



Southwestern Oklahoma State University  
**SWOSU Digital Commons**

---

Assessment Center Reports

Assessment Center Reports

---

2024

## 2023-2024 Annual Student Assessment Report

Southwestern Oklahoma State University

Follow this and additional works at: <https://dc.swosu.edu/assessmentall>



Part of the [Educational Assessment, Evaluation, and Research Commons](#), [Educational Methods Commons](#), and the [Higher Education Commons](#)

---

**ANNUAL  
STUDENT  
ASSESSMENT  
REPORT  
2023-2024**

***Southwestern Oklahoma  
State University***

Annual Student Assessment Report  
of  
2023-2024  
Activity

for

Oklahoma State Regents  
For Higher Education

*SOUTHWESTERN OKLAHOMA  
STATE UNIVERSITY*

Weatherford Campus and  
Remote Locations

Contacts: Jan Kliewer, Director of Assessment & Testing  
580-774-3084 [jan.kliewer@swosu.edu](mailto:jan.kliewer@swosu.edu)

Kari Rogers, Assessment Specialist  
580-774-7031 [kari.rogers@swosu.edu](mailto:kari.rogers@swosu.edu)

# **Section I—Entry Level Assessment and Course Placement**

## **ACTIVITIES**

***I-1. What information was used to determine college-level course placement? Please report the specific multiple measures your institution used for FY 2023-2024 (e.g., high school GPA and CPT cut scores).***

College-level course placement was primarily based on a cut score of 19 on the ACT sub-tests of English, Math, and Reading. Accuplacer Course Placement Tests (CPT) were utilized as secondary assessments for deficiencies. The following Accuplacer tests were used:

Writing	Quantitative Reasoning, Algebra, and Statistics (QRAS)
Reading	Arithmetic

Southwestern started a test-optional pilot program study for the Oklahoma State Regents for Higher Education beginning Fall 2021. This study analyzes how to best place incoming students into developmental and support courses based on high school GPA.

1. Students will be encouraged to take an ACT and/or CPT exam before enrollment if possible. The student will have the option of taking the CPT exam on campus free of charge or remotely using Examity. The remote test will have a fee. Scores from this placement test will be used as normal.
2. Without an ACT, SAT, or CPT exam score, placement will be based on the following:
  1. Mathematics
    1. Tier 1: Students with a 3.25 GPA or higher cumulative high-school GPA will clear all deficiencies.
    2. Tier 2: Students with a 2.75-3.24 cumulative high-school GPA will be placed in the core mathematics course with co-requisite support course.
    3. Tier 3: Students with below a 2.75 GPA cumulative high-school GPA will be placed in the developmental mathematics support course.
  2. English
    1. Tier 1: Students with a 3.25 GPA or higher cumulative high-school GPA will clear all deficiencies.
    2. Tier 2: Students with a 2.75-3.24 cumulative high-school GPA will be placed in the core English Composition I course with co-requisite support course.
    3. Tier 3: Students with below a 2.75 GPA cumulative high-school GPA will be placed in the developmental English Composition I support course.
  3. Reading
    1. Tier 3: Students with below a 2.75 GPA cumulative high-school GPA will be placed in the developmental-reading support course.

## **Section I—Entry Level Assessment and Course Placement**

***I-2. How were students determined to need remediation (e.g., CPT cut scores or advising process)?***

For Fall 2023, students were determined to need remediation based on the following ACT and CPT cut scores as well as High School GPA:

TEST BATTERY	TEST	SCORE	COURSE PLACEMENT
<b><u>English:</u></b>			
ACT	English	1-15	0123 Fundamentals of English
Accuplacer CPT	Writing	200-239	
High School GPA		0-2.74	
<b><u>Math, if College Algebra is required for major:</u></b>			
ACT	Math	1-15	0174 Prep for College Math followed by 0124 Basic Algebra (recommended) followed by 1513 College Algebra <u>with</u> 0162 College Algebra Support
Accuplacer CPT	QRAS	200-245	
High School GPA		0-2.74	
<b><u>Math, if Math Applications and Math Concepts are approved for major:</u></b>			
ACT	Math	1-15	0174 Prep for College Math followed by 1143 Math Concepts <u>with</u> 0182 Math Concepts Support OR 1153 Math Applications <u>with</u> 0192 Math Applications Support
Accuplacer CPT	Arithmetic	200-245	
Accuplacer CPT	QRAS	200-235	
High School GPA		0-2.74	
<b><u>Reading:</u></b>			
ACT	Reading	1-18	0122 Improvement of Reading
Accuplacer CPT	Reading	200-249	
High School GPA		0-2.74	
Accuplacer CPT	Reading	240-249	0122 Improvement of Reading is waived when enrolled in 0132 Comp. I Support

## **Section I—Entry Level Assessment and Course Placement**

***I-3. What options were available for identified students to complete developmental education within the first year of 24 college-level credit hours?***

High school students with a test score or high school GPA that placed him/her in a remedial course were encouraged to begin skill development as soon as possible using any of the tools that are readily available before beginning his/her first year of college:

1. ACT online free sample questions
2. CPT free sample questions
3. SAT online free sample questions and tests
4. SWOSU free On-Campus Tutoring
5. SWOSU online free Upswing Tutoring
6. Khan Academy online free instruction and practice
7. Mometrix Academy online free instruction and practice
8. Varsity Tutors online free sample questions

All SWOSU Remedial/Developmental courses were available during the Fall 2023 and Spring 2024 semesters.

***I-4. What information was used to determine co-requisite course placement? Please report the specific multiple measures your institution used for FY 2023-2024 (e.g., high school GPA and CPT cut scores).***

For Fall 2023, students were determined to need co-requisite support courses based on the following ACT and CPT cut scores as well as High School GPA:

## **Section I—Entry Level Assessment and Course Placement**

TEST BATTERY	TEST	SCORE	COURSE PLACEMENT
<b><u>English:</u></b>			
ACT	English	16-18	1113 English Composition I with 0132 Comp. I Support
Accuplacer CPT	Writing	240-249	
HS GPA		2.75-3.24	
<b><u>Math, if College Algebra is required for major:</u></b>			
ACT	Math	16-18	1513 College Algebra <u>with</u> 0162 College Algebra Support
Accuplacer CPT	QRAS	246-259	
HS GPA		2.75-3.24	
<b><u>Math, if Math Applications and Math Concepts are approved for major:</u></b>			
ACT	Math	16-18	1143 Math Concepts <u>with</u>
Accuplacer CPT	Arithmetic	246-255	0182 Math Concepts Support OR
Accuplacer CPT	QRAS	236-245	1153 Math Applications <u>with</u>
HS GPA		2.75-3.24	0192 Math Applications Support
<b><u>Reading:</u></b>			
Accuplacer CPT	Reading	240-249	0122 Improvement of Reading is waived when enrolled in 0132 Comp. I Support
HS GPA		2.75-3.24	

### ***I-5. Describe the method used to place “adult” students who do not have ACT/SAT scores.***

Students above the age of 20 without ACT/SAT scores were encouraged to take Accuplacer CPT tests to determine placement and to try to test out of remediation. Cut scores for adult students were the same as cut scores for traditional students.

### **ANALYSES AND FINDINGS**

### ***I-6. Describe analyses and findings of student success in both developmental and college-level courses, effectiveness of the placement decisions, evaluation of multiple measures, and changes in the entry-level assessment process or approaches to teaching as a result of findings.***

The following tables show success in developmental, co-requisite, and college-level courses:

## Section I—Entry Level Assessment and Course Placement

2023-2024											2022-2023	2021-2022	2020-2021	2019-2020
ENGLISH	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate	Pass Rate
Developmental/Support	160	62	16	22	10	41	4	5	62.50%	16	64%	55%	53%	69%
College Level Eng. Comp. I WITH the Co-Requisite	116	40	14	21	9	32			72.41%	4	72%	72%	69%	85%
College Level Eng. Comp. I WITHOUT the Co-Requisite	657	326	137	84	37	73			88.89%	68	90%	86%	85%	92%

2023-2024											2022-2023	2021-2022	2020-2021	2019-2020
READING	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate	Pass Rate
Developmental	54	8	6	9	3	28			45.59%	3	53%	48%	45%	77%
Select College Level Courses FOLLOWING OR WITH the required Developmental course	17		1	3	6	7			58.82%	4	29%	71%	69%	84%
Select College Level Courses NOT FOLLOWING OR WITHOUT the Developmental course	1501	473	393	302	166	167			88.87%	194	87%	89%	89%	93%

2023-2024											2022-2023	2021-2022	2020-2021	2019-2020
MATH, ALGEBRA TRACK	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate	Pass Rate
Developmental/Support	51	8	5	5	4	20	5	4	35.29%	18	61%	47%	42%	58%
College Algebra WITH Developmental and/or Co-Requisite	34		2	10	7	15			55.88%	24	70%	53%	50%	63%
College Algebra WITHOUT Developmental and/or Co-Requisite	424	166	119	66	40	33			92.22%	87	91%	85%	87%	84%



## Section I—Entry Level Assessment and Course Placement

2023-2024											2022-2023	2021-2022	2020-2021	2019-2020
MATH APPLICATIONS TRACK	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate	Pass Rate
Developmental/Support	10	3	4	2			1		100%	5	88%	76%	31%	96%
Math Applications WITH Developmental and/or Co-Requisite	9	4	1	3	1				100%	5	95%	83%	75%	90%
Math Applications WITHOUT Developmental and/or Co-Requisite	39	11	10	7	6	5			87.18%	14	92%	94%	86%	100%

2023-2024											2022-2023	2021-2022	2020-2021	2019-2020
MATH CONCEPTS TRACK	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate	Pass Rate
Developmental/Support	106	4	11	12	5	31	21	22	45.28%	11	59%	50%	42%	61%
Math Concepts WITH Developmental and/or Co-Requisite	63	4	10	11	7	31			50.79%	13	86%	70%	57%	66%
Math Concepts WITHOUT Developmental and/or Co-Requisite	257	39	71	70	33	44			82.88%	50	83%	82%	79%	84%

2023-2024											2022-2023	2021-2022	2020-2021	2019-2020
MATH, ALL	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate	Pass Rate
ALL Math Dev./Support	167	15	20	19	9	51	27	26	48.50%	34	64%	55%	40%	64%
All College Level Math Courses WITH Developmental and/or Co-Requisite	106	8	13	24	15	46			56.60%	42	84%	65%	55%	68%
All College Level Math Courses WITHOUT Developmental and/or Co-Requisite	720	216	200	143	79	82			88.61%	151	88%	84%	84%	85%

## **Section I—Entry Level Assessment and Course Placement**

Students with deficiencies continue to see a great deal of success in college level courses while also enrolled in (or following) a developmental or support course in English; and some success in Math and Reading:

- 72% passed English Comp. I (72% last year).
- 57% passed college level math courses (84% last year).
- 59% passed various college level courses with a great deal of reading content (29% last year).

Course placement decisions seem to be consistently effective. It will be interesting to track continued, and even increased success as we continue to utilize the co-requisite course model. Revised Accuplacer entry-level placement tests were effective January 2019, along with a new range of cut scores. Success rates will be monitored for any necessary cut score considerations.

