ANNUAL STUDENT ASSESSMENT REPORT 2020-2021

Southwestern Oklahoma State University

Annual Student Assessment Report
of
2020-2021
Activity

for

Oklahoma State Regents
For Higher Education

SOUTHWESTERN OKLAHOMA STATE UNIVERSITY

Weatherford and Sayre Campuses

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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 2020-2021 (e.g., high school GPA and CPT cut scores).

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

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

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

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

Section I—Entry Level Assessment and Course Placement

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

For Fall 2020, students were determined to need remediation based on the following ACT and CPT cut scores as well as High School GPA:

TEST BATTERY	TEST	SCORE	COURSE PLACEMENT
English:			
ACT	English	1-15	0123 Fundamentals of English
Accuplacer CPT	Writing	200-239	
HS GPA		0-3.24	
Math, if College Algebra is required for major:			
ACT	Math	1-15	0174 Prep for College Math followed by 0124 Basic Algebra (recommended) followed by 1513 College Algebra with 0162 College Algebra Support
Accuplacer CPT	QRAS	200-245	
HS GPA		0-3.24	
Math, if Math Applications and Math Concepts are approved for major:			
ACT	Math	1-15	0174 Prep for College Math followed by 1143 Math Concepts with 0182 Math Concepts Support OR 1153 Math Applications with 0192 Math Applications Support
Accuplacer CPT	Arithmetic	200-245	
Accuplacer CPT	QRAS	200-235	
HS GPA		0-3.24	
Reading:			
ACT	Reading	1-18	0122 Improvement of Reading
Accuplacer CPT	Reading	200-249	
HS GPA		0-3.24	
Accuplacer CPT	Reading	240-249	0122 Improvement of Reading is waived when enrolled in 0132 Comp. I Support

Section I—Entry Level Assessment and Course Placement

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

High school students with a test score 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 2020 and Spring 2021 semesters.

I-4. What information was used to determine co-requisite course placement? Please report the specific multiple measures your institution used for FY 2020-2021 (e.g., high school GPA and CPT cut scores).
Expanded use of high school GPA is being considered for course placement. Students were determined to need co-requisite course placement based on the following ACT and CPT cut scores:

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

Section I—Entry Level Assessment and Course Placement

I-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:

2020-2021											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	Pass Rate
Developmental/Support	139	34	20	15	6	54	5	5	53.24%	25	69%	61%	71%	72%
College Level Eng. Comp. I WITH the Co-Requisite	74	15	17	13	6	23	0	0	68.92%	3	85%	79%	78%	-
College Level Eng. Comp. I WITHOUT the Co-Requisite	516	199	135	77	29	76	0	0	85.27%	81	92%	92%	88%	80%

2020-2021											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	Pass Rate
Developmental	91	21	9	11	1	49	0	0	45.05%	8	77%	64%	46%	69%
Select College Level Courses FOLLOWING OR WITH a required Developmental and/or Comp. I Support Co-Requisite	163	23	26	41	22	51	0	0	68.71%	29	84%	68%	-	-
Select College Level Courses NOT FOLLOWING OR WITHOUT Developmental and/or Comp. I Support Co-Requisite	1708	612	425	339	139	193	0	0	88.70%	181	93%	90%	89%	82%

Section I—Entry Level Assessment and Course Placement

2020-2021											2019-2020	2018-2019	2017-2018	2016-2017
MATH, ALGEBRA TRACK	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate	Pass Rate
Developmental/Support	128	3	10	10	3	30	31	41	42.19%	16	58%	-	-	-
College Algebra WITH Developmental and/or Co-Requisite	38	1	3	11	4	19	0	0	50.00%	27	63%	-	-	-
College Algebra WITHOUT Developmental and/or Co-Requisite	334	98	94	68	32	42			87.43%	102	84%	-	-	-

2020-2021											2019-2020	2018-2019	2017-2018	2016-2017
MATH APPLICATIONS TRACK	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate	Pass Rate
Developmental/Support	58	1	1	0	0	1	16	39	31.03%	5	96%	-	-	-
Math Applications WITH Developmental and/or Co-Requisite	4	0	0	2	1	1	0	0	75.00%	1	90%	-	-	-
Math Applications WITHOUT Developmental and/or Co-Requisite	43	13	8	10	6	6			86.05%	16	100%	-	-	-

2020-2021											2019-2020	2018-2019	2017-2018	2016-2017
MATH CONCEPTS TRACK	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate	Pass Rate
Developmental/Support	136	14	11	8	4	36	24	39	41.91%	17	61%	-	-	-
Math Concepts WITH Developmental and/or Co-Requisite	68	5	10	16	8	29			57.35%	22	66%	-	-	-
Math Concepts WITHOUT Developmental and/or Co-Requisite	208	42	50	47	25	44			78.85%	41	84%	-	-	-

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2020-2021											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	Pass Rate
Prep. for College Math	72						31	41	43.06%	4	67%	-	-	-
ALL Math Dev./Support	322	18	22	18	7	67	71	119	40.06%	38	64%	-	-	-
All College Level Math Courses WITH Developmental and/or Co-Requisite	110	6	13	29	13	49			55.45%	66	68%	63%	89%	-
All College Level Math Courses WITHOUT Developmental and/or Co-Requisite	585	153	152	125	63	92			84.27%	159	85%	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:

- 69% passed English Comp. I (85% last year).
- 69% passed various college level courses with a great deal of reading content (84% last year).
- 55% passed college level math courses (68% last year.

Despite the impact of COVID-19 and that most, if not all, of classes were temporarily online, there was still a great deal of success in college-level courses. "We are proud of our faculty and staff in using innovative methods to ensure that our students receive quality education," SWOSU President Randy Beutler announced in April 2021. 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 considerations.

Section II—General Education Assessment

ADMINISTERING ASSESSMENT

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

Southwestern assesses the institutionally recognized general education objectives of communication and computer literacy; scientific and quantitative reasoning; aesthetic experience, history, and humanities; social groups, social issues, cultures, and globalization; and intellectual and professional aptitudes using curriculum-embedded assessments including exams, reports, essays, lab assignments, and standardized tests. Southwestern also utilized the standardized 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 not asked to complete the ETS Proficiency Profile test during a Fall 2021 SWOSUConnect course class period because of the COVID-19 pandemic. Seniors, however, were invited 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 some 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, 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 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 BIOL 1054 Principles of Biology I & Lab say that writing assignments were developed during enrollment in the SWOSU Instructional Excellence Academy. These provided students with exposure to scientific literature and served as "write to learn" opportunities. Additionally, Learning Catalytics was implemented as a tool for low stakes, formative assessment. Short answer and fill-in-the-blank questions were added to lecture exams to provide writing opportunities and promote

critical thinking. The Honors section participated in an independent research project that had not been previously implemented.

2. TECH 1223 Technology & Society faculty find that encouraging students to complete their work makes a big difference in the scores. Some students, especially in online courses, get behind. Reminders of due dates and the importance of completing assignments are more effective in a face-to-face course over an online course.

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:
      - KINES 1133 Wellness Conc. & Exercise App.
      - TECH 1223 Technology & Society
   2. 75% or more students achieved 70% or higher in:
      - BIOL 1013 Current Issues in Biology
      - BIOL 1054 Principles of Biology I & Lab
      - CHEM 1004 General Chemistry & Lab
      - HIST 1043 U.S. History to 1877
      - GEOL 1934 Physical Geology & Lab
   3. Other: 95% of students succeeded in submitting reports on the computer by designated due date. These were graded and the grades are for a different assessment.
      - BIOL 1004 Biological Concepts & Lab
   4. Other: 75% or more students achieved 60% or higher on the Gen. Ed. Learning goal as demonstrated by the assessment measure(s)
      - COMSC 1023 Computer & Info. Access
      - Other in ENGL 1113 English Composition I

b) Effectively communicate by giving an oral presentation that is clear and cohesive in thought and formulated for a specific audience.
   - 95% or more students achieved 70% or higher in BIOL 1054 Principles of Biology I & Lab.
   1. 85% or more students achieved 70% or higher in:
      - BIOL 1013 Current Issues in Biology
      - ITAL1004 Elementary Italian I

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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 TECH 1223 Technology & Society.
   2. 75% or more students achieved 70% or higher in:
      - BIOL 1054 Principles of Biology I & Lab
      - CHEM 1004 General Chemistry & Lab
      - GEOL 1934 Physical Geology & Lab

