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Three Pillars Evidence Booklet with 2019 Update

Southwestern Oklahoma State University

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HLC Accreditation Evidence Document

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Summary:

SWOSUTM
Southwestern Oklahoma State University

**Understanding Our Students: Evidence Booklet
Strategies for Continuous Improvement**

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The following data report was compiled to assist the university with academic strategic planning. The report is designed to help faculty, staff, and administrators better understand the student body and university trends. The data analyzed for this report was collected from 2005 to 2014. The evidence report includes results from the National Survey for Student Engagement (NSSE), comparative analysis of success and failure rates for General Education courses, and trends in retention and graduation rates. The evidence reveals that strategic academic changes are recommended in both General Education and degree (major) courses, specifically addressing teaching and learning strategies in and outside the classroom.

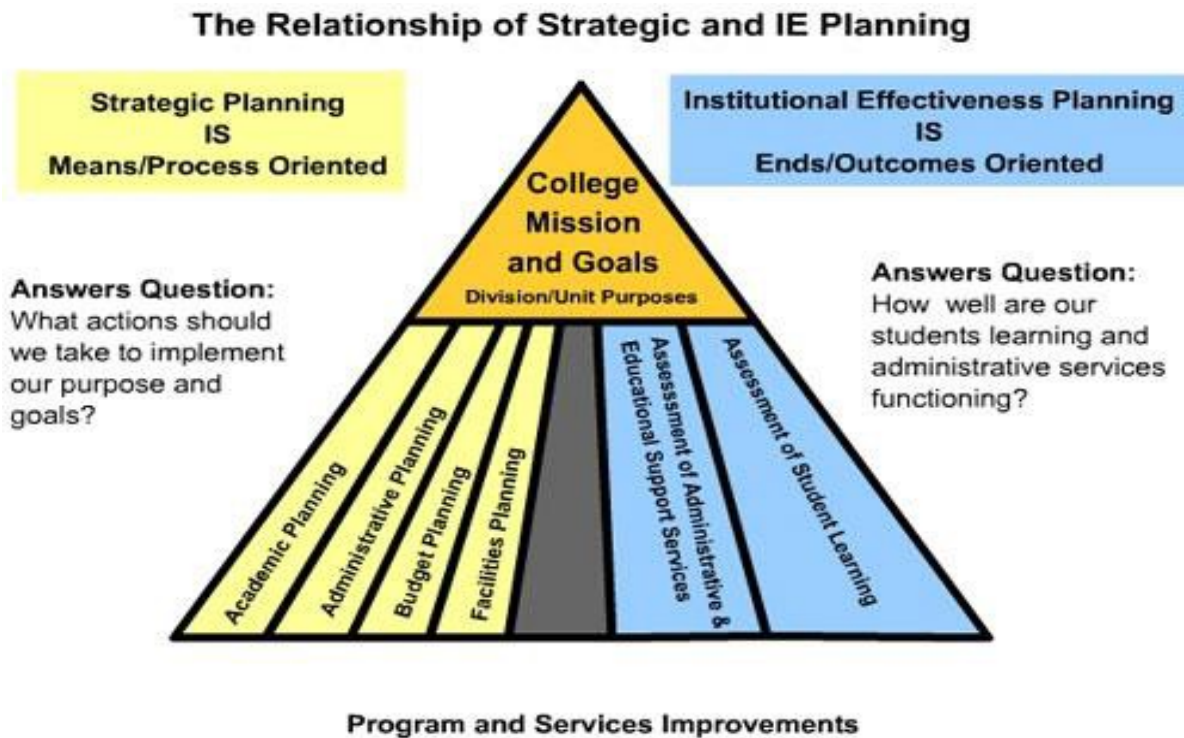
Strategic Planning

Strategies for continuous improvement and strategic planning are guided by evidence. Strategies for change must be aligned with the university mission and supported by institutional evidence. The assessment of university functions determines how well an institution is achieving its stated mission. The assessment process provides a method of evaluating student learning, educational programs, administrative function, and educational services. An institution's "Institutional Effectiveness" is determined by the degree to which the measured outcomes demonstrate achievement of the stated goals. The assessment process may reveal student learning, academic program, administrative operation, and educational service gaps. Once gaps are identified by collecting and analyzing appropriate data from the assessment process, the data are disseminated, discussed, and decisions are made regarding appropriate improvements. The improvements are then implemented, monitored, and the assessment cycle is repeated in a continuous effort to reduce identified gaps and reveal any new gaps that may require intervention. Assessment plans, continuous monitoring, and adjustment due to findings, provide accountability to our stakeholders and ensures improvement in student learning and institutional function. Assessment is the keystone of institutional effectiveness.

