



Southwestern Oklahoma State University
SWOSU Digital Commons

Assessment Center Reports

Assessment Center Reports

2021

2020-2021 Co-Curricular Assessment Report

Southwestern Oklahoma State University

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



Part of the [Adult and Continuing Education Commons](#), and the [Higher Education Commons](#)

Recommended Citation

Southwestern Oklahoma State University, "2020-2021 Co-Curricular Assessment Report" (2021).
Assessment Center Reports. 99.
<https://dc.swosu.edu/assessmentall/99>

This Student Affairs is brought to you for free and open access by the Assessment Center Reports at SWOSU Digital Commons. It has been accepted for inclusion in Assessment Center Reports by an authorized administrator of SWOSU Digital Commons. An ADA compliant document is available upon request. For more information, please contact phillip.fitzsimmons@swosu.edu.



SWOSU Co-Curricular Annual Assessment Report 2020-2021

Dr. Ruth Boyd
June 2021

Contents

SWOSU Co-Curricular Annual Assessment Report 2020-2021	1
University Mission Statement	3
Student Affairs Mission Statement	3
General Education Outcomes	3
HLC Core Components	3
HLC Co-curricular Definition	3
Student Affairs Assessment Cycle	4
Summary	5
2021 Assessment Retreat	5
Core Component 1.C	5
Core Component 2.B	6
Core Component 2.D	6
Core Component 3.D	6
Core Component 4.B	7
High-Impact Practices	7
Data Collection	8
Table 1.Collaboration	8
Table 2.Community Connection	8
Table 3.Relevance	9
Summary	9
Other Measures of Assessment	9
Table 4.Dean of Students Survey	9
Table 5.Wellness Center/Intramurals Survey	10
Table 6.SWOSUConnect Assessments	10
Progress Status	11
2021-2022 Action Plan	12
References	13

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

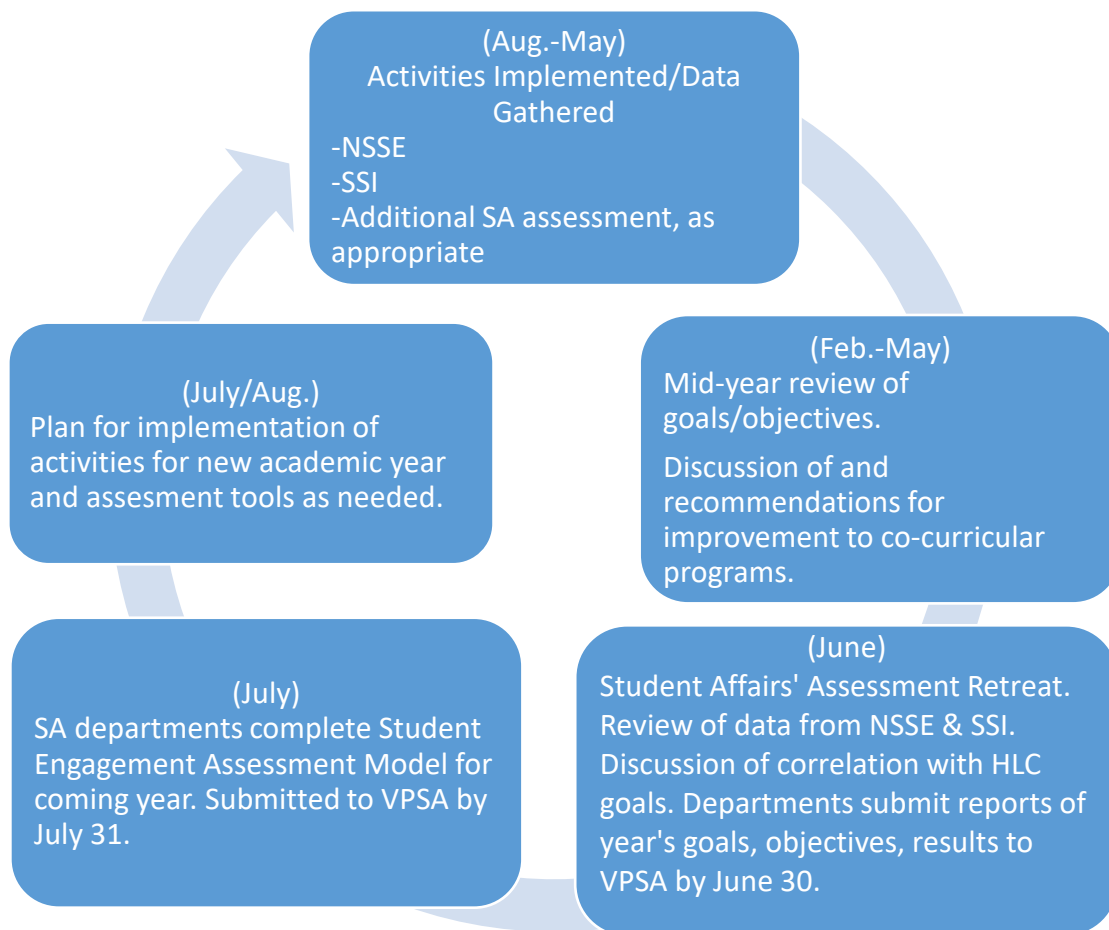
Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organizations, athletics, honor societies, career services, etc.

