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2020

## **2019-2020 Annual Student Assessment Report**

Southwestern Oklahoma State University

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**ANNUAL  
STUDENT  
ASSESSMENT  
REPORT  
2019-2020**

***Southwestern Oklahoma  
State University***

Annual Student Assessment Report  
of  
2019-2020  
Activity

for

Oklahoma State Regents  
For Higher Education

*SOUTHWESTERN OKLAHOMA  
STATE UNIVERSITY*

Weatherford and Sayre Campuses

Contact person: Jan Kliewer, Director of Assessment & Testing  
580-774-3084 [jan.kliewer@swosu.edu](mailto:jan.kliewer@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 2019-2020 (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

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

Students were determined to need remediation based on the following ACT and CPT cut scores:

TEST BATTERY	TEST	SCORE	COURSE PLACEMENT
<u>English:</u>			
ACT	English	1-15	0123 Fundamentals of English
Accuplacer CPT	Writing	200-245	
<u>Math, if College Algebra is required for major:</u>			
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	
<u>Math, if Math Applications and Math Concepts are approved for major:</u>			
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	
<u>Reading:</u>			
ACT	Reading	1-18	0122 Improvement of Reading
Accuplacer CPT	Reading	200-255	
Accuplacer CPT	Reading	246-255	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 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 Departmental Tutoring
5. SWOSU online free Upswing Tutoring
6. Khan Academy online free instruction and practice
7. Varsity Tutors online free sample questions
8. MyFoundationsLab.com (10 weeks for an estimated \$37).
9. Other

All SWOSU Remedial/Developmental courses were available during the Fall 2019 and Spring 2020 semesters.

*I-4. What information was used to determine co-requisite course placement? Please report the specific multiple measures your institution used for FY 2019-2020 (e.g., high school GPA and CPT cut scores).*

Students were determined to need co-requisite course placement based on the following ACT and CPT cut scores:

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	246-255	
<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	246-255	
<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> 0182 Math Concepts Support OR 1153 Math Applications <u>with</u> 0192 Math Applications Support
Accuplacer CPT	Arithmetic	246-255	
Accuplacer CPT	QRAS	236-245	
<b><u>Reading:</u></b>			
Accuplacer CPT	Reading	246-255	0122 Improvement of Reading is waived when enrolled in 0132 Comp. I Support

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

*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:

2019-2020											2018-2019	2017-2018	2016-2017
ENGLISH	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate
Developmental/Support	252	90	44	32	13	43	8	5	69.05%	17	61%	71%	72%
College Level Eng. Comp. I WITH the Co-Requisite	124	54	29	17	4	17	2	1	85.48%	6	79%	78%	-
College Level Eng. Comp. I WITHOUT the Co-Requisite	487	229	125	69	25	37	4	1	92.20%	43	92%	88%	80%

2019-2020											2018-2019	2017-2018	2016-2017
READING	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate
Developmental	133	41	34	22	3	22	6	5	77.44%	6	64%	46%	69%
Select College Level Courses FOLLOWING OR WITH a required Developmental and/or Comp. I Support Co-Requisite	174	14	34	57	23	23	19	4	84.48%	25	68%	-	-
Select College Level Courses NOT FOLLOWING OR WITHOUT Developmental and/or Comp. I Support Co-Requisite	1986	868	479	350	97	118	63	11	93.50%	152	90%	89%	82%

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

2019-2020											2018-2019	2017-2018	2016-2017
<b>MATH, ALGEBRA TRACK</b>	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate
Developmental/Support	86	19	20	9	5	29	2	2	58.14%	20	-	-	-
College Algebra WITH Developmental and/or Co-Requisite	65	7	11	15	8	20		4	63.08%	29	-	-	-
College Algebra WITHOUT Developmental and/or Co-Requisite	371	103	57	100	35	53	16	7	83.83%	82	-	-	-

2019-2020											2018-2019	2017-2018	2016-2017
<b>MATH APPLICATIONS TRACK</b>	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate
Developmental/Support	23	12	5	3		1	2		95.65%	2	-	-	-
Math Applications WITH Developmental and/or Co-Requisite	20	3	7	4	2	2	2		90.00%	4	-	-	-
Math Applications WITHOUT Developmental and/or Co-Requisite	41	20	12	8	1				100%	9	-	-	-

2019-2020											2018-2019	2017-2018	2016-2017
<b>MATH CONCEPTS TRACK</b>	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate
Developmental/Support	128	27	25	24	7	39	2	4	60.94%	5	-	-	-
Math Concepts WITH Developmental and/or Co-Requisite	101	9	22	23	9	25	4	9	66.34%	33	-	-	-
Math Concepts WITHOUT Developmental and/or Co-Requisite	188	34	45	41	23	30	14	1	83.51%	39	-	-	-

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

2019-2020											2018-2019	2017-2018	2016-2017
MATH, ALL	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate
Prep. for College Math	81						54	27	66.67%	3	-	-	-
ALL Math Dev./Support	318	58	50	36	12	69	60	33	64.15%	30	-	-	-
All College Level Math Courses WITH Developmental and/or Co-Requisite	186	19	40	42	19	47	6	13	67.74%	66	63%	89%	-
All College Level Math Courses WITHOUT Developmental and/or Co-Requisite	600	157	114	149	59	83	30	8	84.83%	130	84%	86%	70%

Students with deficiencies have seen a great deal of success in college level courses while also enrolled in (or following) a developmental or support course:

- 85% passed English Comp. I.
- 84% passed various college level courses with a great deal of reading content.
- 68% passed college level math courses.

Success in college level courses overall remains fairly consistent with previous years. Course placement decisions still seem to be 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 adjustments.



## **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, scientific and quantitative reasoning, history and humanities, discernment and reflection of individual actions, and mastery of professional skills using curriculum-embedded assessments including exams, reports, essays, lab assignments, and standardized tests. Southwestern also utilized the standardized 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 ETS Proficiency Profile test during a freshman's SWOSUConnect course class period. 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. Unfortunately, COVID-19 interrupted most of the test administration to seniors during the Spring 2020 semester.

#### ***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 ETS 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. Faculty in COMM 1263 Intro. to Theatre would like to facilitate more hands-on work for students such as ushering or assisting with productions.
2. HIST 1043 U.S. History to 1877 faculty plan to assign more lessons involving the use of maps and spend more time in class teaching how to read and interpret the data maps provided.
3. Although there is great success in ENGL 1213 English Composition II, faculty will continue to encourage students to proofread their work before turning it in as well as make better use of the Writing Center for help with any basic deficiencies.

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

### **ANALYSES AND FINDINGS**

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

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

#### **GOAL 1, Demonstrate competency in communication and computer literacy:**

- a) Effectively communicate in writing by using appropriate grammar, clear and cohesive thought formulated for a specific audience.
  - 1. 95% or more students achieved 70% or higher in:
    - COMM 1263 Intro. to Theatre
    - ITAL1004 Elementary Italian I
    - LATIN1054 Elementary Latin I
    - SOCIO 1003 Intro. to Sociology
  - 2. 85% or more students achieved 70% or higher in:
    - ENGL 1213 English Composition II
    - GEOG 1103 World Cultural Geography
  - 3. 75% or more students achieved 70% or higher in:
    - BIOL 1013 Current Issues in Biology
    - HIST 1043 U.S. History to 1877
    - HIST 1053 U.S. History since 1877
- b) Effectively communicate by giving an oral presentation that is clear and cohesive in thought and formulated for a specific audience.
  - 1. 95% or more students achieved 70% or higher in:
    - COMM 1263 Intro. to Theatre
    - ITAL1004 Elementary Italian I
- c) Effectively communicate by giving an oral presentation that is clear and cohesive in thought and formulated for a specific audience.
  - 1. 95% or more students achieved 70% or higher in:
    - COMM 1263 Intro. to Theatre
    - ITAL1004 Elementary Italian I
  - 2. 85% or more students achieved 70% or higher in:
    - GEOG 1103 World Cultural Geography
    - HIST 1043 U.S. History to 1877

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

### **GOAL 2, Demonstrate competency in scientific and quantitative reasoning:**

- a) Apply quantitative concepts, principles, and symbols and draw meaningful conclusions from mathematical or statistical analysis.
  - 1. 85% or more students achieved 70% or higher in ECONO 2263 Intro. to Macroeconomics.
  - 2. 75% or more students achieved 70% or higher in PHY 1044 Basic Physics I & Lab
- b) Learn and apply basic laws, methodologies, and concepts of science to solve issues encountered by society.
  - 1. 95% or more students achieved 70% or higher in COMM 1263 Intro. to Theatre.
  - 2. 85% or more students achieved 70% or higher in ECONO 2263 Intro. to Macroeconomics.
  - 3. 75% or more students achieved 70% or higher in BIOL 1013 Current Issues in Biology.
- c) Analyze scientific discoveries, and the advancement of technology with respect to its impact on social change.
  - 1. 95% or more students achieved 70% or higher in COMM 1263 Intro. to Theatre.
  - 2. 85% or more students achieved 70% or higher in HIST 1043 U.S. History to 1877.
  - 3. 75% or more students achieved 70% or higher in BIOL 1013 Current Issues in Biology.
- d) Develop and design empirical research using the scientific method related to academic content. (Did not apply to a General Education course that was assessed this academic year.)

