROVEMENT PLAN

Select all planned changes that apply:

8. Add one or more activities

Describe all selected items and note the dates of implementation:

If an internship/field experience is NOT built into a particular major, Career Services will work with the Business Enterprise Center and other entities in order to advertise opportunities on the Bulldog Job Board.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: CareerServices
Author of Report: Heather Hummel
Other participants: Ruth Boyd
Co-Curricular Activity: Promote career awareness & internship opportunities for students.

Describe the program goal(s), assessment measure(s), sample size, criteria for success, assessment results, and if the criteria was met. Assessment measure(s) for program level evaluation may include: focus group interviews, course enrollment information, job placement, student perception surveys, and presence data.

Program Goal 1:

Students describe a tentative field of study, using field related terminology.

Assessment Measure(s):

Career Project Reflection

Sample Size & Creteria for Success:

80% of students will complete assignment with 70% accuracy.

Assessment Results & if the Criteria was Met:

n/a - to be implemented Fall 2017.

Program Goal 2:

Students will have the opportunity to participate in an internship or field experience in their academic field prior to graduation.

Assessment Measure(s):

Placement data via Bulldog Job Board & Data Table per Major.

Sample Size & Creteria for Success:

60% of degree programs will offer internship/field experience hours.

Assessment Results & if the Criteria was Met:

n/a - to be implemented 2017-2018.

CONTINUOUS IMPROVEMENT REVIEW: Year to Year Comparison

Based on the results from the previous program assessment report, please describe the student learning improvements from last year to this year. If no improvements occurred, please provide a brief explanation.

Co-curricular assessment is in the beginning stages at SWOSU. All departments have designed a Student Engagement Assessment Model for the 2017-2018 academic year.

Were planned changes from the previous year implemented? Yes

If no changes occurred, please provide a brief explanation.

A systematic assessment model is being implemented, beginning fall 2017.

Is this your first-time to complete an assessment report for this degree program?

Yes

Submit Date:

2017/12/06 16:04:13

Student: _____

Career Project Rubric

Criteria	Full Marks	Partially Met	No Marks	Points given	*General Education Outcomes
Student completed the Mind Map exercise	20 Mind Map completed with 4 or more possible careers	10 Mind Map completed with 2-3 possible careers	0 Mind Map not completed/only includes one possible career		
Student provided their results to the OK Career Guide Assessment	20 Results provided	N/A	0 Results not provided		
Student Completed the Reflective Paper	30 Paper was completed and met the 2 page minimum	15 Paper was completed but did not meet the 2 page minimum	0 Paper was not completed		
Content of Work**	10 Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding	5 Uses appropriate and relevant content to develop and explore ideas through most of the work	0 Fails to use appropriate and relevant content to develop simple ideas		# 1 Proficiency in Communication
Quality of work** Mechanics	10 Paper was of quality work with very few grammar or spelling errors	5 Paper was good work with some grammar or spelling errors	0 Paper included many grammar or spelling errors		# 1 Proficiency in Communication
Organization	10 The Career Project was organized and neat	N/A	0 The Career Project was not organized and neat		
TOTAL					

*General Education Outcomes (SWOSU Undergraduate Catalog, 2017)

**Written Communication VALUE Rubric (AAC&U, 2009)

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Enrollment Management
Author of Report: Todd Boyd
Other participants: Ruth Boyd, Taler Alexander
Co-Curricular Activity: Enrollment Management

MISSION / GOALS

University Mission: The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

Describe all or part of the mission statement that relates to your co-curricular activity:

The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Enrollment Management
Author of Report: Todd Boyd
Other participants: Ruth Boyd, Taler Alexander
Co-Curricular Activity: Enrollment Management

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #1 (describe using action verbs; goal must be measurable):

Students will gain better accessibility to SWOSU admittance information and processes.

What is your Criterion for Success?

Student Satisfaction Inventory rating of >5.00 (out of 7.00).

Was the Criterion for Success met? Yes

Is this student learning goal a General Education goal? No

Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.

Survey/Questionnaire

Briefly describe the measure or measures selected.

The Student Satisfaction Inventory is a nationally-normed assessment, given to sophomores, juniors, & graduate students. 2,250 students had access to the SSI; 276 responded.

Student Sample Size (total number of students assessed for course(s): 276

Course delivery (Mark all that apply.):

Online

Assessment Information:

Did you use one or more rubrics to evaluate learning? No

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

The Student Satisfaction Inventory is a nationally-normed assessment, given to sophomores, juniors, & graduate students. 2,250 students had access to the SSI; 276 responded. SWOSU students ranked Recruitment (6.32/7.00), Registration Effectiveness (6.28/7.00), & Student Centeredness (6.28/7.00) as highly important to them.

Describe student learning weaknesses:

n/a

CONTINUOUS IMPROVEMENT PLAN

Select all planned changes that apply:

10. Other implemented or planned changes

Describe all selected items and note the dates of implementation:

Intensify academic-specific recruitment efforts by engaging academic faculty members in the recruiting process (school site visits, etc.).

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Enrollment Management
Author of Report: Todd Boyd
Other participants: Ruth Boyd, Taler Alexander
Co-Curricular Activity: Enrollment Management

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #2 (describe using action verbs; goal must be measureable):

Students from diverse ethnic backgrounds will engage with the multicultural center in order to establish systems of support.

What is your Criterion for Success?

Establishment of a multicultural student services center withing Enrollment Management

Was the Criterion for Success met? Yes

Is this student learning goal a General Education goal? No

Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.

Other:

Establishment of center, employment of graduate assistant, Spanish-language resources developed and used in recruitment/retention efforts.

Briefly describe the measure or measures selected.

see above

Student Sample Size (total number of students assessed for course(s): 1K

Course delivery (Mark all that apply.):

Face to Face (individual)

Fact to Face (group)

Assessment Information:

Did you use one or more rubrics to evaluate learning? No

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

The Student Satisfaction Inventory is a nationally-normed assessment, given to sophomores, juniors, & graduate students. 2,250 students had access to the SSI; 276 responded. The fall 2016 Factbook indicates 1,032 enrolled students from diverse backgrounds, including Asian, Black, Hispanic, and Native American.

Describe student learning weaknesses:

n/a

CONTINUOUS IMPROVEMENT PLAN

Select all planned changes that apply:

8. Add one or more activities

Describe all selected items and note the dates of implementation:

Planning is underway for fall 2017 recruitment activities, including Spanish-language recruitment brochures & FAFSA information and Spanish-speaking assistance during NSO enrollment sessions.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Enrollment Management
Author of Report: Todd Boyd
Other participants: Ruth Boyd, Taler Alexander
Co-Curricular Activity: Enrollment Management

Describe the program goal(s), assessment measure(s), sample size, criteria for success, assessment results, and if the criteria was met. Assessment measure(s) for program level evaluation may include: focus group interviews, course enrollment information, job placement, student perception surveys, and presence data.

Program Goal 1:

Students will gain better accessibility to SWOSU admittance information and processes.

Assessment Measure(s):

Student Satisfaction Inventory rating of >5.00 (out of 7.00).

Sample Size & Creteria for Success:

2,250 students had access to the SSI; 276 responded.

Assessment Results & if the Criteria was Met:

Met, by SSI question responses (scale of 7.0): 5.77 "Admissions staff are knowledgeable" 5.85 "Admissions counselors respond to prospective students' unique needs and requests. 5.81 "Admissions counselors accurately portray the campus in their recruiting practices.

Program Goal 2:

Students from diverse ethnic backgrounds will engage with the multicultural center in order to establish systems of support.

Assessment Measure(s):

Establishment of center, employment of graduate assistant, Spanish-language resources developed and used in recruitment/retention efforts.

Sample Size & Creteria for Success:

The fall 2016 Factbook indicates 1,032 enrolled students from diverse backgrounds, including Asian, Black, Hispanic, and Native American.

Assessment Results & if the Criteria was Met:

Recruitment activities for fall 2017 are underway, including Spanish-language recruitment brochures & FAFSA information and Spanish-speaking assistance during NSO enrollment sessions.

CONTINUOUS IMPROVEMENT REVIEW: Year to Year Comparison

Based on the results from the previous program assessment report, please describe the student learning improvements from last year to this year. If no improvements occurred, please provide a brief explanation.

Co-curricular assessment is in the beginning stages at SWOSU. All departments have designed a Student Engagement Assessment Model for the 2017-2018 academic year.

Were planned changes from the previous year implemented? No

If no changes occurred, please provide a brief explanation.

This is the first year to assess co-curriculars in a systematic way. We will continue to use both the Student Satisfaction Inventory (SSI) and the National Survey of Student Engagement (NSSE) as benchmark assessments.

Is this your first-time to complete an assessment report for this degree program? Yes

Submit Date: 2017/12/21 14:24:14

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Dean of Students
Author of Report: Cindy Dougherty
Other participants: Ruth Boyd
Co-Curricular Activity: Dean of Students Programming

MISSION / GOALS

University Mission: The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

Describe all or part of the mission statement that relates to your co-curricular activity:

The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Dean of Students
Author of Report: Cindy Dougherty
Other participants: Ruth Boyd
Co-Curricular Activity: Dean of Students Programming

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #1 (describe using action verbs; goal must be measureable):

Students will understand that the SWOSU campus is free of alcohol and other drugs, according to Title IV regulations.

What is your Criterion for Success?

Implementation of specific programming

Was the Criterion for Success met? Yes

Is this student learning goal a General Education goal? Yes

If Yes, please select any General Education sub-goal criteria that applies:

Goal 4 Demonstrate social and cultural competency in the study of social groups, social issues, cultures, institutions, and globalization.

4d. Communicate public awareness and social responsibility of issues and identify ethical perspectives which guide solutions.

Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.

Other:

Dean of Students records

Briefly describe the measure or measures selected.

As Chief Conduct Officer, the Dean of Students has oversight of student educational initiatives and disciplinary actions regarding the use of alcohol and other drugs.