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. 95% or more students achieved 70% or higher in KINES 1133 Wellness Conc. & Exercise App.
   2. 75% or more students achieved 70% or higher in:
      - BIOL 1013 Current Issues in Biology
      - BIOL 1054 Principles of Biology I & Lab
      - CHEM 1004 General Chemistry & Lab
      - GEOL 1934 Physical Geology & Lab
      - SCI 1513 Concepts of Physical Science

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 BIOL 1004 Biological Concepts & Lab.
   2. 75% or more students achieved 70% or higher in:
      - BIOL 1013 Current Issues in Biology
      - BIOL 1054 Principles of Biology I & Lab
      - CHEM 1004 General Chemistry & Lab
      - GEOL 1934 Physical Geology & Lab
      - SCI 1513 Concepts of Physical Science

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 TECH 1223 Technology & Society.
   2. 85% or more students achieved 70% or higher in BIOL 1013 Current Issues in Biology.
   3. 75% or more students achieved 70% or higher in:
      - BIOL 1054 Principles of Biology I & Lab
      - CHEM 1004 General Chemistry & Lab
      - GEOL 1934 Physical Geology & Lab

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.)

   1. 95% or more students achieved 70% or higher in BIOL 1054 Principles of Biology I & Lab.

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2. 75% or more students achieved 70% or higher in:
    - BIOL 1013 Current Issues in Biology
    - CHEM 1004 General Chemistry & Lab
    - GEOL 1934 Physical Geology & Lab
    - SCI 1513 Concepts of Physical Science

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 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 CHEM 1004 General Chemistry & Lab.
    4. Other: ENGL 1113 English Composition I

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.

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:
        - KINES 1133 Wellness Conc. & Exercise App.
        - TECH 1223 Technology & Society
    2. 75% or more students achieved 70% or higher in GEOL 1934 Physical Geology & Lab.

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:
        - BIOL 1004 Biological Concepts & Lab
        - ITAL 1004 Elementary Italian I
        - TECH 1223 Technology & Society
    2. 85% or more students achieved 70% or higher in BIOL 1013 Current Issues in Biology.

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:
        - ITAL 1004 Elementary Italian I
        - KINES 1133 Wellness Conc. & Exercise App.
    2. 75% or more students achieved 70% or higher in GEOG 1103 World Cultural Geography.

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c) Analyze the benefits and challenges of international interaction and strategies to enhance global integration. (Did not apply to a General Education course that was assessed this academic year.)

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:
   - ITAL 1004 Elementary Italian I
   - TECH 1223 Technology & Society
2. 85% or more students achieved 70% or higher in BIOL 1013 Current Issues in Biology.
3. 75% or more students achieved 70% or higher in:
   - CHEM 1004 General Chemistry & Lab
   - GEOL 1934 Physical Geology & Lab

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:
      - ITAL 1004 Elementary Italian I
      - KINES 1133 Wellness Conc. & Exercise App.
      - TECH 1223 Technology & Society
   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
      - BIOL 1054 Principles of Biology I & Lab
      - CHEM 1004 General Chemistry & Lab
      - GEOL 1934 Physical Geology & Lab
      - SCI 1513 Concepts of Physical Science

b) Creativity: Develop and design an authentic project or creative works related to academic content.
   1. 95% or more students achieved 70% or higher in:
      - ITAL 1004 Elementary Italian I
      - TECH 1223 Technology & Society
   2. 75% or more students achieved 70% or higher in GEOL 1934 Physical Geology & Lab.

c) Collaboration: Collectively engage in group activities and contribute information and resources to accomplish group goals.
   1. 95% or more students achieved 70% or higher in:
      - BIOL 1004 Biological Concepts & Lab
      - BIOL 1013 Current Issues in Biology

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- BIOL 1054 Principles of Biology I & Lab
- TECH 1223 Technology & Society

2. 85% or more students achieved 70% or higher in:
   - HIST 1043 U.S. History to 1877
   - ITAL 1004 Elementary Italian I
3. 75% or more students achieved 70% or higher in:
   - CHEM 1004 General Chemistry & Lab
   - GEOL 1934 Physical Geology & Lab

d) Connection: Participate in community service activity and through self-reflection and investigation identify individually or collectively solutions to problems experienced by service site.
   1. 75% or more students achieved 70% or higher in: GEOL 1934 Physical Geology & Lab

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 BIOL 1004 Biological Concepts & Lab.
   2. 85% or more students achieved 70% or higher in:
      - BIOL 1013 Current Issues in Biology
      - ITAL 1004 Elementary Italian I
   3. 75% or more students achieved 70% or higher in:
      - CHEM 1004 General Chemistry & Lab
      - GEOL 1934 Physical Geology & Lab

f) Relevance: Understand the importance of a liberal arts education in the modern world.
   1. 85% or more students achieved 70% or higher in:
      - ITAL 1004 Elementary Italian I
      - SCI 1513 Concepts of Physical Science
   2. 75% or more students achieved 70% or higher in CHEM 1004 General Chemistry & Lab.

The ETS Proficiency Profile scores of our freshmen and seniors over the last five years 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 10-20 points over the past five years. 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

Southwestern Oklahoma State University
ETS® Proficiency Profile
Summary of Scaled Scores
2020-2021

Southwestern Oklahoma State University **Abbreviated**
Number of freshmen tested 2016-2019: 2927 **Number of seniors tested: 207**

	Possible Range	Mean Score						Standard Deviation	
		SWOSU Fr, F16-20	Nat. Comp., All Inst. Types, Fr	Nat. Comp., Bac. Inst. Types, Fr	SWOSU Sr, 20-21	Nat. Comp., All Inst. Types, Sr	Nat. Comp., Bac. Inst. Types, Sr	SWOSU Fr, F16-20	SWOSU Sr, 20-21
Total Score	400 to 500	440.17	435.10	433.50	460.56	444.10	444.10	18.96	18.55
Skills Subscores:									
Critical Thinking	100 to 130	110.46	109.20	108.80	115.58	111.60	111.60	6.09	5.8
Reading	100 to 130	116.57	114.90	114.40	122.24	117.80	117.80	7.12	5.83
Writing	100 to 130	113.21	112.20	111.90	116.61	114.20	114.30	4.94	4.46
Mathematics	100 to 130	112.75	111.70	111.20	118.59	113.60	113.40	5.67	6.04
Humanities	100 to 130	113.70	112.60	112.30	118.35	114.90	115.00	6.36	6.46
Social Sciences	100 to 130	111.85	111.10	110.60	116.41	113.40	113.30	6.02	5.65
Natural Sciences	100 to 130	114.27	113.10	112.50	118.84	115.30	115.20	5.78	5.11

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 plan to re-visit areas of focus, and expand to additional areas of focus, for monitoring efforts toward continuous improvement. Strengths and weaknesses 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: Students generally had a decent background in using correct grammar and sentence structure but struggled to write objectively about science. When asked to write about their opinions in a scientific discovery student lacked the ability to support their opinions with scientific evidence. Initially students struggled to avoid plagiarism and it took time to train them that using quotations is not appropriate for writing about science.
   2. BIOL 1054 Principles of Biology I & Lab: Students did well organizing their ideas and writing clearly. Students had difficulty paraphrasing and using correct grammar/punctuation. The writing center was shared as a resource to improve and comments for improvement were provided on each assignment. Writing quality accounted for only 20% of grades associated with writing assignments. The rest of the assessment focused on content understanding and utilizing correct citations.
   3. CHEM 1004 General Chemistry & Lab: Students were able to obtain additional perspectives through the discussion topics, as well as develop their thoughts to strengthen their understanding of the topic through paraphrasing and additional discussion techniques. Laboratory reports were beneficial but were missing some of the additional learning experiences normally available outside of COVID protocols.
   4. COMSC 1023 Computer & Info. Access: 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 80% of the failing grades were a grade of 0 for not doing the assignments.
   5. ENGL 1113 English Composition I: Students sometimes struggle with grammar conventions and mechanics, as well as organizing according to academic essay conventions. Conventions and Organization were our student's lowest scoring categories. However, most students demonstrated rhetorical awareness and focus, a clear direction for their writing process in the process document, and reflected honestly and thoughtfully on their writing experiences in the reflective memo.
   6. GEOG 1103 World Cultural Geography: Each unit involves computer use - many students bring a laptop of tablet to class. This is fine, as long as they stay on task - not always focused on test as they answer email, tweet and visit FriendFace.
   7. 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.
   8. KINES 1133 Wellness Conc. & Exercise App.: Students were able to see their individual scores and discuss in writing how they could increase their own health moving forward.
   9. TECH 1223 Technology & Society: Students did well summarizing; some students struggled with stating their personal opinion.