### **GOAL 3, Demonstrate competency in aesthetic, technical, symbolic, and historic effects of the fine arts, history, and humanities:**

- a) Explain and evaluate conceptual differences of important landmark contributions and creative works.
  - 1. 95% or more students achieved 70% or higher in:
    - ART 1223 Art Survey
    - LATIN 1054 Elementary Latin I
    - ITAL 1004 Elementary Italian I
    - COMM 1263 Intro. to Theatre
  - 2. 85% or more students achieved 70% or higher in GEOG 1103 World Cultural Geography.
    - LIT 2333 Intro. to Film
    - HIST 1043 U.S. History to 1877
    - GEOG 1103 World Cultural Geography
  - 3. 75% or more students achieved 70% or higher in HIST 1053 U.S. History since 1877.
- 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.
  - 1. 95% or more students achieved 70% or higher in:
    - ITAL 1004 Elementary Italian I
    - COMM 1263 Intro. to Theatre

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

2. 85% or more students achieved 70% or higher in:
    - HIST 1043 U.S. History to 1877
    - ECONO 2263 Intro. to Macroeconomics
  3. 75% or more students achieved 70% or higher in HIST 1053 U.S. History since 1877.
- c) Compare and analyze meanings associated with human culture and their significance in social development.
1. 95% or more students achieved 70% or higher in:
    - ITAL 1004 Elementary Italian I
    - COMM 1263 Intro. to Theatre
  2. 85% or more students achieved 70% or higher in:
    - ECONO 2263 Intro. to Macroeconomics
    - GEOG 1103 World Cultural Geography
  3. 75% or more students achieved 70% or higher in HIST 1053 U.S. History since 1877.

### **GOAL 4, Demonstrate social and cultural competency in the study of social groups, social issues, cultures, institutions, and globalization:**

- a) Explain and include self-reflection of multicultural issues and the impact on specific populations and general society.
1. 95% or more students achieved 70% or higher in:
    - LATIN 1054 Elementary Latin I
    - ITAL 1004 Elementary Italian I
    - COMM 1263 Intro. to Theatre
  2. 75% or more students achieved 70% or higher in HIST 1053 U.S. History since 1877.
- b) Apply social/cultural theories and perspectives to past and present societies and the impact on real life circumstances.
1. 95% or more students achieved 70% or higher in:
    - SOCIO 1003 Intro. to Sociology
    - COMM 1263 Intro. to Theatre
  2. 85% or more students achieved 70% or higher in:
    - HIST 1053 U.S. History since 1877
    - GEOG 1103 World Cultural Geography
    - ECONO 2263 Intro. to Macroeconomics
- c) Analyze the benefits and challenges of international interaction and strategies to enhance global integration.
1. 95% or more students achieved 70% or higher in:
    - SOCIO 1003 Intro. to Sociology
  2. 85% or more students achieved 70% or higher in:
    - ECONO 2263 Intro. to Macroeconomics
    - GEOG 1103 World Cultural Geography
  3. 75% or more students achieved 70% or higher in HIST 1053 U.S. History since 1877.

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

- d) Communicate public awareness and social responsibility of issues and identify ethical perspectives which guide solutions.
  - 1. 95% or more students achieved 70% or higher in COMM 1263 Intro. to Theatre.
  - 2. 85% or more students achieved 70% or higher in GEOG 1103 World Cultural Geography.
- e) Analyze key historical events and their impact on social, cultural, and global change.
  - 1. 95% or more students achieved 70% or higher in:
    - COMM 1263 Intro. to Theatre
    - ITAL 1004 Elementary Italian I
  - 2. 85% or more students achieved 70% or higher in HIST 1043 U.S. History to 1877.
  - 3. 75% or more students achieved 70% or higher in:
    - HIST 1043 U.S. History to 1877
    - HIST 1053 U.S. History since 1877

### **GOAL 5, Demonstrate achievement of intellectual and professional aptitudes:**

- 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:
    - ART 1223 Art Survey
    - COMM 1263 Intro. to Theatre
    - ITAL 1004 Elementary Italian I
    - LATIN 1054 Elementary Latin I
    - PHY 1044 Basic Physics I & Lab
    - SOCIO 1003 Intro. to Sociology
  - 2. 85% or more students achieved 70% or higher in:
    - ECONO 2263 Intro. to Macroeconomics
    - ENGL 1213 English Composition II
    - HIST 1043 U.S. History to 1877
    - LIT 2333 Intro. to Film
    - GEOG 1103 World Cultural Geography
  - 3. 75% or more students achieved 70% or higher in:
    - BIOL 1013 Current Issues in Biology
    - HIST 1053 U.S. History since 1877
- 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:
    - COMM 1263 Intro. to Theatre
    - ITAL 1004 Elementary Italian I
    - SOCIO 1003 Intro. to Sociology
  - 2. 85% or more students achieved 70% or higher in ENGL 1213 English Composition II.
  - 3. 75% or more students achieved 70% or higher in BIOL 1013 Current Issues in Biology.

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

- 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:
    - COMM 1263 Intro. to Theatre
    - ITAL 1004 Elementary Italian I
    - PHY 1044 Basic Physics I & Lab
  2. 85% or more students achieved 70% or higher in:
    - ART 1223 Art Survey
    - ECONO 2263 Intro. to Macroeconomics
    - GEOG 1103 World Cultural Geography
    - HIST 1043 U.S. History to 1877
  3. 75% or more students achieved 70% or higher in BIOL 1013 Current Issues in Biology.
- d) Connection: Participate in community service activity and through self-reflection and investigation identify individually or collectively solutions to problems experienced by service site. (Did not apply to a General Education course that was assessed this academic year.)
- e) Communication: Communicate collective understanding of diverse views and integrate differing perspectives into a cohesive solution for real life circumstances.
1. 95% or more students achieved 70% or higher in:
    - COMM 1263 Intro. to Theatre
    - ITAL 1004 Elementary Italian I
  2. 85% or more students achieved 70% or higher in:
    - HIST 1043 U.S. History to 1877
    - LIT 2333 Intro. to Film

The ETS Proficiency Profile scores of both 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 about 12 points. This is an indication of the value-added performance gain that our students achieve while enrolled in our general education program. A table of results is shown:

## Section II—General Education Assessment

### ETS® Proficiency Profile Summary of Scaled Scores 2019-2020

Southwestern Oklahoma State University  
Number of freshmen: 649

Abbreviated  
Number of seniors included: 227

	Possible Range	Mean Score						Standard Deviation	
		SWOSU Fr, F19	Nat. Comp., All Inst. Types, Fr	Nat. Comp., Bac. Inst. Types, Fr	SWOSU Sr, 19-20	Nat. Comp., All Inst. Types, Sr	Nat. Comp., Bac. Inst. Types, Sr	SWOSU Fr, F19	SWOSU Sr, 19-20
<b>Total Score</b>	400 to 500	441.08	436.60	434.70	453.07	445.60	445.40	19.38	19.69
<b>Skills Subscores:</b>									
<b>Critical Thinking</b>	100 to 130	110.96	109.40	109.00	113.67	111.80	111.70	6.06	5.84
<b>Reading</b>	100 to 130	116.97	115.40	114.80	120.17	118.30	118.20	7.05	6.41
<b>Writing</b>	100 to 130	113.27	112.60	112.10	115.28	114.50	114.50	5.18	4.84
<b>Mathematics</b>	100 to 130	112.77	112.10	111.50	116.72	114.00	113.90	5.98	6.22
<b>Humanities</b>	100 to 130	114.3	112.50	112.20	116.16	114.70	114.80	6.13	6.28
<b>Social Sciences</b>	100 to 130	112.46	111.20	110.70	114.89	113.40	113.30	5.81	6.22
<b>Natural Sciences</b>	100 to 130	114.58	113.40	112.80	117.42	115.60	115.50	5.78	5.29

*II-6. How is student performance tracked into subsequent semesters and what were the findings?*

Southwestern's Continuous Improvement Plan calls for the review of General Education courses by participating faculty as well as Continuous Improvement sub-committees, which are overseen by the Assessment Committee. In future years, these faculty and sub-committees will re-visit areas of focus, and expand to additional areas of focus, for monitoring efforts toward continuous improvement. These findings have been reported regarding the stated General Education goals:

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

### **GOAL 1, Demonstrate competency in communication and computer literacy:**

- a) Effectively communicate in writing by using appropriate grammar, clear and cohesive thought formulated for a specific audience.
  1. BIOL 1013 Current Issues in Biology: Most students demonstrated an ability to communicate their ideas in a clear manner. Some students demonstrated some difficulty in expressing complex ideas or controversial ideas in a diplomatic manner.
  2. COMSC 1023 Computer & Info. Access: Actual Statistics: 75% earned grade of 60 or greater. A vast majority (86%) of those who completed the assignment earned 90% or above. Students who took the effort to participate and complete the discussion questions seemed to do well. The primary weakness involves students not even trying to complete the assignments. Over 92% of the failing grades were a grade of 0 for not doing the assignments.
  3. ENGL 1213 English Composition II: 94% of the writers were considered proficient when evaluating logical, unified development. 93% of the writers were considered proficient when it came to major errors; it should be noted that this section of the rubric focuses on major grammatical concerns that could seriously impeded reader comprehension, such as sentence fragments, comma splices, fused or run-on sentences, and subject-verb and pronoun-antecedent agreement with and reference. 92% also had very few minor errors or few enough not to interfere seriously readers' understanding; in this case, "minor errors" includes spelling, capitalization, and general comma usage, in addition to other concerns an instructor might notice. While these numbers are quite promising, we will continue to encourage students to proofread their work before turning it in as well as make better use of the Writing Center for help with any basic deficiencies.
  4. GEOG 1103 World Cultural Geography: Most students demonstrated an ability to communicate their ideas in a clear manner. Some students demonstrated some difficulty in expressing complex ideas or controversial ideas in a diplomatic manner.
  5. HIST 1043 U.S. History to 1877: Most of the students could communicate clearly, but often had difficulty formulating a critical idea. There were several students with communication difficulties due to poor English language skills.
  6. HIST 1053 U.S. History since 1877: Initially, students struggled with grammar requirements on their essays. However, over the course of the summer, their writing skills developed and improved.
  7. ITAL 1004 Elementary Italian I: Students can express themselves in short sentences.
  8. LATIN 1054 Elementary Latin I: All 8 students effectively communicated in writing by using appropriate grammar at a level appropriate for First Year Latin as assessed by exercises from three different Latin texts.



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

9. LIT 2333 Intro. to Film: While most students have a basic understanding of sentence structure and grammar concerns, they need to take more time to proofread their assignments before submitting them, a common concern in courses that are not explicitly focused on writing instruction. The instructor intends to continue commenting on student assignments and offering general feedback to the entire course to remind them of the importance of proofreading their work. On the other hand, it seems clear that students do have a better understanding of the rhetorical concerns associated with writing movie reviews as a genre specifically by the end of the course, which indicates an improvement in their ability to communicate course concepts in writing to an audience who may be unfamiliar with those concepts otherwise.
  10. SOCIO 1003 Intro. to Sociology: Most students effectively communicate in writing the students views about society.
- b) Effectively communicate by giving an oral presentation that is clear and cohesive in thought and formulated for a specific audience.
1. ITAL 1004 Elementary Italian I: Students can express themselves in short sentences.
- c) Effectively communicate by giving an oral presentation that is clear and cohesive in thought and formulated for a specific audience.
1. GEOG 1103 World Cultural Geography: Most students demonstrated excellent skills in navigating GIS and video software as well as the general geography program.
  2. HIST 1043 U.S. History to 1877: Most students--90% approximately--were successfully able to complete all online assignments and demonstrate knowledge of using Canvas. Of the 10% that didn't, it was because they simply did not do the work. The students purchased the e-book and linked the book to Canvas but then never did the assignments. As such, it is difficult to determine their proficiencies. But clearly this 10% cohort didn't learn anything of note since they didn't do the work.

### **GOAL 2, Demonstrate competency in scientific and quantitative reasoning:**

- a) Apply quantitative concepts, principles, and symbols and draw meaningful conclusions from mathematical or statistical analysis.
1. ASTRO 1904 Astronomy: Strength: By using quantitative concepts, students can evaluate the performance our national economy (recession or prosperity; inflation).
  2. ECONO 2263 Intro. to Macroeconomics: General Ed students often struggle with math (and even recoil at needing to use it). We work with them (gently) to get a handle on the relationships needed to understand the concepts.
  3. PHY 1044 Basic Physics I & Lab: Some students struggle with mathematics and mathematical representation of physical principles. Most, however, are persistent and motivated enough to overcome many of these challenges.
- b) Learn and apply basic laws, methodologies, and concepts of science to solve issues encountered by society.

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

1. BIOL 1013 Current Issues in Biology: Students were engaged during the discussion periods. The short story book we used was excellent at highlighting major discoveries in biology while also allowing students to "get to know" the person behind the science. This allowed students to connect more with the concepts and this was reinforced by completing reading guides for the open source text.
  2. ECONO 2263 Intro. to Macroeconomics: strength: understanding national economy helps students make financial decisions (e.g., borrow money now or later).
- c) Analyze scientific discoveries, and the advancement of technology with respect to its impact on social change.
1. ASTRO 1904 Astronomy: Students are often intrigued by the historical development that follows scientific advancement, especially in astronomy. However, some of the advances can "step on toes" of established beliefs (age of the Earth, climate change, etc.).
  2. BIOL 1013 Current Issues in Biology: The popular science articles allowed us to connect with discoveries that were relevant to current events. Many of the students chose articles about viruses, given the pandemic we experienced this is not surprising. Through discussions, we were able to explore common myths about biology and make connections between biology and everyday life. Some students were shy and hesitant to participate. However, the discussion board worked great and students were more likely to speak out through that forum. I will ask students to submit questions they have about articles before our class discussion in the future to allow students that are uncomfortable speaking up in class to be heard.
  3. HIST 1043 U.S. History to 1877: Students were effectively able to use maps, charts, and tables of statistics to analyze and critically assess the meaning and impact of those tools. We often discussed population changes in terms of exponential growth and they easily acquired this concept and demonstrated it upon assessment. Their greatest weakness is in the reading and interpretation of maps. They have several exercises where they need to use a map to acquire important data such as resources, population movements, etc. and many had problems interpreting the map and reporting the required data.
- d) Develop and design empirical research using the scientific method related to academic content. (Did not apply to a General Education course that was assessed this academic year.)

### **GOAL 3, Demonstrate competency in aesthetic, technical, symbolic, and historic effects of the fine arts, history, and humanities:**

- a) Explain and evaluate conceptual differences of important landmark contributions and creative works.
  1. ART 1223 Art Survey: Strengths of student learning include class being able to compare and understand different eras in Western art history Weakness of student learning include limited interaction among students in section which hindered comprehension of information via social comparison.

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

2. GEOG 1103 World Cultural Geography: Most students demonstrated an ability to understand and empathize with different cultures and cultural productions. Some students struggle with participating in a discussion about a cultural believe that was opposed to their own beliefs.
  3. HIST 1043 U.S. History to 1877: Students struggle with understanding the context of historical thought. They often choose to infer based on 21st century belief systems and find it difficult to view historical context.
  4. HIST 1053 U.S. History since 1877: Students were required to read primary sources throughout the semester and write very brief answers to direct questions, so they can evaluate the evidence rather than fill their answers with unnecessary information. It is a practice to help them develop their critical thinking skills, as well as their abilities to create an argument.
  5. ITAL 1004 Elementary Italian I: Students can compare and contrast art and important landmarks in Spanish speaking countries.
  6. LATIN 1054 Elementary Latin I: All 8 students were able to identify texts by different Roman authors as assessed by exercises from three different Latin texts.
- 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.
1. ECONO 2263 Intro. to Macroeconomics: Strength: unemployment and productivity are explained in movements in humanities.
  2. HIST 1043 U.S. History to 1877: Students were successfully able to determine and explain the impact of the various historical movements we discussed in class when it came to social, political, and cultural issues. Their greatest weakness lay in determining and explaining the economic impact of these movements. The concepts of economic growth, free market exchange, and development of corporations were areas of weakness.
  3. HIST 1053 U.S. History since 1877: Students learn about the emergence of different cultural practices within the United States. They read literature, view art, and learn about the music of the various eras. In doing so, students also learn about the creation of cultural identities and their importance to political and economic identities as well.
- c) Compare and analyze meanings associated with human culture and their significance in social development.
1. ECONO 2263 Intro. to Macroeconomics: Strength: students' motivations are increased by using art paintings, novels, and movies related to economic theories.
  2. GEOG 1103 World Cultural Geography: Most students demonstrated a strong ability to compare and analyze meanings associated with different cultures and cultural productions. A few students demonstrated a lack of ability to analyze in an academic way.
  3. HIST 1053 U.S. History since 1877: As students learn about the arts and religion, they also learn about political movements as well as economic events that help to shape the human experience. We tie these events to present-day to help students understand how these various items continue to shape our experience and our understanding of the world.