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

The 2020-2021 academic year was one of challenges and victories, as the University successfully implemented COVID-19 pandemic protocols in order for instruction to continue in a face-to-face format. Protocols included a campus mandatory mask and distancing policy. Class sizes, as well as cocurricular gatherings, were strictly limited in participant size. Instruction was offered in various formats including synchronous and asynchronous virtual learning formats and cocurricular activities followed identical guidelines.

The University also hosted a successful on-site accreditation visit by the Higher Learning Commission (HLC) in October 2020. The final report indicated that no interim monitoring was needed on any of the criteria. Due to financial constraints incurred due to the pandemic response, indirect measures such as the National Survey of Student Engagement (NSSE) and the Student Satisfaction Inventory (SSI) were not administered during the 2020-2021 academic year. However, direct measures, such as those incorporated into the SWOSUConnect first-year experience course, were implemented. These direct measures are correlated to General Education Goal Five: Intellectual and Professional Aptitudes.

2021 Assessment Retreat

The June 2021 Student Affairs Assessment Retreat focused on findings from the Peer Review Team Final Report (SWOSU, 2020a). Excerpts pertaining to the Division of Student Affairs include:

Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

- 1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.**
- 2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.**

Within the General Education program, professional aptitudes, defined as critical thinking, creativity, collaboration, community connection, communication and relevance, are incorporated and assessed. To promote engaged citizenship and professional skills, SWOSU places a strong emphasis on service learning, beginning with the service projects embedded into the first-year experience course and continuing through experiential learning in capstone course. Additionally, SWOSU offers several leadership opportunities, including the President's Leadership Class, to outstanding undergraduate students.

A number of workshops have been offered on issues such as implicit bias and microaggressions, but these appear to be episodic, rather than strategic and systematic. A more systematic and focused approach would be achieved by the creation of a chief diversity officer position, whose primary responsibility is assessing and ensure equity on campus. A climate survey of faculty, staff and students should be administered to assess the degree to which members of the campus community perceive the environment at SWOSU as respectful, equitable and inclusive. The results of that survey should guide a plan to systematically address diversity, inclusivity and equity on campus. (pp. 360-361)

Criterion 1 – Summary

SWOSU has an opportunity to further support southwestern Oklahoma by focused attention to diversity, inclusivity and equity. Assessing the campus climate and addressing those findings, and working to increase the diversity of perspectives and backgrounds within the faculty, students, and staff would ensure that the institutional commitment to diversity as stated in the guiding documents is realized. SWOSU should further support students by ensuring that the initiatives begun through the JED grant and the Department of Education (Student Success Center) grant are sustained. (p. 362)

Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

- 1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.**
- 2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.**

Annual reports provided by individual departments such as athletics, service learning, the business enterprise center, and student organizations provide worthwhile evidence of SWOSU's contributions to students' educational experiences. (p. 365)

Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

An Expressive Speech annual report is submitted to the Governor and legislature in accordance with the Oklahoma statute. The evidence file included the most recent report from 2019 noting no barriers to free speech. The student handbook also contained a policy on the right to engage in constitutionally protected speech. (p. 368)

Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

- 1. The institution provides student support services suited to the needs of its student populations.**

Students are provided information on all services as part of new student orientation and the university uses multiple surveys to assess the services offered and make needed improvements. The co-curricular assessment process has provided relevant data for making continuous improvement efforts and university personnel have demonstrated a commitment to using these data to inform decision making. There does appear to be some concern from students at the Sayre campus about an appropriate level of services. The university has a plan to support those students through the main campus but there may need to be additional communication efforts to help students understand how they can access those services. (p. 379)

Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

2. The institution uses the information gained from assessment to improve student learning.

SWOSU has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings. Student learning outcomes are clearly articulated at the course, program, and institutional levels as well as co-curricular and general education offerings.