Section II—General Education Assessment

b) Effectively communicate by giving an oral presentation that is clear and cohesive in thought and formulated for a specific audience.
   1. BIOL 1013 Current Issues in Biology: Students were generally good at finding relevant literature to cover in their presentations and organizing it in a logical way. Students' nervousness was a large struggle to overcome for the Podcast assignments. Also designing slides to emphasize their points in a visually appealing way took training.
   2. BIOL 1054 Principles of Biology I & Lab: Student teams effectively presented a PowerPoint based oral presentation that explained their investigation about yeast fermentation. Generally, slides were well organized, but many students did not spend sufficient time orienting the audience to important pieces of information on their slides or connecting their findings to primary literature. Additionally, some students struggled to explain their work without reading directly from slides/notes.
   3. ITAL1004 Elementary Italian I: strength: students challenge themselves by trying to write sentences using the grammar and vocabulary taught in the course. They use the information to communicate with the audience in writing or orally. Weakness: Few students don't understand that reaching the perfect level of speaking and writing of a language occurs after taking several semesters of language courses. For that reason, few students by trying to write perfect sentences in Italian, they make the mistake to translate directly from English.

c) Effectively communicate by giving an oral presentation that is clear and cohesive in thought and formulated for a specific audience.
   1. BIOL 1054 Principles of Biology I & Lab: Students had no trouble using computers for Mastering Biology assignments and learning catalytics. Students seemed to be able to effectively use computers to search internet data bases for published papers relevant to their writing assignments. Students sometimes had trouble distinguishing peer reviewed sources from those that have not undergone peer review. Additionally, students struggled to distinguish review articles from primary literature.
   2. CHEM 1004 General Chemistry & Lab: Students were able to gain utilize technology for information and problem solving, however, the weakness in this was the use of additional online methods that normally would not be used outside of COVID conditions. Online exams and quizzes were outside my normal teaching method of this course and would be something that I would not choose to go back to in the future under normal conditions.
   3. GEOL 1934 Physical Geology & Lab: Each unit involves computer use - many students bring a laptop of tablet to class. This is fine as long as they stay on task - not always focused on test as they answer email, tweet and visit FriendFace.
   4. TECH 1223 Technology & Society: Students did well finding an article that meet the requirements. A few failed to meet the date requirement. Extra time was spent on understanding "current" events for next assignment. For this assignment a "current" event is less than 6 months old.

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.

Section II—General Education Assessment

1. BIOL 1013 Current Issues in Biology: Students were able to describe the results of an experiment but had difficulty making conclusions and interpreting statistics.
2. BIOL 1054 Principles of Biology I & Lab: Students were able to calculate averages easily but sometimes had difficulty interpreting the meaning of the graphs they constructed. Students were capable of carrying out the calculations for the statistical test (chi-square) but had a more difficult time understanding the meaning of the probability level (P value) associated with their test and how it can be used as evidence to evaluate their results.
3. CHEM 1004 General Chemistry & Lab: Students developed quantitative problem-solving techniques to answer questions on exams, quizzes, homework, and laboratory reports.
4. GEOL 1934 Physical Geology & Lab: Math is integral to science - one cannot do science without math. However, many students are afraid of math, with some not even trying something simple like a/b = c. Inability to do math is so frustrating.
5. KINES 1133 Wellness Conc. & Exercise App.: Students were able to see that their body weight doesn't have the same degree of health measurement as does the distribution of that weight for fat, muscle, water, bone etc. across the entire weight of the body. BMI is a better gauge for health purposes than basic height and weight.
6. SCI 1513 Concepts of Physical Science: To apply quantitative concepts implies an understanding of mathematics. The vast majority of these students are mathematically challenged.

b) Learn and apply basic laws, methodologies, and concepts of science to solve issues encountered by society.

1. BIOL 1004 Biological Concepts & Lab: Students were able to answer recall questions much easier than application questions in earlier exams. Once students learned how to study for application style questions, responses to those types of questions improved.
2. BIOL 1013 Current Issues in Biology: Students generally did well recognizing and appreciating the potential implications and benefits of technologies discussed to society.
3. BIOL 1054 Principles of Biology I & Lab: Students generally did well recognizing and appreciating the potential implications and benefits of discoveries, methodologies, and technologies discussed to society. Most students find it difficult expressing their thoughts in a scientific style. Questions involving analysis and synthesis were difficult to answer.
4. CHEM 1004 General Chemistry & Lab: Students were exposed to the development of scientific laws and theories through hypothesis driven observations and experiments.
5. GEOL 1934 Physical Geology & Lab: Math is integral to science - one cannot do science without math. However, many students are afraid of math, with some not even trying something simple like a/b = c. Inability to do math is so frustrating. - as noted, some students do not even try to solve math problems. And this is one of the problems with group work - one student will do the work, the other student just sits there. Not right.
6. SCI 1513 Concepts of Physical Science: While many students don't have the mathematical skills to understand, it is good for them to see how science is done.

Section II—General Education Assessment

c) Analyze scientific discoveries, and the advancement of technology with respect to its impact on social change.

1. BIOL 1013 Current Issues in Biology: Students did a nice job conveying their opinions in appropriate and respectful manners, but often had difficulty supporting opinions with evidence.
2. BIOL 1054 Principles of Biology I & Lab: Students did a nice job conveying their opinions in appropriate and respectful manners, but often had difficulty supporting opinions with evidence. Students would take down all the instructor notes but fail to grasp the process behind the approach.
3. CHEM 1004 General Chemistry & Lab: Students were able to evaluate how our understanding of the chemical world results in the societal advancements.
4. GEOL 1934 Physical Geology & Lab: The first unit goes into some depth the history, meaning, vocabulary of science. Many people use the words of science: Fact, Law, Theory, hypothesis, etc. - but most have no idea what these words actually mean. Example "Just a theory" - implying theories are guesses, have no basis in fact. Just the opposite. A scientific theory MUST be based on facts, are NOT guesses, ARE explanations.
5. TECH 1223 Technology & Society: Students did well understanding the differences in Science and Technology AFTER reading the article provided. Many thought they were the same prior to reading the assignment.

d) Develop and design empirical research using the scientific method related to academic content.

1. BIOL 1013 Current Issues in Biology: Students were able to come up with hypothesis based on new information/previous knowledge and had good ideas about how to test hypothesis, but often struggled to designate appropriate controls.
2. BIOL 1054 Principles of Biology I & Lab: Most students grasped the basics of experimental design but had trouble including appropriate control groups and maintaining consistency in their controlled variables across treatments.
3. CHEM 1004 General Chemistry & Lab: Students were able to apply observations made, particular in laboratory experiments, to similar concepts in their laboratory discussions.
4. GEOL 1934 Physical Geology & Lab: Math is integral to science - one cannot do science without math. However, many students are afraid of math, with some not even trying something simple like a/b = c. Inability to do math is so frustrating.
5. SCI 1513 Concepts of Physical Science: While many students don't have the mathematical skills to understand, it is good for them to see how science is done.

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.

Section II—General Education Assessment

1. CHEM 1004 General Chemistry & Lab: Students were exposed to how our continued development of scientific works impact our daily lives as a society.
2. ENGL 1113 English Composition I: Students occasionally struggle with properly assessing the reliability and appropriateness of outside sources. Students are, however, moderately good at integrating source material into their writing.
3. HIST 1043 U.S. History to 1877: Students struggle with understanding context of historical thought, they often choose to infer based on 21st century belief systems and find it difficult to view historical context.
4. ITAL 1004 Elementary Italian I: strength: Students learn different aspects of the Italian culture and history. They take a virtual tour to Italy. Their intercultural communication skills improve. No weakness found.

