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## 2022-2023 Annual Student Assessment Report

Southwestern Oklahoma State University

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**ANNUAL  
STUDENT  
ASSESSMENT  
REPORT  
2022-2023**

***Southwestern Oklahoma  
State University***

Annual Student Assessment Report  
of  
2022-2023  
Activity

for

Oklahoma State Regents  
For Higher Education

*SOUTHWESTERN OKLAHOMA  
STATE UNIVERSITY*

Weatherford Campus and  
Remote Locations

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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 2022-2023 (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 started 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 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 2022, 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
<b><u>English:</u></b>			
ACT	English	1-15	0123 Fundamentals of English
Accuplacer CPT	Writing	200-239	
High School GPA		0-2.74	
<b><u>Math, if College Algebra is required for major:</u></b>			
ACT	Math	1-15	0174 Prep for College Math followed by 0124 Basic Algebra (recommended) followed by 1513 College Algebra <u>with</u> 0162 College Algebra Support
Accuplacer CPT	QRAS	200-245	
High School GPA		0-2.74	
<b><u>Math, if Math Applications and Math Concepts are approved for major:</u></b>			
ACT	Math	1-15	0174 Prep for College Math followed by 1143 Math Concepts <u>with</u> 0182 Math Concepts Support OR 1153 Math Applications <u>with</u> 0192 Math Applications Support
Accuplacer CPT	Arithmetic	200-245	
Accuplacer CPT	QRAS	200-235	
High School GPA		0-2.74	
<b><u>Reading:</u></b>			
ACT	Reading	1-18	0122 Improvement of Reading
Accuplacer CPT	Reading	200-249	
High School GPA		0-2.74	
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 or high school GPA 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 On-Campus Tutoring
5. SWOSU online free Upswing Tutoring
6. Khan Academy online free instruction and practice
7. Mometrix Academy online free instruction and practice
8. Varsity Tutors online free sample questions

All SWOSU Remedial/Developmental courses were available during the Fall 2022 and Spring 2023 semesters.

***I-4. What information was used to determine co-requisite course placement? Please report the specific multiple measures your institution used for FY 2022-2023 (e.g., high school GPA and CPT cut scores).***

For Fall 2022, students were determined to need co-requisite support courses based on the following ACT and CPT cut scores as well as High School GPA:

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

TEST BATTERY	TEST	SCORE	COURSE PLACEMENT
<b><u>English:</u></b>			
ACT	English	16-18	1113 English Composition I with 0132 Comp. I Support
Accuplacer CPT	Writing	240-249	
HS GPA		2.75-3.24	
<b><u>Math, if College Algebra is required for major:</u></b>			
ACT	Math	16-18	1513 College Algebra <u>with</u> 0162 College Algebra Support
Accuplacer CPT	QRAS	246-259	
HS GPA		2.75-3.24	
<b><u>Math, if Math Applications and Math Concepts are approved for major:</u></b>			
ACT	Math	16-18	1143 Math Concepts <u>with</u>
Accuplacer CPT	Arithmetic	246-255	0182 Math Concepts Support OR
Accuplacer CPT	QRAS	236-245	1153 Math Applications <u>with</u>
HS GPA		2.75-3.24	0192 Math Applications Support
<b><u>Reading:</u></b>			
Accuplacer CPT	Reading	240-249	0122 Improvement of Reading is waived when enrolled in 0132 Comp. I Support
HS GPA		2.75-3.24	

### ***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:

## Section I—Entry Level Assessment and Course Placement

2022-2023											2021-2022	2020-2021	2019-2020	2018-2019
ENGLISH	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate	Pass Rate
Developmental/Support	130	36	24	22	3	41	1	3	63.85%	19	55%	53%	69%	61%
College Level Eng. Comp. I WITH the Co-Requisite	85	32	16	10	3	24			71.76%	4	72%	69%	85%	79%
College Level Eng. Comp. I WITHOUT the Co-Requisite	637	338	149	64	21	65			89.80%	84	86%	85%	92%	92%

2022-2023											2021-2022	2020-2021	2019-2020	2018-2019
READING	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate	Pass Rate
Developmental	59	10	10	11	3	25			52.54%	7	48%	45%	77%	64%
Select College Level Courses FOLLOWING OR WITH the required Developmental course	34	1	1	5	3	24			29.41%	9	71%	69%	84%	68%
Select College Level Courses NOT FOLLOWING OR WITHOUT the Developmental course	1,727	387	463	459	193	225			86.97%	275	89%	89%	93%	90%

2022-2023											2021-2022	2020-2021	2019-2020	2018-2019
MATH, ALGEBRA TRACK	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate	Pass Rate
Developmental/Support	41	10	8	4	3	12	3	1	60.98%	16	47%	42%	58%	-
College Algebra WITH Developmental and/or Co-Requisite	27	4	5	7	3	8			70.37%	21	53%	50%	63%	-
College Algebra WITHOUT Developmental and/or Co-Requisite	384	142	89	78	41	34			91.15%	106	85%	87%	84%	-

## Section I—Entry Level Assessment and Course Placement

2022-2023											2021-2022	2020-2021	2019-2020	2018-2017
MATH APPLICATIONS TRACK	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate	Pass Rate
Developmental/Support	25	12	4	3		3	3		88.00%	4	76%	31%	96%	-
Math Applications WITH Developmental and/or Co-Requisite	19	4	8	5	1	1			94.74%	8	83%	75%	90%	-
Math Applications WITHOUT Developmental and/or Co-Requisite	38	11	14	7	3	3			92.11%	16	94%	86%	100%	-

2022-2023											2021-2022	2020-2021	2019-2020	2018-2017
MATH CONCEPTS TRACK	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate	Pass Rate
Developmental/Support	110	6	18	14		11	27	34	59.09%	17	50%	42%	61%	-
Math Concepts WITH Developmental and/or Co-Requisite	64	13	20	18	4	9			85.94%	12	70%	57%	66%	-
Math Concepts WITHOUT Developmental and/or Co-Requisite	289	42	84	82	33	48			83.39%	52	82%	79%	84%	-