Additional reports also reflect the culture of assessment and a concerted effort to align processes between divisions including alignment of General Education assessment and co-curricular assessment through the Assessment Committee processes for reviewing of SLOs.

Student Affairs participates in an annual co-curricular assessment retreat to discuss and act on data provided in their annual assessment process. (pp. 385-386)

High-Impact Practices

The Student Affairs team remained committed to implementing high impact practices (HIP) in spite of the challenges of the COVID-19 pandemic. This guiding principle is based upon the work of George Kuh, who 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). “Including service-learning in first-year courses allows students to build on those experience by introducing the concept. It is also a good way to engage students in discussion of what it means to be a member of a community” (Jacoby, 2015, p. 91). 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 first-year experience course, SWOSUConnect. The module typically includes participation in *SWOSU Serves Saturday*, a day of service in the community. This year, the service was completed in a virtual format.

Planning for virtual implementation began during the summer of 2020. The team examined peer-reviewed literature dealing with service-learning processes in distance education. A list of virtual projects was compiled, using ideas from websites such as DoSomething.org and OperationGratitude.com, and student were allowed to self-select their option. The top five projects included:

1. Strengthen Your Skills – online Kognito training for university students (suicide prevention)
2. Show Your Appreciation – original “thank you” videos to high school teachers for adapting to virtual instruction. Content review with a rubric prior to sending.
3. Make a No-Sew Fleece Blanket – donated to a local domestic abuse shelter
4. Operation Gratitude – writing a letter to a deployed soldier, veteran, or caregiver thanking them for their service. Template provided. Content reviewed with a rubric before mailing.
5. Participate in a Diversity Book Club – titles included *The Hate U Give*, *Just Mercy*, *Caste: The Origins of our Discontents*, *The Absolutely True Diary of a Part-Time Indian*.

Data Collection

Data was collected using surveys, the “most commonly used quantitative method of service-learning assessment” (Jacoby, 2015, p. 158). Students rated ten items, using a five-point Likert scale which ranged from 1 (strongly agree) to 5 (strongly disagree). The survey was administered by the SWOSU Assessment Center through student email.

As the assessment was aligned to SWOSU General Education Goal 5: Professional Dispositions, items were clustered in three categories – collaboration, community connection, and relevance. Strengthening the alignment to general education outcomes is the Association of American Colleges and Universities (2011) assertion that learning outcomes are enriched by collaborative assignments and projects.

Table 1. Collaboration

	Strongly Agree 1	Agree 2	Neutral 3	Disagree 4	Strongly Disagree 5	Mean Score
Collaboration. As a result of my experience with service-learning:						
I feel a sense of responsibility for the outcome of the project.	24%	49%	22%	4%	1%	2.11
I enjoyed collaborating with my classmates for a good cause.	28%	47%	21%	3%	1%	2.04
I feel more confident in my ability to work as a team in order to achieve positive results.	26%	46%	22%	4%	2%	2.10
I appreciate how my university collaborates with community partners.	35%	47%	17%	1%	0%	1.86

General Education Goal 5 (SWOSU, 2020b) defines community connection as the participation in community service, and through self-reflection and investigation the identification of solutions. Community connection may take place even in the virtual format, as evidenced by Felten and Clayton’s (2011) statement that community connection may encompass, “on-campus, in the local neighborhood...or online” (p. 77). Table 2 provides data associated with survey questions correlated to community connection.

Table 2. Community Connection

	Strongly Agree 1	Agree 2	Neutral 3	Disagree 4	Strongly Disagree 5	Mean Score
Community Connection. As a result of my experience with service-learning:						
I am motivated to become more civically involved in the future.	26%	49%	20%	3%	2%	2.06
I believe it is my responsibility to seek out community connections.	27%	48%	20%	4%	1%	2.05
I feel a greater sense of belonging to the campus community.	27%	41%	25%	5%	2%	2.14

Relevance is defined as an understanding of the importance of a liberal arts education in the modern world and what it means to be a thoughtful and responsible citizen (SWOSU, 2020b). Table 3 details student responses regarding this data point.