Institutional effectiveness is "best" evaluated from a holistic perspective. The sum of the parts provides a more accurate picture of the degree of effectiveness. Just as in student learning outcome assessment, learning should be evaluated from formative and summative learning experiences. The same is true when evaluating the degree of effectiveness for an academic department, college, educational unit, and an institution. All relevant assessment processes should be included to determine overall effectiveness. Programs should strive to achieve expected outcomes in course evaluations, course completion rates, student learning, retention rates, and graduation rates. The review of all assessment data will provide a more comprehensive and effective plan of action leading to continuous improvement and greater accountability.

The inserted diagram identifies the role of strategic planning as "what actions should we take to implement our purpose and goals." However, institutional effectiveness is a process where institutions determine how they are doing, that is, "how well are our students learning and administrative services

functioning.” The goal of this report is to identify how well we are functioning and what changes should we make to improve performance by the institution and increase student success and progression towards degree completion.



(Nichols, J.O. and K.W., Nichols, *The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness*, page 13, 3rd Edition, Agathon Press, New York 2000)

Course Transformation

There is viable evidence based best-practice teaching and learning strategies identified and discussed in the teaching and learning scholarship. These strategies assist students, and more specifically at risk students in high enrollment, high failure, and bottle neck courses. High enrollment and high failure rate courses impact students primarily in the first and second year of college, when students are the most vulnerable for failure and drop out. It is well documented that the lack of success in academic courses can derail a student’s path to completion. “Cliff Adelman reported in his 1999 publication *Answers in the Tool Box*, and his follow-up work, *The Toolbox Revisited*, students with 20% or more of their grades in the D, F, W, I category were the least likely to finish a degree” (Koch, 2013, page 86).

High risk courses or courses with high DFWI rates can be found in developmental, gateway, and degree courses (Koch, 2013; John N. Gardner Institute-Gateways to Completion Guidebook, 2013). These courses are often a precursor to a course sequence, serve as a course prerequisite, or require course completion before a student can progress towards a major. Science, technology, engineering, and

mathematic courses have often been defined as “high risk or killer” courses, however, research from the John N. Gardner Institute Gateways to Completion Initiative reveals that liberal arts courses can be equally disruptive towards degree completion.

Bottle neck courses are courses where students get stuck, and cannot progress towards degree completion. The negative effects of a bottle neck course can be felt by many students, faculty, and academic departments. Bottle neck courses that are designated as a core requirement for a degree major or serve multiple majors can paralyze an academic program or programs. Students caught in the bottle neck will repeat the course and in some cases repeat the course multiple times. This cycle increases the likelihood of student failure, drop out, and a burden of debt. Research reveals that the increase of duplicate instruction wastes both student and university resources (Adelman, 2006).

The review of student demographic data reveals that underserved populations are at greater risk of failing high risk courses as well as failure to persist towards degree completion. High risk student demographic characteristics include first generation college students, low-income students, and underserved racial and ethnic groups. The National Center for Educational Statistics (NCES, 2014) reveals that underserved student populations are at the greatest risk of not returning to college after the first year. NCES reports in May 2014 that retention rates for the 2006 cohort for whites was 36%, 17% for Blacks, 23% for Hispanics, 18% for Native Americans, and 40% for Asians.

The purpose for reviewing course success/failure rates is to identify where students have the most difficulty with General Education courses and degree paths. The primary objective for reviewing student success and failure is to identify courses which impact a student’s path to completion. The review is not designed to decrease course rigor or compromise academic integrity. In fact, it’s just the opposite. Knowing which courses are designated as “high failure” or “killer” courses can help an institution design a plan to assist students through the courses and develop student learning experiences within and outside the classroom that advance student success and degree achievement.

Extensive research in course transformation has shown that changes in pedagogy can positively impact student success, increase persistence to degree completion, and decrease institutional costs (John N. Gardner Institute-Gateways to Completion Guidebook, 2013; Fink, 2013; Ambrose, 2010; Turner, 2010; and Twigg, 2005). The National Center for Academic Transformation reports “at-risk populations consist of recent high school graduates who are frequently challenged by skills deficiencies in reading, writing, or mathematics during their first year of college. Often, these students are first-generation college goers not familiar with the mechanics or culture of higher education” (Twigg, 2005, page 3). A culture of student success can be achieved by implementing evidence based course transformation strategies. Some of the most robust course changes include providing a more rigorous experience (Rine, et al., 2015), incorporating active and collaborative student-centered pedagogies and high impact practices (Koch, 2013; Gateways to Completion Guidebook, 2013; Orey, 2010; Barkley, 2010; and Twigg, 2005), and ensuring that quality academic support services are available (Koch, 2013).