Admissions and placement according to high school GPA seems to reveal good success, as shown in the table below.

2023-2024									2022-2023	2021-2022
ALL DESIGNATED COLLEGE-LEVEL COURSES	#	A	B	C	D	F	Pass Rate	W	Pass Rate	Pass Rate
HS GPA below 2.25	32	2	11	4	4	11	65.63%	12	72.41%	67.57%
HS GPA 2.25-2.74	144	10	24	25	24	61	57.64%	35	65.64%	73.67%
HS GPA 2.75-3.24	393	54	75	104	55	105	73.28%	88	69.54%	
HS GPA 3.25 or higher	2166	886	543	384	181	172	92.06%	260	90.61%	91.56%

## **Section II—General Education Assessment**

### **ADMINISTERING ASSESSMENT**

#### ***II-1. Describe the institutional general education competencies/outcomes and how they are assessed.***

Southwestern assesses the institutionally recognized general education objectives of communication and computer literacy; scientific and quantitative reasoning; aesthetic experience, history, and humanities; social groups, social issues, cultures, and globalization; and intellectual and professional aptitudes using curriculum-embedded assessments including exams, reports, essays, lab assignments, and standardized tests. Southwestern also utilized the standardized Territorium (formerly ETS) Proficiency Profile, which measures the areas of reading, writing, critical thinking, and math.

#### ***II-2. Describe how the assessments were administered and how students were selected.***

Faculty employ many methods for course-embedded assessment of student achievement within their general education courses. Special quizzes, exams, reports, papers, presentations, and projects were administered as a part of the curriculum to all students.

Freshmen were asked to complete the Proficiency Profile test during a Fall 2023 SWOSUConnect course. Seniors were asked to complete the test during a class period of a capstone course or other senior course that was scheduled by their instructor.

#### ***II-3. Describe strategies used to motivate students to substantively participate in the assessment.***

Students participate willingly in assessments integrated into course requirements.

As a means of incentive with the administration of the Proficiency Profile, both Freshmen and Seniors competed for cash prizes awarded for highest scores, the purpose of which to gain increased effort on performance. These achievement prizes were awarded in four different categories based on the ACT scores of Freshmen, and based on the current GPA of Seniors.

#### ***II-4. What instructional changes occurred or are planned in response to general education assessment results?***

Faculty have reported the following samples of changes and plans:

1. BIOL 1004 Biological Concepts & Lab faculty report that student performance in labs clearly demonstrated that they are learning the material. Performance on lecture exams, which tend to be the most challenging aspect of the course, are good (77% +/- 16 [mean +/- SD], n = 486). The improvements mentioned above have been in the works for some time.
2. CHEM 1004 General Chemistry & Lab faculty report a greater number of opportunities for students to work together and have more meaningful interactions, particular in lab, compared to the last time I completed this evaluation during the Spring 2021 COVID protocols.

## **Section II—General Education Assessment**

3. ENGL 1113 English Composition I faculty report our assessment shows a rise in the overall averages of the categories of Rhetorical Awareness, Focus, Organization, Process and Reflection, and a decline in the categories of Support. Faculty workshops and suggestions from our participation in the Gateways to Completion (G2C) report analysis will be implemented to aid in the support of students regarding this matter, as well as continued research into best practices for overcoming these deficiencies.
4. ITAL 1004 Elementary Italian I faculty report students are more confident in using the language. They are not afraid to make mistakes because they know they learn from their mistakes.
5. MATH 1143 Mathematical Concepts faculty report the department has recently changed course materials in order to present topics in a way that is more relevant to the students.

### **ANALYSES AND FINDINGS**

#### ***II-5. Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans.***

The ETS Proficiency Profile scores of our freshmen and seniors are slightly above the national average in total score and in all sub-scores of Critical Thinking, Reading, Writing, Mathematics, Humanities, Social Sciences, and Natural Sciences. In addition, Southwestern takes pride in the fact that the scores of our seniors exceed the scores of our freshmen by 19 points. This is an indication of the value-added performance gain that our students achieve while enrolled in our general education program.

Competencies are demonstrated through course assignments such as essays, quizzes, defending a stated position, speeches, creative works, research papers, and other customized assessment measures:

#### **GOAL 1, Communication and Computer Literacy**

*Rationale: Because effective communication is fundamental to academic and career success, students must develop exemplary oral, written, and electronic communication skills.*

- a) Communicate effectively in written and electronic formats for a variety of audiences, using appropriate grammar and clear and cohesive thought.
  1. 95% or more students achieved 70% or higher in:
    - ITAL 1004 Elementary Italian I
    - LATIN 1054 Elementary Latin I
  2. 85% or more students achieved 70% or higher in:
    - HIST 1033 World History
  3. 75% or more students achieved 70% or higher in:
    - BIOL 1054 Principles of Biology I & Lab
    - CHEM 1004 General Chemistry & Lab
    - HIST 1033 World History

## **Section II—General Education Assessment**

4. Other: ENGL 1113 English Composition I used a rubric to assess categories with the following results (a score of 3 or above was considered a successful demonstration of the criteria): Rhetorical Awareness – 3.49; Focus – 3.65; Organization – 3.50; Support – 3.37; Conventions – 3.33; Process – 4.07
- b) Communicate through presentation for a variety of audiences, demonstrating clear and cohesive thought.
  1. 95% or more students achieved 70% or higher in:
    - ITAL 1004 Elementary Italian I
  2. 75% or more students achieved 70% or higher in:
    - BIOL 1054 Principles of Biology I & Lab
- c) Demonstrate ability to use computers and information technologies for information inquiry and complex problem solving.
  1. 95% or more students achieved 70% or higher in:
    - ITAL 1004 Elementary Italian I
    - LATIN 1054 Elementary Latin I
  2. 75% or more students achieved 70% or higher in:
    - CHEM 1004 General Chemistry & Lab
  3. 95% or more students achieved 70% or higher in:
    - BIOL 1004 Biological Concepts & Lab

### **GOAL 2, Scientific and Quantitative Reasoning:**

*Rationale: Responsible citizens need to evaluate information in order to make decisions and describe relationships using logical reasoning based on observed, intuitive, scientific, theoretical, and other forms of data.*

- a) Understand and describe the importance of logical and empirical methods to draw conclusions.
  1. 95% or more students achieved 70% or higher in:
    - a. BIOL 1004 Biological Concepts & Lab
  2. 85% or more students achieved 70% or higher in:
    - SCI 1501 Concepts of Physical Science Lab
  3. 75% or more students achieved 70% or higher in:
    - BIOL 1054 Principles of Biology I & Lab
    - CHEM 1004 General Chemistry & Lab
  4. Other: This course's assessment methods are currently under revision using the Gateways to Completion process. This is part of SWOSU participation with the PACE/Gardner Institute Program.:
    - MATH 1143 Mathematical Concepts
- b) Learn and apply basic laws, methods, and concepts of the sciences to solve issues encountered by society.
  1. 85% or more students achieved 70% or higher in:
    - SCI 1501 Concepts of Physical Science Lab

## **Section II—General Education Assessment**

2. 75% or more students achieved 70% or higher in:
  - BIOL 1054 Principles of Biology I & Lab
  - CHEM 1004 General Chemistry & Lab
3. Other: This course's assessment methods are currently under revision using the Gateways to Completion process. This is part of SWOSU participation with the PACE/Gardner Institute Program.:
  - MATH 1143 Mathematical Concepts
- c) Analyze scientific discoveries and the advancement of technology with respect to its impact on social change.
  1. 85% or more students achieved 70% or higher in:
    - SCI 1501 Concepts of Physical Science Lab
  2. 75% or more students achieved 70% or higher in:
    - BIOL 1004 Biological Concepts & Lab
    - CHEM 1004 General Chemistry & Lab
  3. Other: This course's assessment methods are currently under revision using the Gateways to Completion process. This is part of SWOSU participation with the PACE/Gardner Institute Program.:
    - MATH 1143 Mathematical Concepts
- d) Solve real-world problems by applying appropriate strategies and the use of logical reasoning.
  1. 85% or more students achieved 70% or higher in:
    - SCI 1501 Concepts of Physical Science Lab
  2. 75% or more students achieved 70% or higher in:
    - CHEM 1004 General Chemistry & Lab
  3. Other: This course's assessment methods are currently under revision using the Gateways to Completion process. This is part of SWOSU participation with the PACE/Gardner Institute Program.:
    - MATH 1143 Mathematical Concepts

### **GOAL 3, Aesthetic Experience, History, and Humanities:**

*Rationale: Students should be able to observe and reflect on cultural works, make connections between the present and the past, and sharpen their ability to make sense of the world around them.*

- a) Explain and evaluate the social impact of important landmark contributions and creative works.
  1. 95% or more students achieved 70% or higher in:
    - ITAL 1004 Elementary Italian I
  2. 85% or more students achieved 70% or higher in:
    - HIST 1033 World History
  3. 75% or more students achieved 70% or higher in:
    - BIOL 1054 Principles of Biology I & Lab
    - CHEM 1004 General Chemistry & Lab
    - HIST 1033 World History

## **Section II—General Education Assessment**

4. Other: ENGL 1113 English Composition I used a rubric to assess categories with the following results (a score of 3 or above was considered a successful demonstration of the criteria): Support – 3.37; Process – 4.07
- b) Analyze the relationship of important historical movements in the arts and humanities and compare the similarities in those movements across the various arts and humanities.
- c) Explore ways in which individuals, groups, institutions, governments and/or societies behave and influence one another.
  1. 95% or more students achieved 70% or higher in:
    - ITAL 1004 Elementary Italian I
    - LATIN 1054 Elementary Latin I
- d) Understand how past events and actions have influenced or affected current events, scholarly knowledge, and societies.
  1. 95% or more students achieved 70% or higher in:
    - ITAL 1004 Elementary Italian I
  2. 85% or more students achieved 70% or higher in:
    - HIST 1053 U.S. History since 1877
  3. 75% or more students achieved 70% or higher in:
    - CHEM 1004 General Chemistry & Lab
    - HIST 1033 World History
- e) Analyze key historical events and their impact on social, cultural, and global change.
  1. 95% or more students achieved 70% or higher in:
    - ITAL 1004 Elementary Italian I
  2. 85% or more students achieved 70% or higher in:
    - HIST 1033 World History
  3. 75% or more students achieved 70% or higher in:
    - CHEM 1004 General Chemistry & Lab
    - HIST 1033 World History

### **GOAL 4, Social Groups, Social Issues, Cultures, and Globalization:**

*Rationale: Educated citizens should be able to discern and reflect upon the broader impact of their individual actions.*

- a) Think critically about issues such as globalization, sustainability, multiculturalism, political and governmental context, privilege, difference/similarity, prejudice and discrimination within a global context.
  1. 95% or more students achieved 70% or higher in:
    - ITAL 1004 Elementary Italian I