2022-2023											2021-2022	2020-2021	2019-2020	2018-2019
MATH, ALL	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate	Pass Rate	Pass Rate
ALL Math Dev./Support	176	28	30	21	3	26	33	35	63.64%	37	55%	40%	64%	-
All College Level Math Courses WITH Developmental and/or Co-Requisite	110	21	33	30	8	18			83.64%	41	65%	55%	68%	63%
All College Level Math Courses WITHOUT Developmental and/or Co-Requisite	711	195	187	167	77	85			88.05%	174	84%	84%	85%	84%

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

Students with deficiencies continue to see a great deal of success in college level courses while also enrolled in (or following) a developmental or support course in English and Math:

- 72% passed English Comp. I (72% last year).
- 84% passed college level math courses (65% last year).

Unfortunately, only 29% (ten students out of 34) passed various college level courses with a great deal of reading content while enrolled or following Improvement of Reading (71% last year).

Course placement decisions seem to be consistently 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.

Admissions according to high school GPA seems to reveal good success, as shown in the table below.

2022-2023									2021-2022
ALL DESIGNATED COLLEGE-LEVEL COURSES	#	A	B	C	D	F	Pass Rate	W	Pass Rate
HS GPA below 2.25	29	5	7	8	1	8	72.41%	8	67.57%
HS GPA 2.25-2.74	163	19	27	37	24	56	65.64%	64	73.67%
HS GPA 2.75-3.24	348	36	85	70	51	106	69.54%	113	
HS GPA 3.25 or higher	2248	804	617	436	180	211	90.61%	309	91.56%

## **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 asked to complete the ETS Proficiency Profile test during a Fall 2022 SWOSUConnect course. Seniors were asked to complete the test during a class period of a capstone course or other senior course that was scheduled by their instructor.

#### ***II-3. Describe strategies used to motivate students to substantively participate in the assessment.***

Students participate willingly in assessments integrated into course requirements.

As a means of incentive with the administration of the ETS Proficiency Profile, both Freshmen and Seniors competed for cash prizes awarded for highest scores, the purpose of which to gain increased effort on performance. These achievement prizes were awarded in four different categories based on the ACT scores of Freshmen, and based on the current GPA of Seniors.

#### ***II-4. What instructional changes occurred or are planned in response to general education assessment results?***

Faculty have reported the following samples of changes and plans:

1. ASTRO 1904 Astronomy faculty report continuous improvement. Content has been added on Canvas from the online version of the course, such as a more detailed outline of each chapter and a discussion section for questions and answers. Faculty have not seen statistically significant changes in the performance of the students on the assessment, but better participation and interaction in class is recognized. This however can vary from class to class.

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

2. COMSC 1023 Computer & Info. Access report adopting a new course curriculum. However, the assignments for the GE assessment have remained the same. A few of the grading rubrics were modified, but are still essentially the same. It appears that the drop in student achievement in these GE assignments is largely due to an increase in students not completing the assignments.
3. ECONO 2363 Intro. to Microeconomics faculty announce the intention to include a writing assignment in order to provide students with a more in-depth examination of the topics presented in class and to better prepare them for the writing requirements of their upper-level courses, advanced degrees, or future careers. As a result of completing exercise questions both inside and outside of class, students demonstrated growth in their critical thinking abilities and collaboration skills. By engaging in discussions with their peers and explaining their answers, students were able to learn from one another.
4. ENGL 1213 English Composition II faculty will continue to debate how to measure higher-level skills with an assessment tool. Use of the current assessment tool each semester ensures maintaining focus on research and argument and that faculty assess the same elements; however, the rubric could potentially be streamlined or revised to incorporate more critical thinking elements or to focus on fewer elements in the hopes of zeroing in on the specific elements students should be learning in ENGL 1213. In addition, faculty might consider whether the rubric should be modified to address other citation styles rather than focusing solely on assessing the use of MLA citations. It could also be valuable to the department to discuss why the course is assessed as it is and how this assessment does or does not impact teaching. This discussion could lead the composition coordinator to begin interpreting and/or reporting the data differently to better serve faculty interests, especially as our student population continues to become more diverse and faculty continue teaching in exclusively online platforms. Based on the results from the previous student learning assessment report, achievement of GE Goal1a, "Effectively communicate in writing by using appropriate grammar, clear and cohesive thought formulated for a specific audience," increased from 93% proficiency to 95% proficiency. While this increase may be minimal it is worthwhile to note that students have shown demonstrated improvement in this area.
5. HIST 1043 U.S. History to 1877 faculty plan on utilizing more visual and audio exercises, i.e. documentaries so that students are exposed to a wider variety of interpretations of historical events. They will also be assessed on critical thinking by comparing and contrasting the differing perspectives. Faculty also plan on organizing the course into modules that must be completed in sequential order in order for the student to move onto the next assignment. Based on the previous assessment report, student learning apparently declined. This is despite adjustment from using a textbook companion website for more content delivery to using custom presentations that are narrated. In short, "I attempted to duplicate the in-class experience of using recorded lectures and interactive discussion boards based on those lectures to deliver the material rather than having students read chapters and take assessments based upon their reading. In the process I learned a couple of things--1) students appeared to not want to listen to the per-recorded lectures if they could just skip to the assessments. 2) Covid definitely had an impact on student learning. This cohort of student came completely unprepared for university level rigor. Many admitted that the last 2 years of high school were spent literally doing nothing but a few generic online assignments.

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

As such most did not develop the critical thinking skills and higher order logic skills required to succeed.”