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. ITAL1004 Elementary Italian I: strength: Students learn different aspects of the Italian culture and history. They take a virtual tour to Italy. Their intercultural communication skills improve. No weakness has been found.

c) Compare and analyze meanings associated with human culture and their significance in social development.
   1. GEOL 1934 Physical Geology & Lab: Again, the entire course is designed around these guides - it tells a story from beginning to end. How these discovers were made and some of the implications of said discoveries.
   2. KINES 1133 Wellness Conc. & Exercise App: Students were able to perform national tests and compare scores to genders, ages, races, and other categories and fit themselves in however they identified to see how their scores compared to national scores of the same tests.
   3. TECH 1223 Technology & Society: Students did well identifying "science" and "technology" once they realized their actual definition and that they are different.

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. BIOL 1004 Biological Concepts & Lab: Student grammar and spelling routinely improved as students wrote assignments throughout the semester.
   2. BIOL 1013 Current Issues in Biology: Students did a nice job conveying their opinions in appropriate and respectful manners, but often had difficulty supporting opinions with evidence.
   3. ITAL1004 Elementary Italian I: strength: Students become global citizens and learn to think critically and self-reflect about topics of multiculturalism. Weakness: Few times students need to do research about these topics if these are the topics that they were not exposed to before. For example, if we talk about a variety of dialects in Italy and I ask them to compare to those in the States, students need to research if they are different dialects in

the States etc.

4. TECH 1223 Technology & Society: Most students did well applying the "appropriate technology" label once it was thoroughly explained. Most students had never thought about what might be appropriate for someone without electricity or running water.

b) Apply social/cultural theories and perspectives to past and present societies and the impact on real life circumstances.
   1. GEOL 1934 Physical Geology & Lab: These have been discussed already - the labs, the units, the design of the class.
   2. ITAL1004 Elementary Italian I: strength: Students learn to think critically by learning and observing past events and how those effected the global culture. No weakness has been found.
   3. KINES 1133 Wellness Conc. & Exercise App: Since students had to compare personal scores on fitness exams to national norms and evaluate where their relative health ranked in comparison to those norms in today's society, there was plenty of conversation of how health is a personal statement. Focus of control was discussed with regard to societal expectations and the student was able to see that health was relative to personal goals not just societal expectations.

c) Analyze the benefits and challenges of international interaction and strategies to enhance global integration. (Did not apply to a General Education course that was assessed this academic year.)

d) Communicate public awareness and social responsibility of issues and identify ethical perspectives which guide solutions.
   1. BIOL 1013 Current Issues in Biology: Students did a nice job conveying their opinions in appropriate and respectful manners, but often had difficulty supporting opinions with evidence.
   2. GEOL 1934 Physical Geology & Lab: These have been discussed already - the labs, the units, the design of the class.
   3. ITAL1004 Elementary Italian I: strength: Students learn to think critically and make comparisons. No weakness has been found.
   4. TECH 1223 Technology & Society: Students did well stating why their creation or improvement would benefit the stated area of the world.

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. BIOL 1013 Current Issues in Biology: Students were able to come up with hypothesis based on new information/previous knowledge and had good ideas about how to test hypothesis, but often struggled to designate appropriate controls.
   2. BIOL 1054 Principles of Biology I & Lab: In the written assignment about water, most students did a great job describing the structure and associated emergent properties of

water. However, applying those characteristics to a search for an alternative molecule was difficult. For fermentation and bacterial growth experiments completed by the honor lab, students were able to interpret their results but had difficulty connecting their findings to primary literature.

3. CHEM 1004 General Chemistry & Lab: Students were exposed to the application of critical thinking and problem-solving techniques related to lecture and laboratory material through the use of laboratory reports, discussion questions, homework, and exams.
4. ENGL 1113 English Composition I: Students sometimes struggle with understanding the differences between summary and analysis/evaluation. Their strengths are their abilities to research, interview and assimilate information.
5. GEOL 1934 Physical Geology & Lab: Many labs are designed to gather data and interpret those data. Mineral identification, Rock identification, Relative Age Dating, etc. Written components of labs - on tests and quizzes.
6. HIST 1043 U.S. History to 1877: This on 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.
7. ITAL1004 Elementary Italian I: strength: Students learn to collaborate in oral presentation activities, they learn how to think critically and make comparisons. No weakness has been found.
8. KINES 1133 Wellness Conc. & Exercise App.: Students had to compare personal scores on fitness exams to national norms and evaluate where their relative health ranked in comparison to those norms then determine how healthy they were comparatively, they were able to set goals for themselves with regard to health. They were also able to determine if those national standards were applicable in whole or in part to their own lives.
9. SCI 1513 Concepts of Physical Science: To think critically about many of societies big issues (climate change, plastic recycling) requires a basic understanding of physical science. These students don't have a basic understanding.
10. TECH 1223 Technology & Society: Most students had strong opinions of lab grown meat; getting them to think critically about the need vs the thought of what it is was a little harder.

b) Creativity: Develop and design an authentic project or creative works related to academic content.
   1. BIOL 1054 Principles of Biology I & Lab: Students who completed these assignments did a great job synthesizing and connecting information about cell structure and/or depicting the processes of mitosis or meiosis. Many students did not complete these assignments. They may fail to see how depicting content in an organized way and/or drawing processes are great study methods. Students in the Honor section were creative in selecting their factors to test in yeast fermentation and bacterial growth. They also used their creativity to clearly present their findings in presentations and posters that were aesthetically pleasing.
   2. COMSC 1023 Computer & Info. Access: Over 3/4ths (76%) of the students who completed the charting assignment earned a 90% or above with over 91% earning 80% or above. Generally, students took the time to make sure the charts were complete. The primary weakness involved students not even trying to complete the assignment. Over 95% of the failing grades were a grade of 0 for not doing the assignment.

3. GEOL 1934 Physical Geology & Lab: Many labs are designed to gather data and interpret those data. Mineral identification, Rock identification, Relative Age Dating, etc. Written components of labs - on tests and quizzes.
4. ITAL1004 Elementary Italian I: strength: Students learn how to be creative. They research the topic, peer review with constructive feedback. Weakness: few students cannot be creative but with the help of the professor they can learn how to do research and be creative.
5. TECH 1223 Technology & Society: Creativity was hard for a few students. They struggled with originality. Once we got some brainstorming rolling, they did well.

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

1. BIOL 1013 Current Issues in Biology: Students generally worked well in groups. Students that had issues completing assigned tasks as individuals were more motivated in groups because they didn't want to let their teammates down.
2. BIOL 1054 Principles of Biology I & Lab: Students generally worked well in their group to design and carry out an experiment. Most made real contributions to the group presentation.
3. CHEM 1004 General Chemistry & Lab: Students had limited interactions for in-person discussions and collaborations due to COVID protocols. This was unique to this semester, and I will be going back to a format which encourages those collaboration experiences, particularly during problem solving and laboratory experiences.
4. COMSC 1023 Computer & Info. Access: As a whole, the students did very well. The participation and completion rate for this assignment was about 95%. 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, 75% (18 of 24) received a 0 for not completing the assignment. Most of these students were no longer attending class and were not assigned to a group with active students.
5. ENGL 1113 English Composition I: Students are often hesitant to give constructive feedback to their fellow students if they believe it may hurt the feelings of their fellow student, and especially in regard to higher order concerns. However, students are very open to providing feedback regarding grammar and mechanics.
6. GEOL 1934 Physical Geology & Lab: Many labs are designed to gather data and interpret those data. Mineral identification, Rock identification, Relative Age Dating, etc. Written components of labs - on tests and quizzes.
7. 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.
8. ITAL1004 Elementary Italian I: strength: Students learn to collaborate in oral presentation activities, they learn how to communicate with classmates politely and they also learn to organize their time when collaborating., No weakness has been found.

9. TECH 1223 Technology & Society: Unfortunately, due to COVID, I was not able to complete the collaboration events planned for this semester.

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

1. GEOL 1934 Physical Geology & Lab: Many labs are designed to gather data and interpret those data. Mineral identification, Rock identification, Relative Age Dating, etc. Written components of labs - on tests and quizzes.