Table 3.Relevance

	Strongly Agree 1	Agree 2	Neutral 3	Disagree 4	Strongly Disagree 5	Mean Score
Relevance. As a result of my experience with service-learning:						
I have increased my knowledge about social issues.	24%	50%	21%	3%	2%	2.07
I expect to be civically engaged throughout my lifetime.	28%	49%	20%	2%	1%	2.01
It is important to me to improve society through my career.	42%	44%	12%	1%	1%	1.74

Summary

Even though fall 2020 cocurricular programming was negatively impacted by COVID-19, students reported positive perceptions of the virtual service-learning projects. These virtual service-learning projects had a positive correlation to the institution's general education goal to strengthen students' professional dispositions (Boyd et al, 2021).

Other Measures of Assessment

During the 2020-2021 academic year, the Dean of Students implemented a direct measure of assessment. The student learner outcomes of this assessment correlated to General Education Goal Five: Intellectual and Professional Aptitudes. Results will be used for program improvement.

Out of 24 students surveyed, 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 4.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. (n=4)	25%	25%	0%	50%	0%
The conduct process helped me develop a way to think critically about my behaviors and how they affect myself and others. (n=4)	25%	25%	0%	50%	0%
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.). (n=20)	60%	20%	15%	0%	5%
After meeting with the Dean of Students office, I understand how to utilize support services that are available to students. (n=20)	55%	35%	5%	0%	5%

Participants in intramural sports are typically surveyed to determine their perception of the experience and their sense of belonging. Results are used for intramural program development and staff training. However, due to pandemic protocols, intramural sports were cancelled for the 2020-2021 academic year.

Table 5. 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.					
Intramural sports help me develop stronger friendships at SWOSU.					
Participation in intramural sports teaches important values such as team spirit, collaboration, and community connections.					
I feel better physically when I exercise regularly.					
Exercising regularly reduces my stress and anxiety levels.					
Intramurals allow all students to experience the fun of sports participation regardless of ability level.					
The Wellness Center/Intramural Programs provide a safe environment in which to be physically active and socialize.					
Wellness Center staff foster a feeling of respect among all students, faculty, and staff who use the facility.					

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 6 outlines assessments conducted by these offices.

Table 6. 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	Discussion board pre-flection and reflection prompts	Discussion board rubric scoring average of 70%	Yes

Program	Student Learner Outcome	Measurement	Indicator	SLO Met Yes/no
	based upon their <i>SWOSU Serves</i> experience			

Progress Status

Specific actions from the 2020-2021 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 2020-2021 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 2020-2021 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 latest 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 2020-2021 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 2020 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. Although this had to be implemented virtually during the fall 2020 semester, data indicate that it successfully met student learner outcomes. **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.**

2021-2022 Action Plan

1. The HLC response to SWOSU (2020a) states that the university needs "to integrate the services provided by the grant funded Student Success Center into the current infrastructure of the institution" (pp. 8-9). The offices of Student Affairs will collaborate with Dr. Yoder in order to strengthen the initiatives of the Academic Success Center. Specifically, we will support the efforts of the Mentor Collective by providing names of upperclassmen who have the potential to serve as effective mentors. These names will be garnered from leadership roles in student organizations, President's Leadership Class, Orientation Leaders, and Resident Hall Advisors.
2. 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.
3. Continued collaboration between New Student Orientation and Service-Learning Coordinator to increase freshmen participation in SWOSU Serves Saturday. Student Learner Outcomes of pre-flection 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.
4. Continued collaboration between New Student Orientation and Career Exploration, now housed in the Academic Success Center, 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.
5. 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.
6. As a follow-up to the second iteration of the Healthy Minds Survey, the Center for Health and Wellbeing will leverage SWOSU's status as a JED-alumni campus to continue leading mental and physical health initiatives that benefit students' emotional well-being.

References

- Association of American Colleges and Universities. (2011). *The LEAP vision for learning: Outcomes, practices and employers' views*. <https://www.aacu.org/leap>
- Boyd, R., Boyd, A., & Alexander, T. (2021). *Virtual service-learning: A COVID-19 semester*. National Social Studies Association's Real Time Virtual National Conference, Las Vegas, NV.
- 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.
- Southwestern Oklahoma State University. (2020a). *Higher Learning Commission 2020 comprehensive evaluation accreditation booklet*.
- Southwestern Oklahoma State University. (2020b). SWOSU general education objectives. In *SWOSU's Undergraduate Catalog, 2020-2021*.