6. HIST 1053 U.S. History since 1877 faculty no longer plan on offering the Blended course as an option. In the last year and a half, students have performed better either in the online course or in the full lecture approach. Students in the blended course are simply choosing not to listen to the recorded lectures on their own time, and if they do, they are not taking the kind of notes they need to take to learn. To encourage them to take notes in class, students will have access to "study guides" in advance of each lecture that they will fill out as they listen to the lecture. As an incentive, there will be pop quizzes according to the study guide to ensure they're paying attention. Furthermore, their exams will be based on these study guides, therefore, the better their notes, the better prepared they are for their exams. The Blended course offered some improvement during the time of the pandemic. Students were willing to do the work outside of the classroom. However, since Spring 2022, students have not been as willing to do the work. While there has still been a relative strong rate of passing for the course, faculty have been disappointed in the quality of the results from the assessments.
7. PHY 1063 General Physics: Following the COVID crisis semester (Spring 2020), I switched to a flipped classroom format, utilizing the videoed lectures and then using the classroom time for Q&A, working extra problems, and doing demonstrations to enhance understanding. This, combined with a medical issued, led to the course being taught online for the first time in Spring 2023. The results from Spring 2023 and Student Evaluations from the flipped-format semesters has led me to return to a traditional format (lectures), keeping the videos as a resource for students to review the material. As described above and looking at outcomes (not just from the assessment reports), I think the flipped classroom format has not worked as well as hoped. I am returning to an "enhanced" lecture format (providing videos as an additional resource that wasn't available before) to see if this will improve all outcomes.
8. SPAN 1054 Elementary Spanish I: I am not planning to make substantial changes, as I have had very positive results so far. This particular semester was very challenging because student attendance was not as great as in fall 2022, which was the first semester that I resume teaching face-to-face after the pandemic started. Students were doing most of the assignments and getting good or fair grades, but attendance is needed to effectively assess students based on their performance in class. Results have been very positive in the past. Hopefully, this was only an isolated semester of poor student attendance. I will continue to implement all the successful class materials and teaching methods to help every student to succeed in Spanish courses in all four language skills (listening comprehension, reading, writing and speaking).

### **ANALYSES AND FINDINGS**

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

The ETS Proficiency Profile scores of our freshmen and seniors are slightly above the national average in total score and in all sub-scores of Critical Thinking, Reading, Writing, Mathematics, Humanities,

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

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 15 points. This is an indication of the value-added performance gain that our students achieve while enrolled in our general education program.

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

### **GOAL 1, Communication and Computer Literacy**

*Rationale: Because effective communication is fundamental to academic and career success, students must develop exemplary oral, written, and electronic communication skills.*

- a) Communicate effectively in written and electronic formats for a variety of audiences, using appropriate grammar and clear and cohesive thought.
  - 1. 95% or more students achieved 70% or higher in:
    - ENGL 1213 English Composition II
    - SPAN 1054 Elementary Spanish I
  - 2. 85% or more students achieved 70% or higher in:
    - BIOL 1013 Current Issues in Biology
    - ENGL 1213 English Composition II
    - HIST 1053 U.S. History since 1877
  - 3. 75% or more students achieved 70% or higher in:
    - ART 1223 Art Survey
    - ENGL 1213 English Composition II
    - HIST 1043 U.S. History to 1877
  - 4. Other: 75% or more students achieved 60% or higher in:
    - COMSC 1023 Computer & Info. Access
- b) Communicate through presentation for a variety of audiences, demonstrating clear and cohesive thought.
  - 1. 85% or more students achieved 70% or higher in:
    - SPAN 1054 Elementary Spanish I
- c) Demonstrate ability to use computers and information technologies for information inquiry and complex problem solving.
  - 1. 85% or more students achieved 70% or higher in:
    - BIOL 1013 Current Issues in Biology

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### **GOAL 2, Scientific and Quantitative Reasoning:**

*Rationale: Responsible citizens need to evaluate information in order to make decisions and describe relationships using logical reasoning based on observed, intuitive, scientific, theoretical, and other forms of data.*

- a) Understand and describe the importance of logical and empirical methods to draw conclusions.
  1. 85% or more students achieved 70% or higher in:
    - ECONO 2363 Intro. to Microeconomics
  2. 75% or more students achieved 70% or higher in:
    - PHY 1063 General Physics
  3. Other: 70% of students achieved 70% or higher in:
    - ASTRO 1904 Astronomy
- b) Learn and apply basic laws, methods, and concepts of the sciences to solve issues encountered by society.
  1. 85% or more students achieved 70% or higher in:
    - ECONO 2363 Intro. to Microeconomics
  2. 75% or more students achieved 70% or higher in:
    - PHY 1063 General Physics
  3. Other: 70% of students achieved 70% or higher in:
    - ASTRO 1904 Astronomy
- c) Analyze scientific discoveries and the advancement of technology with respect to its impact on social change.
  1. 75% or more students achieved 70% or higher in:
    - PHY 1063 General Physics
  2. Other: 70% of students achieved 70% or higher in:
    - ASTRO 1904 Astronomy
- d) Solve real-world problems by applying appropriate strategies and the use of logical reasoning.
  1. 85% or more students achieved 70% or higher in:
    - BIOL 1013 Current Issues in Biology
  2. 75% or more students achieved 70% or higher in:
    - ART 1223 Art Survey
  3. Other: 70% of students achieved 70% or higher in:
    - ASTRO 1904 Astronomy

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### **GOAL 3, Aesthetic Experience, History, and Humanities:**

*Rationale: Students should be able to observe and reflect on cultural works, make connections between the present and the past, and sharpen their ability to make sense of the world around them.*