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

1. BIOL 1004 Biological Concepts & Lab: All of my assignments are created to reinforce content taught in lecture, however, because they are short answer and short essay style questions, many students show improvement in grammar and spelling over the course of the semester.
2. BIOL 1013 Current Issues in Biology: Students did a nice job conveying their opinions in appropriate and respectful manners, but often had difficulty supporting opinions with evidence.
3. CHEM 1004 General Chemistry & Lab: Communication through discussion topics on Canvas provided a different avenue to provide shared experiences and views from the students. In the future, more one-on-one and small group in-person discussions will be incorporated again, which were removed due to COVID for this semester.
4. ENGL 1113 English Composition I: Students are often hesitant to give constructive feedback to their fellow students if they believe it may hurt the feelings of their fellow student, and especially in regard to higher order concerns. However, students are very open to providing feedback regarding grammar and mechanics.
5. GEOL 1934 Physical Geology & Lab: Many labs are designed to gather data and interpret those data. Mineral identification, Rock identification, Relative Age Dating, etc. Written components of labs - on tests and quizzes.
6. ITAL1004 Elementary Italian I: strength: strength: Students learn to communicate in a correct manner with the classmates. The communication the course between peers is very important because can affect their grade. Weakness: few students have very busy school and work schedules. At the beginning of the semester, they struggle to communicate with the professor and classmates but with the guidance of the professor they learn how to communicate effectively in the academia.

f) Relevance: Understand the importance of a liberal arts education in the modern world.

1. CHEM 1004 General Chemistry & Lab: Students were exposed to relevance and impact through lecture and laboratory work and were able to relate to their daily lives through discussion topics and apply this to homework problems, laboratory reports and exams.

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2. ENGL 1113 English Composition I: Students were honest about their struggles with completing assignments and were forthcoming with how they believed they could alter their writing process in the future.
3. GEOL 1934 Physical Geology & Lab: Many labs are designed to gather data and interpret those data. Mineral identification, Rock identification, Relative Age Dating, etc. Written components of labs - on tests and quizzes.
4. ITAL1004 Elementary Italian I: strength: Students learn how relevance is important in a college course. Students learn how to become more relevant with the classmates. Weakness: few students have very busy school and work schedules. At the beginning of the semester, they struggle to be relevant but with the guidance of the professor they learn how to communicate effectively in the academia.
5. SCI 1513 Concepts of Physical Science: This course opens the eyes of many students who have little to no knowledge of what physical science is.

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 1004 Biological Concepts & Lab: Every semester, throughout the semester, one instructor is constantly assessing student performance through worksheets and exams and changing instruction to improve performance. Sometimes it includes more worksheets, class discussion, a side activity to help prove a concept, or individual work with specific students. Each semester changes as each semester brings new students and new challenges.
2. BIOL 1013 Current Issues in Biology: There are plans to adopt a textbook with more online resources to supplement materials from in class discussions. Instruction in the future will be geared more to issues in society and concepts and materials will be presented in direct relation to the chosen issue to promote student engagement.
3. BIOL 1054 Principles of Biology I & Lab: Instruction in the future will place a greater emphasis on written and oral communication. Oral communication and collaborative opportunities were limited this semester due to COVID-19 and physical distancing needs. Most laboratory sections met every other week, which reduced the number of lab sessions a particular student attended. We also intend to more overtly connect course content to current societal issues/concerns (i.e., connecting concepts about cell replication and protein production to how COVID-19 is synthesized in infected individuals or how the mRNA vaccine functions). Most deficiencies noted in student performance is expected as this is the entry course for students studying biology. Further experiences in higher level courses will supplement and reinforce concepts presented in Principles of Biology 1.
4. COMSC 1023 Computer & Info. Access: I am looking at ways to broaden and expand the assignments. The current research option limits the research to salary information in a

potential career field. I'm considering giving more research options. I am also considering more in-depth discussions. Students need to understand how technology can be used in their major field. Questions that require more investigation and application could help.

5. ENGL 1113 English Composition I: Our department would like to improve our average scores primarily in the categories of Conventions (3.17), Organization (3.22), and Support (3.23), and secondly in the categories of Focus (3.47). We would like subsequent assessments to show all averages meeting at least an average of 3.5. We believe that the turbulent nature of the Fall 2020 semester may have led to the below 3.5 scores in the categories of Rhetorical Awareness (3.48) and Reflection (3.48). To accomplish this goal of raising all scores to a 3.5 average in each category, instructors are asked to spend additional classroom time in the areas of grammar/mechanics instruction, as well as essay organization and the evaluation of sources. Informal workshops to aid instructors in the best practices for supplementing instruction in these areas have been discussed as a possible strategy going forward. Instructors are asked to utilize the library's resources, including its instructional support team, and our on-campus Writing Center and Student Success Center to help us accomplish this goal. Our hope is that taking these measures will ensure that students have a better understanding of college-level essay writing overall and feel more comfortable reaching out to on-campus resources if they are struggling.
6. SCI 1513 Concepts of Physical Science: Hopefully no more blended classes or online exams.
7. TECH 1223 Technology & Society: More discussion posts were added; more current events and defense of state opinion activities were added.

Section III—Program Outcomes

ADMINISTERING ASSESSMENT

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

College of Arts and Sciences, Bachelor's Programs

Degree Program	Assessment Measures	No.
Art, Communication, & Theatre	Survey	6
Biological Sciences	Capstone, ETS Major Field Test, Oral Presentation	21
Chemistry & Physics		
Chemistry	American Chemical Society Exam	8
Physics, Engineering	Capstone, Oral Presentation	5
Interdisciplinary Studies	Various measures depending on learning outcomes chosen by individual departments	25
Language & Literature, *English*	Capstone, Exit Interview, Exit Survey, Portfolio	7
Mathematics	Curriculum Embedded Assessments	4
Music		
Music	Proficiency Exams, Recitals, Thesis Project	7
Music Therapy	Certification Exam, Internship Evaluation, Proficiency Exam, Senior Recital	6
Social Sciences		
Criminal Justice	Term Paper	20
History	Capstone, Term Paper	15
Political Science	Curriculum Embedded Assessments	6

College of Associate and Applied Programs, Associate's Programs

Computer Science	Curriculum-embedded assessments	4
General Business		5
General Studies		12
Health Science		11
Pre-Nursing		2

College of Pharmacy, Professional Program

Degree Program	Assessment Measures	No.
Pharm.D.	North American Pharmacist Licensure Examination (NAPLEX), Multistate Pharmacy Jurisprudence Exam (MPJE)	76

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College of Professional & Graduate Studies, Associate's Programs

Degree Program	Assessment Measures	No.
Medical Lab Technician	American Medical Technologists Registry Exam	12
Occupational Therapy Asst.	Job Placement, National Certification Exam (NBCOT)	16
Physical Therapist Asst.	National Licensure Exam	25
Radiologic Technologies	American Registry of Radiologic Technologists Exam	14
Wildland Firefighting	Employer Survey, Internship Evaluation, Project	5

College of Professional & Graduate Studies, Bachelor's Programs

Degree Program	Assessment Measures	No.
School of Behavioral Sciences & Education		
Education, Art	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	3
Education, Early Childhood		17
Education, Elementary		24
Education, English		4
Education, Health, P.E. & Rec.		12
Education, History		6
Education, Math		0
Education, Music		6
Education, Natural Science		2
Education, Special Education		3
Exercise Science	Pre & Post Assessments	28
Parks and Rec. Management	Exit Interview, Internship Evaluation, Job Placement, Project	20
Parks and Wildlife Law Enforcement	State Certification Exam, Internship Evaluation, Project	20
Psychology	Exit Assessment, Grade Performance in Targeted Course(s), Exit Survey	17
Sports Management		11

Section III—Program Outcomes

College of Professional & Graduate Studies, Bachelor's Programs

Degree Program	Assessment Measures	No.
School of Business and Technology		
Accounting	Capstone, Exit Assessment, Exit Survey	24
Agricultural Business		6
Entrepreneurship		9
Finance		12
Management		26
Marketing		7
Computer Science	Capstone, Graduate Survey, Internship Evaluation	32
Organizational Leadership	Capstone, Graduate Tracking	15
Engineering Technology		
Applied Engineering Management		
Electronics	Exit Survey, Certification Exam	1
Manufacturing	Exit Survey, Professional Exam	9
Computer Electronics	National Certification Exam	4
Manufacturing	National Certification Exam	14
School of Nursing and Allied Health Sciences		
Health Care Administration	Portfolio	14
Health Info. Management	Capstone, National Certification Exam, Graduate Follow-up Survey, Graduate School Acceptance Job Placement	28
Health Sciences	Oral Reports, Research Papers, Poster Presentations, Portfolios	69
Nursing, Professional/Traditional	Nat. Council Licensure Exam (NCLEX)	49
Nursing, RN to BSN	Portfolio	176
Public Health	Capstone	2