Student Sample Size (total number of students assessed for course(s): est

Course delivery (Mark all that apply.):

Face to Face (individual)

Assessment Information:

Did you use one or more rubrics to evaluate learning? Yes

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

Templates (a version of rubrics) are used in various departments across campus such as Athletics, Residence Life, New Student Orientation, Director of Activities, etc. to document 1) educational program inventories; 2) program strengths/weaknesses; 3) violations & sanctions. Stakeholders meet annually in September in order to compile data and discuss future plans.

Describe student learning weaknesses:

Communication and organization of educational programs is problematic, but the new templates and annual meetings have greatly improved our system.

CONTINUOUS IMPROVEMENT PLAN

Select all planned changes that apply:

11. No changes planned

Describe all selected items and note the dates of implementation:

NV

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Dean of Students
Author of Report: Cindy Dougherty
Other participants: Ruth Boyd
Co-Curricular Activity: Dean of Students Programming

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #2 (describe using action verbs; goal must be measureable):

Students will have access to Dawg Days calendar of events in order to facilitate the transition to higher education.

What is your Criterion for Success?

Publication/Dissemination of calendar

Was the Criterion for Success met? Yes

Is this student learning goal a General Education goal? No

Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.

Attendance Data

Briefly describe the measure or measures selected.

Attendance at Dawg Days' events have only been estimated because Student Affairs has not had a systematic way in which to collect the data. With the implementation of the Presence software for 2017-2018, we look forward to collecting data. We will also be able to send surveys via SWOSU email to students that attended specific events.

Student Sample Size (total number of students assessed for course(s): est

Course delivery (Mark all that apply.):

Face to Face (individual)

Face to Face (group)

Assessment Information:

Did you use one or more rubrics to evaluate learning? No

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

Co-curricular assessment is in the beginning stages at SWOSU. All departments have designed a Student Engagement Assessment Model for the 2017-2018 academic year.

Describe student learning weaknesses:

Only anecdotal data collected thus far.

CONTINUOUS IMPROVEMENT PLAN**Select all planned changes that apply:**

- 3. Change method(s) of data collection
- 5. Make technology related improvements

Describe all selected items and note the dates of implementation:

We hope to implement the Presence software system for the 2017-2018 academic year.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Dean of Students
Author of Report: Cindy Dougherty
Other participants: Ruth Boyd
Co-Curricular Activity: Dean of Students Programming

Describe the program goal(s), assessment measure(s), sample size, criteria for success, assessment results, and if the criteria was met. Assessment measure(s) for program level evaluation may include: focus group interviews, course enrollment information, job placement, student perception surveys, and presence data.

Program Goal 1:

Students will understand that the SWOSU campus is free of alcohol and other drugs, according to Title IV regulations.

Assessment Measure(s):

Implementation of specific programming

Sample Size & Criteria for Success:

Estimated Student Involvement

Assessment Results & if the Criteria was Met:

Met - 2016 Biennial Review published on SWOSU website.

Program Goal 2:

Students will have access to Dawg Days calendar of events in order to facilitate the transition to higher education.

Assessment Measure(s):

Publication/Dissemination of calendar

Sample Size & Criteria for Success:

Estimated Student Involvement

Assessment Results & if the Criteria was Met:

Met - Booklets distributed to residence halls, main campus buildings, Wellness Center, Student Union.

CONTINUOUS IMPROVEMENT REVIEW: Year to Year Comparison

Based on the results from the previous program assessment report, please describe the student learning improvements from last year to this year. If no improvements occurred, please provide a brief explanation.

Student awareness of the alcohol and drug-free policy is increasing and prevention/treatment programs are successful, as evidenced by the low numbers of violations and repeat offenders (see Biennial Review).

Were planned changes from the previous year implemented? Yes

If no changes occurred, please provide a brief explanation.

NV

Is this your first-time to complete an assessment report for this degree program? Yes

Submit Date: 2017/12/21 11:01:02

Southwestern Oklahoma State University

Drug-Free Prevention Program

Program Activities Inventory

Prevention Programs should follow appendix 2: Part 86 Checklist, appendix 5: Strategic Objectives and Tactics Focused on Environmental Change, and appendix 6: Supplemental Checklist.

University division, department, or office:

Task Force Leader:

Unit Task Force Members:

Date:

Prevention Program:

List activities that compose your prevention program and identify the effectiveness of these efforts at meeting prevention goals and outcomes.

Objective One: Offer and promote social, recreational, extra-curricular, and public service options that do not include alcohol and other drugs:

Activities: Describe each program activity that addresses objective one (add items as needed).

Effectiveness: Describe the assessment process, results, and level of effectiveness for each prevention activity (add to the table as needed).

List each activity and rate the effectiveness for each tactic. Briefly explain your rating and how the activity was effective in meeting your program goals and outcomes. If the activity was not effective explain what changes you will make in the prevention activity.

Drug-Free Activity	Categories	Rating Explanation
	Minimal Effectiveness Moderate Effectiveness Maximum Effectiveness	

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Since each unit has their own prevention activities and Drug-Free policies. The unit Task Force should determine the definition for minimal effectiveness, moderate effectiveness, and maximum effectiveness as they relate to the efficacy of the activity.

Objective Two: Create a social, academic, and residential environment that supports health-promoting norms.

Activities: Describe each program activity that addresses objective two.

Effectiveness: Describe the assessment process, results, and level of effectiveness for each prevention activity (add to the table as needed).

List each activity and rate the effectiveness for each tactic. Briefly explain your rating and how the activity was effective in meeting your program goals and outcomes. If the activity was not effective explain what changes you will make in the prevention activity.

Drug-Free Activity	Categories	Rating Explanation
	Minimal Effectiveness Moderate Effectiveness Maximum Effectiveness	

Since each unit has their own prevention activities and Drug-Free policies. The unit Task Force should determine the definition for minimal effectiveness, moderate effectiveness, and maximum effectiveness as they relate to the efficacy of the activity.

Objective Three: Limit alcohol availability both on and off campus.

Activities: Describe each program activity that addresses objective three (add to table as needed).

Effectiveness: Describe the assessment process, results, and level of effectiveness for each prevention activity (add to the table as needed).

List each activity and rate the effectiveness for each tactic. Briefly explain your rating and how the activity was effective in meeting your program goals and outcomes. If the activity was not effective explain what changes you will make in the prevention activity.

Drug-Free Activity	Categories Minimal Effectiveness Moderate Effectiveness Maximum Effectiveness	Rating Explanation

Since each unit has their own prevention activities and Drug-Free policies. The unit Task Force should determine the definition for minimal effectiveness, moderate effectiveness, and maximum effectiveness as they relate to the efficacy of the activity.

Objective Four: Restrict marketing and promotion of alcoholic beverages both on and off campus.

Activities: Describe each program activity that addresses objective three (add to table as needed).

Effectiveness: Describe the assessment process, results, and level of effectiveness for each prevention activity (add to the table as needed).

List each activity and rate the effectiveness for each tactic. Briefly explain your rating and how the activity was effective in meeting your program goals and outcomes. If the activity was not effective explain what changes you will make in the prevention activity.

Drug-Free Activity	Categories Minimal Effectiveness Moderate Effectiveness Maximum Effectiveness	Rating Explanation

Since each unit has their own prevention activities and Drug-Free policies. The unit Task Force should determine the definition for minimal effectiveness, moderate effectiveness, and maximum effectiveness as they relate to the efficacy of the activity.

Objective Five: Develop and enforce campus and local, state, and federal laws.

Activities: Describe each program activity that addresses objective three (add to table as needed).

Effectiveness: Describe the assessment process, results, and level of effectiveness for each prevention activity (add to the table as needed).

List each activity and rate the effectiveness for each tactic. Briefly explain your rating and how the activity was effective in meeting your program goals and outcomes. If the activity was not effective explain what changes you will make in the prevention activity.

Drug-Free Activity	Categories	Rating Explanation
	Minimal Effectiveness Moderate Effectiveness Maximum Effectiveness	

Since each unit has their own prevention activities and Drug-Free policies. The unit Task Force should determine the definition for minimal effectiveness, moderate effectiveness, and maximum effectiveness as they relate to the efficacy of the activity.

Southwestern Oklahoma State University

Drug-Free Prevention Program

Program Strengths and Weaknesses

Describe the overall strengths and weakness of the unit's Alcohol and Drug Prevention Program.

1. What are the program strengths that assist the unit in meeting the program goals and outcomes?
2. What are the challenges of the program and how do they negatively impact program goals and outcomes?
3. What changes/recommendations will you make to improve the program challenges?

Southwestern Oklahoma State University

Drug-Free Prevention Program

Violations and Sanctions Inventory

Violations and sanctions inventory should identify the number of violations committed, the type of violations committed, the types of sanctions implemented, and the level of sanction effectiveness.

University division, department, or office:

Task Force Leader:

Unit Task Force Members:

Date:

Violations and Sanctions Inventory for 2014-15 and 2015-16

Evaluation time period is from September 1 to August 31 for 2014-15 and 2015-16.

Violation Type Include violations for alcohol and drugs	Number of Violations in the Violation category	Sanction Type Campus regulation and/or local, state, and/or federal law

Describe the violation type, but do not include personal identifiers.

List each sanction and rate the effectiveness for each sanction. Briefly explain your rating and how the sanction was effective in meeting your goals and outcomes. If the sanction was not effective explain what changes you will make in your policies and/or prevention activities.

Sanction Type Campus regulation and/or local, state, and/or federal law	Categories Minimal Effectiveness Moderate Effectiveness Maximum Effectiveness	Rating Explanation

Since each unit has their own prevention activities and Drug-Free policies. The unit Task Force should determine the definition for minimal effectiveness, moderate effectiveness, and maximum effectiveness as they relate to the efficacy of the sanction.

