



Southwestern Oklahoma State University
SWOSU Digital Commons

Assessment Center Reports

Assessment Center Reports

2020

2019-2020 Annual Assessment Report

Southwestern Oklahoma State University

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



SWOSU Co-Curricular Annual Assessment Report 2019-2020

Dr. Ruth Boyd
June 2020

Contents

SWOSU Co-Curricular Annual Assessment Report 2019-20201

University Mission Statement3

Student Affairs Mission Statement3

General Education Outcomes.....3

HLC Core Components.....3

HLC Co-curricular Definition3

Student Affairs Assessment Cycle4

Summary.....5

2020 Assessment Retreat5

 Table 1. Selected SSI Survey Statements.....5

 Table 2. Lowest Rankings of Satisfaction.....6

 Table 3. Highest Performing Relative to Oklahoma7

 Table 4. Lowest Performing Relative to Oklahoma7

High-Impact Practices.....7

Co-Curricular Survey.....8

 Table 5.Co-Curricular Survey Data 2019-20208

Other Direct Measures of Assessment.....9

 Table 6.Dean of Students Survey.....9

 Table 7.Wellness Center/Intramurals Survey.....9

 Table 8.SWOSUConnect Assessments..... 10

Progress Status 10

2020-2021 Action Plan 11

References 12

University Mission Statement

Southwestern Oklahoma State University supports students and community through its integration of effective teaching, scholarly and creative endeavors and civic engagement.

Student Affairs Mission Statement

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

General Education Outcomes

SWOSU General Education Goal Five: Intellectual and Professional Aptitudes

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

- 5a. Critical Thinking. Construct a systematic investigation of content, theories, and practices and evaluate the application and effects to real life settings.
- 5b. Creativity. Develop and design an authentic project or creative works related to academic content.
- 5c. Collaboration. Collectively engage in activities and contribute information and resources to accomplish group goals.
- 5d. Connection. Participate in community service, and through self-reflection and investigation identify solutions to problems experienced by the service site.
- 5e. Communication. Explain views in written or electronic formats or through presentations that clearly articulate the intended meaning.
- 5f. Relevance: Understand the importance of a liberal arts education in the modern world.

HLC Core Components

Criterion 1. Mission. The institution's mission is clear and articulated publicly; it guides the institution's operations.