College of Professional & Graduate Studies, Master's Programs

Degree Program	Assessment Measures	No.
Biomedical Science & Microbiology		1
Business Administration	Capstone, Exit Assessment, Exit Survey	40
Education Administration	Oklahoma Subject Area Test, Capstone, Internship Evaluation, Portfolio, Exit Survey	47
Education, Art	Oklahoma Subject Area Test	6
Education, Classroom Teaching	Oklahoma Subject Area Test	1
Education, Community Counseling	Capstone, Curriculum Embedded Assessments, Job Placement, Practicum Evaluation, Project	14
Education, Elementary Education		1
Education, Health, Phys. Ed., & Rec. Ed.		2
Education, Music	Oklahoma Subject Area Test	0

Section III—Program Outcomes

College of Professional & Graduate Studies, Master's Programs

Degree Program	Assessment Measures	No.
Education, Parks and Rec. Management	Capstone, Internship Evaluation	10
Education, Reading Specialist	Oklahoma Subject Area Test, Capstone, Internship Evaluation, Portfolio	2
Education, School Counseling	Capstone, Oklahoma Subject Area Test	15
Education, School Psychometry	Capstone, Certification Exam (State), Curriculum Embedded Assessments, Graduate School Acceptance, Job Placement, Practicum Evaluation	21
Education, Social Sciences	Oklahoma Subject Area Test	1
Education, Special Education	Oklahoma Subject Area Test	10
Education, Sports Management	Capstone, Internship	9
Health Informatics and Information Management	Capstone	8
Instructional Coaching		1
Management	Capstone, Exit Assessment, Exit Survey	5
Music Performance	Exit Exam, Senior Recital	1
Nursing	Portfolio	94
Sports Management	Capstone, Internship Evaluation	16

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: The mean score on the ETS Biology Majors Field Test was better than 62% of the students taking the test nationally. The results indicate that students are getting a broad training in the biological sciences. The average score on Capstone presentations was 87%.

Chemistry & Physics

Chemistry: Seniors completing the Diagnostic of Undergraduate Chemistry Knowledge exam in Spring 2021 averaged 37.7, corresponding to the 70th Percentile nationally. This reflects excellent retention of and the ability to apply fundamentals encountered in introductory courses work, as well as demonstrates the rigor of the upper level courses and the high achievement of our graduates.

Physics Engineering: There was a 100% pass rate on the Capstone and Oral Presentation. Engineering Physics graduates from SWOSU are sought after by both potential employers and graduate schools.

Language & Literature, *English:* Students earned a 100 percent pass rate on assessments.

Section III—Program Outcomes

Mathematics: Graduates had a 100% pass rate on assessments. They have good prospects for employment and high rates of acceptance in graduate programs. They have a solid grasp of proof techniques, a strong understanding of algebraic techniques, and are adept at creating models of real situations. These are assessed in several upper-division courses. Students show a high rate of success in these classes.

Music

Music: Students earned a 100% pass rate on the Proficiency Exam, Recital, and Project. An increased graduation rate serves as a testament to the flexibility and resilience of our faculty and students during a very challenging period of time as a result of the global pandemic. Music performance was particularly impacted by COVID restrictions yet students and faculty rose above these difficulties to achieve success.

Music Therapy: There was a 100% pass rate on all assessments with the exception of a 75% pass rate so far on the certification exam.

Social Sciences:

Criminal Justice: There was a 91% pass rate on term papers.

History: There was a 100% pass rate on both the Capstone and Term Paper. Faculty embraced the use of technology during the year of COVID and were able to provide a quality education. Faculty had difficulty finding time to test out and implement new pedagogy.

Political Science: Graduates had a 100% pass rate on Curriculum Embedded Assessments.

College of Pharmacy, Professional Program

There was an 87% pass rate on the Multistate Pharmacy Jurisprudence Exam and a 91% pass rate on the North American Pharmacist Licensure Examination. 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. NOTE: Reports from the National Association of Boards of Pharmacy has changed making it impossible to track graduates. The pass rates reported above may include graduates for years other than AY20-21.

College of Professional & Graduate Studies, Associate's Programs

Occupational Therapy Assistant: The program has earned a 100% pass rate on the national certification examination. There was also a 100% employment rate.

Medical Lab Technician: So far there is a 50% pass rate on the certification exam, but the actual outcome measures is not complete until May of 2022.

Physical Therapist Assistant: So far there is a 48% pass rate on the licensure exam, but the employment rate is 84%. The pass rate could be improved greatly, but we think this is partly due to a COVID year.

Radiologic Technology: The first time credentialing pass rate so far is 86%, which is a seven percent improvement over last year.

Wildland Firefighting: There is a 100% success rate on the Employer Survey, Internship Evaluation, and Project.

Section III—Program Outcomes

College of Professional & Graduate Studies, Bachelor's Programs

School of Behavioral Sciences & Education

Education: Overall, there was an 81% pass rate on the Oklahoma Professional Teaching Exam and a 66% pass rate on the Oklahoma Subject Area Tests. Our programs are all experiencing growth and continue to perform at a successful level. This is due in part to continued shortages in all areas, improved retention rates since the addition of program directors/coordinators, and flexibility offered with added distance options.

Education, English: Students earned an 88% percent pass rate on the OPTE and OSAT certification exams.

Education, Music: Graduates earned a 100% pass rate on all assessments including the OPTE and OSAT.

Parks and Recreation Management: There was a 100% pass rate on the Internship Evaluation and other assessments. All graduates demonstrated a high level of competence and were highly recruited by various agencies associated with the field.

Park and Wildlife Law enforcement: There was a 100% pass rate on the State Certification Exam, and a 100% pass rate on the Internship Evaluation and Project.

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 69% compared to the overall average of 56% for ACBSP accredited programs. Dobson SBT students' scores are higher than the ACBSP average in every category.

Accounting: There was a 96% pass rate on the Capstone and a 100% pass rate on the other assessments.

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

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

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

Management: There was a 96% pass rate on the Capstone and a 100% pass rate on the other assessments.

Marketing: There was an 86% pass rate on the Capstone and a 100% pass rate on the other assessments.

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 also a very high level of activity of the Computer Club.

Engineering Technology:

Applied Engineering Management, Manufacturing: There was a pass rate of 80% on the professional exam.

Manufacturing: There was a pass rate of 79% on the certification exam. We were able to identify three areas that our program will address in the future.

Section III—Program Outcomes

School of Nursing and Allied Health Sciences

Health Care Administration: There was a 100% pass rate on the Portfolio. Students were given the opportunity to perform worthwhile projects that allowed them to apply knowledge from their course work into the workplace. Students did express the need to have more agreements in place with different healthcare facilities around the state.

Health Information Management: There was a 77% pass rate on the national certification exam, which is better than the national pass rate of 74%.

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 Portfolio. Students feel that this program adequately meets their needs in preparing them to advance their degrees from an ADN to a BSN.

Public Health: There was a 100% pass rate on the Capstone.

College of Professional & Graduate Studies, Master's Programs

Business Administration: Students earned a 98% pass rate on the Capstone and a 100% pass rate on the Exit Assessment. This is the third year of record growth. Enrollment continues to increase despite the lingering effects of Covid-19. MBA students also continue to perform well in their standardized exams.

Education Administration: So far there is a 67% pass rate on the OSAT, and a 100% pass rate on all other outcomes assessments.

Education, Community Counseling: There was a 93% pass rate on the national licensure exam and a 100% pass rate on all other outcomes assessments including job placement.

Education, Parks and Recreation Management: All graduates earned a 100% pass rate on both the Capstone and Internship Evaluation.

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

Education, *School Counseling:* There was a 100% pass rate on the Capstone, and 68% pass rate on the OSAT. Review of assessment data revealed certain gaps in curriculum.

Education, School Psychometry: There was a 100% pass rate on all assessments (including job placement) except the OSAT, which was 95%. Currently, our students are scoring higher on the OSAT than the state average.

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

Management: Students earned a 100% pass rate on all assessments. The program continues to experience low enrollment. Ideas are being explored to modify the program to appeal to a larger swath of graduate students with the professional skills they need to be successful in a Post-Covid marketplace.