## **Section II—General Education Assessment**

- b) Apply social/cultural theories and perspectives to past and present societies and their impact on real life circumstances.
  - 1. 95% or more students achieved 70% or higher in:
    - BIOL 1054 Principles of Biology I & Lab
    - ITAL 1004 Elementary Italian I
  - 2. 85% or more students achieved 70% or higher in:
    - HIST 1033 World History
- c) Display knowledge and understanding of international interaction and strategies to enhance global integration.
- d) Exhibit knowledge of a variety of cultures, including both majority and non-majority groups, and their interconnectedness within U.S. and global society.
  - 1. 95% or more students achieved 70% or higher in:
    - ITAL 1004 Elementary Italian I
    - LATIN 1054 Elementary Latin I
  - 2. 75% or more students achieved 70% or higher in:
    - CHEM 1004 General Chemistry & Lab

### **GOAL 5, Intellectual and Professional Aptitudes:**

*Rationale: Students should master professional skills, the single most important aspect of employability and productivity.*

- a) Critical Thinking: Construct a systematic investigation of content, theories, and practices and evaluate the application and effects to real life settings.
  - 1. 95% or more students achieved 70% or higher in:
    - BIOL 1054 Principles of Biology I & Lab
    - ITAL 1004 Elementary Italian I
  - 2. 85% or more students achieved 70% or higher in:
    - HIST 1033 World History
    - SCI 1501 Concepts of Physical Science Lab
  - 3. 75% or more students achieved 70% or higher in:
    - BIOL 1054 Principles of Biology I & Lab
    - CHEM 1004 General Chemistry & Lab
    - HIST 1033 World History
  - 4. Other: ENGL 1113 English Composition I used a rubric to assess categories with the following results (a score of 3 or above was considered a successful demonstration of the criteria): Rhetorical Awareness – 3.49; Focus – 3.65; Organization – 3.50; Support – 3.37; Conventions – 3.33; Process – 4.07; Reflection – 3.93



## **Section II—General Education Assessment**

- b) Creativity: Develop and design an authentic project or creative works related to academic content.
1. 95% or more students achieved 70% or higher in:
    - ITAL 1004 Elementary Italian I
    - LATIN 1054 Elementary Latin I
  2. 75% or more students achieved 70% or higher in:
    - BIOL 1054 Principles of Biology I & Lab
- c) Collaboration: Collectively engage in group activities and contribute information and resources to accomplish group goals.
1. 95% or more students achieved 70% or higher in:
    - BIOL 1004 Biological Concepts & Lab
    - ITAL 1004 Elementary Italian I
    - LATIN 1054 Elementary Latin I
  2. 85% or more students achieved 70% or higher in:
    - SCI 1501 Concepts of Physical Science Lab
  3. 75% or more students achieved 70% or higher in:
    - BIOL 1054 Principles of Biology I & Lab
    - CHEM 1004 General Chemistry & Lab
  4. Other: ENGL 1113 English Composition I used a rubric to assess categories with the following results (a score of 3 or above was considered a successful demonstration of the criteria): Process – 4.07; Reflection – 3.93
- d) Community Connection: Participate in community service activity and through self-reflection and investigation identify solutions to problems experienced by the service site.
- e) Communication: Explain views in written or electronic formats or through presentations that clearly articulate the intended meaning.
1. 85% or more students achieved 70% or higher in:
    - HIST 1033 World History
  2. 75% or more students achieved 70% or higher in:
    - BIOL 1054 Principles of Biology I & Lab
    - CHEM 1004 General Chemistry & Lab
    - HIST 1033 World History
  3. Other: ENGL 1113 English Composition I used a rubric to assess categories with the following results (a score of 3 or above was considered a successful demonstration of the criteria): Rhetorical Awareness – 3.49; Process – 4.07; Reflection – 3.93

## **Section II—General Education Assessment**

- f) Relevance: Understand the importance of a liberal arts education in the modern world.
1. 85% or more students achieved 70% or higher in:
    - HIST 1033 World History
  2. 75% or more students achieved 70% or higher in:
    - BIOL 1054 Principles of Biology I & Lab
    - CHEM 1004 General Chemistry & Lab
    - HIST 1033 World History
  3. Other: ENGL 1113 English Composition I used a rubric to assess categories with the following results (a score of 3 or above was considered a successful demonstration of the criteria): Reflection – 3.93

***II-6. Briefly describe in detail the strengths and weakness of student learning from each sub-goal assessed.***

### **GOAL 1, Communication and Computer Literacy**

*Rationale: Because effective communication is fundamental to academic and career success, students must develop exemplary oral, written, and electronic communication skills.*

- a) Communicate effectively in written and electronic formats for a variety of audiences, using appropriate grammar and clear and cohesive thought.
1. BIOL 1054 Principles of Biology I & Lab: Strengths: Specific written assignments in lectures, essays and short answers in exam responses, lab reports etc. were extensively used to evaluate student written communication skills. Weakness: Some students perceive these assessments as time consuming.
  2. BIOL 1054 Principles of Biology I & Lab: Several students exhibit resistance to reading the textbook and supplementary materials, overlooking the foundational role these resources play in developing communication skills. It is crucial to emphasize the importance of providing opportunities for them to practice writing as a means of reinforcing these essential skills.
  3. CHEM 1004 General Chemistry & Lab: Students were able to obtain additional perspectives through the discussion topics, as well as develop their thoughts to strengthen their understanding of the topic through paraphrasing and additional discussion techniques. This was particularly encouraged through Canvas discussions and through interactions with peers in lab as students prepared their lab reports.
  4. ENGL 1113 English Composition I: Students sometimes struggle with grammar conventions and mechanics, as well as organizing according to academic essay conventions. Conventions and Support were our student's lowest scoring categories. However, most students demonstrated rhetorical awareness and focus, a clear direction for their writing process in the process document and reflected honestly and thoughtfully on their writing experiences in the reflective memo.
  5. HIST 1033 World History: Many students struggle with writing more than one-2 sentences for essays that require 6-10. However, many do improve during the course of the semester
  6. ITAL 1004 Elementary Italian I: Students can express themselves in short sentences.

## **Section II—General Education Assessment**

- b) Communicate through presentation for a variety of audiences, demonstrating clear and cohesive thought.
  - 1. ITAL 1004 Elementary Italian I: Students can express themselves in short sentences.
- c) Demonstrate ability to use computers and information technologies for information inquiry and complex problem solving.
  - 1. Students were able to gain utilize technology for information and problem solving related in Canvas discussions, online homework and quizzes, and practice assignments that were posted to discover more about chemistry and the world.

### **GOAL 2, Scientific and Quantitative Reasoning:**

*Rationale: Responsible citizens need to evaluate information in order to make decisions and describe relationships using logical reasoning based on observed, intuitive, scientific, theoretical, and other forms of data.*

- a) Understand and describe the importance of logical and empirical methods to draw conclusions.
  - 1. BIOL 1004 Biological Concepts & Lab: In several labs, students collect data and use summary statistics to look for patterns and share information with the class. 96% of students scored 75% or higher in the lab.
  - 2. CHEM 1004 General Chemistry & Lab: Students developed quantitative problem solving techniques to answer questions on exams, quizzes, homework and laboratory reports.
  - 3. MATH 1143 Mathematical Concepts: Students engage in graded homework assignments, quizzes, and exam questions over these topics. They have multiple opportunities to demonstrate their learning over the course of the term.
  - 4. SCI 1501 Concepts of Physical Science Lab: Weakness: Multiple students struggled with application of mathematical methods despite clear instruction. Strength: Students were assigned to work in groups, which allowed students which were stronger in mathematical analysis to assist other students as part of the exercise and allowed this goal to be met for all students.
- b) Learn and apply basic laws, methods, and concepts of the sciences to solve issues encountered by society.
  - 1. BIOL 1054 Principles of Biology I & Lab: Strengths: Discussing and analyzing scientific laws and concepts through variety of learning techniques. No real weakness to report.
  - 2. CHEM 1004 General Chemistry & Lab: Students were exposed to the development of scientific laws and theories through hypothesis driven observations and experiments.
  - 3. MATH 1143 Mathematical Concepts: Students engage in graded homework assignments, quizzes, and exam questions over these topics. They have multiple opportunities to demonstrate their learning over the course of the term.
  - 4. SCI 1501 Concepts of Physical Science Lab: Weakness: Many students are unfamiliar with the scientific basis of common phenomenon and bring naïve biases to the course making learning difficult. Strength: Students are invited to observe scientific principles first hand and determine the relative laws for themselves.

## **Section II—General Education Assessment**

- c) Analyze scientific discoveries, and the advancement of technology with respect to its impact on social change.
  - 1. BIOL 1004 Biological Concepts & Lab: Students explore scientific discoveries and how they impact social change throughout the course. Performance on exams was not where we would like it. Out of the 486 exams administered in the course only 67% were scores 70% and above.
  - 2. CHEM 1004 General Chemistry & Lab: Students were able to evaluate how our understanding of the chemical world results in the societal advancements.
  - 3. MATH 1143 Mathematical Concepts: Students engage in graded homework assignments, quizzes, and exam questions over these topics. They have multiple opportunities to demonstrate their learning over the course of the term.
  - 4. SCI 1501 Concepts of Physical Science Lab: Weakness: Students are often unaware of the scientific basis of modern technology and lack an appreciation for how modern technology can solve problems. Strength: Students are invited to apply modern technology (cell phone cameras) to make difficult observations.
- d) Solve real-world problems by applying appropriate strategies and the use of logical reasoning.
  - 1. CHEM 1004 General Chemistry & Lab: Students were able to apply observations made, particular in laboratory experiments, to similar concepts in their laboratory discussions.
  - 2. MATH 1143 Mathematical Concepts: Students engage in graded homework assignments, quizzes, and exam questions over these topics. They have multiple opportunities to demonstrate their learning over the course of the term.
  - 3. SCI 1501 Concepts of Physical Science Lab: Weakness: Students often see "science" as something other people do and lack an appreciation that they can participate in scientific discovery. Strength: Labs are designed to allow students to "discover" scientific principles for themselves. Many students come away with a much deeper appreciation of science as well as their own abilities.

### **GOAL 3, Aesthetic Experience, History, and Humanities:**

*Rationale: Students should be able to observe and reflect on cultural works, make connections between the present and the past, and sharpen their ability to make sense of the world around them.*

- a) Explain and evaluate the social impact of important landmark contributions and creative works.
  - 1. CHEM 1004 General Chemistry & Lab: Students were exposed to how our continued development of scientific works impact our daily lives as a society.
  - 2. ENGL 1113 English Composition I: Students occasionally struggle with properly assessing the reliability and appropriateness of outside sources, and demonstrate that their own opinions are enough justification for the claims presented without proper reasoning behind the support provided. Students are, however, moderately good at improving from their earlier materials and integrating feedback received into their writing process
  - 3. HIST 1033 World History: Students struggled with early assessments on trying to understand why some events are more important than others--some, but not all struggled to understand the "chain reaction" of landmark events.