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

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

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

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

HLC Co-curricular Definition

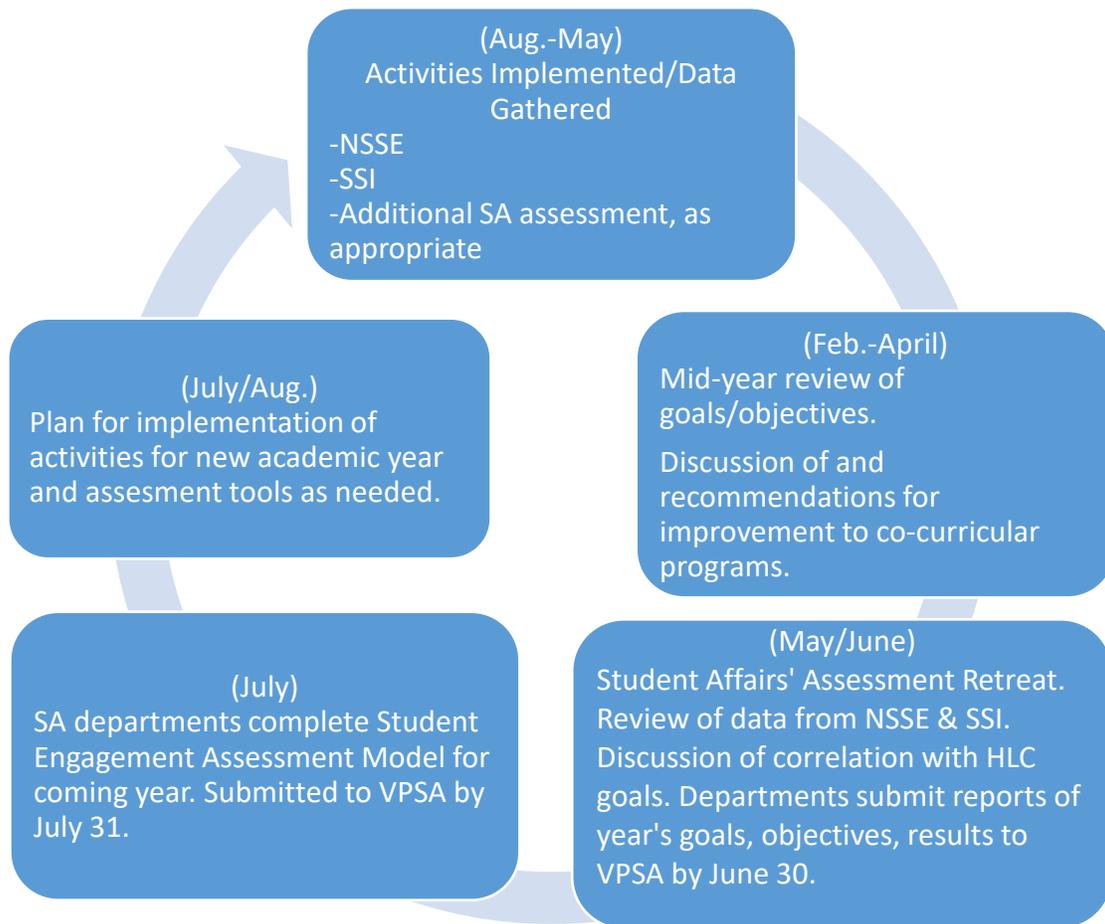
Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organizations, athletics, honor societies, career services, etc.

Student Affairs Assessment Cycle

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

SSI: Student Satisfaction Inventory (SWOSU Assessment Center)

Joint Assessment (SWOSU Student Affairs – Implemented Fall 2018)



Summary

SWOSU Student Affairs (S. A.) continues their collaborative effort to appropriately assess co-curricular activities. In May of 2016, the S. A. team designed the first Student Engagement Assessment Model, correlating it to General Education curriculum outcomes, SWOSU strategic plan goals, and Higher Learning Commission core components. This framework supports previous feedback from the Higher Learning Commission (HLC), which stated:

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

Student Affairs incorporates both indirect and direct measures of assessment. Indirect measures include the National Survey of Student Engagement (NSSE) and the Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI). Direct measures of assessment include the SWOSU Co-curricular survey (administered to select cohorts of university students) and assessment incorporated into the SWOSUConnect first-year experience course. Student Learner Outcomes for the direct measures of assessment are correlated to General Education Goal Five: Intellectual and Professional Aptitudes.

2020 Assessment Retreat

Discussion at the June 2020 assessment retreat centered on the most recent NSSE and SSI data, as well as direct measures of assessment. Due to the COVID-19 pandemic and the financial constraints associated with it, SWOSU administrators decided to forego implementation of the 2020 SSI. The data tables and narrative that follow stem from SWOSU sophomores, juniors, and graduate students, who were previously invited to participate in the 2018 administration of the SSI. Respondents ranked each item as 1) not satisfied at all; 2) not very satisfied; 3) somewhat dissatisfied; 4) neutral; 5) somewhat satisfied; 6) satisfied; 7) very satisfied. SWOSU results were “compared nationally through Noel-Levitz, Inc. with normative data based on 71,029 student records;” the SSI Summary Report indicated that “all but two satisfactions scores of SWOSU students were higher than the national average” (SSI, 2018, p. 1). The following tables provide a summary of key survey statements pertaining to S. A. offices, the index of importance according to students, SWOSU’s satisfaction score, and the mean difference as compared to national four-year publics.