- a) Explain and evaluate the social impact of important landmark contributions and creative works.
  1. 95% or more students achieved 70% or higher in:
    - SPAN 1054 Elementary Spanish I
  2. 85% or more students achieved 70% or higher in:
    - HIST 1043 U.S. History to 1877
    - HIST 1053 U.S. History since 1877
- b) Analyze the relationship of important historical movements in the arts and humanities and compare the similarities in those movements across the various arts and humanities.
  1. 95% or more students achieved 70% or higher in:
    - SPAN 1054 Elementary Spanish I
  2. 85% or more students achieved 70% or higher in:
    - HIST 1053 U.S. History since 1877
  3. Other: 50% of students achieved 70% or higher:
    - ART 1223 Art Survey
- c) Explore ways in which individuals, groups, institutions, governments and/or societies behave and influence one another.
  1. 95% or more students achieved 70% or higher in:
    - SPAN 1054 Elementary Spanish I
  2. 85% or more students achieved 70% or higher in:
    - ECONO 2363 Intro. to Microeconomics
    - HIST 1053 U.S. History since 1877
- d) Understand how past events and actions have influenced or affected current events, scholarly knowledge, and societies.
  1. 85% or more students achieved 70% or higher in:
- e) Analyze key historical events and their impact on social, cultural, and global change.
  1. 85% or more students achieved 70% or higher in:
    - HIST 1053 U.S. History since 1877
  3. 75% or more students achieved 70% or higher in:
    - HIST 1043 U.S. History to 1877

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

### **GOAL 4, Social Groups, Social Issues, Cultures, and Globalization:**

*Rationale: Educated citizens should be able to discern and reflect upon the broader impact of their individual actions.*

- a) Think critically about issues such as globalization, sustainability, multiculturalism, political and governmental context, privilege, difference/similarity, prejudice and discrimination within a global context.
  - 1. 95% or more students achieved 70% or higher in:
    - SPAN 1054 Elementary Spanish I
  - 2. 85% or more students achieved 70% or higher in:
    - HIST 1053 U.S. History since 1877
- b) Apply social/cultural theories and perspectives to past and present societies and their impact on real life circumstances.
  - 1. 85% or more students achieved 70% or higher in:
    - ECONO 2363 Intro. to Microeconomics
    - HIST 1053 U.S. History since 1877
  - 2. Other: 70% of students achieved 70% or higher in:
    - ART 1223 Art Survey
- c) Display knowledge and understanding of international interaction and strategies to enhance global integration.
  - 1. 95% or more students achieved 70% or higher in:
    - SPAN 1054 Elementary Spanish I
  - 2. 85% or more students achieved 70% or higher in:
    - ECONO 2363 Intro. to Microeconomics
    - HIST 1053 U.S. History since 1877
- d) Exhibit knowledge of a variety of cultures, including both majority and non-majority groups, and their interconnectedness within U.S. and global society.
  - 1. 95% or more students achieved 70% or higher in:
    - SPAN 1054 Elementary Spanish I
  - 2. 85% or more students achieved 70% or higher in:
    - HIST 1043 U.S. History to 1877
    - HIST 1053 U.S. History since 1877

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

### **GOAL 5, Intellectual and Professional Aptitudes:**

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

- a) Critical Thinking: Construct a systematic investigation of content, theories, and practices and evaluate the application and effects to real life settings.
  - 1. 85% or more students achieved 70% or higher in:
    - BIOL 1013 Current Issues in Biology
    - ECONO 2363 Intro. to Microeconomics
    - ENGL 1213 English Composition II
    - HIST 1043 U.S. History to 1877
    - HIST 1053 U.S. History since 1877
  - 2. 75% or more students achieved 70% or higher in
    - ENGL 1213 English Composition II
    - PHY 1063 General Physics
  - 3. Other: 70% of students achieved 70% or higher in:
    - ASTRO 1904 Astronomy
- b) Creativity: Develop and design an authentic project or creative works related to academic content.
  - 1. 85% or more students achieved 70% or higher in:
    - ENGL 1213 English Composition II
  - 2. 75% or more students achieved 70% or higher in:
    - ENGL 1213 English Composition II
  - 3. Other: 75% or more students achieved 60% or higher in:
    - COMSC 1023 Computer & Info. Access
  - 4. Other: 50% of students achieved 70% or higher in:
    - ART 1223 Art Survey
- 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:
    - ECONO 2363 Intro. to Microeconomics
    - SPAN 1054 Elementary Spanish I
  - 2. 85% or more students achieved 70% or higher in:
    - HIST 1053 U.S. History since 1877
  - 3. Other: 75% or more students achieved 60% or higher in:
    - COMSC 1023 Computer & Info. Access
  - 4. Other: 70% of students achieved 70% or higher in:
    - ASTRO 1904 Astronomy
- d) Community Connection: Participate in community service activity and through self-reflection and investigation identify solutions to problems experienced by the service site.

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- e) Communication: Explain views in written or electronic formats or through presentations that clearly articulate the intended meaning.
  - 1. 95% or more students achieved 70% or higher in:
    - SPAN 1054 Elementary Spanish I
  - 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 1013 Current Issues in Biology
- f) Relevance: Understand the importance of a liberal arts education in the modern world.
  - 1. 85% or more students achieved 70% or higher in:
    - HIST 1053 U.S. History since 1877
  - 2. 75% or more students achieved 70% or higher in:
    - PHY 1063 General Physics

***II-6. Briefly describe in detail the strengths and weakness of student learning from each sub-goal assessed.***

### **GOAL 1, Communication and Computer Literacy**

*Rationale: Because effective communication is fundamental to academic and career success, students must develop exemplary oral, written, and electronic communication skills.*

- a) Communicate effectively in written and electronic formats for a variety of audiences, using appropriate grammar and clear and cohesive thought.
  - 1. ART 1223 Art Survey: Strengths of student learning include an engaged ability to recognize important developments in art. Weaknesses include an inability to effectively communicate information using discipline-based language.
  - 2. COMSC 1023 Computer & Info. Access: 79% earned grade of 60 or greater. A vast majority (94%) of those who completed the assignment earned 90% or above. Students who made 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 96% of the failing grades were a grade of 0 for not doing the assignments.
  - 3. ENGL 1213 English Composition II: 96% of the writers were considered proficient went it came to major errors; it should be noted that this section of the rubric focuses on major grammatical concerns that could seriously impeded reader comprehension, such as sentence fragments, comma splices, fused or run-on sentences, and subject-verb and pronoun-antecedent agreement with and reference. 95% also had very few minor errors or few enough not to interfere seriously readers' understanding; in this case, "minor errors" includes spelling, capitalization, and general comma usage, in addition to other concerns an instructor might notice.
  - 4. HIST 1043 U.S. History to 1877: Most of the students were able to communicate their ideas but many often had difficulty formulating a critical idea based on the materials given. They had little experience in this area from their common ed experiences. There were

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

also several students who had communication difficulties due to poor English skills, some of which were due to ESL issues and others from not receiving proper instruction prior to attending university.