## **Section II—General Education Assessment**

4. ITAL 1004 Elementary Italian I: Students can compare and contrast art and important landmarks in Spanish speaking countries.
- b) Analyze the relationship of important historical movements in the arts and humanities and compare the similarities in those movements across the various arts and humanities.
- c) Explore ways in which individuals, groups, institutions, governments and/or societies behave and influence one another.
  1. ITAL 1004 Elementary Italian I: Students can express themselves in short sentences.
- d) Understand how past events and actions have influenced or affected current events, scholarly knowledge, and societies.
  1. CHEM 1004 General Chemistry & Lab: Discussions related to how a hypothesis driven experiments based on past observations influenced a deeper understanding of chemical concepts that are common in our daily lives.
  2. HIST 1033 World History: History stresses the connections between today and yesterday--students initially struggled on this concept but improved.
  3. ITAL 1004 Elementary Italian I: Students can express themselves in short sentences.
- e) Analyze key historical events and their impact on social, cultural, and global change.
  1. HIST 1043 U.S. History to 1877: Most students did poorly on the first assessment because they had difficulty understanding cause and effect of historical events. However, by the final 2 assessments most had made the connection that it was more important to understand why something happened and the overall impact of that event on the development of American institutions.
  2. CHEM 1004 General Chemistry & Lab: A perspective of the history and development of our modern understanding of the chemical world is discussed as part of impact on our daily lives.
  3. HIST 1033 World History: Analyzing is difficult for students--they just want a narrative which is what many of them need as their background in history is so poor. However, there was gradual improvement.

### **GOAL 4, Social Groups, Social Issues, Cultures, and Globalization:**

*Rationale: Educated citizens should be able to discern and reflect upon the broader impact of their individual actions.*

- a) Think critically about issues such as globalization, sustainability, multiculturalism, political and governmental context, privilege, difference/similarity, prejudice and discrimination within a global context.
  1. ITAL 1004 Elementary Italian I: Students can understand cultural differences.

## **Section II—General Education Assessment**

- b) Apply social/cultural theories and perspectives to past and present societies and their impact on real life circumstances.
  - 1. BIOL 1004 Biological Concepts & Lab: We have one lab that touches on social and cultural theories and perspectives impact real life circumstances. This is one of the students' favorite labs and they performed well on the report for the lab.
  - 2. HIST 1033 World History: Again, through the assessments, especially essays students came to understand connection of past and present.
- c) Display knowledge and understanding of international interaction and strategies to enhance global integration.
- d) Exhibit knowledge of a variety of cultures, including both majority and non-majority groups, and their interconnectedness within U.S. and global society.
  - 1. ITAL 1004 Elementary Italian I: Students can express themselves in short sentences.

### **GOAL 5, Intellectual and Professional Aptitudes:**

*Rationale: Students should master professional skills, the single most important aspect of employability and productivity.*

- a) Critical Thinking: Construct a systematic investigation of content, theories, and practices and evaluate the application and effects to real life settings.
  - 1. BIOL 1004 Biological Concepts & Lab: Several labs in the course require students to evaluate the biology students learn to real life settings. 96% of students scored 75% or higher in the lab.
  - 2. CHEM 1004 General Chemistry & Lab: Students were exposed to the application of critical thinking and problem solving techniques related to lecture and laboratory material through the use of laboratory reports, discussion questions, homework and exams.
  - 3. ENGL 1113 English Composition I: Students sometimes struggle with understanding the differences between summary and analysis/evaluation. Their strengths are their abilities to research, interview and assimilate information.
  - 4. HIST 1033 World History: Students struggle with critical thinking--they simply do not see it as important--problem solving in history and initially resent efforts as it requires engagement--a few do come around.
  - 5. SCI 1501 Concepts of Physical Science Lab: Students often want to just follow instructions and fail to make the connection between design and analysis of experiments. Strength: Students are presented with experimental setups which require them to critically analyze the meaning of observations including both categorical determination and mathematical analysis.
- b) Creativity: Develop and design an authentic project or creative works related to academic content.
  - 1. ITAL 1004 Elementary Italian I: Students can express themselves in short sentences.

## **Section II—General Education Assessment**

- c) Collaboration: Collectively engage in group activities and contribute information and resources to accomplish group goals.
  - 1. BIOL 1004 Biological Concepts & Lab: Students actively collaborate on lab projects throughout the semester. 96% of students scored 75% or higher in the lab.
  - 2. CHEM 1004 General Chemistry & Lab: Strengths: Students had opportunities for interactions through in-person discussions and collaborations related to labs and in-class problems.
  - 3. ENGL 1113 English Composition I: Students are often hesitant to give constructive feedback to their fellow students if they believe it may hurt the feelings of their fellow student, and especially regarding higher order concerns. However, students are incredibly open to providing feedback regarding grammar
  - 4. ITAL 1004 Elementary Italian I: Students can understand cultural differences.
  - 5. SCI 1501 Concepts of Physical Science Lab: Weakness: Some students will attempt to let others they perceive as more talented do the work. Strength: Students are required to collaborate within a group as well as compare finding with other groups. Students quickly learn to communicate their ideas clearly to peers from a wide variety of backgrounds.
- d) Community Connection: Participate in community service activity and through self-reflection and investigation identify solutions to problems experienced by the service site.
- e) Communication: Explain views in written or electronic formats or through presentations that clearly articulate the intended meaning.
  - 1. CHEM 1004 General Chemistry & Lab: Communication through discussion topics on Canvas provided a different avenue to provide shared experiences and views from the students. In addition, one-on-one and small group in-person discussions were incorporated in the lecture in-class problems and in the lab.
  - 2. ENGL 1113 English Composition I: Students were generally good at selecting a variety of sources from diverse perspectives for their essay evidence; however, students were not always the best at translating the information from those sources for their specific audiences, which many of them mentioned in their reflections.
- f) Relevance: Understand the importance of a liberal arts education in the modern world.
  - 1. CHEM 1004 General Chemistry & Lab: Students were exposed to relevance and impact through lecture and laboratory work and were able to relate to their daily lives through discussion topics and apply this to homework problems, laboratory reports and exams.
  - 2. ENGL 1113 English Composition I: Students were honest about their struggles with completing assignments and were forthcoming with how they believed they could alter their writing process in the future.

## **Section II—General Education Assessment**

***II-7. Based on the present student learning assessment report, please describe in detail any assessment, instructional, and/or curriculum changes you plan to make to improve student learning, and how these changes will advance student learning?***

1. BIOL 1004 Biological Concepts & Lab: No immediate changes are planned. In the near future, we intend to update labs to include more quantitative content and more opportunities for students to communicate in writing and through oral presentations. We also plan to standardize at least the final exam in lectures so that we have an assessment that can be compared across sections.
2. BIOL 1054 Principles of Biology I & Lab: This is my first time to assess student learning in this course.
3. CHEM 1004 General Chemistry & Lab: After reviewing how the classroom environment has changed since COVID, a major change has occurred in attendance in the day-to-day classes. I will be refining the course to create the need for attendance, as the results of the classes from the last couple of years shows a definite correlation between student success and attendance. To do this, I will be adjusting the grading format of the class by removing quizzes and creating short problems related to the material that will be given randomly throughout the semester as part of the grade. I am envisioning part of the points for these in-class graded assignments will be based on being present, but also want to encourage preparation and studying of the material, so part of the points will also come from correct answers as well.
4. ENGL 1113 English Composition I: Further faculty workshops (Brown Bag Pedagogy Series), participation in the Writing Center course integration project, and suggestions from our participation in the Gateways to Completion (G2C) report analysis will be implemented to aid in the support of students average deficits in Support and Conventions, as well as continued research into best practices for overcoming these deficiencies. See answer to question below for further details.
5. HIST 1033 World History: Probably add more collaborative assignments such as discussion groups
6. ITAL 1004 Elementary Italian I: We actually made the change THIS semester. I found a new and better OER resource text to use. I think the change was very positive. We were able to cover more vocabulary and grammar with the new OER.
7. MATH 1143 Mathematical Concepts: In order to foster student success in this course, students are actively being encouraged to make greater use of the supplemental resources available to them. These include the Math Help Center, Instructor Office Hours, and Upswing. Instructors are scored on how frequently these resources are mentioned during the first two weeks of class and whether references to these appear in their syllabus and on their Canvas courses.



## **Section III—Program Outcomes**

### **ADMINISTERING ASSESSMENT**

III-1. List, in table format, assessment measures and number of individuals assessed for each degree program. Include graduate programs if applicable to the institutional assessment plan.

### **COLLEGE OF ARTS AND SCIENCES**

#### **Bachelor's Programs**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
Art, Communication, & Theatre	Exit Interview	12
Biological Sciences	Capstone, ETS Major Field Test, Final Exam Performance in Targeted Course(s), Oral Presentation	20
Chemistry & Physics		
<i>Chemistry</i>	American Chemical Society Exam, Capstone, Graduate School Acceptance, Job Placement, Term Paper	10
<i>Physics, Engineering</i>	Oral Presentation	5
Interdisciplinary Studies	Various measures depending on learning outcomes chosen by individual departments	50
Language & Literature, <i>English</i>	Capstone, Exit Interview, Exit Survey, Portfolio	9
Mathematics	Curriculum Embedded Assessments	1
Music		
<i>Music</i>	Proficiency Exams, Project, Recitals	4
<i>Music Therapy</i>	Capstone, Certification Exam, Graduate School Acceptance, Internship Evaluation, Job Placement, Licensure Exam (State), Practicum Evaluation, Proficiency Exam, Senior Recital	4
Social Sciences		
<i>Criminal Justice</i>	Capstone	9
<i>History</i>	Capstone	5
<i>Political Science</i>	Term Paper	1

## **Section III—Program Outcomes**

### **Master's Programs**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
Music Performance	Exit Exam	1
Music Therapy	Curriculum-embedded assessments, Exit Exam, Final Exam Performance in Targeted Course(s), Oral Presentation, Research Thesis	0
Music Therapy Equivalency	Certification Exam (National), Internship Evaluation, Licensure Exam (State), various other assessments	1

### **COLLEGE OF BUSINESS AND TECHNOLOGY**

#### **Bachelor's Programs**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
<b>Business</b>		
<i>Accounting</i>	Capstone, Exit Assessment, Exit Survey	18
<i>Agricultural Business</i>		10
<i>Entrepreneurship</i>		3
<i>Finance</i>		17
<i>Management</i>		25
<i>Marketing</i>		14
Computer Science	Capstone, Graduate Survey, Internship Evaluation	19
<b>Engineering Technology</b>		
<i>Applied Engineering Management</i>	Exit Survey, Professional Exam	4
<i>Manufacturing</i>	National Certification Exam	26
Organizational Leadership	Capstone, Graduate Tracking	14

#### **Master's Programs**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
Business Administration	Capstone, Exit Assessment, Exit Survey	37
Management	Capstone, Exit Assessment, Exit Survey	5

## **Section III—Program Outcomes**

### **COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

#### **Associate's Programs**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
Wildland Firefighting	Certification Exam (National), Internship Evaluation, Project	9

#### **Bachelor's Programs**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
Education		
<i>Art</i>	Oklahoma Subject Area Test (OSAT), Praxis Performance Assessment for Teachers (PPAT)	3
<i>Early Childhood</i>		20
<i>Elementary</i>		31
<i>English</i>		2
<i>Health, P.E. &amp; Rec.</i>		13
<i>History</i>		3
<i>Math</i>		2
<i>Music</i>		10
<i>Natural Science</i>		2
<i>Special Education</i>		3
Kinesiology		
<i>Exercise Science</i>	Pre & Post Assessments	29
<i>Sports Management</i>		18
Parks and Recreation Management		
<i>Parks and Rec. Management</i>	Capstone, Internship Evaluation, Project	8
<i>Parks and Wildlife Law Enforcement</i>	Internship Evaluation, Project	27
Psychology	Capstone, Exit Interview, Final Exam and Grade Performance in Targeted Course(s)	25