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

**GOAL 4, Demonstrate social and cultural competency in the study of social groups, social issues, cultures, institutions, and globalization:**

- a) Explain and include self-reflection of multicultural issues and the impact on specific populations and general society.
  - 1. HIST 1053 U.S. History since 1877: Students are taught "themes" for each lecture, which are designed to help them remember and connect historical events across eras.
  - 2. ITAL 1004 Elementary Italian I: Students can understand cultural differences.
  - 3. LATIN 1054 Elementary Latin I: All 8 students were able to explain the impact of Roman history and at least 1 non-Roman population.
- b) Apply social/cultural theories and perspectives to past and present societies and the impact on real life circumstances.
  - 1. ECONO 2263 Intro. to Macroeconomics: Strength: Because students are aware of economic events in US history, presenting historical events by using graphs helps them understand economic theories. weakness: it takes time to make supplements.
  - 2. GEOG 1103 World Cultural Geography: Some students demonstrate a strong ability to connect different theories to current events. Many of the students demonstrated difficulty in connected theories to real world situations or current events.
  - 3. HIST 1053 U.S. History since 1877: For their third primary source essay, students were required to watch film footage retrieved at the end of World War II of holocaust victims. They were then required to explain why the film was made, and most importantly, why the footage still matters.
  - 4. SOCIO 1003 Intro. to Sociology: Students do well on exams demonstrating mastery of the general concepts and principals of sociology.
- c) Analyze the benefits and challenges of international interaction and strategies to enhance global integration.
  - 1. ECONO 2263 Intro. to Macroeconomics: Strength: Using international currencies increases students' interests in international money markets. Weakness: It is time consuming to find and edit newspaper articles about international economic issues.
  - 2. GEOG 1103 World Cultural Geography: Most students demonstrated an ability to analyze the benefits and challenges of international interactions through discussion posts and in-class discussion. Some students displayed a hesitation to engage in the discussion on economic issues.
  - 3. HIST 1053 U.S. History since 1877: As students began to learn about the United States emergence as an empire and global leader (particularly after World War I), they also start to learn how important economic and political relationships on an international level are. Furthermore, they learn how those relationships have evolved and are tied to the present day.
- d) Communicate public awareness and social responsibility of issues and identify ethical perspectives which guide solutions.

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

1. GEOG 1103 World Cultural Geography: Students demonstrate a strong willingness to engage in environmental and sustainability discussions. The students were able to demonstrate an awareness of the issues and to communicate ideas about those issues in a clear and well-argued manner.
- 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, having difficulties identifying connections between events and assessing the significance and impact. By the final assignment, most students had improved on both, managing to find the links and most managed to find the significance. Several students never reached that goal.
  2. HIST 1053 U.S. History since 1877: In their exams, students had to answer short answer questions, demonstrating critical thinking skills and proving they understand the multiple connections between people and larger events. While some students did very well throughout the semester, others struggled with addressing the multiple aspects of the questions.

### **GOAL 5, Demonstrate achievement of intellectual and professional aptitudes:**

- a) Critical Thinking: Construct a systematic investigation of content, theories, and practices and evaluate the application and effects to real life settings.
  1. ART 1223 Art Survey: Strengths of student learning include class being able to relate subject of Western art history to contemporary experience. Weakness of student learning include inability for students in section to see actual examples of artworks.
  2. ASTRO 1904 Astronomy: Again, some of the ideas as they apply to current "real life" can be uncomfortable, such as the causes of climate change, the value of space exploration, etc.
  3. BIOL 1013 Current Issues in Biology: Most students were genuinely engaged in learning. The reading guides I composed allowed students to interact and reflect on their reading. Sometimes students would not manage their time well and would be working on the reading guides before class. This poor preparation was reflected in their scores.
  4. ECONO 2263 Intro. to Macroeconomics: Strength: Using podcasts and newspaper articles about current economic issues deepens students' understanding about topics learned in the class; Weakness: students' expectations about the class vary. some students prefer to learn principles and earn high exam scores instead of learning current issues.
  5. ENGL 1213 English Composition II: 95% of the writers were considered proficient when it came to producing a clear thesis statement. This is an area where we notice that students who take 1213 out of sequence sometimes tend to be weaker than those who do take the course in sequence. 92% of writers included supporting evidence. 91% of writers were rated adequate or above when assessing the quality of the overall argument. While these percentages do shift between fall and spring semesters individually, they continue to demonstrate that a vast majority of the students did successfully meet the requirements for this learning outcome.

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

6. GEOG 1103 World Cultural Geography: At the beginning of the semester, many students demonstrated a hesitation to think critically about topics that they believed to be controversial. Many demonstrated a fear of being judged for their opinions. However, by the end of the semester, most of those students displayed more confidence in their ability to express their opinions in a critical and diplomatic manner. Many of those students also demonstrated an increasing ability to think critically about their own preconceptions on certain topics.
  7. HIST 1043 U.S. History to 1877: This one was difficult for students at first. Most just wanted me to tell them what to think, so we worked a lot of this. By the end of the semester, most students were able to question events and look more critically.
  8. HIST 1043 U.S. History to 1877: Students were particularly strong when applying the development of political theories to real life settings. They were able to successfully grasp and explain how political parties function and the role they play in modern elections. The weakness in this area was students' ability to differentiate between different political movements. As parties formed and later died or changed, they had trouble following the theoretical development of each and how present parties are historically linked but at the same time different in many ways.
  9. HIST 1053 U.S. History since 1877: Through their homework assignments and exams, students are asked to demonstrate that they understand that they not only know WHAT happened but WHY it happened.
  10. LATIN 1054 Elementary Latin I: All 8 students determined and applied the different and correct rules of grammar to a variety of Roman texts, some literary, some historical, and some poetic.
  11. PHY 1044 Basic Physics I & Lab: Students were, with some instruction, able to construct an experimental set-up to investigate physical principles. After obtaining results, they sometimes struggled with relating the results to the principles being investigated, but they were able to find their way through with a little guidance.
- b) Creativity: Develop and design an authentic project or creative works related to academic content.
1. BIOL 1013 Current Issues in Biology: I intentionally added projects that allowed students to use their creativity. I think students enjoyed these activities and I got some excellent Life brochures and cartoons. Some students did not take these projects seriously, but they were a small minority and were not engaged in other areas of the course, as well.
  2. COMSC 1023 Computer & Info. Access: Actual Statistics: 83% of the students earned a grade of 60 or greater. Almost 99% of the students who completed the assignment earned a satisfactory grade, with 68% earning a 90 or above. Students who attempted the assignment did very well. Many of the deductions were for technical details like chart labels and worksheet footers. Most of the students did very well with the data collection element. 95% of the failing grades were a grade of 0 for not attempting or submitting the assignment.

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

3. ENGL 1213 English Composition II: 92% of writers presented effective research for the academic research project assessed. 93% of writers smoothly incorporated sources into the text, and 92% demonstrated proficiency when it came to correct MLA form on the Works Cited page and parenthetical citations. We want to continue to find ways to help students find and recognize effective research materials, as well as to improve in teaching students to create citations for a Works Cited page as we strive to have comparable fall and spring numbers. Library instruction by librarians for these classes is instrumental in helping students learn to evaluate appropriate sources.
  4. SOCIO 1003 Intro. to Sociology: Students demonstrate their understanding of social structure and issues while creating their own unique societies addressing modern issues through development and design of creative works.
- c) Collaboration: Collectively engage in group activities and contribute information and resources to accomplish group goals.
1. ART 1223 Art Survey: Strengths of student learning include class being able to compare and understand different eras in Western art history by hearing and reading class members thoughts about examples. Weakness of student learning include difficulty using technology which limited interaction among students in section.
  2. ASTRO 1904 Astronomy: The study of the sky and trips to the observatory are usually enjoyed by students (and often one or more of their family members). The challenge comes when they are tested over those observations.
  3. BIOL 1013 Current Issues in Biology: We had group discussion every Friday. I think this was an excellent opportunity for students to share what they had learned and play the role of teacher to their peers. I tried to encourage good group behaviors by highlighting constructive and destructive actions. Some students definitely parasitized their classmates, but most were genuinely engaged.
  4. COMSC 1023 Computer & Info. Access: Actual Statistics: 89% of the students earned a grade of 60 or greater. As a whole, the students did very well. The participation and completion rate for this assignment was almost 90%. Students worked together and shared the responsibility. A small number received lower ratings by group members for not contributing and participating. Of the failing grades, 100% received a 0 for not completing or submitting the assignment. Many of these students were no longer attending class and were not assigned to a group with active students. Basically, everyone who tried was able to earn a satisfactory grade.
  5. ECONO 2263 Intro. to Macroeconomics: strength: raising students' engagement in classes and motivations weakness: some students left behind do not want to engage in group activity
  6. HIST 1043 U.S. History to 1877: About half of the students engaged collaboratively from the start, but the other half were either hesitant or hostile to the idea. By the end of the semester, most students were engaging in the discussion and contributing to the group activity output. It required a lot of discussion and encouragement on my part to help them engage. Some students never did.
  7. ITAL 1004 Elementary Italian I: Students can work in group activities and projects.