Southwestern Oklahoma State University
Weatherford and Sayre Campuses
Drug-Free Schools and Communities Act (DFSCA)
Biennial Review
2016

I. INTRODUCTION

The Drug-Free Schools and Campus Regulations requires an institution of higher education to conduct a biennial review of its program to determine its effectiveness, implement changes if needed, and to ensure that the sanctions are enforced consistently.

The Regional University System of Oklahoma Board of Regents of Southwestern Oklahoma State University (SWOSU), after consultation with students, faculty, and staff, developed a policy as required by the Drug-Free Schools and Communities Act Amendments of 1989.

Southwestern Oklahoma State University recognizes that drug and alcohol abuse diminishes the integrity of the institution and erodes the strength and vitality of its human resources. Employees are expected to be in suitable and mental and physical condition able to perform their assigned duties satisfactorily. It is the intent of SWOSU to educate students and employees about the dangers of drug and alcohol abuse and to discourage the illegal possession and distribution of drugs and alcohol.

In 2012, President Randy Beutler convened a Presidential Task Force to review and recommend substantive policy changes intended to educate and prevent illegal alcohol use and to strictly enforce alcohol policies and law. These policies and others are reviewed annually and revised on an ongoing basis. This review is intended to meet the requirements of the Drug-Free Schools and Communities Act.

II. Objectives of the Biennial Review

The objectives of the biennial review as identified by the U.S. Department of Education include determining the effectiveness and consistency of policy enforcement and to identify and implement any changes needed to AOD policies and/or prevention program, and to ensure that the university enforces the disciplinary sanctions for violating standards of conduct consistently. The review is completed to ensure compliance with the Code of Federal Regulations, 34 CFR Part 86, or the Drug-Free Schools and Communities Act.

Biennial Review Includes:

- Program Inventory of activities that compose the prevention program and identify the effectiveness of the activities in meeting prevention goals and outcomes.

- Policy Inventory that evaluates the effectiveness and consistent enforcement of policies.
- Evaluation of the consistency of sanctions imposed for violations of its disciplinary standards and codes of conduct related to drugs and alcohol.
- A plan of action that details recommendations and modifications for revising the Drug-Free program and policies.
- Detailed discussion of the Biennial Review findings.
- Detailed description of the research methods and data analysis tool used to determine the effectiveness of the program and consistency of enforcement.
- A list of Southwestern Oklahoma State University Biennial Review Committee Members.
- Policies and procedures for distributing annual AOD notifications to students, faculty, and staff.
- Policies and procedures to ensure subsequent biennial reviews.

III. Description of Drug and Alcohol Programs and Services

Policy on Prevention of Alcohol Abuse and Drug Use on Campus and in the Workforce

The University recognizes its responsibility as an educational and public service institution to promote a healthy and productive work environment. This responsibility demands implementation of programs and services, which facilitate that effort. The University is committed to a program to prevent the abuse of alcohol and the illegal use of drugs and alcohol by its students and employees. The University program includes this policy, the unlawful possession, use or distribution of an illicit drug and alcohol by students and employees on SWOSU property, or as a part of any SWOSU student sponsored activity, is strictly prohibited. In order to meet these responsibilities, University policy:

1. All students and employees must abide by this policy as a condition of enrollment or employment.
2. The University's drug and alcohol policies and sanctions can be found in the Staff and Faculty Handbooks, the Substance Abuse/Misuse Standards of Conduct in the Student Handbook, and the Office of Human Resources.

3. Continuance of employment or enrollment following receipt of this policy constitutes acceptance of this policy by the employee or student.
4. Sanctions will be imposed for violation of this policy. Sanctions include, but are not limited to reprimand, restriction of activities, conduct probation, leave, or termination of employment. It is also the discretion of the institution to refer any violations to the appropriate authorities for criminal prosecution. Local, state, and federal laws provide for a variety of legal sanctions for unlawful possession and distribution of illicit drugs and alcohol. Hence sanctions include, but not limited to, incarceration and monetary fines.
5. Employees are required to notify Human Resources of any state or federal drug statute conviction for a violation occurring on campus no later than five (5) days after conviction.
6. Students are required to notify the Dean of Students of any state or federal drug statute conviction for a violation occurring on campus no later than five (5) days after conviction.
7. The University provides Employee's Assistance Program (EAP) that is free to all students, faculty, and staff. EAP provides counseling and training programs that inform participants of the dangers of drug and alcohol abuse. Assistance in locating an in or out-patient rehabilitation site is available through EAP. Voluntary participation in or referral to these services is strictly confidential.
8. Information concerning health and risks of drugs and alcohol can be found at the Student Health & Counseling Services. Individuals should consult their physician about alcohol and drug-related health risks (*Drug-Free Schools/Workplace Policy Statement* includes hotline numbers and a list of alcohol and drug treatment services).
9. Provide for annual distribution of this policy to all staff, faculty, and students.

Student Policies

1. Unlawful use, sale, possession, distribution, or being under the influence or association with narcotics, drugs, marijuana, hallucinogens, or other dangerous drugs while on or off campus.
2. The University enforces all state laws regarding the possession, use, and sale of alcoholic beverages, including those prohibiting the consumption of alcoholic beverage to persons under the age of 21.

3. Drinking, being in possession of, or under the influence of alcoholic beverages on the campus or at university sponsored events off the campus. Confiscated liquor and beer will not be returned to those persons from whom it was seized. All beverages which are confiscated will be destroyed pending resolution of any legal action taken against parties in possession of the alcohol.
4. Possession of any form of illegal contraband and paraphernalia which is usually associated with the use of narcotics and/or dangerous drugs.
5. The consumption or possession of alcoholic beverages or illegal narcotics in any form on the campus, in university housing or at any event sponsored by or for a student organization or other university sponsored activity for students, is forbidden.
6. Rooms in the residence halls may not be decorated with alcoholic beverage containers.
7. Any advertisement which promotes the use, purchase, or giveaway of drugs, including alcohol, in university supported publications, flyers, or hand.

University Sanctions

1. Under Federal Regulations, the University must impose sanctions for violations of its Drug-Free School Policy. The University sanctions include, but are not limited to reprimand, restriction of activities, conduct probation, administrative leave, and termination of employment. Administrative sanctions shall be imposed immediately or within 30 days of notification or awareness of the employee's workplace related criminal drug statute conviction. The University may require the completion of an approved rehabilitation program at the employee's or student's expense. All disciplinary action will be taken in accordance with the applicable policies.
2. Local, state, and federal laws provide for a variety of legal sanctions, both civil and criminal, for the unlawful possession and/or distribution of illegal drugs or alcohol, see *Drug-Free Schools/Workplace Policy Statement* includes detailed description of local, state, and federal laws.
3. Penalties for student violation of University regulations or public law may include one or a combination of the following:
 - a. Warning: A formal warning will be a written notice documented in a disciplinary letter.
 - b. Specified Restrictions/Requirements: The imposing of specified restrictions, including but not limited to: letter of apology, presentation of a workshop, preparation of a research paper project, social probation, community service, assessment or evaluation, counseling, restitution for damages, punitive fines, eviction from

- residence halls, loss of privileges (i.e., visiting privileges in housing or denial of access to computer services), or any combination of the above, and any other appropriate educational expectation.
- c. Personal Probation: Personal probation is an informal probation. A second violation means that disciplinary action will be based on both charges.
 - d. Conduct Probation: Conduct probation is a formal probation. A second violation means that disciplinary action will be based on both charges. The record of conduct probation is kept in the student's disciplinary file and the disciplinary hold on his or her record is removed at the discretion of the DOS.
 - e. Suspension Delayed: Suspension Delayed is an agreement between the student and DOS that a future violation of the student code of conduct or failure to comply with sanctions will result in immediate suspension. The Committee on Student Conduct may also issue this sanction.
 - f. Temporary Suspension: A student may be temporarily suspended from the university without a hearing when there is an immediate and present danger of damage to life, property or disruption of university life. Such an administrative decision will be effective immediately.
 - g. Suspension/Indefinite Suspension: A student may be suspended for reasons of conduct for a defined period of time not less than the remainder of the current semester in which he or she is enrolled. The student who has been suspended may apply for readmission at the close of the period for which he or she was suspended. A suspension hold will be placed on the transcript during the period of the suspension.
 - h. Expulsion: When a student is expelled, a record of this action will be made a part of the student's permanent record in the Office of the Registrar. A student who is expelled will not be allowed to re-enter the university.
 - i. Degree Revocation: When a degree is revoked or credit rescinded, a record of this action will be made a part of the official record of the graduate or student in the Office of the Registrar.
 - j. Disciplinary Hold: A disciplinary hold may be placed on records of students who have been placed on conduct probation, suspension, or expulsion.
4. Student loans, grants, fellowships, teaching fellowships, or other means of financial assistance may be revoked or terminated for the unlawful manufacture, preparation, delivery, sale, offering for sale, barter, furnishing, give away, possession, control, use or administering of narcotic drugs, marijuana, barbiturates, or stimulants.
 5. Students are required to abide by *The Policy on Drug-Free Schools* as a condition of enrollment. This policy states the illegal manufacture, distribution, possession of or use of illegal drugs on university property is strictly prohibited. Violation of this policy is considered a major offense and may result in expulsion from the university. Criminal charges or a conviction are not required for sanctions to be imposed.
 6. Campus Police enforces all state and federal laws concerning illegal drugs. Anyone apprehended by Campus Police in possession of, using, or selling drugs, will be

apprehended. Students may additionally be charged under any existing University student disciplinary code.

University Implementation of Sanctions

Violation Type	Total Number of Incidents	Sanctions
Dean of Students Alcohol Related	2	Local jail, suspended from SWOSU 5 years
Under the influence of alcohol at band activity, damage to property	4	Paid damages Community Service
Drug Related	1	Local jail and Red Rock Mental Health Services
Campus Police On Campus Alcohol Related Drug Related	5 2	Local Arrest and/or Community Service
Human Resources Employee Self-admitted – alcohol/drug treatment	2 (one employee)	Employee Voluntarily Terminated Employment: No Sanctions
Total	16	Implemented sanctions follow university standards which are located in the Student and Employee Handbooks.