## **Section III—Program Outcomes**

### **COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES (cont.)**

#### **Master's Programs**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
Education Administration	Oklahoma Subject Area Test, Capstone, Internship Evaluation, Portfolio, Exit Survey	28
Education, Art	Oklahoma Subject Area Test	2
Education, Classroom Teaching	Oklahoma Subject Area Test	2
Education, Community Counseling	Capstone, Practicum Evaluation	15
Education, Elementary Education		1
Education, Health, Phys. Ed., & Rec. Ed.		0
Education, Music	Exit Exam, Research Thesis	1
Education, Parks and Rec. Management	Internship Evaluation, Project	3
Education, Reading Specialist	Capstone, Internship Evaluation, Exit Survey	8
Education, School Counseling	Capstone, Oklahoma Subject Area Test, Practicum	28
Education, School Psychology	Capstone, Certification Exam (National), Internship Evaluation, Practicum Evaluation	13
Education, School Psychometry	Capstone, Certification Exam (State), Curriculum Embedded Assessments, Practicum Evaluation, Project	36
Education, Social Sciences		1
Education, Special Education		9
Education, Sports Management		18
Instructional Coaching		2
Sports Management	Capstone, Internship Evaluation	15

## **Section III—Program Outcomes**

### **COLLEGE OF NURSING AND HEALTH PROFESSIONS**

#### **Associate's Programs**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
Medical Lab Technician	American Medical Technologists Registry Exam, American Society of Clinical Pathologists	4
Occupational Therapy Asst.	National Certification Exam	13
Physical Therapist Asst.	National Licensure Exam	17
Radiologic Technologies	American Registry of Radiologic Technologists Exam	18

#### **Bachelor's Programs**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
Allied Health Sciences		
<i>Health Care Administration</i>	Curriculum-embedded assessment/Project	0
<i>Health Info. Management</i>	National Certification Exam, Employer Survey, Exit Interview, Internship Evaluation, Job Placement	15
<i>Health Sciences</i>	Curriculum-embedded assessments	45
Nursing		
<i>Nursing, LPN to BSN</i>	Curriculum Embedded Assessment(s), Exit Survey, Grade Performance in Targeted Course(s), Graduate Survey, Job Placement, NCLEX, Portfolio	129
<i>Nursing, Professional/Traditional</i>	Exit Assessment, Graduate Survey, Nat. Council Licensure Exam (NCLEX), Portfolio	40
<i>Nursing, RN to BSN</i>	Graduate Survey, Portfolio, Satisfaction Survey	69
<i>Public Health</i>	Capstone	8

#### **Master's Programs**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
Health Informatics and Information Management	Capstone, Exit Interview	20
Nursing	Capstone, Exit Interview, Job Placement	47

## **Section III—Program Outcomes**

### **COLLEGE OF PHARMACY**

#### **Professional Program**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
Pharm.D.	Multistate Pharmacy Jurisprudence Exam (MPJE), North American Pharmacist Licensure Examination (NAPLEX)	70

### ***ANALYSES AND FINDINGS***

#### ***III-2. What were the analyses and findings from the program outcomes assessment?***

### **COLLEGE OF ARTS AND SCIENCES**

#### **Bachelor's Programs**

Arts in Communication: Most students felt the programs were enriching and appreciated the strengths of the faculty. Most students felt the programs were enriching and appreciated the strengths of the faculty.

Biological Sciences: For the 23-24 academic year, on average SWOSU Biology students scored better than 64% of the students taking the Major Field Test in Biology. This is a 7% drop compared to the last reporting period.

#### **Chemistry & Physics**

*Chemistry:* Of the five graduates from this academic year two were accepted into competitive graduate programs in chemistry, one was accepted to medical school, and one immediately found employment within the field of chemistry. The remaining graduate chose a gap year before applying to medical school.

*Physics Engineering:* There was a 100% pass rate on all assessments. Graduates from this program continue to be successful at seeking immediate employment or continuing into graduate programs within the field. Three of the graduates from this academic year sought and secured immediate employment as engineers primarily in the government sector specialized in aerospace. One graduate was accepted into graduate school pursuing a graduate degree in mechanical engineering.

Language & Literature, *English:* Students earned a 100 percent pass rate on all assessments. Several of our graduates have gained employment, specifically in technical writing and social media content creation positions, while others have gone on to pursue graduate or professional school options.

Mathematics: Graduates had a 100% pass rate on assessments.

## **Section III—Program Outcomes**

### **Music**

*Music:* Students earned a 100% pass rate on all assessments. Across all degrees 78% of students received an 80% or higher in projects for conducting; 70% of students received a 75% or higher on music history II, 82% of students received a 75% or higher on music history III projects; 95% received 85% or higher in projects for music theory IV; 100% received a 75% or higher in music theory V 87.5% of students who performed recitals in fall 2023-summer 2024 received an A; this included 13 senior recitals, 9 junior recitals, and two graduate recitals. 100% of students who performed recitals passed recital hearings. Project grades as outlined above, combined with successful completion of proficiency exams and senior recitals, clearly demonstrates students' mastery of learning goals for the Bachelor of Music degree.

*Music Therapy:* There was a 100% pass rate on all assessments.

### **Social Sciences**

*Criminal Justice:* The scores in the capstone were in the A range. A few documents were of high enough quality to serve as a basis for further studies beyond the undergraduate level.

*History:* There was 100% pass rate on the Capstone.

### **Master's Programs**

*Music Performance:* The student passed the assessment.

*Music Therapy:* There was a 100% pass rate on all assessments.

## **COLLEGE OF BUSINESS AND TECHNOLOGY**

### **Bachelor's Programs**

School of Business: Dobson SBT's curriculum is aligned with its strategic goal to "foster quality programs that meet the needs of students and the local, state, national, and global community." Dobson SBT's business programs cover the Common Professional Core (CPC) areas. The CPC exit exam is administered to all business students in capstone courses. We average 71.55% compared to the overall average of 61.34% for ACBSP accredited programs. Dobson SBT students' scores are higher than the ACBSP average in every category.

*Accounting:* There was a 100% pass rate on all assessments.

*Agricultural Business:* There was a 100% pass rate on all assessments.

*Entrepreneurship:* There was a 100% pass rate on all assessments.

*Finance:* There was a 100% pass rate on all assessments.

*Management:* There was a 100% pass rate on all assessments.

*Marketing:* There was a 100% pass rate on all assessments.

Computer Science: The SWOSU Computer Club is involved in many projects and fund raisers. Connection to USACE and the projects developed by our Computer Science students in the Capstone CS/IS course in the Spring semesters has received much recognition and has helped our students find employment following graduation. Students also have the opportunity to work with USACE in the Design Practicum course in the Fall semesters.

## **Section III—Program Outcomes**

### **Master's Programs**

*Business Administration:* There was a 100% pass rate on all assessments. The MBA program is continuing its trend of growth, and students continue to perform well in their standardized exams, exceeding the ACBSP average in most areas.

*Management:* Students earned a 100% pass rate on all assessments. Due to low enrollment numbers, this program was converted to an M.S. in Leadership. This assessment represents the final graduates of the program.

### **COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

#### **Associate's Programs**

Parks and Recreation Management

*Wildland Firefighting:* There was a 100% pass rate on assessments. During the internship, SWOSU students demonstrated advanced competency in tools and prescribed burning.

#### **Bachelor's Programs**

*Education:* Overall, there is a 73% pass rate on the Praxis Performance Assessment for Teachers, which has replaced the Oklahoma Professional Teaching Exam. Also, there is an 77% pass rate on the Oklahoma Subject Area Tests.

*English:* Graduates earned a 100% pass rate on all assessments including the OSAT.

*Mathematics:* There was a 100% pass rate on the Capstone and Exit Interview.

*Music:* Graduates earned a 100% pass rate on the Practicum Evaluation and Senior Recital; a 66% pass rate on the Proficiency Exam. There was a 71% pass rate on the OSAT.

Kinesiology

*Exercise Science:*

*Sports Management:*

Parks and Recreation Management

*Parks and Recreation Management:* There was a 100% pass rate on the assessments.

*Park and Wildlife Law enforcement:* There was a 100% pass rate on the assessments.

*Psychology:* There was a 100% pass rate on all assessments. Overall feedback of experience with major was positive.



## **Section III—Program Outcomes**

### **COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES (cont.)**

#### **Master's/Specialist Programs**

##### Education

*Administration:* So far there is an 83% pass rate on the OSAT, and a 100% pass rate on all other outcomes assessments.

*Community Counseling:* There was a 100% pass rate on all assessments.

*Music:* The graduate earned a 100% pass rate on the assessments and in job placement.

*School Counseling:* There was a 100% pass rate on all assessments.

*School Psychology:* There was a 100% pass rate on all assessments. Overall, analysis of the data reveals those students graduating from the SWOSU Ed.S. Program are demonstrating satisfactory content knowledge in all areas assessed by the Praxis. The average total scores for both applications of the assessment exceed that which is required for graduating from the program and obtaining Oklahoma state certification as well as the National Credential in School Psychology (NCSP). Furthermore, 100 percent of students who take the exam earn a passing score before graduating from the program. Based on results of the Praxis, the strongest content area across both cohorts appears to be Systems-Level Services. The overwhelmingly successful performance on the Praxis of candidates indicates that the Ed.S. Program is meeting the standards. Students in the School Psychology Program have also demonstrated competencies in their ability to impact student learning and learning environments. This data shows that our candidates are proficient in their ability to integrate domains of knowledge and apply professional skills in identifying learning needs, selecting evidenced based interventions, and demonstrating measurable positive impact on the individuals served.

*School Psychometry:* There was a 100% pass rate on all assessments except the OSAT, which was 94%. In SWOSU's psychometry program, we analyze the data from various comprehensive exams including the OSAT to make decisions regarding student retention and curriculum development. Data continues to show that our students demonstrate high levels of content knowledge. One area of supportive evidence is gained from the pass rates for the OSAT. Our students continue to perform extremely well with an overall pass rate of 91% across three academic years (2020-2021, 2021-2022, and 2022-2023). Students scored the highest on subarea III: Working in the professional Environment and they scored the lowest on subarea I: Understanding Human Development, Diversity and Learning.

## **Section III—Program Outcomes**

### **COLLEGE OF NURSING AND HEALTH PROFESSIONS**

#### **Associate's Programs**

Medical Lab Technician: So far there is a 100% pass rate on the Registry Exam and 80% pass rate on the American Society of Clinical Pathologists exam.

Occupational Therapy Assistant: We need to evaluate what we can do to increase applicant pool for the program.

Physical Therapist Assistant: There was a 76.47% pass rate on the certification exam.

Radiologic Technology: There was a 55.55% pass rate on the certification exam.