Table 1. Selected SSI Survey Statements

SSI Item Statement	Importance	SWOSU Score	Mean Difference
7. The campus is safe and secure for all students.	6.70	6.31	+0.79
34. I am able to register for classes I need with few conflicts.	6.63	6.06	+0.97
36. Security staff respond quickly in emergencies	6.63	6.28	+0.88
66. Tuition paid is a worthwhile investment.	6.54	5.82	+0.67
59. This institution shows concern for students as individuals.	6.53	6.09	+0.93
2. The campus staff are caring and helpful.	6.52	5.94	+0.65
45. Students are made to feel welcome on this campus.	6.52	6.21	+0.76
29. It is an enjoyable experience to be a student on this campus.	6.51	6.02	+0.69
4. Admission staff are knowledgeable.	6.47	5.95	+0.73
27. The personnel involved in registration are helpful.	6.45	6.04	+0.75
22. Counseling staff care about students as individuals.	6.43	6.05	+0.85
62. There is a strong commitment to racial harmony on this campus.	6.38	6.00	+0.51
63. Student disciplinary procedures are fair.	6.37	6.16	+0.74
67. Freedom of expression is protected on campus.	6.35	6.09	+0.55

SSI Item Statement	Importance	SWOSU Score	Mean Difference
49. There are adequate services to help me decide upon a career	6.34	5.78	+0.56
43. Admissions counselors respond to prospective students' unique needs and requests.	6.33	5.94	+0.75
15. The staff in the health services area are competent.	6.32	5.93	+0.59
57. I seldom get the "run-around" when seeking information on this campus.	6.32	5.67	+0.89
73. Student activities fees are put to good use.	6.31	5.35	+0.63
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.30	5.90	+0.72
64. New student orientation services help students adjust to college.	6.22	5.80	+0.58
1. Most students feel a sense of belonging here.	6.20	5.83	+0.68
46. I can easily get involved in campus organizations.	6.15	5.94	+0.57

Table 2. Lowest Rankings of Satisfaction

SSI Item Statement	Importance	SWOSU Score	Mean Difference
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.).	6.19	4.61	-0.25
54. Bookstore staff are helpful.	6.04	5.41	-0.11

The University remains committed to improving campus residence halls. Henrietta Mann Hall is a residence complex comprised of two seven-story towers. The newly renovated south tower re-opened for occupancy fall of 2018. Plans for renovating the north tower will be implemented when appropriate funding is available. Black Kettle Hall, a three-story housing facility featuring suite-styled bedrooms with semi-private bathrooms, has also undergone recent renovations, opening to students in 2015.

As of fall 2020, the university will reclaim management of the on-campus bookstore. As a response to student and faculty concerns, an early termination of the previous vendor's contract was negotiated. The transition began in early 2020, with the hiring of a university manager. Construction plans were designed to combine the bookstore and the convenience store. In order to generate excitement about the new venture, a naming contest was held. Nearly 1,500 students submitted approximately 3,000 names for the new space. The winning name was announced at the February 27, 2020 varsity basketball games. *Alma Mater Merc*, the winning name, earned one creative student the award of an Apple or Dell product up to \$1,300 or a \$1,300 tuition waiver. Second and third place winners earned the equivalent of \$650 and \$300, respectively, in an Apple or Dell product or tuition waiver.

The NSSE provides data that indicates "how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning" (NSSE, 2019, p. 1). Freshman and senior undergraduate students participated in SWOSU's 2019 administration of the NSSE. Participants utilize the rating scale 1) Never; 2) Sometimes; 3) Often; 4) Very often. When rating administrative offices, students used a scale that ranged from 1 (poor) to 7 (excellent). NSSE reports the mean score of SWOSU's respondents per item. The comparison group feature in the 2019 administration of the NSSE was other Oklahoma institutions. The table below displays key co-curricular questions on which SWOSU students scored the highest, relative to our comparison group.