IV. Campus Prevention Activities

Dean of Students-Student Affairs:

- a. Application for Approval of Student Organization Activity includes statement under number 3, “no one is permitted to bring alcoholic beverages on campus; this includes members of dance bands. Violations may result in disciplinary action for students and the sponsoring organization and/or breach of contract and termination of the band. ALL SWOSU events are alcohol and drug free.”
- b. Campus Safety Month is campus-wide event that addresses the dangers of drugs and alcohol. The focus emphasizes healthy decisions, treatment, and strategies to avoid harmful behavior.
- c. Smart Choices Week is a campus-wide and NCAAW event demonstrating impaired driving and prevention strategies.
- d. Bacchus Month is a drug and alcohol prevention education program with information tables and seminars. The activity is promoted by NASPA.
- e. Safe Spring Break promotion week is a campus-wide event that highlights substance issues and strategies to avoid drugs and alcohol during spring break.

- f. AODfree/My Online Life are high school assemblies co-led by SWOSU students and the Dean of Students.
- g. Public Announcements and Education is an ongoing university service that provides drug free t-shirts, posters, brochures, and alcohol and drug prevention and intervention information made available across campus and in residence halls and restrooms.

Residence Life and Housing:

- a. Mission statement of Residence Life and Housing “*is committed to creating and sustaining a cooperative living environment for residents, which fosters learning and personal growth while providing a cultural climate focusing on social interaction, relationship development, and the needs of all individuals.*”
- b. All on-campus activities, programming, and education efforts engage residents in an environment void of alcohol and drugs to provide a safe and healthy alternative.
- c. Activities include: Tailgating/Cook-off Challenge, Residence-Life Movie Series, Back to School Bash/Video DJ Dance.
- d. Residence Life Staff Training: staff attend a weeklong training at the beginning of the fall semester and a two day training in the spring semester that covers leadership, peer mentoring, mental health and wellness training, safety and security, policy enforcement, programming, confrontation and conflict resolution, live action scenarios, and alcohol and drug prevention and intervention.
- e. J-Board is a seven member board, plus one advisor, who maintains the standards of the University and community living. J-Board adjudicates the majority of all incidents occurring within the residential facilities as well as make referrals to the Dean of Students or Campus Police.
- f. Information Policy Meetings: students are required to attend an information policy meetings during the beginning of each semester and sign a statement that they have read and will follow university policies including the Campus Drug-Free policies.

New Student Orientation

- a. Required attendance at two Drug-Free Campus university-sponsored events.
- b. During Freshman Orientation course, Campus Police provide an interactive drug-free education focusing on alcohol poisoning, warning signs and responses to alcohol-induced medical emergencies, and the use of alcohol and drug impairment with simulation goggles.
- c. Student Handbook is reviewed during Freshman Orientation course. Campus Drug-Free policies are reviewed and discussed.

Health and Counseling Services

- a. Wellness Fair is an annual Health Fair which is held in the Student Union, booths are manned by campus and community resources related to physical/behavioral health and wellness, written materials are distributed to faculty, staff, and students with numerous booths targeting drug and alcohol use and the risks involved.
- b. Individual and group counseling is offered at no charge.
- c. Campus-wide drug and alcohol education and intervention is provided for campus personnel and students.

- d. 3rd Millennium online programming Alcohol 101 and Marijuana 101 are available for students.
- e. Intake interview questions include drug and alcohol risk questions.
- f. Referrals are made for intensive services for employees and students including alcohol and drug treatment through Health services and the CERT (Campus Evaluation Response Team) team.

Academic Programs

- a. College of Pharmacy includes additional Drug-Free policies, they complement the university policies and adhere to requirements set forth by the Accreditation Council for Pharmacy Education.
- b. The College of Associate and Applied Sciences and the Radiology program includes additional Drug-Free policies, they complement the university policies and adhere to requirements set forth by the Joint Review Committee on Education in Radiologic Technology.
- c. The CLEET program includes additional Drug-Free policies, they complement the university policies and adhere to requirements set forth by the Oklahoma Council on Law Enforcement Education and Training.

Human Resources

- a. Blue Cross and Blue Shield provides Drug-Free education as well as health risks related to abuse.
- b. Employee are offered a health assessment annually.
- c. Well on Target is an online health assessment for employees that includes 9 modules that include alcohol, drug, and tobacco assessment.
- d. Life Times newsletter emphasizes healthy living strategies and practices.
- e. Wellness fair is provided annually that includes blood screening for liver enzyme.
- f. Employees are provided the Drug Free School and Workplace brochure.
- g. Employees complete the university policy review which requires Acknowledgement of Understanding and Compliance agreement by signature.
- h. New employee training includes Drug-Free School and Workforce training and brochure.
- i. *"10 Things You Need to Know About Sexual Assault for Men and Women"* is made available in the restroom and includes risks related to drugs and alcohol and sexual assault.
- j. Title IX Training is offered annually and includes drug-free curriculum.

Campus Police

- a. Fall freshman Orientation course Drug-Free educational program that includes alcohol poisoning, adverse effects of alcohol, criminal penalties, job and career penalties from drinking, and addiction resources.
- b. Drug-Free Tailgating, Palooza, Rodeo, and ballgames and events on campus.
- c. Assist with mental health/emergency detentions.
- d. Drug-Free pamphlets on substance abuse and treatment.

Athletics

- a. Pride Night focuses on drug-free behavior, team spirit, and promoting student-athlete success.

- b. Service projects are implemented by athletic teams they include elementary reading program, clean-up Weatherford, and team specific service projects. They emphasize the importance of civic engagement, professionalism, and health lifestyles.
- c. Student athlete required random drug tests positive results lead to implementation of campus sanctions policies and drug and alcohol counseling refer to student health services for student-athletes.
- d. Drug-Free Education is provided by through guest speakers, pamphlets, and posters.
- e. Athletic staff attended the Apple Conference to learn more about how to develop plans to develop healthy lifestyles and AOD abuse.

University Prevention Program Activities

Drug-Free Student, Academic, and Employee Activities
Drug-Free Student Activities 687
Drug Free-Student and Employee Educational Activities 70
Total Activities 757

Prevention Program Results

University Findings
1. A decrease in positive drug testing results from 2014-15 to 2015-16 for the Department of Athletics.
2. An increase in Drug-Free Prevention high school events, totaling 32 events in Oklahoma and Texas. Four college students assisted with high school prevention programs.
3. Over 1000 freshmen annually receive Drug-Free information and participate in AOD interactive discussions.
4. Residence life provided 250 university drug-free activities promoting social and physical well-being.
5. 79 or 75% of new staff and administrators attended Drug Free School and Workplace training.
6. 20 front-line supervisors attended Drug Free School and Workplace training.
7. 2,227 students, faculty, staff, administrators, part-time employees, and graduate assistants completed Title IX and AOD information training.

V. Assessment, Unit Analysis, and Data Collection

The University developed a Multi-Unit Case Study Analysis review process. Four self-study documents were developed and completed by each university unit. The units include: Student Affairs, Residence Life and Housing, New Student Orientation, Health and Counseling Services, Academic Programs, Human Resources, Campus Police, and Athletics. University faculty and staff completed a Violations and Sanctions Inventory, Prevention Program Activities Inventory,

Drug-Free Policy Review Inventory, and Prevention Program Strengths and Weakness Inventory. University personnel reviewed Drug-Free prevention services, policies, violations, and sanctions as well as the number of activities, violations, and types of sanctions implemented during the review cycle from September 1, 2014 to August 30, 2016.

The faculty and staff rated the level of effectiveness for each unit reviewed. Ratings were analyzed for the Prevention Program, Drug-Free Policies, and consistency of sanctions imposed. Prevention activities, policies, and consistency of sanctions imposed were evaluated as minimal effectiveness (score of 1), moderate effectiveness (score of 2), and maximum effectiveness (score of 3). Faculty and staff were provided case study analysis training on completing review forms and effectiveness rating tables.

The Biennial Review Committee participated in a focus group to address the strengths and challenges of the University Drug-Free Prevention Program and to review the rating categories. Based on the results of the case study review, strengths and recommendations, and university analysis, the Biennial Review Committee identified modifications that would advance the effectiveness of the Drug-Free Prevention Program.

VI. University Action Plan: Strengths and Recommendations for Evaluation/Implementation

Prevention Program Strengths

1. Ongoing random drug testing in the Department of Athletics.
2. University distribution of quality drug-free education material.
3. University provides AOD education for new faculty, staff and student employees.
4. University provides ongoing online AOD and Title IX training for students, new faculty, resident assistants, and orientation leaders.
5. University provides free counseling and health services as well as community and regionally based referral services for drug and alcohol assessment and treatment.
6. Employees complete annually online training for AOD and Title IX training.
7. The University engages in ongoing campus collaboration to identify needs of faculty, staff, and students and promotes the Drug-Free Prevention Program.
8. Residence live provides mandatory policy information meetings for students living in dormitories.
9. Campus Police are available 24/7 for students and campus personnel.

Drug-Free Prevention Program Effectiveness Rating

Evaluation Category	Rating 1 – minimal effectiveness 2 – moderate effectiveness 3 – maximum effectiveness
Consistency of Sanctions Enforced	2.5

	Moderate-Maximum effectiveness
Prevention Activities	2.33 Moderate-Maximum effectiveness
Policy Application	2.20 Moderate-Maximum effectiveness
University Prevention Program	2.34 Moderate-Maximum effectiveness

Evidentiary analysis and evaluation of program effectiveness reveals that the university AOD Prevention Program is effectively achieving university goals and outcomes including:

- Increase campus knowledge and awareness of healthy drug-free lifestyle.
- Increase campus awareness of AOD activities and services.
- Increase consistency of policy application across all units.
- Decrease student violations and drug related incidents.