Institutional Evidence

The following recommendations are drawn from the results of the NSSE, Student Success/Failure rates, and Retention and Graduation rates:

- Increase active learning activities.
- Increase collaborative learning activities.
- Increase activities in and out of the classroom which promote learning strategies.
- Increase overall quality interactions with students.
- Increase quality interactions for students specifically with faculty.
- Increase academic support for students.
- Implement strategies to increase student retention.
- Increase academic challenge.
- Enhance enriching educational experiences and high-impact practices for students.
- Increase effective learning opportunities which help students connect learning to social problems or issues.
- Increase high-order learning opportunities for students.
- Increase reflective and integrative learning opportunities for students.
- Increase quantitative reasoning opportunities for students.
- Increase discussion opportunities for students with diverse groups.
- Increase opportunities that address important social, economic, and political issues.
- Increase written communication opportunities for students.
- Increase study abroad opportunities.
- Provide opportunities for seniors to complete a culminating senior experience (capstone).
- Change and improve strategies on how the university emphasizes spending significant time studying and on academic work.
- Implement strategies to increase retention and graduation rates.
- Implement strategies to increase retention and graduation rates for underrepresented student populations.

Southwestern Oklahoma State University Mission

<p style="text-align: center;">Mission</p>	<ul style="list-style-type: none"> • Nationally Accredited Programs • General Education Curriculum • Service and Experiential Learning Activities • Intellectual and Professional Skills (5Cs – Communication, Creativity, Critical Thinking, Collaboration, and Community) • Content Knowledge • Cultural Appreciation • Academic, Student Activities, and Organizations which promote the mission.
<p style="text-align: center;">Values</p>	<ul style="list-style-type: none"> • Accessible, Affordable, High-quality Associate, Bachelor’s, Master’s, and Professional Degree Programs • High standards for Instruction • High standards for student service (administration) • Research/Scholarly and Creative Activities • Service to the university and community • Safe, healthy, and diverse intellectual, cultural, and social environment • Center for Arts, Culture, and Science/Technology
<p style="text-align: center;">Vision</p>	<ul style="list-style-type: none"> • Innovative and accessible academic programs • Student activities and opportunities • Cultural inclusion and diversity • Promoting Global Awareness • Community and Private Sector Partnerships

The evidenced based recommendations support and align with the university mission, values, and vision.

NSSE 2014 National Survey of Student Engagement

The NSSE was implemented in 2008, 2009, 2010, and 2012 under the old survey analysis format. SWOSU implemented the NSSE in 2014 under the new analysis format. The results from 2010-2012 will be compared and the results from 2014 will establish a baseline for future comparison.

NSSE 2012 & 2010	Level of Academic Challenge	Active and Collaborative Learning	Student Faculty Interaction	Enriching Educational Experiences	Supportive Campus Environment	Action: Continuous Improvement Plan
Freshman 2012	51.9	40.1	37.4	25.3	63.8	Increase Academic Challenge, Active and Collaborative Learning, and Enriching Educational Experiences
Senior 2012	52.8	50.6	44.8	35.6	63.1	Increase Level of Academic Challenge and Enriching Educational Experiences
Freshman Public 2012	52.4	42.1	34.1	27.9	61.3	
Senior Public 2012	56.7	50.4	40.4	37.5	59.3	
NSSE Freshman Top 50% 2012	57.4	49.1	40.2	31.2	68.1	Strive to achieve NSSE Top 50% benchmarks
NSSE Senior Top 50% 2012	61.8	56.2	50.3	48.4	65.4	Strive to achieve NSSE Top 50% benchmarks
Freshman 2010	47.7	38.9	33.8	24.8	59.8	Increase Academic Challenge, Active and Collaborative Learning, and Enriching Educational Experiences
Senior 2010	53.6	53.1	44.0	36.3	66.2	Increase Level of Academic Challenge and Enriching Educational Experiences
Freshman Public 2010	51.8	41.2	33.0	28.0	61.1	
Senior Public 2010	56.1	50.1	39.8	37.9	58.6	
NSSE Freshman Top 50% 2010	57.2	48.1	39.9	31.1	67.2	Strive to achieve NSSE Top 50% benchmarks
NSSE Senior Top 10% 2010	60.9	56.6	49.2	47.7	64.7	Strive to achieve NSSE Top 50% benchmarks

NSSE 2018	Level of Academic Challenge	Active and Collaborative Learning	Student Faculty Interaction	Enriching Educational Experiences	Supportive Campus Environment	Action: Continuous Improvement Plan
Freshman 2018	51.9	40.1	37.4	25.3	63.8	Increase Academic Challenge, Active and Collaborative Learning, and Enriching Educational Experiences
Senior 2012	52.8	50.6	44.8	35.6	63.1	Increase Level of Academic Challenge and Enriching Educational Experiences