Table 3. Highest Performing Relative to Oklahoma

NSSE Item Statement	Difference in Percentage Points with Comparison Group
First-Year Responses	
Quality of interactions with administrative staff and offices (registrar, financial aid, etc.)	+11
Quality of interactions with student services staff (career services, student activities, housing, etc.)	+11
Institution emphasis on providing support for your overall well-being (recreation, healthcare, counseling, etc.)	+10
Institution emphasis on using learning support services (tutoring services, writing center, etc.)	+10
Senior Responses	
About how many courses have included a community-based project (service-learning)?	+19
Quality of interactions with other administrative staff and offices.	+15
Institution emphasis on using learning support services.	+13

The table below displays the key questions on which respondents scored SWOSU the lowest, relative to the comparison group.

Table 4. Lowest Performing Relative to Oklahoma

NSSE Item Statement	Difference in Percentage Points with Comparison Group
First-Year Responses	
Evaluating a point of view, decision, or information source.	-11
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussion or assignments.	-11
Senior Responses	
Prepared for exams by discussing or working through course material with other students.	-9
Participated in a study abroad program (HIP).	-10

High-Impact Practices

The NSSE stresses the importance of high impact practices (HIP) as “life-changing” for university students. NSSE founder George Kuh recommends that all students participate in a minimum of two HIPs during their baccalaureate studies, one during their first year and one in the context of academic major (NSSE, 2019). For the purposes of this report, HIPs include service-learning, a learning community, and research with faculty. The senior data also includes participation in an internship or field experience, study abroad, and culminating senior experience.

The data indicate that SWOSU has made strides toward this goal. Between the years of 2014 and 2019, overall first-year HIP participation increased from 58% to 61%. For seniors, participation in one HIP rose from 24% to 28%. Seniors reports participation in two or more HIPs remained somewhat constant over the five-year span, ranging from 59% to 60%.

In order to increase freshmen participation in a HIP, SWOSU New Student Orientation and the Service Learning Coordinator collaborated to implement a Service Learning module in the Freshman Orientation course. The module included participation in *SWOSU Serves Saturday*, a day of service in the community. Participating

students completed a written pre-reflection prior to the activity and a reflection response upon completion of the service-learning experience, following the design of Jacoby’s (2015) model for critical reflection. Students were provided with discussion board rubrics in order to guide their pre-reflection and reflection responses. Jacoby (2015) states, “Providing rubrics that concretely describe critical reflection...are helpful to students” and that this form of methodology is “an effective strategy [combining] several reflection modes [that are] continuous, connected, challenging, and contextualized” (p. 32). As part of the reflective activity, students were asked *How have you changed as a result of this service-learning experience?* During the first year of implementation (fall 2018) the top four responses included 1) more collaboration skills; 2) enjoyment in helping others; 3) increased respect for others; 4) more appreciation for peers. In response to the second prompt *How will these changes affect your future behaviors?* students responded with 1) inspiration to do more community service; 2) expression of more gratitude; 3) improved attitude; 4) willingness to try new things. This data supports the student learner outcome of this activity which states, *Students will use critical reflection to examine the personal impact of service-learning.* Boyd, Boyd, and Alexander (2020) published complete results of the study. The program, and subsequent data collection, continued during the 2019 fall semester and will be implemented again during the 2020 fall semester.

Co-Curricular Survey

Spring 2019 was the first semester that Student Affairs implemented a co-curricular survey, modeled after an HLC conference presentation *Beyond the Classroom: Assessment of Institutional SLOs by Co-Curricular Departments*, presented by Lakeland Community College. The elements of the survey SWOSU focused on a cohort of athletes who had participated in community service, as required by their coaches. Table 5 reflects their responses over the two-year period.

Table 5. Co-Curricular Survey Data 2019-2020

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		N/A	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
Participation in community service activities have strengthened my professional aptitudes, such as organization/punctuality/work ethic.	80%	49%	15%	44%	5%	4%	-	2%	-	-	-	1%
Participation in my organization/athletics/club has helped me develop a sense of civic engagement and respect for others.	90%	59%	10%	36%	-	3%	-	2%	-	-	-	-

Anecdotal comments by student-athletes reflected both praise for required community service projects and suggestions for increased civic engagement opportunities. Excerpts include:

- Participating in community service has helped develop my professionalism because it shows me how to organize an event. Through it, I see the importance of communication, follow through, work ethic, and being punctual and present.
- By participating in my organization, I work with many people that I otherwise wouldn’t have. I get to engage with new people and make friendships. It helps me to understand others and to help them whenever I can.