University Prevention Program Recommendations and Modifications

1. Establish an Executive Compliance Committee, this committee will ensure consistency in the implementation of the Drug-Free Prevention Program and annual review as well as the completion of the Biennial Report. Effective: Spring 2017.
2. Develop a campus-wide assessment tool to assess the positive impact and effectiveness of Drug-Free educational events. Effective: Spring 2018
Executive Compliance Committee will review campus-wide survey instruments and submit selection to the university Assessment Center during March 2018.
3. Purchase and implement the “Check Me In” cube for card swipe entry into events. The tool will provide accurate records of attendance for student, faculty, and staff.
Effective: fall 2017

Unit Prevention Program Recommendations and Modifications

1. Provide Drug-Free Program educational training annually for athletic coaches and graduate assistants. Effective: fall 2017
Training will be provided by the Assistant Athletic Director for Compliance and Human Resources.
2. Design an AOD training program for transfer and international students. Effective: fall 2018 (training will be included in new 3 hour General Education Orientation Course – face-to-face and online).

VII. Biennial Review Committee

Dr. Ruth Boyd, Vice President for Student Affairs
Mr. David Misak, Assistant Vice President and Director of Human Resources
Dr. Monica Varner, Associate Provost for Academic Affairs
Ms. Brenda Burgess, Vice President for Finance and Administration
Ms. Cindy Dougherty, Dean of Students
Ms. Kendra Brown, Campus Chief of Police
Mr. Todd Helton, Assistant Athletic Director for Compliance
Mr. Chad Martin, Director, Residence Life
Ms. Kim Liebscher, Director, Counseling Services
Ms. Taler Alexander, Coordinator, Orientation Services
Dr. James South, Vice President for Academic Affairs and Provost
Ms. Darla Davenport, Biennial Review and Human Resources

VIII. Policies and Procedures for Distribution and Subsequent Reviews

Policies and procedures for distributing annual AOD notifications to students, faculty, and staff.
(DARLA DAVENPORT)

Policies and procedures to ensure subsequent biennial reviews.
(DARLA DAVENPORT)

IX. Appendices

Appendix A: Drug-Free Schools/Workplace Policy Statement
Appendix B: Violations and Sanctions Inventory
Prevention Program Activities Inventory
Drug-Free Policy Review Inventory
Prevention Program Strengths and Weakness Inventory

Certification:

Randy Beutler, President
Southwestern Oklahoma State University

Date

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: International Student Affairs
Author of Report: Randy Beckloff
Other participants: Ruth Boyd
Co-Curricular Activity: International Student Affairs

MISSION / GOALS

University Mission: The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

Describe all or part of the mission statement that relates to your co-curricular activity:

The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: International Student Affairs
Author of Report: Randy Beckloff
Other participants: Ruth Boyd
Co-Curricular Activity: International Student Affairs

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #1 (describe using action verbs; goal must be measurable):

Students will demonstrate an awareness of available student services including Health, Counseling, Wellness, Public Safety, Dean of Students, Registrar, and Bursar.

What is your Criterion for Success?

Attendance records from International Student Freshman Orientation course, anecdotal records.

Was the Criterion for Success met? Yes

Is this student learning goal a General Education goal? No

Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.

Attendance Data

Briefly describe the measure or measures selected.

Attendance data from section of International Student Freshman Orientation course.

Student Sample Size (total number of students assessed for course(s)): 30

Course delivery (Mark all that apply.):

Face to Face (individual)

Assessment Information:

Did you use one or more rubrics to evaluate learning? No

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

The Orientation class is small in nature (<30 students per section) and is taught by Dr. Beckloff, Director of International Student Affairs. Students are familiar with Dr. Beckloff and feel that this is a safe environment in which to ask questions.

Describe student learning weaknesses:

n/a

CONTINUOUS IMPROVEMENT PLAN

Select all planned changes that apply:

11. No changes planned

Describe all selected items and note the dates of implementation:

NV

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: International Student Affairs
Author of Report: Randy Beckloff
Other participants: Ruth Boyd
Co-Curricular Activity: International Student Affairs

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #2 (describe using action verbs; goal must be measureable):

Students will engage with and develop an understanding of people from other backgrounds (racial/ethnic, religious, nationality, etc.)

What is your Criterion for Success?

National Survey of Student Engagement (NSSE) average scores of >2.5 (4.0 scale)

Was the Criterion for Success met? Yes

Is this student learning goal a General Education goal? Yes

If Yes, please select any General Education sub-goal criteria that applies:

Goal 4 Demonstrate social and cultural competency in the study of social groups, social issues, cultures, institutions, and globalization.

4d. Communicate public awareness and social responsibility of issues and identify ethical perspectives which guide solutions.

Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.

Survey/Questionnaire

Briefly describe the measure or measures selected.

The NSSE is a nationally-normed survey of student engagement, administered to freshmen and seniors at SWOSU.

Student Sample Size (total number of students assessed for course(s): 12K

Course delivery (Mark all that apply.):
Online

Assessment Information:

Did you use one or more rubrics to evaluate learning? No

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

The NSSE is a nationally-normed survey of student engagement, administered to freshmen and seniors at SWOSU. It was administered to 1,206 students; 192 submitted responses for the 2016 report.

Describe student learning weaknesses:

Participation could have been greater.

CONTINUOUS IMPROVEMENT PLAN

Select all planned changes that apply:

10. Other implemented or planned changes

Describe all selected items and note the dates of implementation:

Increase awareness of the survey in order to increase completion rates.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: International Student Affairs
Author of Report: Randy Beckloff
Other participants: Ruth Boyd
Co-Curricular Activity: International Student Affairs

Describe the program goal(s), assessment measure(s), sample size, criteria for success, assessment results, and if the criteria was met. Assessment measure(s) for program level evaluation may include: focus group interviews, course enrollment information, job placement, student perception surveys, and presence data.

Program Goal 1:

Students will demonstrate an awareness of available student services including Health, Counseling, Wellness, Public Safety, Dean of Students, Registrar, and Bursar.

Assessment Measure(s):

Attendance data from section of International Student Freshman Orientation course.

Sample Size & Criteria for Success:

Sample Size: 30

Assessment Results & if the Criteria was Met:

Met: The Orientation class is small in nature (<30 students per section) and is taught by Dr. Beckloff, Director of International Student Affairs. Students are familiar with Dr. Beckloff and feel that this is a safe environment in which to ask questions.

Program Goal 2:

Students will engage with and develop an understanding of people from other backgrounds (racial/ethnic, religious, nationality, etc.)

Assessment Measure(s):

National Survey of Student Engagement (NSSE) average scores of >2.5 (4.0 scale)

Sample Size & Criteria for Success:

Sample Size: 1,206 Completed Surveys: 192

Assessment Results & if the Criteria was Met:

Met. Scores in parentheses are freshman responses followed by senior responses. NSSE Item 8 & 17 8. During the current school year, about how often have you had discussions with people from the following groups...race/ethnicity other than your own (3.1/3.2), religious beliefs other than your own (2.9/3.0), political views other than your own (3.0/3.2) 17. How much has your institution contributed to your knowledge, skills, & personal development in the area of (h) understanding people of other backgrounds (2.8/2.9).

CONTINUOUS IMPROVEMENT REVIEW: Year to Year Comparison

Based on the results from the previous program assessment report, please describe the student learning improvements from last year to this year. If no improvements occurred, please provide a brief explanation.

n/a

Were planned changes from the previous year implemented?

No

If no changes occurred, please provide a brief explanation.

Co-curricular assessment is in the beginning stages at SWOSU. All departments have designed a Student Engagement Assessment Model for the 2017-2018 academic year. The Orientation section for international students will remain in place as well as continued support for student organizations such as SISA (Southwestern International Student Association), SASA (Southwestern African Student Association, and CAB (Collegiate Activities Board). Additional programming on topics such as academic integrity will be implemented fall 2017.

Is this your first-time to complete an assessment report for this degree program? Yes

Submit Date: 2017/12/21 15:45:12

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: New Student Orientation
Author of Report: Taler Alexander
Other participants: Ruth Boyd
Co-Curricular Activity: New Student Orientation

MISSION / GOALS

University Mission: The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

Describe all or part of the mission statement that relates to your co-curricular activity:

The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: New Student Orientation
Author of Report: Taler Alexander
Other participants: Ruth Boyd
Co-Curricular Activity: New Student Orientation

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #1 (describe using action verbs; goal must be measureable):

Students will attend mandatory New Student Orientation sessions in order to enroll and learn about SWOSU services and resources.

What is your Criterion for Success?

Attendance Records, SSI Response

Was the Criterion for Success met? Yes

Is this student learning goal a General Education goal? No

Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.

Survey/Questionnaire
Attendance Data

Briefly describe the measure or measures selected.

946 incoming students attend NSO sessions. Student Satisfaction Inventory (SSI) data.

Student Sample Size (total number of students assessed for course(s): 946

Course delivery (Mark all that apply.):

Face to Face (individual)
Face to Face (group)
Online

Assessment Information:

Did you use one or more rubrics to evaluate learning? No

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

NSO attendance goals were successfully met. The Student Satisfaction Inventory is a nationally-normed assessment, given to sophomores, juniors, & graduate students. 2,250 students had access to the SSI; 276 responded.

Describe student learning weaknesses:

Low response rate to SSI.

CONTINUOUS IMPROVEMENT PLAN

Select all planned changes that apply:

10. Other implemented or planned changes

Describe all selected items and note the dates of implementation:

Increase awareness of the SSI in order to increase response rates.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: New Student Orientation
Author of Report: Taler Alexander
Other participants: Ruth Boyd
Co-Curricular Activity: New Student Orientation

Describe the program goal(s), assessment measure(s), sample size, criteria for success, assessment results, and if the criteria was met. Assessment measure(s) for program level evaluation may include: focus group interviews, course enrollment information, job placement, student perception surveys, and presence data.