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

8. PHY 1044 Basic Physics I & Lab: In the laboratory setting, students generally work well together and shared a common goal. An occasional group would have disagreements on the division of labor as one student tries to do it all or one student is reluctant to contribute. These issues were usually resolved quickly with instructor intervention.
- d) Connection: Participate in community service activity and through self-reflection and investigation identify individually or collectively solutions to problems experienced by service site. (Did not apply to a General Education course that was assessed this academic year.)
- e) Communication: Communicate collective understanding of diverse views and integrate differing perspectives into a cohesive solution for real life circumstances.
1. HIST 1043 U.S. History to 1877: Students were weakest in this area. There was a real hesitancy among most of them to discuss the impact of various issues in terms of race. Racial issues continue to make them feel very uncomfortable. I encourage them to deal with these issues and try to discuss them openly and honestly, but they are hesitant to express their opinions in this area. When it comes to other issues such as gender, they seem to have no problems addressing this into real life scenarios.
2. LIT 2333 Intro. to Film: While most students have a basic understanding of sentence structure and grammar concerns, they need to take more time to proofread their assignments before submitting them, a common concern in courses that are not explicitly focused on writing instruction. The instructor intends to continue commenting on student assignments and offering general feedback to the entire course to remind them of the importance of proofreading their work. On the other hand, it seems clear that students do have a better understanding of the rhetorical concerns associated with writing movie reviews as a genre specifically by the end of the course, which indicates an improvement in their ability to communicate course concepts in writing to an audience who may be unfamiliar with those concepts otherwise.

### ***II-7. Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation.***

Faculty as well as the Assessment Committee continue efforts toward the review and use of both ETS Proficiency Profile results and General Education Course Assessment. Faculty report assessment, instructional, and/or curriculum changes. Continuous Improvement sub-committee members agree on a Peer Review Method, make Continuous Improvement Recommendations, and suggest a timeline for changes to be implemented. Reports are shared with entities responsible for change. This evaluation yields the following:

1. BIOL 1013 Current Issues in Biology: Faculty have considered ways to get students plugged into research to improve student learning because the best way for students to learn science is to do it. It is also a lot of fun!



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

2. COMM 1263 Intro. to Theatre: Faculty would like to facilitate more hands-on work with the students to have them work at the theatre. Currently, ushering or assisting with productions is offered as extra credit. I would like to possibly make it a part of the grading criteria in the future.
3. COMSC 1023 Computer & Info. Access: Instructors continually tweak assignments and grading rubrics, but the primary assignments are the same.
4. ENGL 1213 English Composition II: Faculty want to continue to find ways to help students find and recognize effective research materials, as well as to improve in teaching students to create citations for a Works Cited page. We will continue to encourage students to proofread their work before turning it in as well as make better use of the Writing Center for help with any basic deficiencies.
5. HIST 1043 U.S. History to 1877: Instructors will continue to try to improve students' ability to use maps for gathering data and conclusions. More instruction and lessons involving the use of maps will be assigned.
6. LIT 2333 Intro. to Film: Focus has shifted to an assessment centered on the writing of film reviews in the course. Instructors plan on working to revise the GE assessment tool in order to make sure the assessment more accurately captures and represents the skills students are developing in the class which align with both the course objectives and General Education learning outcomes/objectives. The rubric has been modified slightly already, but it still needs to be revised to make sure that each section is relevant to the assessment of student learning rather than simply meeting assignment requirements.

## **Section III—Program Outcomes**

### ***ADMINISTERING ASSESSMENT***

The COVID-19 pandemic interrupted the administration of many regularly scheduled outcomes assessments during the Spring 2020 semester.

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**

Degree Program	Assessment Measures	No.
Art, Communication, & Theatre:	Survey	18
Biological Sciences	Capstone, ETS Major Field Test, Exit Exam, Oral Presentation	20
Chemistry & Physics		
<i>Chemistry</i>	Capstone, Exit Survey, Final Exam Performance in Targeted Course(s), Oral Presentation, Term Paper	1
<i>Physics, Engineering</i>	Capstone, Oral Presentation, Job Placement, Graduate School Acceptance	6
Interdisciplinary Studies	Various measures depending on learning outcomes chosen by individual departments	12
Language & Literature, <i>English</i>	Capstone, Exit Assessment, Exit Interview	5
Mathematics	Capstone	3
Music		
<i>Music</i>	Proficiency Exams, Recitals, Thesis Project	6
<i>Music Therapy</i>		3
Social Sciences		
<i>Criminal Justice</i>	Projects, Term Paper	9
<i>History</i>	Capstone	4
<i>Political Science</i>	Grade Performance in Targeted Course(s)	5

#### **College of Associate and Applied Programs, Associate's Programs**

Computer Science	Curriculum-embedded assessments	0
Criminal Justice		1
General Business		11
General Studies		33
Health Science		2
Pre-Nursing		4

## **Section III—Program Outcomes**

### **College of Pharmacy, Professional Program**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
Pharm.D.	North American Pharmacist Licensure Examination (NAPLEX), Multistate Pharmacy Jurisprudence Exam (MPJE)	74

### **College of Professional & Graduate Studies, Associate's Programs**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
Medical Lab Technician	American Medical Technologists Registry Exam	3
Occupational Therapy Asst.	National Certification Exam (NBCOT)	5
Physical Therapist Asst.	National Licensure Exam	19
Radiologic Technologies	American Registry of Radiologic Technologists Exam, Employer Survey, Exit Assessment, Graduate Tracking, Job Placement, etc.	17
Wildland Firefighting	National Certification Exam	35

### **College of Professional & Graduate Studies, Bachelor's Programs**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
School of Behavioral Sciences & Education		
<i>Education, Art</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	0
<i>Education, Early Childhood</i>		12
<i>Education, Elementary</i>		25
<i>Education, English</i>		7
<i>Education, Health, P.E. &amp; Rec.</i>		12
<i>Education, History</i>		10
<i>Education, Math</i>		3
<i>Education, Music</i>		11
<i>Education, Natural Science</i>		0
<i>Education, Special Education</i>		8
<i>Exercise Science</i>	Pre & Post Assessments	26
<i>Parks and Rec. Management</i>	Internship Evaluation, Project	24
<i>Parks and Wildlife Law Enforcement</i>	State Certification Exam, Internship Evaluation, Project	19
<i>Psychology</i>	Exit Assessment, Grade Performance in Targeted Course(s), Exit Survey	17

## **Section III—Program Outcomes**

### **College of Professional & Graduate Studies, Bachelor's Programs (cont.)**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
<b>School of Business and Technology</b>		
<i>Accounting</i>	Capstone, Exit Assessment, Exit Survey, Graduate Tracking	23
<i>Entrepreneurship</i>		7
<i>Finance</i>		20
<i>Management</i>		32
<i>Marketing</i>		15
<i>Computer Science</i>	Capstone, Graduate Survey, Internship Evaluation	28
<i>Organizational Leadership</i>	Capstone, Graduate Tracking	6
<b>Engineering Technology</b>		
<i>Applied Engineering Management</i>		
<i>Electronics</i>	Exit Survey	1
<i>Manufacturing</i>	Exit Survey, Professional Exam	9
<i>Computer Electronics</i>	National Certification Exam	6
<i>Environmental</i>	Exit Exam	1
<i>Manufacturing</i>	National Certification Exam	28
<b>School of Nursing and Allied Health Sciences</b>		
<i>Health Care Administration</i>	Oral Reports, Essays, Internship, and Portfolio	16
<i>Health Info. Management</i>	National Certification Exam, Employer Survey, Graduate Follow-up Survey, Internship Evaluation, Job Placement	25
<i>Health Sciences</i>	Oral Reports, Research Papers, Poster Presentations, Portfolios	50
<i>Nursing, Professional/Traditional</i>	Exit Assessment, Exit Survey, Job Placement, Nat. Council Licensure Exam (NCLEX), Satisfaction Survey	49
<i>Nursing, RN to BSN</i>	Capstone, Exit Survey, Job Placement, Portfolio	147

### **College of Professional & Graduate Studies, Master's Programs**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
Business Administration	Capstone, Exit Assessment, Exit Survey	40
Education Administration	Oklahoma Subject Area Test, Capstone, Internship Evaluation, Portfolio, Exit Survey	43
Education, Art	Oklahoma Subject Area Test	5
Education, Classroom Teaching	Oklahoma Subject Area Test	1
Education, Community Counseling	Capstone, Curriculum Embedded Assessments, Job Placement, Practicum Evaluation, Project	13
Education, Music	Oklahoma Subject Area Test	2

## **Section III—Program Outcomes**

### **College of Professional & Graduate Studies, Master's Programs (cont.)**

Degree Program	Assessment Measures	No.
Education, Parks and Rec. Management	Capstone, Internship Evaluation	8
Education, Reading Specialist	Oklahoma Subject Area Test, Capstone, Internship Evaluation, Portfolio	2
Education, School Counseling	Capstone, Practicum Evaluation, Oklahoma Subject Area Test, Project	25
Education, School Psychometry	Capstone, Certification Exam (State), Practicum Evaluation, Project	10
Education, Social Sciences	Oklahoma Subject Area Test	1
Education, Special Education	Oklahoma Subject Area Test	11
Education, Sports Management	Capstone, Internship	9
Health Informatics and Information Management	Capstone	9
Management	Capstone, Exit Assessment, Exit Survey	4
Music Performance		0
Nursing	Employer Survey, Exit Survey, Portfolio, Satisfaction Survey	33
Sports Management	Capstone, Internship Evaluation	9

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

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

##### **College of Arts and Sciences, Bachelor's Programs**

Biological Sciences: In the Fall 2019 semester, the mean score on the ETS Biology Majors Field Test was better than 43% of the students taking the test nationally. The results indicate, relative to their peers, that students are obtaining the breadth of knowledge they need to be successful in professional school or careers. The average score on Capstone presentations was 94% indicating that students were able to synthesize knowledge and disseminate it to a general audience.