- Organizations are not required to participate in service community hours. The school should encourage student organizations, and not simply incoming freshmen, to become involved in the community.

Other Direct Measures of Assessment

During the 2019-2020 academic year, the Dean of Students and the Director of Wellness Center/Intramurals implemented their first direct measure of assessment. The student learner outcomes of both assessments are correlated to General Education Goal Five: Intellectual and Professional Aptitudes. Results will be used for program improvement.

The majority of respondents (83%) to the Dean of Students' survey visited his office due to a medical, mental health, academic, or family issue, while 17% visited his office due to a disciplinary issue (non-academic misconduct or academic misconduct).

Table 6. Dean of Students Survey

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
As a result of experiencing the conduct process, I am better able to evaluate my actions and their impact.	37%	36%	9%	-	18%
The conduct process helped me develop a way to think critically about my behaviors and how they affect myself and others.	28%	36%	18%	-	18%
After meeting with the Dean of Students office, I am able to identify the resources available to me (counseling services, student health services, appeal procedures, etc.).	40%	42%	7%	7%	4%
After meeting with the Dean of Students office, I understand how to utilize support services that are available to students.	31%	43%	13%	9%	4%

Participants in intramural sports were surveyed to determine their perception of the experience and their sense of belonging. Results will be used for intramural program development and staff training.

Table 7. Wellness Center/Intramurals Survey

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
By participating in intramural sports, I see myself as part of the campus community.	50%	41%	9%	-	-
Intramural sports help me develop stronger friendships at SWOSU.	62%	26%	6%	6%	-
Participation in intramural sports teaches important values such as team spirit, collaboration, and community connections.	38%	28%	31%	-	3
I feel better physically when I exercise regularly.	68%	29%	3%	-	-
Exercising regularly reduces my stress and anxiety levels.	53%	32%	12%	3%	-
Intramurals allow all students to experience the fun of sports participation regardless of ability level.	56%	29%	15%	-	-

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The Wellness Center/Intramural Programs provide a safe environment in which to be physically active and socialize.	56%	29%	12%	-	3%
Wellness Center staff foster a feeling of respect among all students, faculty, and staff who use the facility.	38%	35%	18%	6%	3%

The SWOSUConnect first-year experience course provides a rich environment for co-curricular assessment. Under the direction of the New Student Orientation director, multiple Student Affairs' offices collaborate to provide modules of instruction that correlate to General Education Goal Five: Intellectual and Professional Aptitudes. Table 8 outlines assessments conducted by these offices.

Table 8. SWOSUConnect Assessments

Program	Student Learner Outcome	Measurement	Indicator	SLO Met Yes/no
Career Services	Students describe a tentative field of study, using field related terminology.	Career Project Rubric	Rubric scoring average of 70%	Yes
New Student Orientation	Students will engage in two campus co-curricular activities in order to acquire knowledge of support services and activities available at SWOSU.	Photo documentation and discussion board post	Discussion board rubric scoring average of 70%	Yes
SWOSU Police	Students will reflect on police presentation on alcohol awareness.	Discussion board response to alcohol awareness prompt	Discussion board rubric scoring average of 70%	Yes
Service Learning Coordinator	Students will complete pre-flection and reflection activities based upon their <i>SWOSU Serves</i> experience	Discussion board pre-flection and reflection prompts	Discussion board rubric scoring average of 70%	Yes

Progress Status

Specific actions from the 2019-2020 action plan included:

1. New Student Orientation and Career Services will continue to implement the career awareness module in SWOSUConnect. *Student Learner Outcome: Student will describe a tentative field of study, using field related terminology.* The curriculum will be provided to all instructors so that there will be uniformity in the assignment. The assessment will be graded with a rubric to ensure validity and reliability.