5. HIST 1053 U.S. History since 1877: Students learn how to communicate effectively in complete sentences, which is a necessary skill for their upper division courses as well as for their professions. The weakness here, however, is that there are students who are not adequately prepared to know how to write complete, grammatically correct sentences.
  6. SPAN 1054 Elementary Spanish I: Students can write short paragraphs using basic sentences, basic vocabulary and communicative grammar tools.
- b) Communicate through presentation for a variety of audiences, demonstrating clear and cohesive thought.
1. SPAN 1054 Elementary Spanish I: Students are able to successfully answer questions in the target language using basic vocabulary and grammar tools.
- c) Demonstrate ability to use computers and information technologies for information inquiry and complex problem solving.

### **GOAL 2, Scientific and Quantitative Reasoning:**

*Rationale: Responsible citizens need to evaluate information in order to make decisions and describe relationships using logical reasoning based on observed, intuitive, scientific, theoretical, and other forms of data.*

- a) Understand and describe the importance of logical and empirical methods to draw conclusions.
1. ASTRO 1904 Astronomy: Science and scientific thinking is often relatively new to general education students. Sometimes the struggle, especially early in the semester. This is especially true where mathematics is involved, although I find many GE students are better at math than they think they are.
  2. ECONO 2363 Intro. to Microeconomics: Strengths: The classroom activities allowed students to gain hands-on experience, leading to an improved understanding of empirical methods like demand and supply functions, as demonstrated by their performance on quizzes 1 and 2 and exam 1. Weakness: None
  3. PHY 1063 General Physics: General Ed students often struggle with math (and even recoil at needing to use it). While a minimum of College Algebra is a prerequisite for this course, a significant fraction of the student struggle with algebra. I am forced to work problems step-by-step to get them through. However, most of the students can at minimum understand that mathematics can be used to understand the principles at hand and even predict the outcome if certain input criteria is changed.
- b) Learn and apply basic laws, methods, and concepts of the sciences to solve issues encountered by society.
1. ASTRO 1904 Astronomy: Application of scientific laws is a more complex scientific skill than, for example, learning and identifying celestial objects, which most students are better at. Mathematics is involved in many areas of physical sciences like astronomy--this

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

always presents problems for most GE students.

2. ECONO 2363 Intro. to Microeconomics: Strengths: Students successfully applied the concepts learned in the textbook to analyze current societal issues, as evidenced by their ability to accurately answer questions on related topics in quiz 10 and exam 3.  
Weakness: None
  3. PHY 1063 General Physics: Homework and exam questions cover conceptual and numerical results that are derived from basic laws of physics and scientific principles. These are then tied to application in our society including an understanding of the world and the technology that results from and utilize these discoveries.
- c) Analyze scientific discoveries, and the advancement of technology with respect to its impact on social change.
1. ASTRO 1904 Astronomy: The students are pretty successful in understanding the societal and historic implications of paradigm changing discoveries, like that the Earth is at the center of the solar system.
- d) Solve real-world problems by applying appropriate strategies and the use of logical reasoning.
1. ART 1223 Art Survey: Strengths of student learning include an engaged ability to recognize important developments in art. Weaknesses include an inability to effectively communicate information using discipline-based language.
  2. ASTRO 1904 Astronomy: Students are generally well-engaged in the real-world implications of scientific work, for example with climate change, or the search for alternate energy sources.
  3. BIOL 1013 Current Issues in Biology: Strengths: Discussing Real word problems: Make students aware of the relevance of biology in their everyday life. This is especially helpful to the students who struggle to grasp abstract concepts. Better student engagement.  
Weakness: Time-Consuming Assessment; Some students struggle to grasp the concept of an open problem.

### **GOAL 3, Aesthetic Experience, History, and Humanities:**

*Rationale: Students should be able to observe and reflect on cultural works, make connections between the present and the past, and sharpen their ability to make sense of the world around them.*

- a) Explain and evaluate the social impact of important landmark contributions and creative works.
1. HIST 1043 U.S. History to 1877: Students often struggled with placing historical events in the context in which they occurred. In some cases students were unable to discern historical events without analyzing them using their 21st century belief systems. In short, they had a difficult time being objective and judged historical events and actors using standards irrelevant to the people and events of their time period.
  2. HIST 1053 U.S. History since 1877: Students are able to make distinctions between ideas and events, as well as what is relevant and what is a minor detail.
  3. SPAN 1054 Elementary Spanish I: Students use the target language to investigate learn and reflect on the concept of culture through comparisons of the cultures studied and their own.

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

- 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. ART 1223 Art Survey: Strengths of student learning include an engaged ability to recognize important developments in art. Weaknesses include an inability to effectively communicate information using discipline-based language.
  - 2. HIST 1053 U.S. History since 1877: Students learn why cultural movements and artists shape society and the nation's identity.
  - 3. SPAN 1054 Elementary Spanish I: Students understand relevant information about the countries covered in class and their relationship with the United States.
- c) Explore ways in which individuals, groups, institutions, governments and/or societies behave and influence one another.
  - 1. ECONO 2363 Intro. to Microeconomics: Strengths: Classroom discussions played a vital role in aiding students' understanding of how various groups interact in our economy. For instance, during discussions about tax rates, students were able to gain insight into the impact of changes in tax rates on the welfare of buyers, sellers, and society as a whole, by utilizing the welfare analysis model. This understanding was reflected in their performance on exams 1 and 2, as well as in weekly quizzes 4 and 5. Weakness: None
  - 2. HIST 1053 U.S. History since 1877: Students can explain how diverse cultures have contributed to the American identity and democracy.
  - 3. SPAN 1054 Elementary Spanish I: Students are able to communicate their ideas in basic sentences and express their opinions and reactions to different cultures in a friendly way.
- d) Understand how past events and actions have influenced or affected current events, scholarly knowledge, and societies.
- e) Analyze key historical events and their impact on social, cultural, and global change.
  - 1. HIST 1043 U.S. History to 1877: Most students did poorly on the first assessment because they had difficulty understanding cause and effect of historical events. However, by the final 2 assessments most had made the connection that it was more important to understand why something happened and the overall impact of that event on the development of American institutions.