Freshman Public 2012	52.4	42.1	34.1	27.9	61.3	
Senior Public 2012	56.7	50.4	40.4	37.5	59.3	
NSSE Freshman Top 50% 2012	57.4	49.1	40.2	31.2	68.1	Strive to achieve NSSE Top 50% benchmarks
NSSE Senior Top 50% 2012	61.8	56.2	50.3	48.4	65.4	Strive to achieve NSSE Top 50% benchmarks
Freshman 2010	47.7	38.9	33.8	24.8	59.8	Increase Academic Challenge, Active and Collaborative Learning, and Enriching Educational Experiences
Senior 2010	53.6	53.1	44.0	36.3	66.2	Increase Level of Academic Challenge and Enriching Educational Experiences
Freshman Public 2010	51.8	41.2	33.0	28.0	61.1	
Senior Public 2010	56.1	50.1	39.8	37.9	58.6	
NSSE Freshman Top 50% 2010	57.2	48.1	39.9	31.1	67.2	Strive to achieve NSSE Top 50% benchmarks
NSSE Senior Top 10% 2010	60.9	56.6	49.2	47.7	64.7	Strive to achieve NSSE Top 50% benchmarks

NSSE 2014	Freshman	Seniors	Freshman Oklahoma	Senior Oklahoma	NSSE Freshman Top 50%	NSSE Senior Top 50%	Action: Continuous Improvement Plan
Academic Challenges							
High-Order Learning	34.4	39.5	37.7	40.7	40.6	43.3	Increase high-order learning opportunities.
Reflective & Integrative Learning	33.8	36.6	34.1	38.5	37.3	41.1	Increase reflective and integrative learning opportunities.
Learning Strategies	38.4	41.0	38.4	39.7	41.2	42.5	Increase activities in and out of class which promote learning strategies.
Quantitative Reasoning	24.4	28.3	26.5	29.5	28.8	31.3	Increase quantitative reasoning opportunities.
Learning with Peers							
Collaborative Learning	30.8	31.6	31.1	30.7	34.7	35.4	Increase collaborative learning opportunities.
Discussions with Diverse Others	36.8	41.8	41.1	42.0	43.2	43.9	Increase discussion opportunities with diverse groups.
Experiences with Faculty							
Student-Faculty Interaction	21.0	28.3	20.7	23.2	23.3	23.3	7.3 point difference between freshmen and seniors-consideration should be given on how to increase earlier contact for freshman with faculty.
Effective Teaching Practices	40.8	44.7	39.4	40.7	42.4	42.4	
Campus Environment							
Quality of Interactions	40.5	45.6	41.6	43.0	44.0	45.3	Increase overall quality interactions with freshman and increase quality interactions specifically with faculty and freshman. There is a 5.1 point difference between freshman and seniors in quality interactions.
Supportive Environment	34.9	35.1	38.1	33.0	39.4	36.1	Increase support for freshman.

NSSE 2018	Freshman	Seniors	Freshman Oklahoma	Senior Oklahoma	NSSE Freshman Top 50%	NSSE Senior Top 50%	Action: Continuous Improvement Plan
Academic Challenges							
High-Order Learning	36.8	40.9	35.9	38.5	38.9	41.3	Increase high-order learning opportunities.
Reflective & Integrative Learning	31.7	37.3	33.3	36.9	36.5	41.1	Increase reflective and integrative learning opportunities.
Learning Strategies	39.5	38.4	36.7	38.2	39.5	42.3	Increase activities in and out of class which promote learning strategies.
Quantitative Reasoning	28.3	30.1	26.2	28.5	28.7	30.7	Increase quantitative reasoning opportunities.

Learning with Peers							
Collaborative Learning	31.9	29.8	32.0	33.1	35.1	35.7	Increase collaborative learning opportunities.
Discussions with Diverse Others	35.4	40.6	38.0	40.7	41.4	41.9	Increase discussion opportunities with diverse groups.
Experiences with Faculty							
Student-Faculty Interaction	19.8	25.9	21.4	24.4	24.3	29.2	7.3 point difference between freshmen and seniors-consideration should be given on how to increase earlier contact for freshman with faculty.
Effective Teaching Practices	39.2	42.4	38.3	40.7	39.2	41.1	
Campus Environment							
Quality of Interactions	42.0	46.5	41.6	43.4	43.9	44.4	Increase overall quality interactions with freshman and increase quality interactions specifically with faculty and freshman. There is a 5.1 point difference between freshman and seniors in quality interactions.
Supportive Environment	34.8	34.5	35.5	32.1	37.9	34.3	Increase support for freshman.