The 2019-2020 data indicated that students achieved an average score of 70%, so the criterion for success was met. Student Affairs believes this is a strong assessment because the curriculum is provided to all instructors, so there is uniformity in the assignment. It is graded with a rubric to ensure validity and reliability of scores. **Status: Successfully implemented and ongoing.**

2. The SWOSU Police Department will continue to collaborate on the alcohol awareness module of SWOSUConnect. *Student Learner Outcome: Students will articulate lessons learned from special presentation,*

made by SWOSU police department. Students' discussion board posts will be graded with a rubric to ensure objectivity.

The 2019-2020 data indicated that students achieved an average score of 70%, meeting the criterion for success. Student Affairs believes this to be a strong assessment since the curriculum is designed and delivered by SWOSU Police Department and the discussion board response is graded with a rubric to ensure reliability and validity of scores. This interaction between SWOSU officers and students is just one example of the proactive philosophy of this institution, reflected in positive student responses on both the NSSE and SSI. **Status: Successfully implemented and ongoing.**

3. New Student Orientation and Student Activities will continue to collaborate in order to address the SSI and NSSE responses of underclassmen on the 2018 surveys. A Student Involvement and Service Learning module has been added to the SWOSUConnect curriculum. Students will be required to engage in two campus activities in order to acquire knowledge of support services and activities available at SWOSU.

The 2018-19 data indicated that SWOSU freshmen met this target with 70% accuracy. To complete the assignment, students were required to attend two campus activities in the first 8-weeks of the semester. As proof of their attendance, they were to upload a photo of themselves to the Canvas Learning Management System, followed by writing to discussion board prompts. 70% of the freshmen met the requirement during the fall 2019 semester. **Status: Successfully implemented and ongoing.**

4. New Student Orientation and the Service Learning Coordinator will collaborate in order to facilitate the annual *SWOSU Serves Saturday*. SWOSU Serves will provide students in SWOSUConnect with a service-learning opportunity, designated as a High Impact Practice. Participating students will complete a pre-reflection prior to the activity and a reflection response upon completion of the service-learning experience. **Status: Successfully implemented and ongoing.**

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

2020-2021 Action Plan

1. Continued collaboration between SWOSU Police and New Student Orientation to implement alcohol and other drug (AOD) prevention module in SWOSUConnect course. Student Learner Outcomes of written response assessed with a rubric to ensure validity and reliability.

2. Continued collaboration between New Student Orientation and Service Learning Coordinator to increase freshmen participation in SWOSU Serves Saturday. Student Learner Outcomes of pre-reflection and reflection responses assessed with a rubric to ensure validity and reliability. Continued data collection on the impact of service-learning, as it relates to General Education Goal Five.

3. Continued collaboration between New Student Orientation and Career Services on implementation of the Career Awareness module in SWOSUConnect course. Student Learner Outcomes of written response assessed with a rubric to ensure validity and reliability.

4. Expanded development of direct measure of assessment for co-curricular activities in the form of the co-curricular survey, SWOSUConnect modules, and for individual offices.

5. As a follow-up to the administration of the Healthy Minds Survey, Counseling Services will continue to lead the SWOSU JED Task Force in planning and implementation of strategic plan for students' emotional well-being.

References

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

Boyd, R., Boyd, A, & Alexander, T. (2020). SWOSU serves: An integration of service-learning. *National Social Science Journal*. 53(2), 25-30.

Jacoby, B. (2015). *Service-learning essentials: Questions, answers, and lessons learned*. San Francisco, CA: Jossey-Bass.

National Survey of Student Engagement. (2019). *NSSE 2019 snapshot: Southwestern Oklahoma State University*. Bloomington, IN: Center for Postsecondary Research, Indiana University School of Education.

Student Satisfaction Inventory. (2018). *Southwestern Oklahoma State University: Ruffalo Noel-Levitz student satisfaction inventory*. Cedar Rapids, IA: Ruffalo Noel Levitz.