Program Goal 1:

Students will attend mandatory New Student Orientation sessions in order to enroll and learn about SWOSU services and resources.

Assessment Measure(s):

Attendance Date SSI Ranking

Sample Size & Criteria for Success:

Student Satisfaction Inventory rating of >5.00 (out of 7.00). 2,250 students had access to the SSI; 276 responded.

Assessment Results & if the Criteria was Met:

Met 946 incoming students attended NSO sessions. On the SSI, students indicated a 5.48/7.00 rank for the statement "New student orientation services help students adjust to college."

CONTINUOUS IMPROVEMENT REVIEW: Year to Year Comparison

Based on the results from the previous program assessment report, please describe the student learning improvements from last year to this year. If no improvements occurred, please provide a brief explanation.

n/a

Were planned changes from the previous year implemented? No

If no changes occurred, please provide a brief explanation.

Co-curricular assessment is in the beginning stages at SWOSU. All departments have designed a Student Engagement Assessment Model for the 2017-2018 academic year.

Is this your first-time to complete an assessment report for this degree program? Yes

Submit Date: 2017/12/21 15:57:32

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Public Safety
Author of Report: Kendra Brown
Other participants: Ruth Boyd
Co-Curricular Activity: Safe campus

MISSION / GOALS

University Mission: The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

Describe all or part of the mission statement that relates to your co-curricular activity:

The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Public Safety
Author of Report: Kendra Brown
Other participants: Ruth Boyd
Co-Curricular Activity: Safe campus

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #1 (describe using action verbs; goal must be measurable):

Students will interact within a safe campus environment.

What is your Criterion for Success?

Student Satisfaction Inventory rating of >5.00 (out of 7.00).

Was the Criterion for Success met? Yes

Is this student learning goal a General Education goal? No

Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.

Survey/Questionnaire

Briefly describe the measure or measures selected.

The Student Satisfaction Inventory is a nationally-normed assessment, given to sophomores, juniors, & graduate students.

Student Sample Size (total number of students assessed for course(s): 276

Course delivery (Mark all that apply.):

Online

Assessment Information:

Did you use one or more rubrics to evaluate learning? No

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

The Student Satisfaction Inventory is a nationally-normed assessment, given to sophomores, juniors, & graduate students. 2,250 students had access to the SSI; 276 responded.

Describe student learning weaknesses:

Low response rate

CONTINUOUS IMPROVEMENT PLAN

Select all planned changes that apply:

10. Other implemented or planned changes

Describe all selected items and note the dates of implementation:

Increase awareness

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Public Safety
Author of Report: Kendra Brown
Other participants: Ruth Boyd
Co-Curricular Activity: Safe campus

Describe the program goal(s), assessment measure(s), sample size, criteria for success, assessment results, and if the criteria was met. Assessment measure(s) for program level evaluation may include: focus group interviews, course enrollment information, job placement, student perception surveys, and presence data.

Program Goal 1:

Students will interact within a safe campus environment.

Assessment Measure(s):

Student Satisfaction Inventory rating of >5.00 (out of 7.00).

Sample Size & Criteria for Success:

Sample Size-276

Assessment Results & if the Criteria was Met:

SSI questions and scores: Item 7. The campus is safe and secure for all students. 6.24/7.00 Item 28. Parking lots are well-lighted and secure. 6.10/7.00 Item 36. Security staff respond quickly in emergencies. 5.99/7.00

CONTINUOUS IMPROVEMENT REVIEW: Year to Year Comparison

Based on the results from the previous program assessment report, please describe the student learning improvements from last year to this year. If no improvements occurred, please provide a brief explanation.

No previous report completed.

Were planned changes from the previous year implemented? No

If no changes occurred, please provide a brief explanation.

Co-curricular assessment is in the beginning stages at SWOSU. All departments have designed a Student Engagement Assessment Model for the 2017-2018 academic year.

Is this your first-time to complete an assessment report for this degree program? Yes

Submit Date: 2017/12/22 10:59:10

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Registrar
Author of Report: Shamus Moore
Other participants: Ruth Boyd
Co-Curricular Activity: Access to enrollment procedures

MISSION / GOALS

University Mission: The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

Describe all or part of the mission statement that relates to your co-curricular activity:

The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Registrar
Author of Report: Shamus Moore
Other participants: Ruth Boyd
Co-Curricular Activity: Access to enrollment procedures

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #1 (describe using action verbs; goal must be measurable):

Students will access registration and enrollment processes efficiently.

What is your Criterion for Success?

Student Satisfaction Inventory rating of >5.00 (out of 7.00).

Was the Criterion for Success met? Yes

Is this student learning goal a General Education goal? No

Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.

Survey/Questionnaire

Briefly describe the measure or measures selected.

The Student Satisfaction Inventory is a nationally-normed assessment, given to sophomores, juniors, & graduate students.

Student Sample Size (total number of students assessed for course(s): 276

Course delivery (Mark all that apply.):
Online

Assessment Information:

Did you use one or more rubrics to evaluate learning? No

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

The Student Satisfaction Inventory is a nationally-normed assessment, given to sophomores, juniors, & graduate students. 2,250 students had access to the SSI; 276 responded.

Describe student learning weaknesses:

Low response rate

CONTINUOUS IMPROVEMENT PLAN

Select all planned changes that apply:

10. Other implemented or planned changes

Describe all selected items and note the dates of implementation:

Better awareness of the survey in order to increase participation.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Registrar
Author of Report: Shamus Moore
Other participants: Ruth Boyd
Co-Curricular Activity: Access to enrollment procedures

Describe the program goal(s), assessment measure(s), sample size, criteria for success, assessment results, and if the criteria was met. Assessment measure(s) for program level evaluation may include: focus group interviews, course enrollment information, job placement, student perception surveys, and presence data.

Program Goal 1:

Students will access registration and enrollment processes efficiently.

Assessment Measure(s):

Student Satisfaction Inventory

Sample Size & Creteria for Success:

Sample size=276 Rating of >5.00 (out of 7.00).

Assessment Results & if the Criteria was Met:

SSI Questions/Scores: Item 27. The personnel involved in registration are helpful. 6.10/7.00 Item 50. Class change (drop/add) policies are reasonable. 5.99/7.00

CONTINUOUS IMPROVEMENT REVIEW: Year to Year Comparison

Based on the results from the previous program assessment report, please describe the student learning improvements from last year to this year. If no improvements occurred, please provide a brief explanation.

No previous report completed.

Were planned changes from the previous year implemented? No

If no changes occurred, please provide a brief explanation.

Co-curricular assessment is in the beginning stages at SWOSU. All departments have designed a Student Engagement Assessment Model for the 2017-2018 academic year.

Is this your first-time to complete an assessment report for this degree program? Yes

Submit Date: 2017/12/22 10:48:01

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Service Learning Coordinator
Author of Report: Allen Boyd
Other participants: Ruth Boyd
Co-Curricular Activity: Service Learning/Community Engagement Activities

MISSION / GOALS

University Mission: The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

Describe all or part of the mission statement that relates to your co-curricular activity:

The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Service Learning Coordinator
Author of Report: Allen Boyd
Other participants: Ruth Boyd
Co-Curricular Activity: Service Learning/Community Engagement Activities

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #1 (describe using action verbs; goal must be measurable):

Students will engage in service learning activity courses and community engagement activities via student organizations.

What is your Criterion for Success?

National Survey of Student Engagement (NSSE). We hope to meet or exceed the benchmark average of our statistical university class.

Was the Criterion for Success met? Yes

Is this student learning goal a General Education goal? No

Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.

Survey/Questionnaire

Briefly describe the measure or measures selected.

The NSSE is a nationally-normed survey of student engagement, administered to freshmen and seniors at SWOSU. It was administered to 1,206 students; 192 submitted responses for the 2016 report.

Student Sample Size (total number of students assessed for course(s): 192

Course delivery (Mark all that apply.):

Online

Assessment Information:

Did you use one or more rubrics to evaluate learning? Yes

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

The NSSE is a nationally-normed survey of student engagement.

Describe student learning weaknesses:

Low response rate.

CONTINUOUS IMPROVEMENT PLAN**Select all planned changes that apply:**

8. Add one or more activities

Describe all selected items and note the dates of implementation:

SWOSU is implementing the B.L.U.E. (Bulldogs Learning, Understanding, Empowering), an honor cord for students who have participated in service learning experiences. We hope to add many courses to the database of service-learning courses.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Service Learning Coordinator
Author of Report: Allen Boyd
Other participants: Ruth Boyd
Co-Curricular Activity: Service Learning/Community Engagement Activities

Describe the program goal(s), assessment measure(s), sample size, criteria for success, assessment results, and if the criteria was met. Assessment measure(s) for program level evaluation may include: focus group interviews, course enrollment information, job placement, student perception surveys, and presence data.

Program Goal 1:

Students will engage in service learning activity courses and community engagement activities via student organizations.

Assessment Measure(s):

National Survey of Student Engagement (NSSE)

Sample Size & Criteria for Success:

Sample size = 192 We hope to meet or exceed the benchmark average of our statistical university class.

Assessment Results & if the Criteria was Met:

Met. NSSE item 12. About how many of your courses at this institution have included a community-based project (service learning)? Freshmen=1.7 courses/ 1.7 ave. Seniors=1.9 courses/1.7 ave. NSSE item 15. About how many hours do you spend in a typical 7-day week doing community service or volunteer work? Freshmen=3.5 hrs/2.9 ave. Seniors=3.6 hrs/3.3 ave.

CONTINUOUS IMPROVEMENT REVIEW: Year to Year Comparison

Based on the results from the previous program assessment report, please describe the student learning improvements from last year to this year. If no improvements occurred, please provide a brief explanation.

n/a

Were planned changes from the previous year implemented? No

If no changes occurred, please provide a brief explanation.

Co-curricular assessment is in the beginning stages at SWOSU. All departments have designed a Student Engagement Assessment Model for the 2017-2018 academic year.