#### **Bachelor's Programs**

##### Allied Health Sciences

*Health Information Management:* There was a 100% pass rate on all assessments.

##### Nursing

*Nursing, LPN to BSN:* There was an 82 percent pass rate on the NCLEX, which is a noticeable improvement over previous years.

*Nursing, Professional/Traditional:* There was an impressive 95% pass rate on the NCLEX-RN licensing exam, and a 100% pass rate on the Portfolio.

*Nursing, RN to BSN:* 97% of RN-to-BSN graduates surveyed are employed. 98% of graduates were satisfied or extremely satisfied with the program. 95% of graduates stated they had a positive experience and would recommend the program to other students.

#### **Master's Programs**

##### Allied Health Sciences

*Health Information Management:* There was a 100% pass rate on the Capstone and Exit Interview. Assessment of the appropriateness and effectiveness of the curriculum on the AHIMA Entry-level competency map ensures that they are relevant and meet the competencies at the required Bloom's level.

##### Nursing

*Nursing:* There was a 100% pass rate on all assessments. Students report feeling that the program supported their learning needs and would recommend the program to others.

## **Section III—Program Outcomes**

### **COLLEGE OF PHARMACY**

#### **Professional Program**

There was a 76% pass rate on the Multistate Pharmacy Jurisprudence Exam and an 86% pass rate on the North American Pharmacist Licensure Examination. These pass rates come from 2022 graduates, which is the most recent complete report of data available. Our pass rates are regularly above the national average.

***III-3. What instructional changes occurred or are planned in the programs in response to program outcomes assessment?***

### **COLLEGE OF ARTS AND SCIENCES**

#### **Bachelor's Programs**

Arts in Communication: Creative Media and Visual Arts hired additional faculty member. The additional faculty member should help alleviate the strained load of the professors in the program. In addition, the department purchased \$13,000 worth of additional equipment to help reach the growing needs of additional students interested in the programs. The extra equipment will give more students access to technology.

Biological Sciences: We continue to encourage students to use Discussion Session (weekly), Faculty Office Hours (10 hours per week) and Biology Tutors. We've seen an increase in Discussion Session attendance over the last two years. We also stress the importance of getting involved in undergraduate and Biology Club. Students who are more connected to the Department perform better in their courses.

Chemistry and Physics:

*Chemistry:* The Quantitative Analysis a foundation course associated with the degree program has been altered to place more emphasis on the laboratory by decreasing the time associated with the lecture and increasing the time associated with the laboratory portion.

*Physics, Engineering:* This program is currently undergoing major modifications in preparation for an application for ABET accreditation. The primary changes are occurring in the area of design and creation of materials for solving mechanical problems. Therefore, two additional courses have been added to the program to meet the requirements in this area.

## **Section III—Program Outcomes**

English: We've altered writing-intensive course rotations for some upper-level courses to encourage higher enrollment in all upper-level courses in a given semester and are continuing to do this with literature classes. The department has also continued offering some upper-level courses in an online format or Zoom format to reach more students, which does seem to be attracting some majors. We are also exploring offering an upper-level class as an online Summer option based on student feedback. Additionally, Dr. Orgeron and Mrs. Rohla are continuing to work on assessment related to the English Ed program to ensure that we're covering as many authors, texts, and concepts as possible in our upper-level classes to further prepare English Ed students for the OSAT subject test. This will also benefit literature and writing emphasis students, as they will be in many of those classes and will therefore benefit from a revamped, more encompassing curriculum. We are continuing to grow opportunities for panels on grad school and publication opportunities to help support the professionalization of our students before graduation.

Mathematics: The department is currently focused on marketing, recruiting, and retention strategies to increase the number of students who study mathematics.

### **Music**

*Music:* Each faculty member identified means of continued improvement to support student learning goals. The faculty plan to examine each division's application of the current proficiency expectations to ensure that all divisions are uploading the same standard and to re-evaluate these expectations as needed to better support student learning goals for the respective music degrees.

*Music Therapy:* Faculty incorporate current research findings in the profession.

### **Master's Programs**

*Music Performance:* We have implemented a new requirement for performance students to include significant program notes to encourage a stronger writing element for the degree. Going forward, we are requiring graduate student in performance to take the Arts Entrepreneurship course to better prepare them for the challenges of the 21st century.

*Music Therapy:* Faculty incorporate current research findings in the profession.

## **Section III—Program Outcomes**

### **COLLEGE OF BUSINESS AND TECHNOLOGY**

#### **Bachelor's Programs**

School of Business:

*Accounting:* The Department of Business created a Data Analytics course to be offered beginning in the Fall 2025.

*Agricultural Business:* A new class, Beef Cattle Management, will be offered beginning in Spring 2025. This class provides more diversity of elective options for Agricultural Business students.

*Management:* This program is now available to be completed completely online.

Computer Science: Fifty-nine new computers were purchased using STEM funds for classrooms, more are being ordered in the Fall 2024 semester. These high-end computers are in-place as tools for the students to complete CS classes, esports, competitions, and programming.

#### **Master's Programs**

*Business Administration:* Dobson CBT is reviewing options for the capstone project.

*Management:* Students earned a 100% pass rate on all assessments. However, due to low enrollment, this degree has been discontinued. A Master of Science in Leadership is now available to students.

## **Section III—Program Outcomes**

### **COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

#### **Bachelor's Programs**

*Education:* Program directors and DOE faculty continue to assist students in successful outcomes across programs. Program directors consistently analyze data and then make appropriate adjustments to ensure student needs are met.

*Education, English:* For English Education specifically, we adjusted the rotation of 2 required courses--The Novel and Young Adult Literature--to prevent them from being taken in the same semester, as we noticed a higher DFWI rate for English Ed students taking those courses together. We've also continued offering some upper-level courses in an online format to reach more students and are experimenting with offering one upper-level course of some sort as an online Summer course due to student feedback. Finally, Dr. Orgeron is working on assessment related to the English Ed program to ensure that we're covering as many authors, texts, and concepts as possible to our upper-level classes to further prepare English Ed students for the OSAT subject test. This will also benefit literature and writing emphasis students, as they will be in many of those classes and will therefore benefit from a revamped, more encompassing curriculum.

*Education, Mathematics:* Based on feedback from our NCATE/CAEP certification, we are changing some assessment tools. These include more student review assignments as well as some record keeping changes for the instructors.

*Education, Music:* Each faculty member identified means of continued improvement to support student learning goals. The faculty plan to examine each division's application of the current proficiency expectations to ensure that all divisions are uploading the same standard and to re-evaluate these expectations as needed to better support student learning goals for the respective music degrees.

*Psychology:* The Capstone and Foundations courses are being modified to focus more on career options based on feedback from interviews.

## **Section III—Program Outcomes**

### **Master's/Specialist Programs**

*Education Administration:* Program directors and DOE faculty continue to assist students in successful outcomes across programs. Program directors consistently analyze data and then make appropriate adjustments to ensure student needs are met.

*Education, Community Counseling:* Capstone class will be split among programs and students will register in their appropriate Capstone course. We are moving forward with an annual professional disposition rubric.

*Education, Music:* Faculty are looking more towards blended options to offer schedule flexibility for our graduates.

*Education, School Counseling:* Our program now reflects alignment with the 4th edition of the ASCA National Model, and incorporates ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Standards for School Counselors, and ASCA Student Standards: Mindsets & Behaviors for Student Success in all our core courses.

*Education, School Psychology:* Beginning with the 2023-2024 cohort, we will require cohorts to conduct multiple intervention evaluation strategies such as percentage of non-overlapping data, goal attainment scaling, and global attainment scaling.

*Education, School Psychometry:* Faculty determined we need to add additional opportunities for higher level thinking skills and analysis in courses. Faculty also agreed to add a Cultural Identity Paper.

### **COLLEGE OF NURSING AND HEALTH PROFESSIONS**

#### **Associate's Programs**

Occupational Therapy Assistant: Annual report sent to ACOTE; Hired a different adjunct OTR to teach Kinesiology course; reworked course curriculum as needed to benefit student needs.

Physical Therapist Assistant: Faculty have evaluated and updated course curriculum.

Radiologic Technology: Faculty have changed some textbooks within the program and require students to now purchase a registry review manual. Faculty have also embedded more videos into Canvas courses.

#### **Bachelor's Programs**

##### **Allied Health Sciences**

*Health Information Management:* Although each competency was met with at least one assignment, there were a few mapped assignments where students did not meet the goal. These areas will be monitored and re-assessed next academic year.

## **Section III—Program Outcomes**

### **Nursing**

*Nursing, LPN to BSN:* Implemented a third-party educational resource that can help provide simulated activities. Added adaptive quizzing over more topics/courses. Replaced two courses with courses that were more heavily focused on pharmacology, clinical judgement, and critical care.

*Nursing, Professional/Traditional:* The program's admission criteria have changed to eliminate the entrance exam which could allow for more qualified applicants.

*Nursing, RN to BSN:* Four courses were updated with relevant nursing trends and evidence-based practices. The remaining six courses are planned for revision in 2025 and 2026. Continue review of new textbooks and online resources to support current practices and research. Update technology practices as needed with current LMS.

### **Master's Programs**

*Health Information Management:* Courses and assignments are evaluated for AHIMA Curricular Competencies. A gap analysis has suggested other necessary changes.

*Nursing:* All assignments mapped to the competency map met the competency at the appropriate Bloom's level or above. Assignments will continue to be monitored for appropriateness and relevancy. Any changes in the curriculum map will be re-assessed in the next academic year.

## **COLLEGE OF PHARMACY**

### **Professional Program**

We will continue our NAPLEX review workshop that is being offered and expanded upon for fourth year PharmD students. We are also in the process of curricular updates based on the new ACPE standards that go into effect July 1, 2025.



## **SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION**

### **ADMINISTRATION OF ASSESSMENT**

#### ***IV-1. What assessments were used and how were the students selected?***

Students are offered the opportunity to evaluate courses they are enrolled in every semester. First-year and senior students were invited to complete the National Survey of Student Engagement (NSSE) in Spring 2024. Sophomores, juniors, and graduate students were asked to complete the Noel-Levitz Student Satisfaction Inventory (SSI), which was last administered during the Spring 2023 semester. Exit surveys were administered in April 2024 to graduates of associate, bachelor, and graduate degrees. The last Alumni Survey was run in 2022.

#### ***IV-2. What were the analyses and findings from the student engagement and satisfaction assessment?***

##### **Course/Instructor Evaluations**

Semester Course/Instructor Evaluations completed by students reveal that respondents generally hold a flattering impression. On a scale of 1 to 5 (favorable to unfavorable), courses and instruction rated at an average score of 1.50.