Music: The graduate passed both the Exit Exam and the Senior Recital.

Music Therapy: One out of two passed the certification exam so far. There was a 100% pass rate on the internship evaluation.

Nursing: There was a 100% pass rate on the Portfolio. Students feel that this program adequately meets their needs in preparing them to advance their degrees from BSN to MSN.

School Psychology: Graduates had a pass rate of 100% on the Certification Exam and Oral Presentation.

Section III—Program Outcomes

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: Faculty continue to explore ways to introduce more professional skills into the curriculum.

Chemistry: Faculty continue to be responsive to the needs of our students and the American Chemical Society suggested changes nationwide. For example, incorporation of a course dedicated to Lab Safety and a Senior Seminar course series dedicated to preparing students for careers in chemistry. As part of the Senior Seminar series, students are required to investigate the chemical literature and formulate a term paper and Departmental presentation through these efforts. Additional changes to the program include a course offering planned for two credit hours in Scientific Ethics which has been scheduled to be offered for the first time in Spring Interterm 2021. All students performing research within NIH or NSF sponsored research projects will be required to take this course.

English: Curricular changes to the Writing emphasis take effect in the 2021-2022 academic year, and they are already proving to be popular with students due to the expanded choices they have. This curricular change also impacted the literature emphasis because the core courses between the emphases needed to be the same according to RUSO guidelines. The literature emphasis committee has begun the process of considering how to revamp the rest of that degree program to offer students more flexibility in choosing courses. Additionally, we have begun offering some upper-level courses in an online format to reach more students.

Mathematics: Faculty are focused on better ways to communicate with students and will be working to get more students interested in the program.

Music

Music: Each faculty member identified means of continued improvement to support student learning goals. Most indicated that they had made substantial modifications to projects and instructional formats due to required safety measures.

Music Therapy: Reviewing the analysis of Board Certification exam, the Evaluation, Documentation following the Referral and Professional Development may be further emphasized in the curriculum.

Social Sciences

History: Faculty implemented more technology in the classrooms and are currently working to evaluate outcomes and assessment. We are also facing a faculty shortage.

Political Science: The program is currently going through significant changes, which has disrupted the assessment process. Students are performing well, and graduates are getting jobs, but our actual assessment tools are currently in flux. A faculty member is retiring, which could lead to significant changes.

Section III—Program Outcomes

College of Professional & Graduate Studies, Associate's Programs

Medical Lab Technician: Faculty intend to implement national practice exams into curriculum and courses.

Occupational Therapy Assistant: We changed some clinical rotations and have a new clinical coordinator due to accreditation standards.

Physical Therapist Assistant: The number of accepted students to the program will be decreased. We will also increase licensure practice exams and add "base camp score builders" through the year to help prepare students for national exam. It would be beneficial to increase lab space in the future.

College of Professional & Graduate Studies, Bachelor's Programs

School of Behavioral Sciences and Education

Education: Programs directors/coordinators have been appointed, which has provided a more clear direction for students and faculty. We continue to offer various means of course delivery to meet the many needs of students.

Education, English: A curriculum map of the program was created to better visualize and align program objectives, CAEP and NCTE outcomes, and SWOSU GE objectives in each course; this mapping has resulted in curricular adjustments in key program courses to make sure students are receiving a well-rounded introduction to all aspects of ELA teaching: literature, reading, writing, and grammar. In addition, an English Education Coordinator position was officially created to allow consistency in advising, assessments, and teacher candidate observations as well as to communicate across the Departments of Language and Literature and Education more effectively, and an Assessment Coordinator position was created within Language and Literature to oversee GE and upper-level course assessments and curriculum mapping across all degree programs housed in the department. We have readjusted assessments in the program to better capture students' progression through the program, including the addition of a signature assessments category, which we are implementing in the 2021-2022 academic year.

School of Business & Technology

School of Business: Although Dobson SBT students score higher than average in all categories on the CPC, there are a few categories where that gap in smaller such as Leadership and Management Information Systems. The Department of Business is currently considering adding programs (major, minor, or certificates) in Leadership as well as Data Analytics. These are areas of study that would serve our students well as there is seemingly a demand for these types of programs.

Computer Science: The following Options were implemented this past year: 1) Computer Forensics, 2) Cybersecurity, 3) Data Analytics, 4) Management Information Systems, 5) Software Development, and 6) Video Game Design.

Engineering Technology:

Computer Electronics: Faculty and the industrial advisory board have determined to utilize the courses in the computer electronics option to provide students with more applied opportunities in the manufacturing engineering technology option. Beginning in the Fall 2022 semester the computer electronics option will no longer be offered.

Section III—Program Outcomes

Manufacturing: Faculty plan to take the following steps to improve the program: 1. Each semester we will check to see that students have had the necessary prerequisites. We will double check the enrollment in the courses by utilizing a report generated by the registrar's office. 2. A plan has been put in place that allows for regular implementation of our department's continuous improvement process. 3. The department is planning to have one faculty member teach more manufacturing courses that was teaching in the computer electronics option. We are also planning to hire more adjuncts.

School of Nursing and Allied Health Sciences

Health Care Administration: A degree plan update was approved that has a built-in minor that focuses on management, entrepreneurship, finance, accounting, and marketing. This allows students to obtain knowledge in both healthcare and other businesses.

Health Information Management: Faculty met to examine four courses, which led to changes in textbooks and new curriculum layout.

Nursing, Professional/Traditional: Faculty performed a curriculum realignment to ensure that all areas of the NCLEX are being covered. New textbooks have interactive programs to better help students study and prepare.

College of Professional & Graduate Studies, Master's Programs

Business Administration: Conversations continue for MBA faculty about the role of Economics courses in the program. Leadership hopes to incorporate stronger data analytics components into the curriculum in the coming months and years.

Education, Community Counseling: Faculty added study sessions for the National Counselor Exam and plan to add case study assignments to give students additional opportunities for case conceptualization.

Education, School Counseling: Faculty implemented electronic portfolios accompanied by portfolio workshops. A Practicum and Internship Handbook was devised to assist students in securing field placements and successful outcomes. Other changes are made on an ongoing basis based on assessments and program performance.

Education, School Psychometry: The Special Diagnostic Methods course continues to strengthen understanding of curriculum-based assessment, which has proven to increase student learning for PK-12 students.

Health Information Management: An individual assessment system will be developed to track mapped assignments to students for additional analysis. Instructors will provide additional instructional material for areas of weakness.

Management: Faculty are considering a stronger emphasis on Leadership. This would include the addition of new courses designed to offer a clear alternative to the MBA program.

Music Therapy Equivalency: Reviewing the analysis of Board Certification exam, the Evaluation, Documentation following the Referral and Professional Development may be further emphasized in the curriculum.

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 2021. Sophomores, juniors, and graduate students were asked to complete the Noel-Levitz Student Satisfaction Inventory (SSI), which was last administered during the Spring 2021 semester. Exit surveys were administered in April 2021 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?

Southwestern Oklahoma State University students, faculty, and staff can be very proud of how the 2020-2021 school year was conducted in the face of the COVID-19 pandemic. This is based on the analyses and findings of student engagement and satisfaction assessments.

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 1.47.

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	5%	8%	56%	53%
Average hours of weekly class preparation time	13.4	13.4	15.6	15.2
Average hours of weekly reading for courses	5.2	5.9	6.6	7.6
Average number of pages of assigned writing	37.4	49.6	59.3	79.6
Courses highly challenged students to do best work	50%	44%	64%	60%
Institution emphasizes spending significant time studying and on academic work	79%	78%	85%	83%

SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION

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

- If you could start over again, would you go to the same institution you are now attending?
- I feel comfortable being myself at this institution.
- To what extent have the faculty and staff at your institution done a good job helping students adapt to the changes brought on by the COVID-19 pandemic?
- I feel valued by this institution.
- How would you evaluate your entire educational experience at this institution?

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

- During the current school year, about how often have you worked with a faculty member on activities other than coursework?
- During the current school year, about how often have you given a course presentation?
- During the current school year, about how often have you discussed course topics, ideas, or concepts with a faculty member outside of class?
- About how many of your courses at this institution have included a community-based project (service-learning)?