NSSE 2014 Academic Challenge: Individual Items

Items	Freshman	Senior	Freshman Oklahoma	Senior Oklahoma
Time Spent Preparing for Class per week	11.5 hours	11.3 hours	13.5 hours	14.7 hours
Reading more than 10 hours a week	12.1%	13.4%	13.6%	17.4%
Average pages of assigned writing, current year	32.5 pages	34.3 pages	44.5 pages	76.8 pages (42.5 point difference between seniors and Oklahoma seniors)
Challenging Students to Do Their Best Work	53% high challenge 47% moderate challenge	57% high challenge 42% moderate challenge 1% low challenge	55% high challenge 43% moderate challenge 2% low challenge	57% high challenge 40% moderate challenge 3% low challenge
Academic Emphasis: how much did the institution emphasize spending significant time studying and on academic work.	83% very much or quite a bit.	89% very much or quite a bit (6% difference between freshman and seniors)	81 % very much or quite a bit	82% very much or quite a bit
<p>Action: Continuous Improvement</p> <p>Action Plan (lowest items noted relative to Oklahoma institutions: Freshman:</p> <ul style="list-style-type: none"> Increase support to students to succeed academically. Increase opportunities to be involved socially. Increase events that address important social, economic, political issues. <p>Senior:</p> <ul style="list-style-type: none"> Increase study abroad opportunities. Increase opportunities to connect learning to social problems or issues. Provide opportunities for seniors to complete a culminating senior experience (capstone). 	<p>The strategy SWOSU is using to emphasize the importance of studying and time spent on academic work is not having a robust impact on student behavior. Students are not applying what they're learning as it relates to time spent preparing for class and reading the material. From the responses, faculty members are assigning limited writing assignments. Freshman students are assigned 3.25 pages of writing in an academic month (Summer, Fall, and Spring). <u>Effective communication skills in writing and the implementation of student-centered and high-impact practices are considered evidence-based best practices which emphasize academic challenge and demonstrate high levels of student achievement.</u> Only 53% of freshman felt they were being challenged to do good work, and 47% of freshman believed they were moderately challenged.</p>	<p>The strategy SWOSU is using to emphasize the importance of studying and time spent on academic work is not having a robust impact on student behavior. Students are not applying what they are learning as it relates to time spent preparing for class and reading the material. From the responses, faculty members are assigning limited writing assignments. Senior students are assigned 3.43 pages of writing in an academic month (Summer, Fall, and Spring). <u>Effective communication skills in writing and the implementation of student-centered and high-impact practices are considered evidence-based best practices which emphasize academic challenge and demonstrate high levels of student achievement.</u> Only 57% of seniors felt they were being challenged to do good work, 42% of seniors reported they were moderately challenged, and, 1% of seniors reported they experienced low challenge to do good work.</p>		

Items	Freshman	Senior	Freshman Oklahoma	Senior Oklahoma
Time Spent Preparing for Class per week	14.5 hours	18.5 hours	12.5 hours	14.1 hours
Reading more than 10 hours a week	N/A (measure changed)	N/A (measure changed)	N/A (measure changed)	N/A (measure changed)
Average pages of assigned writing, current year	47.7 pages	58.9 pages	48.8 pages	72.7
Challenging Students to Do Their Best Work	52% high challenge 47% moderate challenge 1% low challenge	53% high challenge 46% moderate challenge 1% low challenge	48% high challenge 51% moderate challenge 1% low challenge	53% high challenge 46% moderate challenge 1% low challenge
Academic Emphasis: how much did the institution emphasize spending significant time studying and on academic work.	84% very much or quite a bit.	79% very much or quite a bit (6% difference between freshman and seniors)	75% very much or quite a bit	78% very much or quite a bit
<p>Action: Continuous Improvement</p> <p>Action Plan (lowest items noted relative to Oklahoma institutions):</p> <p>Freshman:</p> <ul style="list-style-type: none"> Increase support to students to succeed academically. Increase opportunities to be involved socially. Increase events that address important social, economic, political issues. <p>Senior:</p> <ul style="list-style-type: none"> Increase study abroad opportunities. Increase opportunities to connect learning to social problems or issues. Provide opportunities for seniors to complete a culminating senior experience (capstone). 	<p>The strategy SWOSU is using to emphasize the importance of studying and time spent on academic work is not having a robust impact on student behavior. Students are not applying what they're learning as it relates to time spent preparing for class and reading the material. From the responses, faculty members are assigning limited writing assignments. Freshman students are assigned 3.25 pages of writing in an academic month (Summer, Fall, and Spring). <u>Effective communication skills in writing and the implementation of student-centered and high-impact practices are considered evidence-based best practices which emphasize academic challenge and demonstrate high levels of student achievement.</u> Only 53% of freshman felt they were being challenged to do good work, and 47% of freshman believed they were moderately challenged.</p>	<p>The strategy SWOSU is using to emphasize the importance of studying and time spent on academic work is not having a robust impact on student behavior. Students are not applying what they are learning as it relates to time spent preparing for class and reading the material. From the responses, faculty members are assigning limited writing assignments. Senior students are assigned 3.43 pages of writing in an academic month (Summer, Fall, and Spring). <u>Effective communication skills in writing and the implementation of student-centered and high-impact practices are considered evidence-based best practices which emphasize academic challenge and demonstrate high levels of student achievement.</u> Only 57% of seniors felt they were being challenged to do good work, 42% of seniors reported they were moderately challenged, and, 1% of seniors reported they experienced low challenge to do good work.</p>		