##### **National Survey of Student Engagement (SW FY n=198, SW SR n=194)**

According to the NSSE Snapshot, results presented below show the comparison of the opinion of Southwestern students with the opinion of students from other Oklahoma schools. Bolded blue font displays the most positive results. (SW=SWOSU; OK=Oklahoma; FY=First-Year students; SR=Seniors)

ITEM	SW FY	OK FY	SW SR	OK SR
Participated in one high impact practice / at least two	<b>63%</b> / 9%	49% / 10%	<b>37%</b> / 53%	26% / 62%
Average hours of weekly class preparation time	<b>14.3</b>	14.1	13.6	15.6
Average hours of weekly reading for courses	<b>6.0</b>	5.7	5.7	7.0
Average number of pages of assigned writing	<b>59.5</b>	57.9	55.3	82.2
Courses highly challenged students to do best work	<b>55%</b>	46%	58%	58%
Institution emphasizes spending significant time studying and on academic work	71%	76%	78%	80%

## **SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION**

A few items with very positive responses (with four answer choices) by our Southwestern first-year students:

- If you could start over again, would you go to the same institution you are now attending?
- I feel comfortable being myself at this institution.
- How would you evaluate your entire educational experience at this institution?
- To what extent have your instructors explained in advance the criteria for successfully completing your assignments.
- To what extent have your instructors enabled you to demonstrate your learning through quizzes, assignments, and other activities.
- To what extent have your instructors used examples or illustrations to explain difficult points.
- To what extent have your instructors taught course sessions in an organized way.
- About how often have you connected ideas from your courses to prior experiences and knowledge.
- How often have you reviewed your notes after class.

A few items with the weakest responses (with four answer choices) by our Southwestern first-year students:

- About how often have you worked with a faculty member on activities other than coursework (committees, student groups, etc.)?
- About how many of your courses at this institution have included a community-based project (service-learning)?
- About how often have you given a course presentation?
- About how often have you discussed course topics, ideas, or concepts with a faculty member outside of class?
- About how often have you discussed your academic performance with a faculty member?

A few items with very positive responses (with four answer choices) by our Southwestern senior students:

- If you could start over again, would you go to the same institution you are now attending?
- How would you evaluate your entire educational experience at this institution?
- I feel comfortable being myself at this institution.
- How much has your experience at this institution contributed to your knowledge, skills, and personal development in the area of thinking critically and analytically?
- To what extent have your instructors enabled you to demonstrate your learning through quizzes, assignments, and other activities.
- About how often have you asked questions or contributed to course discussions in other ways.
- To what extent have your instructors taught course sessions in an organized way.
- To what extent have your instructors clearly explained course goals and requirements?

## **SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION**

A few items with the weakest responses (with four answer choices) by our Southwestern senior students:

- About how often have you worked with a faculty member on activities other than coursework (committees, student groups, etc.)?
- About how often have you discussed course topics, ideas, or concepts with a faculty member outside of class?
- About how many of your courses at this institution have included a community-based project (service-learning)?
- About how often have you prepared for exams by discussing or working through course material with other students?

### **Perceived Gains Among Seniors (from the NSSE Snapshot)**

Students reported how much their experience at our institution contributed to their knowledge, skills, and personal development in ten areas (percentage of seniors responding “Very Much” or “Quite a bit”):

1. Thinking critically and analytically (87%; last year 86%)
2. Acquiring job- or work-related knowledge and skills (79%; last year 76%)
3. Working effectively with others (78%; last year 82%)
4. Developing or clarifying a personal code of values and ethics (78%; last year 73%)
5. Speaking clearly and effectively (76%; last year 76%)
6. Writing clearly and effectively (75%; last year 76%)
7. Solving complex real-world problems (73%; last year 71%)
8. Analyzing numerical and statistical information (72%; last year 73%)
9. Understanding people of other backgrounds (72%; last year 72%)
10. Being an informed and active citizen (66%; last year 68%)

## **SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION**

### **Topical Module Reporting, Academic Advising**

1. During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with the following individuals? (0-4 or more)

	2024				2023			
	SW FY	FY (Nat.)	SW SR	SR (Nat.)	SW FY	FY (Nat.)	SW SR	SR (Nat.)
a. Academic advisor, faculty, or staff assigned to advise you	2.6	2.3	2.8	2.2	2.5	2.4	2.6	2.3
b. Academic advisor(s) available to any student	1.5	1.6	1.6	1.4	1.6	1.6	1.9	1.4
c. Faculty or instructor(s) not assigned to advise you	1.4	1.2	1.5	1.4	1.1	1.2	1.6	1.4
d. Student services staff (career services, academic support, Trio, etc.)	0.9	1.0	0.7	0.9	1.0	1.0	0.8	0.9
e. Success or academic coach	0.5	0.8	0.5	0.6	0.5	0.8	0.6	0.6
f. Peer advisor or mentor	1.1	1.1	1.0	0.8	1.1	1.2	1.0	0.8

## **SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION**

2. Thinking about academic advising, how much have people and resources at your institution done the following? (1 Very little - 4 Very much)

	2024				2023			
	SW FY	FY (Nat.)	SW SR	SR (Nat.)	SW FY	FY (Nat.)	SW SR	SR (Nat.)
a. Been available when needed	3.0	2.9	3.1	2.8	3.1	2.9	3.0	2.8
b. Provided prompt and accurate information	3.1	2.9	3.1	2.8	3.1	2.9	3.0	2.8
c. Provided information about learning support services (tutoring, writing center, success skills, etc.)	2.9	2.9	3.0	2.7	2.9	2.9	2.9	2.7
d. Notified you of important policies and deadlines	2.9	2.9	3.1	2.7	2.9	2.8	3.0	2.8
e. Reached out to you about your academic progress or performance	2.1	2.4	2.6	2.2	2.3	2.3	2.5	2.3
f. Followed up with you regarding something they recommended	2.3	2.4	2.6	2.3	2.5	2.4	2.6	2.3
g. Asked questions about your educational background and needs	2.3	2.3	2.5	2.2	2.4	2.3	2.5	2.2
h. Actively listened to your concerns	2.7	2.7	3.0	2.7	2.9	2.7	2.8	2.7
i. Respected your identities and cultures	3.1	3.2	3.4	3.1	3.2	3.2	3.2	3.1
j. Cared about your overall well-being	3.0	2.9	3.1	2.8	3.0	2.9	2.9	2.8

## **SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION**

3. Thinking about academic advising, about how often did someone at your institution discuss the following with you? (1 Never - 5 very often)

	2024				2023			
	SW FY	FY (Nat.)	SW SR	SR (Nat.)	SW FY	FY (Nat.)	SW SR	SR (Nat.)
a. Your academic goals and future plans	3.4	3.4	3.6	3.3	3.6	3.5	3.5	3.4
b. How your major or expected major relates to your goals and future plans	3.5	3.4	3.7	3.3	3.6	3.5	3.7	3.4
c. Special opportunities (study abroad, internship, service-learning, research, etc.)	2.8	3.0	3.1	2.9	2.8	3.1	3.0	3.0
d. Participation in co-curricular activities (organizations or clubs, performing arts, sports, etc.)	2.8	2.9	3.1	2.7	3.1	3.0	2.9	2.7
e. Resources for your well-being (health, counseling, financial guidance, etc.)	3.0	3.1	3.1	2.8	3.1	3.1	2.9	2.8

## **SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION**

4. How much have each of the following helped you develop your academic goals and future plans?  
(1 Very little - 4 Very much)

	2024				2023			
	SW FY	FY (Nat.)	SW SR	SR (Nat.)	SW FY	FY (Nat.)	SW SR	SR (Nat.)
a. Academic advisor, faculty, or staff assigned to advise you	2.7	2.6	2.9	2.5	2.8	2.6	2.7	2.5
b. Academic advisor(s) available to any student	2.3	2.3	2.3	2.2	2.4	2.3	2.5	2.2
c. Faculty or instructor(s) not assigned to advise you	2.3	2.2	2.4	2.3	2.2	2.2	2.5	2.3
d. Online advising system (degree progress report, etc.)	2.2	2.3	2.3	2.4	2.2	2.3	2.4	2.4
e. Website, catalog, or other published sources	2.2	2.3	2.3	2.3	2.2	2.3	2.3	2.3
f. Student services staff (career services, academic support, Trio, etc.)	2.0	2.1	1.9	1.9	2.1	2.1	2.2	2.0
g. Success or academic coach	1.9	2.1	1.9	1.9	2.0	2.1	2.1	1.9
h. Peer advisor or mentor	2.1	2.2	2.1	2.0	2.2	2.2	2.2	2.0
i. Friends or other students	2.7	2.8	2.8	2.7	2.8	2.7	2.8	2.7
j. Family members	3.0	2.9	2.8	2.7	3.0	2.9	2.9	2.8

## **SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION**

### **Topical Module Reporting, Mental Health & Well-Being**

1. During the current school year, how difficult have the following been for you?  
(1 Not at all difficult - 6 Very difficult)

	2024				2023			
	SW FY	FY (Nat.)	SW SR	SR (Nat.)	SW FY	FY (Nat.)	SW SR	SR (Nat.)
a. Academics	3.8	4.1	3.7	4.1	3.7	4.1	3.6	4.1
b. Employment	3.3	3.3	3.3	3.5	3.1	3.2	3.2	3.5
c. Finances	3.9	3.9	4.1	4.1	3.9	3.9	4.1	4.1
d. Family relationships	2.7	2.7	2.8	2.9	2.4	2.8	2.7	3.0
e. Homesickness	2.6	2.6	2.2	2.1	2.7	2.6	2.0	2.2
f. Romantic relationships	2.6	3.2	2.9	3.0	2.8	3.2	2.6	3.0
g. Relationships with peers	2.7	2.8	2.4	2.7	2.7	2.8	2.4	2.7
h. Loneliness	3.4	3.3	2.8	3.1	3.4	3.4	2.9	3.2
i. Mental health	3.5	3.5	3.1	3.6	3.5	3.6	3.2	3.6
j. Mental or emotional exhaustion	4.2	4.0	3.7	4.2	4.1	4.1	3.8	4.2
k. Sleeping well	4.2	3.8	3.6	3.8	3.9	3.8	3.5	3.9
l. Physical health	3.1	3.0	3.0	3.2	3.0	3.1	3.1	3.3
m. Discrimination or harassment	1.3	1.5	1.3	1.6	1.3	1.6	1.5	1.6



## **SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION**

2. To what extent have the following supported your mental health and well-being? (0 Not at all - 4 Very much)

	2024				2023			
	SW FY	FY (Nat.)	SW SR	SR (Nat.)	SW FY	FY (Nat.)	SW SR	SR (Nat.)
a. Your friends	2.9	2.9	3.1	2.9	2.9	2.9	2.9	2.9
b. Your family	2.8	2.9	3.0	2.9	3.0	2.8	3.0	2.8
c. Significant others or romantic partners	2.8	2.7	3.1	3.0	2.9	2.7	3.1	2.9
d. Other students (classmates, peer advisors, student org. members)	2.0	1.9	2.2	2.0	1.9	1.9	2.1	2.0
e. Communities that matter to you (identity-based, faith-based, hometown group, etc.)	2.3	2.0	2.3	2.0	2.1	1.9	2.3	1.9
f. Your academic advisor	1.8	1.6	2.2	1.5	1.8	1.7	2.1	1.5
g. Your instructors	2.0	1.8	2.5	1.9	2.0	2.3	2.2	1.9
h. Counseling services	1.5	1.7	1.8	1.6	1.7	2.7	1.4	1.6
i. Student health center or clinic	1.4	1.6	1.5	1.4	n/a	n/a	n/a	n/a
j. Student services staff (student activities, housing, career services, etc.	1.4	1.5	1.7	1.2	1.4	1.5	1.4	1.3