### **GOAL 4, Social Groups, Social Issues, Cultures, and Globalization:**

*Rationale: Educated citizens should be able to discern and reflect upon the broader impact of their individual actions.*

- a) Think critically about issues such as globalization, sustainability, multiculturalism, political and governmental context, privilege, difference/similarity, prejudice and discrimination within a global context.
  - 1. HIST 1053 U.S. History since 1877: Students learn about interrelationship of immigrant populations and the United States, and the social, political, and economic impacts they have on each other. Students also learn about the effect that Western expansion had on Indigenous populations, particularly in the mid-19th century.

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

2. SPAN 1054 Elementary Spanish I: Students are able to use the language to communicate in the classroom and beyond the classroom by interacting by virtual chat with individuals of other cultures.
- b) Apply social/cultural theories and perspectives to past and present societies and their impact on real life circumstances.
  1. ART 1223 Art Survey: Strengths of student learning include an engaged ability to recognize important historical developments in art. Weaknesses include an inability to use technology to effectively deliver presentable material in required format.
  2. ECONO 2363 Intro. to Microeconomics: Strengths: In order to enhance students' understanding, classroom discussions and activities were designed around pop culture topics, such as movies. This approach proved successful, as demonstrated by students' outstanding grasp of strategic interactions in game theory, as evidenced by their performance on the final exam. Weakness: None
- c) Display knowledge and understanding of international interaction and strategies to enhance global integration.
  1. ECONO 2363 Intro. to Microeconomics: Strengths: Throughout classes focused on trade, production costs, and market structure, students gained an understanding of international interactions and methods to enhance global integration. Their proficiency in these areas was demonstrated by their ability to accurately answer questions on these topics in exams 2 and 3. Weakness: None
  2. HIST 1053 U.S. History since 1877: Students learn about the history of foreign policy and trade, particularly as it evolved from the early 20th century to the post-World War II world, as the United States emerged as a world power. Students also learn about world events leading up to 9/11, so they better understand the present day in the context of the war on terrorism, globalism, and trade.
  3. SPAN 1054 Elementary Spanish I: Students understand basic readings about Hispanic cultures and are able to participate in brief discussions on the topic.
- d) Exhibit knowledge of a variety of cultures, including both majority and non-majority groups, and their interconnectedness within U.S. and global society.
  1. HIST 1043 U.S. History to 1877: Most students did fairly well on this goal. They were able to clearly understand the cultural differences between indigenous American peoples and European colonizers and how those cultural differences led to tension, conflict, and often violence as the North American continent was settled and developed by Europeans.
  2. SPAN 1054 Elementary Spanish I: Students understand and analyze brief reading excerpts and are able to complete listening comprehension activities about cultural aspects of the Spanish language and cultures.

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

### **GOAL 5, Intellectual and Professional Aptitudes:**

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

- a) Critical Thinking: Construct a systematic investigation of content, theories, and practices and evaluate the application and effects to real life settings.
  - 1. ASTRO 1904 Astronomy: Students are generally well-engaged in the real-world implications of scientific work, for example with climate change, or the search for alternate energy sources.
  - 2. ECONO 2363 Intro. to Microeconomics: Strengths: Classroom discussions and exercise questions were based on newspaper articles to provide students with the opportunity to apply the theories presented in the textbook to real-life scenarios. As an illustration, in the topic of international trade, students demonstrated their ability to accurately answer questions pertaining to this subject matter. Weakness: None
  - 3. ENGL 1213 English Composition II: 95% of the writers were considered proficient when it came to producing a clear thesis statement. 92% of writers presented effective research for the academic research project assessed. We want to continue to find ways to help students find and recognize effective research materials, as well as to improve in teaching students to create citations for a Works Cited page. Library instruction by librarians for these classes is instrumental in helping students learn to evaluate appropriate sources.
  - 4. HIST 1043 U.S. History to 1877: This was difficult for students initially. They were hesitant to put in the effort to understand the material and place it in the proper context—they were used to simple memorization and regurgitation of historical facts that most experienced in high school. By the end of the semester most students had developed the ability to place the events in context and analyze the overall significance of those events on American development.
  - 5. HIST 1053 U.S. History since 1877: The primary use of the assessments in our courses is to develop and strengthen students' ability to think, read, and write critically. They should be able to evaluate primary sources, analyze what the sources tell us about the time period, and why they matter. This is a skill set that translates into both productive citizenship as well as good work skills.
  - 6. PHY 1063 General Physics: Students are asked questions to demonstrate an understanding of the logical connection of the laws and theories that complete our understanding of the modern world. Many principles are tied to concepts in medicine, space travel, energy production, and everyday life.
- b) Creativity: Develop and design an authentic project or creative works related to academic content.
  - 1. ART 1223 Art Survey: Strengths of student learning include an engaged manner interaction among learners occurred. Weaknesses include inability to reach disengaged students.
  - 2. COMSC 1023 Computer & Info. Access: Actual Statistics: 71% of the students earned a grade of 60 or greater. Almost 99% of the students who completed this assignment earned a satisfactory grade, with 81% earning a 90 or above. Students who attempted the assignment did very well. Many of the deductions were for technical details like chart

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

labels and worksheet footers. Most of the students did very well with the data collection element. Over 96% of the failing grades were a grade of 0 for not attempting or submitting the assignment.