##### **Chemistry & Physics**

*Chemistry:* The one student graduating with our accredited BS degree was of extremely high quality. She chose to attend graduate school in Chemistry in Texas. She is an extreme high achiever and exemplifies what we hope our graduates to be. In addition, this graduate was a female and an underrepresented minority in the STEM fields (NSF definition). We are proud and gratified by her outstanding success and expect big professional success on her part in the near future.

## **Section III—Program Outcomes**

*Physics Engineering:* Engineering Physics graduates from SWOSU are sought after by both potential employers and graduate schools. One graduate is taking a "gap year" prior to applying for graduate programs. Two others have already found employment with the Tinker Air Force Base as Engineers. The remaining graduates' employment are unknown--two of them are international students.

Language & Literature, *English:* Students earned an 85 percent pass rate on assessments.

Music

*Music:* Students earned a 92% pass rate on Proficiency Exams and 100% pass rate on Recitals. Music students place as finalists in state and regional competitions.

*Music Therapy:* There was a 66% pass rate on Proficiency Exams and a 100% pass rate on Recitals.

Social Sciences:

*Criminal Justice:* Generally, our student population has met or exceeded our evaluation criteria. In addition to their class work, a cadre of advanced students presented posters at the regional Southwest Association of Criminal Justice meeting for criminal justice. Our students also participated in the annual quiz bowl and finished third in the southwest. A few formed teams also participated in a crime scene analysis.

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

*Political Science:* Graduates had a 100% pass rate on Grade Performance in Targeted Course(s).

### **College of Pharmacy, Professional Program**

A high percentage of students consistently complete the program and pass licensure examinations (MPJE and NAPLEX), which are taken after graduation. MPJE and NAPLEX pass rates are regularly above the national average. Among December 2019 and May 2020 graduates who took licensure exams during the reporting period, 93% passed NAPLEX; 94% passed MPJE. MPJE data is reported only for those who took the exam with Oklahoma as the designated license state.

### **College of Professional & Graduate Studies, Associate's Programs**

*Occupational Therapy Assistant:* So far the program has earned a 100% pass rate on the national certification examination. Fieldwork Educators stated that our students are well prepared but suggested more practice with lines and tubes.

*Physical Therapist Assistant:* So far there is a 68% pass rate on the licensure exam.

*Radiologic Technology:* So far there is a 94% pass rate on the American Registry of Radiologic Technologists Exam, and a 100% pass rate on all other assessments including job placement.

*Wildland Firefighting:* There is a 97% pass rate on the national certification exam.

## **Section III—Program Outcomes**

### **College of Professional & Graduate Studies, Bachelor's Programs**

#### **School of Behavioral Sciences & Education**

*Education:* Overall, there was a 72% pass rate on the Oklahoma Professional Teaching Exam and a 48% pass rate on the Oklahoma Subject Area Tests. Because all of our programs are accredited at the state and national level, ongoing assessment modification is required. Leading up to our recent CAEP accreditation visit we were able to identify strengths and opportunities for improvement and we were able to get quantitative and qualitative data from our students and completers as well as insight from clinical partners.

*Education, English:* Students earned a 78% percent pass rate on the certification exams.

*Education, Music:* Graduates earned a 92% pass rate on the OSAT and a 93% pass rate on other assessments. The number of graduates is strong and the students are well prepared for the profession. Jobs are abundantly available.

*Parks and Recreation Management:* There was a 100% pass rate on the Internship Evaluation and Project. Students are successful at modifying a resume template to fit their pre-professional experience. Students are required to design and complete an interpretive research project. The student that hit the six principles and multiple state or national parks produced the higher research study.

*Park and Wildlife Law enforcement:* There was an 84% pass rate on the State Certification Exam, and a 100% pass rate on the Internship Evaluation and Project. Students demonstrated good communication skills, professional dispositions, and work ethic.

*Psychology:* There was a 100% pass rate on all outcomes assessments. Students continued to show a high level of competency within the expected areas. Students showed high levels of knowledge and applied skills in the specific areas assessed, within targeted courses and assignments.

#### **School of Business & Technology**

*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 67% compared to the overall average of 54% for ACBSP accredited programs. When developing out 2020-2025 Strategic Plan, we identified "Global Dimensions of Business," "Marketing," and "Information Management Systems" as areas of improvement. We were above average in these areas when compared to ACBSP, but lower than other areas. We made recent curriculum changes including adding a Business Ethics course to our Professional Business Core and updating our Management Information Systems course. Our averages in these three identified areas of improvement have increased since our strategic plan was implemented.

*Computer Science:* High involvement of students in research, internships, and other extracurricular activities is evidence of the success of the Computer Science programs. There is a very high level of activity of the Computer Club.

## **Section III—Program Outcomes**

### *Engineering Technology:*

*Applied Engineering Management, Electronics:* We have hired a new instructor who is bringing new ideas to the classes. We are encouraged by this change and hope to see growth in the number of students as well as those who take and pass the professional exam.

*Applied Engineering Management, Manufacturing:* There was a pass rate of 38% on the professional exam. Out of the 8 students who tested 3 passed. Two more students were less than three points from passing.

*Computer Electronics:* Faculty hope for better integration of ETA exam results into the assessment strategy. We plan to provide more detail for action items and document the results of the changes.

*Environmental:* Faculty hope for better integration of Environmental exit exam results into the assessment strategy. We plan to provide more detail for action items and document the results of the changes.

*Manufacturing:* There was a pass rate of 54% on the certification exam. CMfgT exam results need to be utilized in other areas to assess program outcomes. Program curriculum should be aligned with the Fundamentals of Manufacturing textbook. More detail should be used to document faculty discussion of action items. After action items are identified the actions need to be documented.

### School of Nursing and Allied Health Sciences

*Health Information Management:* There was a 92% pass rate on the national certification exam. An in-depth analysis of the RHIA Enhanced Summary with Task report was conducted. The program looked at two groups: group 1 included students that took the exam 8/1/18 - 7/31/19 (APAR reporting group) and group 2 included all students that took the exam 1/1/18 - 9/30/19 (most current data available). Data was drilled down to the domain task level and divided into three score groups: higher than the national average, within 3 percentage points of the national average, and lower than the national average - then both groups were compared for trends. The critical areas of concern (where the scores were below the national average) that were noted in both groups were identified. The areas for concern (where the scores were within 3 percentage points) were also identified. The HIM staff linked these two areas to the specific courses where the material is taught. This information will be used in the 2018 curriculum update for 2020-2021. The results from this study will be used to guide the RHIA Exam Prep Workshop and in the HIM 4082 Professional Review course to better prepare the students who are eligible to take the exam.

*Nursing, Professional/Traditional:* There was an 86% pass rate on the NCLEX-RN licensing exam.

*Nursing, RN to BSN:* There was a 100% pass rate on the Capstone and Portfolio, and a 100% success rate in job placement of those contacted. Due to the online nature of the program, it is difficult to track graduates as well as control response rates of program surveys. Our enrollment numbers are down potentially due to the COVID-19 pandemic. Many of our students have worked the frontlines of COVID care units and are unable to continue enrollment due to professional obligations. Some students have also experienced furloughs as a result of the pandemic, thus forcing students to withdraw for financial gain. We have also had problems getting students accepted into the university and program in a timely manner. Some students have chosen to go elsewhere.



## **Section III—Program Outcomes**

### **College of Professional & Graduate Studies, Master's Programs**

*Business Administration and Management:* Students earned a 100% pass rate on both the Capstone and the Exit Assessment. In the capstone course, four different student teams achieved a "Global Top 100 Ranking" in a field of approximately 1300 teams from over 100 colleges and universities.

*Education Administration:* So far there is a 46% pass rate on the OSAT, and a 100% pass rate on all other outcomes assessments.

*Education, Community Counseling:* There was a 100% pass rate on all outcomes assessments including job placement rate as the demand is extremely high for counselors, particularly in Western Oklahoma.