## **SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION**

3. To what extent to do you agree or disagree with the following statements? (1 Strongly Disagree - 6 Strongly agree)

	2024				2023			
	SW FY	FY (Nat.)	SW SR	SR (Nat.)	SW FY	FY (Nat.)	SW SR	SR (Nat.)
a. I have access to affordable, healthy food.	4.4	4.5	4.8	4.6	4.3	4.5	4.9	4.6
b. I am satisfied with the amount of exercise that I get.	3.7	3.9	3.7	3.7	3.9	3.9	3.6	3.7
c. I am satisfied with the amount of time I spend on recreational and leisure activities.	4.0	4.1	3.9	3.8	4.0	4.1	3.9	3.8
d. I get an adequate amount of support for my well-being from my institution.	4.2	4.2	4.4	4.0	4.2	4.2	4.2	4.0

4. If you were to experience the following problems, would you know how to get help at your institution? (Yes)

	2024				2023			
	SW FY	FY (Nat.)	SW SR	SR (Nat.)	SW FY	FY (Nat.)	SW SR	SR (Nat.)
a. Depression or anxiety	68%	75%	73%	73%	70%	76%	64%	72%
b. Discrimination or harassment	68%	70%	76%	67%	63%	72%	64%	67%
c. Food insecurity (not having enough food)	75%	62%	71%	59%	70%	63%	58%	59%
d. Housing insecurity (inconsistent access to stable housing)	55%	52%	52%	40%	52%	54%	41%	41%
e. Emergency financial situation	47%	52%	52%	42%	54%	54%	43%	44%
f. Lack of care for dependents	39%	41%	44%	31%	42%	42%	32%	32%
g. Mental health crises	66%	73%	68%	69%	67%	73%	57%	68%
h. Sexual assault or relationship violence	74%	73%	75%	70%	64%	74%	61%	70%
i. Sleep difficulty	44%	39%	41%	33%	47%	40%	38%	33%
j. Substance abuse	57%	57%	58%	48%	53%	57%	44%	48%

## **SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION**

5. Thinking about resources on campus, to what extent does your institution provide adequate resources in the following areas? (0 Not at all - 4 Very much)

	2024				2023			
	SW FY	FY (Nat.)	SW SR	SR (Nat.)	SW FY	FY (Nat.)	SW SR	SR (Nat.)
a. Dining options that meet your dietary needs (vegetarian, kosher, halal, gluten-free, etc.)	2.8	2.6	2.6	2.5	2.6	2.5	2.5	2.4
b. Health services for physical health needs	2.9	2.8	2.8	2.7	3.0	2.7	2.8	2.7
c. Counseling services for mental health needs	2.9	2.8	2.8	2.6	2.8	2.8	2.6	2.6
d. Affordable housing for students	2.3	2.0	2.4	1.8	2.4	2.0	2.2	1.8
e. Access to reliable internet	2.8	2.7	2.8	2.9	2.4	2.7	2.5	2.8

### **Satisfaction with SWOSU**

ITEM	SW FY	OK FY	SW SR	OK SR
Overall experience as “Excellent” or “Good”	88%	84%	94%	86%
Would “Definitely” or “Probably” attend this institution again	88%	88%	92%	85%

### **Student Satisfaction Inventory**

Students were given the opportunity to rate the importance of and satisfaction with various aspects of college on the Noel-Levitz SSI in Spring 2023. (The survey is expected to be administered again in Spring 2025.) Choices for rating importance were **7 Very Important, 6 Important, 5 Somewhat Important, 4 Neutral, 3 Somewhat Unimportant, 2 Not Very Important, and 1 Not Important At All**. Satisfaction response choices were **7 Very Satisfied, 6 Satisfied, 5 Somewhat Satisfied, 4 Neutral, 3 Somewhat Dissatisfied, 2 Dissatisfied, and 1 Very Dissatisfied**. Southwestern results of the SSI have been compared nationally through Noel-Levitz. Data reveals the following points of interest:

1. All but seven satisfaction scores of SWOSU students were higher than the national average.
2. The highest satisfaction scores of SWOSU students (all of which are higher than the national average) apply to the following items:
  - ◆ 80. I want to continue to attend SWOSU and graduate from SWOSU. (6.42, 6.50 last time)
  - ◆ 33. My academic advisor is knowledgeable about requirements in my major. (6.35, 6.40 last time)
  - ◆ 6. My academic advisor is approachable. (6.29, 6.22 last time)
  - ◆ 51. This institution has a good reputation within the community. (6.16, 6.39 last time)

## **Annual Student Assessment Report of 2023-2024 Activity Southwestern Oklahoma State University**

## **SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION**

- ◆ 68. Nearly all of the faculty are knowledgeable in their field. (6.15, 6.37 last time)
  - ◆ 39. I am able to experience intellectual growth here. (6.13, 6.21 last time)
  - ◆ 35. The assessment and course placement procedures are reasonable. (6.10, 6.09 last time)
  - ◆ 31. Males and females have equal opportunities to participate in intercollegiate athletics. (6.09, 6.00 last time)
  - ◆ 55. Major requirements are clear and reasonable. (6.08, 6.15 last time)
  - ◆ 16. The instruction in my major field is excellent. (6.07, 6.20 last time)
3. The lowest satisfaction scores of SWOSU students (most of which are a little lower than the national average) are in either the **4 Neutral** or **5 Somewhat Satisfied** categories. They apply to the following items:
- ◆ 77. There is plenty to do in town when I have free time, on the weekends, etc. (SWOSU item only). (4.29, 4.37 last time; it is *Important* to SWOSU respondents)
  - ◆ 21. The amount of student parking space on campus is adequate. (4.31, 4.65 last time; better than the national average of 3.74; it is *Important* to respondents)
  - ◆ 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.). (4.66, 4.69 last time; it is *Important* to respondents)
  - ◆ 42. There are a sufficient number of weekend activities for students. (4.67, 4.70 last time; it is *Somewhat Important* to respondents)
  - ◆ 73. Student activities fees are put to good use. (4.83, 4.81 last time; it is *Important* to respondents)
4. SWOSU is summarized by our students with the following responses:
- ◆ So far, how has your college experience met your expectation? *Better than I expected* (4.99, which exceeds the national comparison of 4.67)
  - ◆ Rate your overall satisfaction with your experience here thus far. *Satisfied* (5.79, which exceeds the national comparison of 5.33)
  - ◆ All in all, if you had it to do over again, would you enroll here?. *Probably yes* (5.93, which exceeds the national comparison of 5.54)

## **SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION**

### **Exit Surveys**

Toward the end of the Spring 2024 semester, Southwestern administered exit surveys to recent graduates of Associate's, Bachelor's, and Master's degrees.

#### **Graduates of Associate's Degrees**

Twenty-nine graduates responded (26%), and on scales of 1 to 5 (Extremely Satisfied to Extremely Dissatisfied), questions relating to departmental engagement earned a mean score of 1.84 (1.72 last year). Questions regarding career preparedness scored a 1.65 (previously 1.52) (1 equaling Very Confident and 5 equaling Not At All Confident). Faculty Interaction was viewed with scores of 1.84 and 1.77 (1.76 and 1.69 last year). (The first scale of 1 to 5 with 1 representing Very Frequently to 5 being Communication Was Not Ongoing; the second scale of 1 to 3 with 1 representing Happens Frequently, 2 Happened Once, and 3 Has Never Happened.)

**One hundred percent responded that they were provided a high quality education at SWOSU and 100% would attend SWOSU if they had it to do over again.**

#### **Graduates of Bachelor's Degrees**

Two hundred nineteen graduates responded (29%), and departmental engagement was viewed with the following scores:

- 1.49 (1 to 5, Strongly Agree to Strongly Disagree); last year's score was 1.50.
- 1.16 (1=Agree, 2=Neutral, 3=Disagree); last year's score was 1.18.
- 1.46 (1 to 4, Extremely Satisfied to Extremely Dissatisfied); last year's score was 1.50.

Questions regarding career preparedness scored a 1.47 (1 equaling Very Confident and 5 equaling Not At All Confident); last year's score was 1.49. Faculty Interaction was viewed with scores of 1.72 and 1.60 (One scale with 1 representing Very Frequently and 5 being Communication Was Not Ongoing; one scale with 1 representing Happens Frequently and 3 being Has Never Happened); last year's scores were 1.82 and 1.63 respectively. A few self-rating questions resulted in the following scores that range from 1 to 4 (Highest 10% to Below Average):

- 1.81 Critical Thinking; 1.82 last year
- 2.34 Mathematical Ability; 2.25 last year
- 2.04 Writing Ability; 2.15 last year
- 1.96 Overall Academic Ability; 1.96 last year
- 2.16 Self-Confidence; 2.10 last year

**Ninety-five percent responded that they were provided a high quality education at SWOSU and 92% would attend SWOSU if they had it to do over again.**

## **SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION**

### **Graduates of Master's Degrees**

Sixty-two graduates (27%) responded, and departmental engagement was viewed with the following scores:

- 1.27 (1 to 5, Strongly Agree to Strongly Disagree); last year's score was 1.27.
- 1.05 (1=Agree, 2=Neutral, 3=Disagree); last year's score was 1.16.
- 1.23 (1 to 5, Extremely Satisfied to Extremely Dissatisfied); last year's score was 1.27.

Questions regarding career preparedness scored a 1.23 (1 equaling Very Confident and 5 equaling Not At All Confident); last year's score was 1.36. Faculty Interaction was viewed with scores of 1.45 and 1.51 (One scale with 1 representing Very Frequently and 5 being Communication Was Not Ongoing; one scale with 1 representing Happens Frequently and 3 being Has Never Happened) ; last year's scores were 1.64 and 1.51 respectively. A few self-rating questions resulted in the following scores that range from 1 to 4 (Highest 10% to Below Average):

- 1.74 Critical Thinking; 1.71 last year
- 2.35 Mathematical Ability; 2.42 last year
- 1.97 Writing Ability; 1.75 last year
- 1.82 Overall Academic Ability; 1.84 last year
- 2.05 Self-Confidence; 1.96 last year

**One hundred percent responded that they were provided a high quality education at SWOSU and 97% would attend SWOSU if they had it to do over again.**

### ***IV-3. What changes occurred or are planned in response to the student engagement and satisfaction assessment?***

Southwestern has established a strategy for reviewing student engagement and satisfaction results with an aim toward continuous improvement. The following suggestions have been reported, and offered to Executive Administration for review and consideration:

1. Have faculty/staff "meet (staff members name)" luncheons once a week on campus for students to attend and engage with faculty/staff on campus.
2. Schedule monthly Student Success Center speakers on campus covering diverse topics, ideas, or concepts.
3. Promotion of actively engaging the educational process by providing workshops, internships, co-op, field experience, student teaching, and clinical placements for students.
4. Promotion of comprehensive support resources for all students, including counseling and healthcare information, Student Success Center, tutoring, mentorships, Writing lab, Library, Computer lab, Financial Aid, advisors, Dining Services, recreational services, Veteran Services, and Information Technology Department.