3. ENGL 1213 English Composition II: 91% of students were considered proficient when evaluating the quality of their overall argument. Based on the data gathered, it appears that the majority of students assessed can organize, document, and clearly write an academic research paper.
- c) Collaboration: Collectively engage in group activities and contribute information and resources to accomplish group goals.
  1. ASTRO 1904 Astronomy: The students overall enjoy the trips to the observatory and are good at learning the material we discuss there. They generally score best on this exam.
  2. COMSC 1023 Computer & Info. Access: Actual Statistics: 83% of the students earned a grade of 60 or greater. The students did very well. The participation and completion rate for this assignment was almost 83%. Students worked together and shared the responsibility. A small number received lower ratings from group members for not contributing and participating. Of the failing grades, 100% received a 0 for not completing or submitting the assignment. Many of these students were no longer attending class and were not assigned to a group with active students. Basically, everyone who tried was able to earn a satisfactory grade.
  3. ECONO 2363 Intro. to Microeconomics: Strengths: Engaging students in group exercises during class helped foster a collaborative learning environment, encouraging their active participation and enabling them to discuss concepts with their peers. Weakness: None
  4. SPAN 1054 Elementary Spanish I: Students do small group and pair work in a variety of activities in the classroom and on the textbook's website.
- d) Community Connection: Participate in community service activity and through self-reflection and investigation identify solutions to problems experienced by the service site.
- e) Communication: Explain views in written or electronic formats or through presentations that clearly articulate the intended meaning.
  1. SPAN 1054 Elementary Spanish I: Students are able to negotiate meaning, use signed, spoken or written language to communicate their feelings, reactions, and opinions. They communicate using basic level sentences.
- f) Relevance: Understand the importance of a liberal arts education in the modern world.
  1. HIST 1053 U.S. History since 1877: Students leave realizing that historical events are not simply events of the past but events that have shaped the present and continue to have an impact on the future. The course is designed to teach them the relevance of the decisions they make as active (or passive, if they so choose) citizens of a democracy.
  2. PHY 1063 General Physics: Material includes coverage of current issues such as global climate change, renewable and non-renewable energy sources, etc.

## Section II—General Education Assessment

### *II-7. Describe the response to the evaluation of the general education program.*

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. Recommendations are made when necessary. Currently, 2023-2024 is under review. Previous responses:

1. BIOL 1004 Biological Concepts & Lab, CHEM 1004 General Chemistry & Lab, ITAL 1004 Elementary Italian I, KINES 1133 Wellness Conc. & Exercise App, SCI 1513 Concepts of Physical Science: Faculty should consider using the Rubric, report student learning improvements, and reflect more on their teaching in order to report minor changes made to improve student learning rather than reporting "no changes planned." Greater faculty participation in completing the Gen. Ed. Assessment course reports would be helpful.
2. COMM 1313 Intro. to Public Speaking: It is recommended that the Department consider a strategy where: Specific SWOSU GE Learning goals are identified for this course and that those specific goals are assessed in some way by each individual instructor. It is also recommended that the Department have periodic meetings among faculty and adjuncts who teach this course so that learning goals are aligned and common concerns, observations, and strategies can be discussed.
3. COMSC 1023 Computer & Info. Access: Some of the assignments have been refined over the last couple years, and a new curriculum was adopted starting in the Fall 2022 semester.
4. ENGL 1113 English Composition I: The transformation of assessment procedures from the previous departmental essay exam to the writing portfolio has been positive, with these new procedures more accurately reflecting student learning outcomes, and helping to foster a more integrated culture of assessment in the department. **Whereas the timed essay exam saw students scoring, on average 85% or more students achieved 70% or higher on the Gen. Ed. learning goal as demonstrated by the assessment measure, this new form of assessment has student's scoring in the 95% rate.** The department is also able to come up with more specific solutions to combat those rubric categories in which students have weaknesses, and maintained those aspects of the previous assessment procedures that were working well, such as the norming sessions. The department should continue having conversations surrounding assessment in department meetings, keeping up to date with the scholarship regarding writing pedagogy and writing assessment via academic literature and conferences, and continue using the data received from departmental assessment to transform their pedagogy to continue improving student outcomes. With the new portfolio means of assessment and analytic rubric scoring system, faculty are more clearly able to see where students are struggling and excelling, and students are given the chance to practice the writing process as it is taught throughout the course. Rather than assessment being a tacked-on formulaic aspect of the course, assessment is now thoroughly integrated into the course and reflective of the course's learning outcomes, which has led to more effective student buy-in to the assessed assignment and more accurate, and higher, assessment scores. The department is also able to come up with more specific solutions to combat those rubric categories in which students have weaknesses, and maintained those aspects of the previous assessment procedures that were working well, such as the norming sessions.

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

5. MATH 1513 College Algebra: 75% or more students achieved 70% or higher on the Gen. Ed. Learning goals (Goal 2a, Goal 5a, and Goal 5e) as demonstrated by the assessment measures. It seems the reviewer did not feel the data was adequate for a complete review.
6. PSYCH 1003 General Psychology: Based on discussion and data, it appears that both at a course level and at an individual level, the department is reaching learning outcomes that are tied to Psych 1003. It would be beneficial to explore new routes for assessment and reporting that continues to provide useful feedback, without restricting too much that individual faculty decision making. While much congruency exists, it would be beneficial for the department to continue to focus on the APA Introductory Psychology Initiative and to be explicit in how this is occurring. Further, building even more consistency in syllabi across sections at stating connections to the various matched student learning outcomes and goals to the general SWOSU GE Curriculum goals would be valuable. Having these more clearly defined would strengthen the utility of the syllabi as a collective. It was noted that the department at large utilizes pre-post assessments for other goals and different reports. If needed and would add value in decision making, implementing a more strategic pre-post data gathering plan specifically for Psych 1003 would be feasible. Attending APA trainings targeted at the Initiative, developing, implementing, and maintaining a more streamlined data entry and storage system, and continued departmental discussion are ways to continue to improve learning outcomes for Psych 1003.