*Education, Parks and Recreation Management:* All graduates earned a 100% pass rate on both the Capstone and Internship Evaluation. The students demonstrated good communication skills, professional dispositions, and work ethic, as evidenced by the percentage of students that met the goal of 85%.

*Education, Reading Specialist:* Graduates earned a 100% pass rate on the OSAT.

*Education, School Counseling:* There was a 100% pass rate on all assessments, including the state certification exam.

*Education, School Psychometry:* There was a 100% pass rate on all assessments except the OSAT, which was 90%.

*Health Information Management:* Students had a 100% pass rate on the capstone.

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

### ***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**

**Biological Sciences:** As a faculty, we are discussing ways to include elements of the bio-orientation class we had offered in the department into the curriculum. Some elements of this course were incorporated into Principles of Biology I and II when those courses were developed. However, some of the professional development activities were not. We are discussing ways to add these elements to the introductory courses and the core curriculum. We continue to reflect on ways that we can better acclimate ill-prepared students for the rigors of college science courses.

#### **Music**

*Music:* Distance education is being enhanced with zoom classrooms. The department has updated the computer lab and the piano lab with state-of-the-art technology and instruments.

*Music Therapy:* The university is currently building a Music Therapy Wing addition to the Berrong Music Building.

#### **Social Sciences**

*History:* Faculty are working to incorporate more critical thinking primary source assignments into courses as well as talking about diversifying offerings by changing one of the teaching lines to a non-European world field.

## **Section III—Program Outcomes**

*Political Science:* Faculty are:

- Working to reorganize the program, which will start Fall 2020.
- Working to strengthen writing skills and critical thinking.
- Offering required courses on a two-year rotation.

### **College of Professional & Graduate Studies, Associate's Programs**

*Medical Laboratory Technician:* There will be a change in accrediting bodies from ABHES to NAACLS.

*Occupational Therapy Assistant:* Starting Fall of 2020 in addition to the 2-week fieldwork, students will be attending a 1-day fieldwork in an acute care setting. In the spring semester students will be attending another 1-day fieldwork to address feeding in the pediatric setting. Videos will be utilized to aid students in documentation in Fieldwork class. Labs will continue to be utilized in all courses for hands-on learning. Instructor for the pediatric course will have a speaker on telehealth in the spring semester. Activities to practice telehealth treatment will be assigned.

*Physical Therapist Assistant:* Class content will be increasingly added to a digital format for students to have greater access for possible future pandemics. Instructor/class responsibilities will be re-evaluated and possible changes made in content.

### **College of Professional & Graduate Studies, Bachelor's Programs**

#### **School of Behavioral Sciences and Education**

*Education:* Across programs we have plans to use case studies and analyses at increased levels to better prepare candidates to implement their skills, analyze data trends, and implement effective interventions in the professional setting.

*Education, English:* a. Due to the considerations of the CAEP/NCTE report, we are adding a writing component course to the English Education core. b. We are revamping our student handbook descriptions to ensure compliance with CAEP/ NCTE requirements and to afford students a better understanding of what is entailed by each course. c. To make these changes in the writing emphasis, we will need to revamp the Literature emphasis to ensure that the core of both emphases are the same 20 hours. d. We are revisioning the whole writing emphasis program because of statements made by students in the Exit Interview. e. We are implementing a department alternative to Computer Information and Access to accommodate student requests made during the Exit Interview assessment.

*Education, Music:* Distance education is being enhanced with zoom classrooms. The department has updated the computer lab and the piano lab with state-of-the-art technology and instruments.

*Psychology:* We will begin working through the process of assessing our overall program's alignment with the recommended areas of competencies from the American Psychological Association. This association serves as the major national for our field, so this will allow us to ensure that we are preparing students for any graduate program that is accredited by this association. We will complete a course alignment process over the next two years.

## **Section III—Program Outcomes**

### **School of Business & Technology**

*School of Business:* The department added an Agricultural Business major in fall 2019. This was in response to a perceived desire for this type of program in Western Oklahoma. There are currently 34 students majoring in Agricultural Business. In addition, we added an Agricultural Business minor and certificate programs. In 2019-2020, business faculty evaluated all business minors and made changes that would allow business students to major in one business area and minor in a different business area. We have seen an increase in business minors due to this. We also added an International Business major in response to our new focus on global dimensions of business.

*Computer Science:* New Student Learning Outcomes for the Bachelor of Science of Computer Science have been decided upon.

#### *Engineering Technology:*

*Applied Engineering Management, Electronics:* We only had one graduate for this year. We are encouraged by an uptick in enrollment with a change of instructor for our program.

*Applied Engineering Management, Manufacturing:* We have added more focused time on preparing our students for the end of curriculum exams. All faculty share in the refresher course for the students prior to taking the exam and we are giving practice tests along the way. We have added timed tests to our courses so the first timed test they take is not the end-of-curriculum exam.

*Computer Electronics:* Faculty will align electronics curriculum with the Associate Electronics Technician (CETa) study guide.

*Environmental:* Faculty will evaluate the environmental end of the instruction exam and check that it aligns with curriculum in the program.

*Manufacturing:* Faculty plan to implement lab assignments that require students to analyze manufacturing operations, review integrated product development in MFET 4020 Professional Certification, stress design analysis in TECH 4264 3D CAD, add simulation and applied kinematics to the TECH 4264 3D CAD course, and create an assignment to evaluate proper communication in a technical field.

### **School of Nursing and Allied Health Sciences**

*Health Information Management:* All undergraduate curriculum will be updated to the new CAHIIM curricular competencies by August 1, 2021.

*Nursing, Professional/Traditional:* Our program met all the Outcomes and Success measures. The program is going to perform a crosswalk analysis for the curriculum in relationship to the NCLEX test plan to ensure all subjects are covered.

*Nursing, RN to BSN:* We continue to use Dropout Detective and Instructor Insight to facilitate retention. We have encouraged instructors to provide open communication and flexibility to students experiencing difficulty as a result of the pandemic. Grades of Incomplete have been used when applicable to students infected with COVID-19. The university has implemented the Colleague Self-Service program that should help expedite student admissions and enrollment.

### **College of Professional & Graduate Studies, Master's Programs**

*Business Administration:* Graduate faculty discussed the modernization of some of the required courses in the MBA core, as well as elective offerings. These changes will be implemented when they are approved by the Oklahoma State Regents for Higher Education.

## **Section III—Program Outcomes**

*Education, Community Counseling:* The National Counselor Exam was currently restructured with a new set of standards. During the practicum and internship courses, faculty are providing additional study sessions to assist students in being prepared for the changes to the national exam.

*Education, School Counseling:* While reviewing assessment data, it appeared that candidates were struggling with some of the developmental concepts. Assessment results have been invaluable in terms of giving us feedback regarding gaps in our curriculum. Modifications were made to instruction. The plan is to now use these established assessments on an ongoing basis to evaluate program performance. Faculty plan to provide a more applied experience for the students which may better prepare them for the OSAT which is heavily based on applied knowledge in a case study format. The exam was changed from an exclusive essay format to one with 50 multiple choice questions as well as an essay portion related to a case vignette.

*Education, School Psychometry:* Based on the qualitative feedback on practicum evaluations, students appear to need additional practice in record keeping and report writing. Therefore, an additional case study assignment was added to the practicum course to provide more practice in both of these areas. Regarding materials, we incorporated the requirement for all students to utilize the Best Practices in School Psychology. In regards to course offerings, we also made a modification to combine two courses that were historically two hours each into one three hour course (EDPSY 5462 Psychometrical Services and EDPSY 5782 Practicum in School Psychometry were combined into EDPSY 5783 Practicum in School Psychometry).

*Health Information Management:* Once the new edition of the AHIMA textbooks are released, new assignments will be created to meet the competencies in the areas needed at the appropriate blooms level. Final review of the curriculum will occur prior to the Fall 2020 semester. Adjustments to the assignments that fell below the set benchmark have been made. This includes additional instruction, supplemental material provided, and modification to the assignment. Spring 2020 courses will be assessed in Fall 2020.

*Nursing:* We received initial accreditation so will now be allowed to recruit new students.

# **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 2020. Sophomores, juniors, and graduate students were asked to complete the Noel-Levitz Student Satisfaction Inventory (SSI), which was last administered during the Spring 2018 semester. Because of the COVID-19 pandemic, the Spring 2020 administration was cancelled. Exit surveys were administered in April 2020 to graduates of associate, bachelor, and graduate degrees. The last Alumni Survey was run in 2018, but the low response has prompted consideration of another administration in the near future.

### ***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 1.49.

#### **National Survey of Student Engagement**

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>76%</b> / 7%	50% / 10%	<b>38%</b> / 55%	24% / 64%
Average hours of weekly class preparation time	13.3	14.2	13.2	15.4
Average hours of weekly reading for courses	4.5	6.1	6.1	7.2
Average number of pages of assigned writing	41.0	53.2	55.8	87.4
Courses highly challenged students to do best work	49%	49%	<b>59%</b>	54%
Institution emphasizes spending significant time studying and on academic work	<b>82%</b>	81%	78%	79%

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

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

- I feel comfortable being myself at this institution.
- If you could start over again, would you go to the same institution you are now attending?
- Come to class without completing readings or assignments. (*sometimes to never*)
- How would you evaluate your entire educational experience at this institution? (*good to excellent*)
- I feel like part of the community at this institution.