NOTES: Time spent preparing for class increased at both the freshman and senior level while the Oklahoma average decreased for both freshmen and seniors.

The average pages of assigned writing has come closer to the state average.

NSSE 2014	Freshman	Seniors	Freshman Oklahoma	Senior Oklahoma	Action: Continuous Improvement Plan
High-Impact Practices (combined)	41% 1x 17% 2+	24% 1x 59% 2+			Increase high-impact practices for freshman and seniors that include increased oral and written communication opportunities, and practices that ensure quality engagement opportunities with faculty for freshman and seniors. Equally important, increase the emphasis and expectations that students are to perform at a high level. Providing effective academic opportunities in curricular and co-curricular programs will require a systematic and intentional academic support system provided by faculty and staff to ensure students have the necessary support and resources to be successful.
Learning Community	13%	20%	10%	21%	SWOSU freshman experience greater opportunities to participate in learning communities than Oklahoma freshman; however this comparison is not encouraging since Oklahoma has the worst full-time freshman retention rate and ninth worst six-year graduation rate in the nation. Only 44.1% of Oklahoma college students attain a bachelor's degree (NewsOK, 2009). Only 35% of SWOSU students earn a bachelor's degree in six years, 9.1% fewer students than Oklahoma college students, and 24% fewer students nationwide.
Service Learning	56%	70%	46%	54%	SWOSU freshman experience greater opportunities to participate in service learning than Oklahoma freshman. However, on the average 36.22% of freshman students leave after the first year and 57.14% of the remaining freshman cohort leave after the second year (SWOSU IR Office), 2/3 of every freshman cohort leave in the first two years.
Research with Faculty	13%	26%	6%	28%	SWOSU freshman experience greater opportunities to participate in research with faculty than Oklahoma freshman, however, 65% of students who enroll at SWOSU do not graduate within six years. In 2010 (CollegeMeasures.org), 75% African Americans, 74% Hispanics, and 81% Native Americans did not graduate within six years.
Internship or Field Experience		48%		45%	
Study Abroad		4%		14%	Increase opportunities for upper level students to participate in study abroad programs.
Senior Capstone or senior project/thesis		43%		56%	Provide the opportunity for seniors to complete a Senior Capstone or senior project/thesis.
Participated in at least one		83%		86%	Increase High-Impact Learning opportunities.
Participated in at least two		59%		63%	Increase High-Impact Learning opportunities.

NSSE 2018	Freshman	Seniors	Freshman Oklahoma	Senior Oklahoma	Action: Continuous Improvement Plan
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High-Impact Practices (combined)	48% 1x 7% 2+	30% 1x 60% 2+			Increase high-impact practices for freshman and seniors that include increased oral and written communication opportunities, and practices that ensure quality engagement opportunities with faculty for freshman and seniors. Equally important, increase the emphasis and expectations that students are to perform at a high level. Providing effective academic opportunities in curricular and co-curricular programs will require a systematic and intentional academic support system provided by faculty and staff to ensure students have the necessary support and resources to be successful.
Learning Community	6%	25%	9%	21%	SWOSU freshman experience greater opportunities to participate in learning communities than Oklahoma freshman; however this comparison is not encouraging since Oklahoma has the worst full-time freshman retention rate and ninth worst six-year graduation rate in the nation. Only 44.1% of Oklahoma college students attain a bachelor's degree (NewsOK, 2009). Only 35% of SWOSU students earn a bachelor's degree in six years, 9.1% fewer students than Oklahoma college students, and 24% fewer students nationwide.
Service Learning	51%	81%	56%	60%	SWOSU freshman experience greater opportunities to participate in service learning than Oklahoma freshman. However, on the average 36.22% of freshman students leave after the first year and 57.14% of the remaining freshman cohort leave after the second year (SWOSU IR Office), 2/3 of every freshman cohort leave in the first two years.
Research with Faculty	5%	28%	5%	21%	SWOSU freshman experience greater opportunities to participate in research with faculty than Oklahoma freshman, however, 65% of students who enroll at SWOSU do not graduate within six years. In 2010 (CollegeMeasures.org), 75% African Americans, 74% Hispanics, and 81% Native Americans did not graduate within six years.
Internship or Field Experience		40%		44%	
Study Abroad		2%		12%	Increase opportunities for upper level students to participate in study abroad programs.
Senior Capstone or senior project/thesis		47%		56%	Provide the opportunity for seniors to complete a Senior Capstone or senior project/thesis.
Participated in at least one		90%		85%	Increase High-Impact Learning opportunities.
Participated in at least two		60%		57%	Increase High-Impact Learning opportunities.