Is this your first-time to complete an assessment report for this degree program? Yes

Submit Date: 2017/12/22 11:24:51

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Student Activities
Author of Report: Jordan Selman
Other participants: Ruth Boyd
Co-Curricular Activity: Student Activities

MISSION / GOALS

University Mission: The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

Describe all or part of the mission statement that relates to your co-curricular activity:

The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Student Activities
Author of Report: Jordan Selman
Other participants: Ruth Boyd
Co-Curricular Activity: Student Activities

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #1 (describe using action verbs; goal must be measurable):

Students will understand the multiple opportunities to engage socially on campus.

What is your Criterion for Success?

Organizational Fair

Was the Criterion for Success met? Partially

Is this student learning goal a General Education goal? Yes

If Yes, please select any General Education sub-goal criteria that applies:

Goal 5 Demonstrate achievement of intellectual and professional aptitudes.

5c. Collaboration: Collectively engage in group activities and contribute information and resources to accomplish group goals.

Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.

Other:

Organization Fair

Briefly describe the measure or measures selected.

The Student Activities office will host an Organizational Fair in order to provide students with opportunities to connect to student organizations.

Student Sample Size (total number of students assessed for course(s): est

Course delivery (Mark all that apply.):

Face to Face (individual)

Fact to Face (group)

Assessment Information:

Did you use one or more rubrics to evaluate learning? No

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

Students have the opportunity to explore student organizations in a non-threatening environment.

Describe student learning weaknesses:

Due to inclement weather, participation in the Org Fair was low for fall 2016.

CONTINUOUS IMPROVEMENT PLAN

Select all planned changes that apply:

10. Other implemented or planned changes

Describe all selected items and note the dates of implementation:

Continue to grow the Org Fair, provide an alternate location (PCEC?) if rain threatens, and track participation data.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Student Activities
Author of Report: Jordan Selman
Other participants: Ruth Boyd
Co-Curricular Activity: Student Activities

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #2 (describe using action verbs; goal must be measureable):

Students will facilitate collaboration among student organizations.

What is your Criterion for Success?

Attendance at Presidents' Council monthly dinner

Was the Criterion for Success met? Yes

Is this student learning goal a General Education goal? Yes

If Yes, please select any General Education sub-goal criteria that applies:

Goal 5 Demonstrate achievement of intellectual and professional aptitudes.

5c. Collaboration: Collectively engage in group activities and contribute information and resources to accomplish group goals.

Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.

Attendance Data

Briefly describe the measure or measures selected.

Club presidents will attend the monthly Presidents' Council dinner in order to organize & collaborate regarding campus activities.

Student Sample Size (total number of students assessed for course(s): 70

Course delivery (Mark all that apply.):

Face to Face (individual)

Fact to Face (group)

Assessment Information:

Did you use one or more rubrics to evaluate learning? No

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

The informal, monthly meeting facilitates camaraderie and communication among student groups.

Describe student learning weaknesses:

n/a

CONTINUOUS IMPROVEMENT PLAN

Select all planned changes that apply:

11. No changes planned

Describe all selected items and note the dates of implementation:

NV

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Student Activities
Author of Report: Jordan Selman
Other participants: Ruth Boyd
Co-Curricular Activity: Student Activities

Describe the program goal(s), assessment measure(s), sample size, criteria for success, assessment results, and if the criteria was met. Assessment measure(s) for program level evaluation may include: focus group interviews, course enrollment information, job placement, student perception surveys, and presence data.

Program Goal 1:

Students will understand the multiple opportunities to engage socially on campus.

Assessment Measure(s):

Organization Fair

Sample Size & Criteria for Success:

The Student Activities office will host an Organizational Fair in order to provide students with opportunities to connect to student organizations.

Assessment Results & if the Criteria was Met:

Partially met - Inclement weather decreased participation

Program Goal 2:

Students will facilitate collaboration among student organizations.

Assessment Measure(s):

Attendance at Presidents' Council monthly dinners.

Sample Size & Criteria for Success:

70+ organizations represented at monthly dinner.

Assessment Results & if the Criteria was Met:

Met - Attendance goals continue to be met.

CONTINUOUS IMPROVEMENT REVIEW: Year to Year Comparison

Based on the results from the previous program assessment report, please describe the student learning improvements from last year to this year. If no improvements occurred, please provide a brief explanation.

Co-curricular assessment is in the beginning stages at SWOSU. All departments have designed a Student Engagement Assessment Model for the 2017-2018 academic year.

Were planned changes from the previous year implemented? Yes

If no changes occurred, please provide a brief explanation.

NV

Is this your first-time to complete an assessment report for this degree program? Yes

Submit Date: 2017/12/21 11:18:49

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Student Counseling Services
Author of Report: Kim Liebscher
Other participants: Ruth Boyd
Co-Curricular Activity: Provide quality, accessible health care to all students to enhance the learning experience.

MISSION / GOALS

University Mission: The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

Describe all or part of the mission statement that relates to your co-curricular activity:

The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Student Counseling Services
Author of Report: Kim Liebscher
Other participants: Ruth Boyd
Co-Curricular Activity: Provide quality, accessible health care to all students to enhance the learning experience.

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #1 (describe using action verbs; goal must be measurable):

Students will collect information regarding resources related to physical/behavioral health, particularly alcohol/drug education at the annual Health & Wellness Fair.

What is your Criterion for Success?

Anecdotal (Estimated) Attendance & Survey Responses

Was the Criterion for Success met? Partially

Is this student learning goal a General Education goal? No

Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.

Attendance Data

Briefly describe the measure or measures selected.

Attendance at this event has only been estimated because Student Affairs has not had a systematic way in which to collect the data. With the implementation of the Presence software for 2017-2018, we look forward to collecting firm numbers. We will also be able to send surveys via SWOSU email to all that attended.

Student Sample Size (total number of students assessed for course(s): 0-100

Course delivery (Mark all that apply.):

Face to Face (individual)

Assessment Information:

Did you use one or more rubrics to evaluate learning? No

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

The overall survey responses were positive.

Describe student learning weaknesses:

Few concrete suggestions for improvement were provided.

CONTINUOUS IMPROVEMENT PLAN

Select all planned changes that apply:

2. Revise assessment measure(s)
3. Change method(s) of data collection
5. Make technology related improvements

Describe all selected items and note the dates of implementation:

We hope to implement the Presence software system for the spring 2018 Health & Wellness Fair.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Student Counseling Services
Author of Report: Kim Liebscher
Other participants: Ruth Boyd
Co-Curricular Activity: Provide quality, accessible health care to all students to enhance the learning experience.

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #2 (describe using action verbs; goal must be measureable):

Students will utilize SWOSU Counseling Services as needed.

What is your Criterion for Success?

Client feedback and Intake timeframe

Was the Criterion for Success met? Partially

Is this student learning goal a General Education goal? No

Briefly describe the measure or measures selected.

We strive to complete the client intake process as quickly as possible so that services are not delayed. Due to increased demand for services, the University implemented additional contract counselors so that our goal could be met.

Student Sample Size (total number of students assessed for course(s)): 117

Course delivery (Mark all that apply.):

Face to Face (individual)

Assessment Information:

Did you use one or more rubrics to evaluate learning? No

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

During the spring 2017 semester, 117 clients were seen by three contract counselors. Their employment allowed Kim Liebscher, Director, to complete intake appointments and to assign counselors for each client.

Describe student learning weaknesses:

Determining services needed on campus.

CONTINUOUS IMPROVEMENT PLAN

Select all planned changes that apply:

- 7. Revise instruction
- 8. Add one or more activities

Describe all selected items and note the dates of implementation:

SWOSU is the recipient of a grant from the Oklahoma Department of Mental Health to be certified as a JED campus. This will allow us to administer the Healthy Minds Survey during the spring 2018 semester. Survey results will help us determine areas of need on campus and will assist us with resource allocation.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Student Counseling Services
Author of Report: Kim Liebscher
Other participants: Ruth Boyd
Co-Curricular Activity: Provide quality, accessible health care to all students to enhance the learning experience.

Describe the program goal(s), assessment measure(s), sample size, criteria for success, assessment results, and if the criteria was met. Assessment measure(s) for program level evaluation may include: focus group interviews, course enrollment information, job placement, student perception surveys, and presence data.

Program Goal 1:

Students will collect information regarding resources related to physical/behavioral health, particularly alcohol/drug education.

Assessment Measure(s):

Event attendance & survey responses

Sample Size & Criteria for Success:

0-100

Assessment Results & if the Criteria was Met:

partially met

Program Goal 2:

Students will utilize SWOSU Counseling services as needed.

Assessment Measure(s):

Intake Time and Client Feedback

Sample Size & Criteria for Success:

117 students seen by contract counselors during spring 2017 semester.

Assessment Results & if the Criteria was Met:

partially met

CONTINUOUS IMPROVEMENT REVIEW: Year to Year Comparison

Based on the results from the previous program assessment report, please describe the student learning improvements from last year to this year. If no improvements occurred, please provide a brief explanation.

Co-curricular assessment is in the beginning stages at SWOSU. All departments have designed a Student Engagement Assessment Model for the 2017-2018 academic year.

Were planned changes from the previous year implemented? No

If no changes occurred, please provide a brief explanation.

A systematic assessment model is being implemented, beginning fall 2017.

Is this your first-time to complete an assessment report for this degree program?

Yes

Submit Date:

2017/12/21 10:31:01

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Student Health Services
Author of Report: Laura Smith
Other participants: Ruth Boyd
Co-Curricular Activity: Accessible health care

MISSION / GOALS

University Mission: The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

Describe all or part of the mission statement that relates to your co-curricular activity:

The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Student Health Services
Author of Report: Laura Smith
Other participants: Ruth Boyd
Co-Curricular Activity: Accessible health care

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #1 (describe using action verbs; goal must be measurable):

Students will have access to quality healthcare in order to enhance the learning experience.