A few items with the weakest responses (with four answer choices) by our Southwestern first-year students are regarding “Which of the following have you done or do you plan to do before you graduate?”

- Participate in a study abroad program.
- Complete a culminating senior experience.
- Work with a faculty member on a research project.
- Participate in a learning community or some other formal program where groups of students take two or more classes together.
- Participate in an internship, co-op, field experience, student teaching, or clinical placement.

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

- I feel comfortable being myself at this institution.
- Thinking critically and analytically.
- How would you evaluate your entire educational experience at this institution? (*good to excellent*)
- Connected ideas from your courses to your prior experiences and knowledge.
- Instructors taught courses in an organized way.

A few items with the weakest responses (with four answer choices) by our Southwestern senior students are regarding “Which of the following have you done or do you plan to do before you graduate?”

- Participate in a study abroad program.
- Work with a faculty member on a research project.
- Participate in a learning community or some other formal program where groups of students take two or more classes together.
- Hold a formal leadership role in a student organization or group.
- Participate in an internship, co-op, field experience, student teaching, or clinical placement.

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

### **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 (88%; last year 81%)
2. Working effectively with others (81%; last year 75%)
3. Understanding people of other backgrounds (80%; last year 65%)
4. Acquiring job- or work-related knowledge and skills (78%; last year 71%)
5. Developing or clarifying a personal code of values and ethics (78%; last year 66%)
6. Writing clearly and effectively (73%; last year 71%)
7. Speaking clearly and effectively (70%; last year 65%)
8. Solving complex real-world problems (70%; last year 67%)
9. Being an informed and active citizen (69%; last year 60%)
10. Analyzing numerical and statistical information (68%; last year 65%)

### **Satisfaction with SWOSU**

ITEM	SW FY	OK FY	SW SR	OK SR
Overall experience as “Excellent” or “Good”	87%	87%	92%	86%
Would “Definitely” or “Probably” attend this institution again	85%	87%	95%	84%

### **Student Satisfaction Inventory**

Because of the COVID-19 pandemic, we chose not to participate in our regularly scheduled survey administration. The results below are reflective of the last time we participated.

Students were given the opportunity to rate the importance of and satisfaction with various aspects of college on the Noel-Levitz SSI. 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 two 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. (6.49, up from 6.48 last time)

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

- ◆ 51. This institution has a good reputation within the community. (6.47, up from 6.29 last time)
  - ◆ 33. My academic advisor is knowledgeable about requirements in my major. (6.42, up from 6.29 last time)
  - ◆ 68. Nearly all of the faculty are knowledgeable in their field. (6.32, up from 6.22 last time)
  - ◆ 7. The campus is safe and secure for all students. (6.31, up from 6.24 last time)
  - ◆ 36. Security staff respond quickly in emergencies. (6.28, up from 5.99 last time)
  - ◆ 55. Major requirements are clear and reasonable. (6.28, up from 6.13 last time)
  - ◆ 72. On the whole, the campus is well-maintained. (6.26, up from 6.13 last time)
  - ◆ 39. I am able to experience intellectual growth here. (6.24, up from 6.14 last time)
  - ◆ 45. Students are made to feel welcome on this campus. (6.21, up from 6.01 last time)
  - ◆ 89. Institution's commitment to students with disabilities. (6.20, up from 6.11 last time)
3. For item 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.), the satisfaction of SWOSU students was a little lower than the national average (4.61 and 4.82, respectively).
4. On item 54. Bookstore staff are helpful, the satisfaction of SWOSU students (5.49) was a little lower than the national average (5.53).

### **Exit Surveys**

Toward the end of the Spring 2020 semester, Southwestern administered exit surveys to recent graduates of Associate's, Bachelor's, and Master's degrees.

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

Fifty-two graduates responded, and on scales of 1 to 5 (Extremely Satisfied to Extremely Dissatisfied), questions relating to departmental engagement earned a mean score of 1.58 compared to last year's 1.65. Questions regarding career preparedness scored a 1.47 compared to last year's 1.56 (1 equaling Very Confident and 5 equaling Not At All Confident). Faculty Interaction was viewed with scores of 1.62 and 1.69, two more improvements over 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 96% would attend SWOSU if they had it to do over again.

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

Three hundred forty-eight graduates responded, and departmental engagement was viewed with the following scores:

1.47 (1 to 5, Strongly Agree to Strongly Disagree); last year's score was 1.59.

1.17 (1=Agree, 2=Neutral, 3=Disagree); last year's score was 1.21.



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

1.50 (1 to 4, Extremely Satisfied to Extremely Dissatisfied); last year's score was 1.54. Questions regarding career preparedness scored a 1.54 (1 equaling Very Confident and 5 equaling Not At All Confident); last year's score was 1.56. Faculty Interaction was viewed with scores of 1.81 and 1.62 (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 1.89 and 1.67 respectively. A few self-rating questions resulted in the following scores that range from 1 to 4 (Highest 10% to Below Average):

1.88 Critical Thinking; 1.88 last year  
2.33 Mathematical Ability; 2.30 last year  
2.14 Writing Ability; 2.12 last year  
1.98 Overall Academic Ability; 2.01 last year  
2.11 Self-Confidence; 2.17 last year

**Ninety-five percent responded that they were provided a high quality education at SWOSU and 93% would attend SWOSU if they had it to do over again.**

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

Seventy graduates responded, and departmental engagement was viewed with the following scores:

1.56 (1 to 5, Strongly Agree to Strongly Disagree); last year's score was 1.44.  
1.17 (1=Agree, 2=Neutral, 3=Disagree); last year's score was 1.18.  
1.41 (1 to 5, Extremely Satisfied to Extremely Dissatisfied); last year's score was 1.47.

Questions regarding career preparedness scored a 1.51 (1 equaling Very Confident and 5 equaling Not At All Confident); last year's score was 1.35. Faculty Interaction was viewed with scores of 1.95 and 1.74 (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 1.93 and 2.25 respectively. A few self-rating questions resulted in the following scores that range from 1 to 4 (Highest 10% to Below Average):

1.93 Critical Thinking; 1.84 last year  
2.52 Mathematical Ability; 2.44 last year  
2.10 Writing Ability; 2.04 last year  
1.99 Overall Academic Ability; 1.90 last year  
2.16 Self-Confidence; 2.06 last year

**Ninety-three percent responded that they were provided a high quality education at SWOSU and 90% would attend SWOSU if they had it to do over again.**

### **Alumni Survey**

With efforts to administer the 2018 Alumni Survey online, Assessment was provided with only 168 useable email addresses for contact purposes. Southwestern expects to improve in the future.

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

Twenty-four graduates responded. While this feedback be taken seriously, we should also keep in mind that this is actually only about .6% of the entire group of graduates between 2013 and 2018; opinions should not be taken too generally.

Close to Ninety-two percent of the respondents indicate that they use the knowledge and skills gained in their area of study; seventy-one percent are employed in the area they studied at Southwestern. Generally, respondents feel their investment in their degree(s) at Southwestern was worthwhile (87 percent) and that the quality of overall education received was high or fairly high, especially in the area of their major (87 percent).

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

Southwestern has recently established a strategy for reviewing student engagement and satisfaction results with an aim toward continuous improvement. However, due to the COVID-19 pandemic, plans of review were not realized. Last year's recommendations included the following:

1. Increase student awareness of Career Services.
2. Provide services to alumni to help them advance in their careers/employment.
3. Encourage graduates to maintain contact with professors/advisors.
4. Expand GA advisors (offered through Office of Retention Management) to do schedule building for students' enrollment. This will allow faculty advisors to focus on discussing career and employment with students.
5. Create advising center(s) to free faculty advisor's time to provide career/employment guidance to students.
6. Add a question to the Alumni Survey to determine in what areas SWOSU could offer continuing education.
7. Continue with plans to administer the Alumni Survey more frequently and to obtain reliable email addresses.
8. Provide alumni with perpetual SWOSU email address.
9. Collaborate with JED Campus Team members to prioritize and delegate SWOSU Counseling Services JED Strategic Plan objective items to stakeholders across the campus.
10. Continue to monitor monthly and yearly stats (as found in Clery reports) and find ways to reduce crime, increase officer presence, and increase community sense of safety.

## **SECTION V—ASSESSMENT BUDGET**

### *ASSESSMENT BUDGET*

Provide the following information regarding assessment fees and expenditures for 2019-2020.

Assessment fees	\$0
Assessment salaries	\$255,864
Distributed to other departments	\$0
Operations costs	\$68,244
Total Expenditures	\$324,108