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

- If you could start over again, would you go to the same institution you are now attending?
- How would you evaluate your entire educational experience at this institution?
- During the current school year, to what extent have your instructors clearly explained course goals and requirements?
- I feel comfortable being myself at this institution.
- How much has your experience at this institution contributed to your knowledge, skills, and personal development in the area of thinking critically and analytically?

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

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

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 (85%; last year 88%)
2. Working effectively with others (79%; last year 81%)
3. Acquiring job- or work-related knowledge and skills (79%; last year 78%)
4. Writing clearly and effectively (74%; last year 73%)
5. Solving complex real-world problems (72%; last year 70%)
6. Speaking clearly and effectively (72%; last year 70%)
7. Developing or clarifying a personal code of values and ethics (72%; last year 78%)
8. Analyzing numerical and statistical information (71%; last year 68%)
9. Understanding people of other backgrounds (67%; last year 80%)
10. Being an informed and active citizen (64%; last year 69%)

Satisfaction with SWOSU

ITEM	SW FY	OK FY	SW SR	OK SR
Overall experience as "Excellent" or "Good"	86%	81%	90%	84%
Would "Definitely" or "Probably" attend this institution again	93%	86%	92%	81%

Student Satisfaction Inventory

Students were given the opportunity to rate the importance of and satisfaction with various aspects of college on the Noel-Levitz SSI in Spring 2021. 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 six 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. (6.50, up from 6.49 last time)
   - 33. My academic advisor is knowledgeable about requirements in my major. (6.40, 6.42 last time)
   - 51. This institution has a good reputation within the community. (6.39, 6.47 last time)

SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION

- 68. Nearly all of the faculty are knowledgeable in their field. (6.37, 6.32 last time)
- 36. Security staff respond quickly in emergencies. (6.30, up from 6.28 last time)
- 6. My academic advisor is approachable. (6.22, up from 6.12 last time)
- 65. Faculty are usually available after class and during office hours. (6.21, up from 6.03 last time)
- 39. I am able to experience intellectual growth here. (6.21, 6.24 last time)
- 16. The instruction is my major field is excellent. (6.20, up from 6.10 last time)
- 69. There is a good variety of courses provided on this campus. (6.19, up from 6.17 last time)

3. The lowest satisfaction scores of SWOSU students (most of which are a little lower than the national average) are still higher than the ***4 Neutral*** category. They apply to the following items:

   - 77. There is plenty to do in town when I have free time, on the weekends, etc. (SWOSU item only). (4.37, up from 3.92 last time; it is *Important* to SWOSU respondents)
   - 21. The amount of student parking space on campus is adequate. (4.65, up from 3.94 last time; better than the national average of 3.49; it is *Important* to respondents)
   - 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.). (4.69, up from 4.61 last time; it is *Important* to respondents)
   - 42. There are a sufficient number of weekend activities for students. (4.70, 4.78 last time; it is *Important* to respondents)
   - 78. I usually stay in town rather than drive out of town on the weekends. (SWOSU item only). (4.81, up from 4.45 last time; it is *Somewhat Important* to respondents)

4. SWOSU is summarized by our students with the following responses:

   - So far, how has your college experience met your expectation? *Better than I expected* (5.09, which exceeds the national comparison of 4.78)
   - Rate your overall satisfaction with your experience here thus far. *Satisfied* (5.84, which exceeds the national comparison of 5.42)
   - All in all, if you had it to do over again, would you enroll here?. *Probably yes* (5.99, which exceeds the national comparison of 5.56)

Exit Surveys

Toward the end of the Spring 2021 semester, Southwestern administered exit surveys to recent graduates of Associate's, Bachelor's, and Master's degrees.

Graduates of Associate's Degrees

Forty-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, which is the same as last year. Questions regarding career preparedness scored a 1.42 compared to last year's 1.47 (1 equaling Very Confident and 5 equaling Not At All Confident). Faculty Interaction was viewed with scores of 1.67 and 1.45. (The first scale of 1 to 5 with 1 representing Very Frequently to 5 being Communication

SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION

Was Not Ongoing; the second scale of 1 to 3 with 1 representing Happens Frequently, 2 Happened Once, and 3 Has Never Happened.)

Ninety-five percent responded that they were provided a high quality education at SWOSU and 98% would attend SWOSU if they had it to do over again.

Graduates of Bachelor's Degrees

Two hundred eighty-five 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 also 1.47.
1.17 (1=Agree, 2=Neutral, 3=Disagree); last year's score was also 1.17.
1.43 (1 to 4, Extremely Satisfied to Extremely Dissatisfied); last year's score was 1.50.

Questions regarding career preparedness scored a 1.54 (1 equaling Very Confident and 5 equaling Not At All Confident); last year's score was 1.42. Faculty Interaction was viewed with scores of 1.70 and 1.55 (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 1.81 and 1.62 respectively. A few self-rating questions resulted in the following scores that range from 1 to 4 (Highest 10% to Below Average):

1.86 Critical Thinking; 1.88 last year
2.38 Mathematical Ability; 2.33 last year
2.09 Writing Ability; 2.14 last year
1.90 Overall Academic Ability; 1.98 last year
2.13 Self-Confidence; 2.11 last year

Ninety-six percent responded that they were provided a high quality education at SWOSU and 91% would attend SWOSU if they had it to do over again.

Graduates of Master's Degrees

Eighty-three graduates responded, and departmental engagement was viewed with the following scores:

1.51 (1 to 5, Strongly Agree to Strongly Disagree); last year's score was 1.56.
1.12 (1=Agree, 2=Neutral, 3=Disagree); last year's score was 1.17.
1.42 (1 to 5, Extremely Satisfied to Extremely Dissatisfied); last year's score was 1.41.

Questions regarding career preparedness scored a 1.39 (1 equaling Very Confident and 5 equaling Not At All Confident); last year's score was 1.51. Faculty Interaction was viewed with scores of 1.83 and 1.68 (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 1.95 and 1.74 respectively. A few self-rating questions resulted in the following scores that range from 1 to 4 (Highest 10% to Below Average):

1.80 Critical Thinking; 1.93 last year
2.27 Mathematical Ability; 2.52 last year
1.98 Writing Ability; 2.10 last year
1.88 Overall Academic Ability; 1.99 last year
1.94 Self-Confidence; 2.16 last year

Ninety-eight 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.

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. Twenty-four graduates responded. While this feedback could 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 had established a strategy for reviewing student engagement and satisfaction results with an aim toward continuous improvement. The following items have been reported:

1. Career Services has been moved to the Academic Support Center as Career Exploration. Events are promoted alongside other ASC events on the combined social media page, press releases, and campus promotional items. Career Exploration is included in ASC workshops for students, incentivized by SWOSU scholarships. Undecided student advisement is also housed in the ASC as of Fall 2021, so students are exposed to Career Exploration services early on and throughout their SWOSU experience.
2. Career Exploration provides all alumni with access to Handshake, the hiring platform SWOSU provides for students. Career Exploration also provides assistance in resume critiques as well as provides mock interviews.
3. With the creation of the Academic Support Center, graduate assistants are still used to assist students in pre-advisement, both in the office and in high-advisee departments. Students also have access to full-time Academic Coaches to assist with schedule planning, degree selection,

and academic skill building. These coaches were previously available in a separate department with less student traffic.

4. The Academic Support Center, created in December 2020, is now home to undecided student advising at SWOSU. Advisors in the department also work with students interested in changing academic majors. The ASC is the new home of Career Exploration, where students can access help with taking and interpreting the Oklahoma Career Guide Career and Interest Inventory.
5. Southwestern's Center for Health and Well-being has completed collaboration with JED Campus Team members, prioritizing and delegating SWOSU Counseling Services JED Strategic Plan objective items to stakeholders across the campus. Currently there are efforts with JED to finalize becoming an Alumni campus.
6. We complete the Clery report each year, as required by the department of Education. It must be completed and published by October 1 each year and must have data covering both the Weatherford and Sayre campuses. We monitor the crime rates continuously so that we may reduce crime and be proactive to deter crime trends.

SECTION V—ASSESSMENT BUDGET

ASSESSMENT BUDGET

Provide the following information regarding assessment fees and expenditures for 2020-2021.

Assessment fees	$0
Assessment salaries	$256,199
Distributed to other departments	$0
Operations costs	$48,466
Total Expenditures	$304,665