What is your Criterion for Success?

Student Satisfaction Inventory rating of >5.00 (out of 7.00). National Survey of Student Engagement (NSSE) average scores of >2.5 (4.0 scale).

Was the Criterion for Success met? Yes

Is this student learning goal a General Education goal? No

Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.

Survey/Questionnaire

Briefly describe the measure or measures selected.

The Student Satisfaction Inventory is a nationally-normed assessment, given to sophomores, juniors, & graduate students. 2,250 students had access to the SSI; 276 responded. The NSSE is a nationally-normed survey of student engagement, administered to freshmen and seniors at SWOSU. It was administered to 1,206 students; 192 submitted responses for the 2016 report.

Student Sample Size (total number of students assessed for course(s): 468

Course delivery (Mark all that apply.):

Online

Assessment Information:

Did you use one or more rubrics to evaluate learning? No

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

Both assessments are nationally-normed surveys, correlated to HLC accreditation.

Describe student learning weaknesses:

Low participation rate.

CONTINUOUS IMPROVEMENT PLAN

Select all planned changes that apply:

11. No changes planned

Describe all selected items and note the dates of implementation:

NV

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Student Health Services
Author of Report: Laura Smith
Other participants: Ruth Boyd
Co-Curricular Activity: Accessible health care

Describe the program goal(s), assessment measure(s), sample size, criteria for success, assessment results, and if the criteria was met. Assessment measure(s) for program level evaluation may include: focus group interviews, course enrollment information, job placement, student perception surveys, and presence data.

Program Goal 1:

Students will have access to quality healthcare in order to enhance the learning experience.

Assessment Measure(s):

Student Satisfaction Inventory rating of >5.00 (out of 7.00). National Survey of Student Engagement (NSSE) average scores of >2.5 (4.0 scale).

Sample Size & Criteria for Success:

Sample Sizes: SSI = 276 NSSE = 192

Assessment Results & if the Criteria was Met:

Met. NSSE Item 14. How much does your institution provide support for your overall well-being (healthcare, counseling)? Freshman 2.8/4.0 Seniors 3.0/4.0 SSI Item 15. The staff in health services area are competent. 5.72./7.00.

CONTINUOUS IMPROVEMENT REVIEW: Year to Year Comparison

Based on the results from the previous program assessment report, please describe the student learning improvements from last year to this year. If no improvements occurred, please provide a brief explanation.

No previous report submitted.

Were planned changes from the previous year implemented? No

If no changes occurred, please provide a brief explanation.

Co-curricular assessment is in the beginning stages at SWOSU. All departments have designed a Student Engagement Assessment Model for the 2017-2018 academic year.

Is this your first-time to complete an assessment report for this degree program? Yes

Submit Date: 2017/12/22 11:08:35

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Upward Bound
Author of Report: Jamie Novey
Other participants: Ruth Boyd
Co-Curricular Activity: Upward Bound

MISSION / GOALS

University Mission: The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

Describe all or part of the mission statement that relates to your co-curricular activity:

The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Upward Bound
Author of Report: Jamie Novey
Other participants: Ruth Boyd
Co-Curricular Activity: Upward Bound

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #1 (describe using action verbs; goal must be measurable):

Students will extend exploration of robotics through an additional, advanced-level course.

What is your Criterion for Success?

Course completion

Was the Criterion for Success met? Yes

Is this student learning goal a General Education goal? No

Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.

Other:

Course Completion

Briefly describe the measure or measures selected.

Although a simple measure, course completion is an appropriate measure, because Upward Bound (UB) is a federally funded program for students who are interested in postsecondary education after graduation from high school. During the school year, students attend monthly academic meetings and participate in an online tutoring program. During the summer, students live on the SWOSU campus and participate in a full schedule of academic, social (including sports), and cultural activities for six weeks.

Student Sample Size (total number of students assessed for course(s): 20

Course delivery (Mark all that apply.):

Fact to Face (group)

Assessment Information:

Did you use one or more rubrics to evaluate learning? No

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

Attendance was limited to 20 students (four groups of 5 teams). The students thrived in this small-group experience.

Describe student learning weaknesses:

Upward Bound is grant-funded, so additional funding would lead to more in-depth experiences.

CONTINUOUS IMPROVEMENT PLAN

Select all planned changes that apply:

11. No changes planned

Describe all selected items and note the dates of implementation:

NV

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Upward Bound
Author of Report: Jamie Novey
Other participants: Ruth Boyd
Co-Curricular Activity: Upward Bound

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #2 (describe using action verbs; goal must be measureable):

Students will participate in civic engagement opportunities, as identified by the UB curriculum.

What is your Criterion for Success?

Participation from all UB students.

Was the Criterion for Success met? Yes

Is this student learning goal a General Education goal? No

Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.

Attendance Data

Briefly describe the measure or measures selected.

We believe this experience will promote students' civic engagement.

Student Sample Size (total number of students assessed for course(s)): 20

Course delivery (Mark all that apply.):

Fact to Face (group)

Assessment Information:

Did you use one or more rubrics to evaluate learning? No

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

Through participation, student learn basic tenets of civic engagement - promoting the quality of life for individuals and the community.

Describe student learning weaknesses:

n/a

CONTINUOUS IMPROVEMENT PLAN

Select all planned changes that apply:

11. No changes planned

Describe all selected items and note the dates of implementation:

NV

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Upward Bound
Author of Report: Jamie Novey
Other participants: Ruth Boyd
Co-Curricular Activity: Upward Bound

Describe the program goal(s), assessment measure(s), sample size, criteria for success, assessment results, and if the criteria was met. Assessment measure(s) for program level evaluation may include: focus group interviews, course enrollment information, job placement, student perception surveys, and presence data.

Program Goal 1:

Students will extend exploration of robotics through an additional, advanced-level course.

Assessment Measure(s):

Course completion.

Sample Size & Criteria for Success:

20

Assessment Results & if the Criteria was Met:

Met All students in the cohort completed the course.

Program Goal 2:

Students will participate in civic engagement opportunities, as identified by the UB curriculum.

Assessment Measure(s):

Full participation.

Sample Size & Criteria for Success:

20

Assessment Results & if the Criteria was Met:

All students completed the civic engagement activity.

CONTINUOUS IMPROVEMENT REVIEW: Year to Year Comparison

Based on the results from the previous program assessment report, please describe the student learning improvements from last year to this year. If no improvements occurred, please provide a brief explanation.

Beginning 2017-2018, students will complete an evaluation upon completion of their civic engagement/volunteer time.

Were planned changes from the previous year implemented? No

If no changes occurred, please provide a brief explanation.

Co-curricular assessment is in the beginning stages at SWOSU. All departments have designed a Student Engagement Assessment Model for the 2017-2018 academic year.

Is this your first-time to complete an assessment report for this degree program? Yes

Submit Date: 2017/12/22 09:38:36

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Wellness Center
Author of Report: Scott Miller
Other participants: Ruth Boyd
Co-Curricular Activity: Intramural Activities

MISSION / GOALS

University Mission: The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

Describe all or part of the mission statement that relates to your co-curricular activity:

The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Wellness Center
Author of Report: Scott Miller
Other participants: Ruth Boyd
Co-Curricular Activity: Intramural Activities

INSTRUCTIONS: Evaluate 1-3 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

LEARNING GOAL #1 (describe using action verbs; goal must be measurable):

Students apply the concepts of physical fitness, team collaboration and communication through intramural activities.

What is your Criterion for Success?

participation data

Was the Criterion for Success met? Yes

Is this student learning goal a General Education goal? No

Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.

Other:

NSSE scores of .2.5 (4.0 scale).

Briefly describe the measure or measures selected.

The National Survey of Student Engagement (NSSE) has specific questions related to overall well-being and intramural sports.

Student Sample Size (total number of students assessed for course(s)): 192

Course delivery (Mark all that apply.):

Online

Assessment Information:

Did you use one or more rubrics to evaluate learning? No

Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.

Describe student learning strengths:

The NSSE is a nationally-normed survey of student engagement, administered to freshmen and seniors at SWOSU. It was administered to 1,206 students; 192 submitted responses for the 2016 report.

Describe student learning weaknesses:

Low participation numbers.

CONTINUOUS IMPROVEMENT PLAN

Select all planned changes that apply:

10. Other implemented or planned changes

Describe all selected items and note the dates of implementation:

Increase awareness of the NSSE in order to increase participation.

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ANNUAL CO-CURRICULAR ASSESSMENT
2016-2017**

Department: Wellness Center
Author of Report: Scott Miller
Other participants: Ruth Boyd
Co-Curricular Activity: Intramural Activities

Describe the program goal(s), assessment measure(s), sample size, criteria for success, assessment results, and if the criteria was met. Assessment measure(s) for program level evaluation may include: focus group interviews, course enrollment information, job placement, student perception surveys, and presence data.

Program Goal 1:

Students apply the concepts of physical fitness, team collaboration and communication through intramural activities.

Assessment Measure(s):

NSSE scores of >2.5 (4.0 scale).

Sample Size & Criteria for Success:

Administered to 1,206 students; 192 submitted responses

Assessment Results & if the Criteria was Met:

NSSE Questions & Scores: How much does your institution provide support for your overall well-being (recreation, etc.) 2.8 - Freshmen 3.2 - Senior

CONTINUOUS IMPROVEMENT REVIEW: Year to Year Comparison

Based on the results from the previous program assessment report, please describe the student learning improvements from last year to this year. If no improvements occurred, please provide a brief explanation.

No previous assessment report completed.

Were planned changes from the previous year implemented? No

If no changes occurred, please provide a brief explanation.

Co-curricular assessment is in the beginning stages at SWOSU. All departments have designed a Student Engagement Assessment Model for the 2017-2018 academic year. We will continue to survey using the NSSE.

Is this your first-time to complete an assessment report for this degree program? Yes

Submit Date: 2017/12/22 10:14:49