Course Success/Failure Rates 2013-2014 for Gateway Courses

Course Summary

Courses	Academic Cycle 13-14	ABC Success Rate	D Below Average Rate	F Failure Rate	W and W/F Withdraw and Withdraw/Failure Rate	F/W Rate	Notes
5 STEM 4 Liberal Arts	Student Total (Duplicated-Head Count) N=5230	65% N=3396	10% N=472	10% N=497	15% N=785	25% N=1282	DFW Rate 35% N=1754

Courses	Academic Cycle 18-19	ABC Success Rate	D Below Average Rate	F Failure Rate	W and W/F Withdraw and Withdraw/Failure Rate	F/W Rate	Notes
5 STEM 4 Liberal Arts	Student Total (Duplicated-Head Count) N=5639	66% N=3,744	8% N=459	11% N=615	15% N=821	25% N=1436	DFW Rate 34% N=1895

Notes: Due to the introduction of support courses, the number of students who take gateway courses increased by 309 from 2014 to 2019.

Course Success/Failure Rates 2013-2014 for Gateway Courses

Course	Semester	ABC Success Rate	D Below Average Rate	F Failure Rate	W and W/F Withdraw and Withdraw/Failure Rate	F/W Rate	Notes
ENGL 1113 Comp I	Fall 2013	70% N=382	6% N=32	3% N=20	21% N=112	24% N=132	13-14 W does not include W/Fs
	Spring 2014	62% N=112	9% N=16	13% N=23	16% N=28	29% N=51	Sp2014 had a single section of 34 A's
	Total	68% N=494	7% N=48	6% N=43	19% N=140	25% N=183	DFW Rate 32% N=231
ENGL 1213 COMP II	Fall 2013	61% N=114	6% N=12	5% N=10	27% N=50	32% N=60	13-14 does not include W/Fs

	Spring 2014	71% N=282	6% N=25	6% N=24	16% N=64	22% N=88	
	Total N=581	68% N=396	6% N=37	6% N=34	20% N=114	25% N=148	Rounding DFW Rate 32% N=185

Course	Semester	ABC Success Rate	D Below Average Rate	F Failure Rate	W and W/F Withdraw and Withdraw/Failure Rate	F/W Rate	Notes
ENGL 1113 Comp I	Fall 2018	75% N=440	4% N=26	8% N=49	12% N=73	21% N=122	
	Spring 2019	55% N=140	4% N=9	9% N=24	16% N=40	25% N=64	
	Total N=801	72% N=580	4% N=35	9% N=73	14% N=113	23% N=186	DFW Rate 28% N=221
ENGL 1213 COMP II	Fall 2018	65% N=130	3% N=6	17% N=33	15% N=30	32% N=63	
	Spring 2019	77% N=349	4% N=17	8% N=34	12% N=53	19% N=87	
	Total N=652	73% N=479	4% N=23	10% N=67	13% N=83	23% N=150	DFW Rate 27% N=173

MATH 1143	Fall 2013	42% N=34	12% N=10	22% N=18	23% N=19	46% N=37	13-14 does not include W/Fs
	Spring 2014	43% N=33	13% N=10	9% N=7	34% N=26	43% N=33	
	Total N=157	43% N=67	13% N=20	16% N=25	29% N=45	45% N=70	DFW Rate 57% N=90

MATH 1143	Fall 2013	42% N=34	12% N=10	22% N=18	23% N=19	46% N=37	13-14 does not include W/Fs
	Spring 2014	43% N=33	13% N=10	9% N=7	34% N=26	43% N=33	
	Total N=157	43% N=67	13% N=20	16% N=25	29% N=45	45% N=70	DFW Rate 57% N=90

MATH 1513	Fall 2013	54% N=226	10% N=43	10% N=43	26% N=109	36% N=152	13-14 does not include W/Fs
	Spring 2014	33% N=75	9% N=20	18% N=41	4% N=8	22% N=49	
	Total N=645	47% N=301	10% N=63	13% N=84	18% N=117	31% N=201	DFW Rate 41% N=264
BIOL 1004	Fall 2013	64% N=197	17% N=54	10% N=30	9% N=29	19% N=59	FA13 Includes one W/F
	Spring 2014	68% N=202	14% N=40	13% N=37	6% N=17	18% N=54	Rounding SP14 does not include W/Fs

	Total N=606	66% N=399	16% N=94	11% N=67	8% N=46	19% N=113	DFW Rate 34% N=207
CHEM 1004	Fall 2013	76% N=76	8% N=8	4% N=4	12% N=12	16% N=16	FA 13 Includes one W/F
	Spring 2014	84% N=65	9% N=7	0% N=0	6% N=5	6% N=5	SP14 does not include W/Fs

MATH 1513	Fall 2013	54% N=226	10% N=43	10% N=43	26% N=109	36% N=152	13-14 does not include W/Fs
	Spring 2014	33% N=75	9% N=20	18% N=41	4% N=8	22% N=49	
	Total N=645	47% N=301	10% N=63	13% N=84	18% N=117	31% N=201	DFW Rate 41% N=264
BIOL 1004	Fall 2013	64% N=197	17% N=54	10% N=30	9% N=29	19% N=59	FA13 Includes one W/F
	Spring 2014	68% N=202	14% N=40	13% N=37	6% N=17	18% N=54	Rounding SP14 does not include W/Fs
	Total N=606	66% N=399	16% N=94	11% N=67	8% N=46	19% N=113	DFW Rate 34% N=207
CHEM 1004	Fall 2013	76% N=76	8% N=8	4% N=4	12% N=12	16% N=16	FA 13 Includes one W/F
	Spring 2014	84% N=65	9% N=7	0% N=0	6% N=5	6% N=5	SP14 does not include W/Fs

	Total N=177	80% N=141	8% N=15	2% N=4	10% N=17	12% N=21	DFW Rate 20% N=36
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HIST 1063	Fall 2013	65% N=269	10% N=42	17% N=69	8% N=32	25% N=101	HIST 1063 US History has since been divided into HIST 1043 (pre 1877) and HIST 1053 (post 1877)
	Spring 2014	56% N=185	14% N=46	19% N=62	11% N=36	30% N=98	
	Total N=741	61% N=454	12% N=88	18% N=131	9% N=68	27% N=199	DFW Rate 39% N=287
POLSC 1103	Fall 2013	76% N=281	6% N=24	8% N=28	10% N=39	18% N=67	
	Spring 2014	85% N=261	4% N=11	5% N=16	6% N=20	12% N=36	Rounding
	Total N=680	80% N=542	5% N=35	6% N=44	9% N=59	15% N=103	DFW Rate 20% N=138
COMSC 1022	Fall 2013	69% N=368	5% N=27	9% N=50	17% N=89	26% N=139	
	Spring 2014	61% N=234	12% N=45	4% N=15	23% N=90	27% N=105	
	Total N=918	66% N=602	8% N=72	7% N=65	19% N=179	27% N=244	Rounding DFW Rate 34% N=316

Retention Rates

Retention Rates First Year

	2013	2012	2011	2010	2009	2008	2007	2006	2005
Freshman Retention Rates Average: 63.78%	66%	65%	62%	57%	65%	66%	63%	64%	66%

Retention Rates Second Year

	2013	2012	2011	2010	2009	2008	2007	2006	2005
Freshman Retention Rates Average: 42.86%			47%	45%	48%	51%	48%	50%	52%

Presently, our first year freshman cohort attrition is 36.22% (average) and second year attrition is 57.14% (same freshman cohort). Approximately, every two years we lose 2/3 of a freshman cohort. These numbers are costly for the student and the university. The student leaves the institution burdened with student loan debt and no degree. On the average, a freshman student who leaves in the first or second year could be burdened with student loan debt as high as \$17,000 to \$30,000 (average cost per year). The university also experiences tremendous loss, 35% attrition rate leads to a loss of tuition revenue of \$1.5M per year and a 50% attrition rate from the second year freshman cohort is an additional \$1.6M per year. Over a four year period the university tuition revenue loss from one freshman cohort cycle due to attrition is \$7.925M.

Graduation Rates

	14-15	13-14	12-13
Associate's Degree Awarded	182	101	115
Bachelor's Degree Awarded	612	609	575
Master's Degree Awarded	223	196	222
Specialist Degree Awarded	0	0	0
Doctor's Degree Awarded	78	67	77
Total	1095	973	989

The six year graduation rate for SWOSU 2006 cohort is 35% and the six year graduation rate for 2007 cohort is 30%, a decrease of 5% (Common Data Set 13-14 and 14-15).

The national average six year graduation rate is 59% for a bachelor's degree at a 4-year degree-granting institution for the fall 2006 cohort (NCES, 2012).

Public institution-4 year degree granting: 57% graduation rate

Private nonprofit institution-4 year degree granting: 66%

Private for profit institution-4 year degree granting: 32%