## **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**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
Art, Communication, & Theatre	Capstone, Survey	12
Biological Sciences	Capstone, ETS Major Field Test, Oral Presentation	18
Chemistry & Physics		
<i>Chemistry</i>	American Chemical Society Exam	7
<i>Physics, Engineering</i>	Capstone, Final Exam and Grade Performance in Targeted Course(s), Oral Presentation	3
Interdisciplinary Studies	Various measures depending on learning outcomes chosen by individual departments	35
Language & Literature, <i>English</i>	Capstone, Exit Interview, Exit Survey, Portfolio	10
Mathematics	Grade Performance in Targeted Course(s)	3
Music		
<i>Music</i>	Proficiency Exams, Recitals	10
<i>Music Therapy</i>	Certification Exam, Graduate School Acceptance, Internship Evaluation, Job Placement, Licensure Exam (State), Proficiency Exam, Senior Recital	7
Social Sciences		
<i>Criminal Justice</i>	Term Paper	14
<i>History</i>	Research Thesis	2
<i>Political Science</i>	Term Paper	4

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

Computer Science	Curriculum-embedded assessments	0
General Business		6
General Studies		22
Health Science		17
Pre-Nursing		1

## **Section III—Program Outcomes**

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

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

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

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
Medical Lab Technician	American Medical Technologists Registry Exam, National Certification Exam, Employer Survey, Graduate Survey	7
Occupational Therapy Asst.	National Certification Exam (NBCOT)	10
Physical Therapist Asst.	National Licensure Exam	17
Radiologic Technologies	American Registry of Radiologic Technologists Exam	10
Wildland Firefighting	Internship Evaluation, Project	5

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

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
School of Behavioral Sciences & Education		
<i>Education, Art</i>	Oklahoma Subject Area Test (OSAT), Praxis Performance Assessment for Teachers (PPAT)	3
<i>Education, Early Childhood</i>		23
<i>Education, Elementary</i>		30
<i>Education, English</i>		3
<i>Education, Health, P.E. &amp; Rec.</i>		15
<i>Education, History</i>		3
<i>Education, Math</i>		2
<i>Education, Music</i>		8
<i>Education, Natural Science</i>		2
<i>Education, Special Education</i>		5
<i>Exercise Science</i>	Pre & Post Assessments	22
<i>Parks and Rec. Management</i>	Internship Evaluation, Project	21
<i>Parks and Wildlife Law Enforcement</i>	Internship Evaluation, Project	33
<i>Psychology</i>	Grade Performance in Targeted Course(s)	20
<i>Sports Management</i>		12

## **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	13
Agricultural Business		12
Entrepreneurship		4
Finance		20
Management		37
Marketing		17
School of Business and Technology		
Computer Science	Capstone, Graduate Survey, Internship Evaluation	19
Organizational Leadership	Capstone, Graduate Tracking	15
Engineering Technology		
Applied Engineering Management	Exit Survey, Professional Exam	4
Manufacturing	National Certification Exam	19
School of Nursing and Allied Health Sciences		
Health Care Administration	Curriculum-embedded assessment/Project	8
Health Info. Management	Capstone, National Certification Exam, Employer Survey, Internship Evaluation, Job Placement	16
Health Sciences	Curriculum-embedded assessments	66
Nursing, LPN to BSN	Graduate Survey, Job Placement, NCLEX	80
Nursing, Professional/Traditional	Exit Assessment, Nat. Council Licensure Exam (NCLEX), Portfolio	41
Nursing, RN to BSN	Graduate Survey, Portfolio, Satisfaction Survey	66
Public Health	Capstone	1

## **Section III—Program Outcomes**

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

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
Biomedical Science & Microbiology		0
Business Administration	Capstone, Exit Assessment, Exit Survey	38
Education Administration	Oklahoma Subject Area Test, Capstone, Internship Evaluation, Portfolio, Exit Survey	50
Education, Art	Oklahoma Subject Area Test	4
Education, Classroom Teaching	Oklahoma Subject Area Test	4
Education, Community Counseling	Capstone, Job Placement, Practicum Evaluation, Project	9
Education, Elementary Education		0
Education, Health, Phys. Ed., & Rec. Ed.		1
Education, Music	Exit Exam, Research Thesis	2
Education, Parks and Rec. Management	Internship Evaluation, Project	3
Education, Reading Specialist	Capstone, Internship Evaluation, Exit Survey	10
Education, School Counseling	Capstone, Oklahoma Subject Area Test, Internship Evaluation, Pre/Post Assessments	48
Education, School Psychology	Capstone, Certification Exam (National), Internship Evaluation	16
Education, School Psychometry	Capstone, Certification Exam (State), Curriculum Embedded Assessments, Job Placement, Practicum Evaluation, Project	13
Education, Social Sciences		2
Education, Special Education		7
Education, Sports Management		18
Health Informatics and Information Management	Capstone, Certification Exam (National), Graduate Follow-up Survey, Job Placement	8
Instructional Coaching		6
Management	Capstone, Exit Assessment, Exit Survey	2
Music Performance	Exit Exam	1
Music Therapy	Curriculum-embedded assessments, Exit Exam, Final Exam Performance in Targeted Course(s), Oral Presentation, Research Thesis	1
Music Therapy Equivalency	Certification Exam (National), Internship Evaluation, Licensure Exam (State)	0
Nursing	Portfolio	47
Sports Management	Capstone, Internship Evaluation	18

## **Section III—Program Outcomes**

### **ANALYSES AND FINDINGS**

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

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

Arts in Communication: Most students seem to feel that the faculty provide excellent teaching resources and opportunities. The students tend to comment that the hands on experiences in our degree offer an excellent learning environment. Students request better equipment and more production spaces. Students also request that the building be renovated with appropriate heating and cooling equipment and better wifi.

Biological Sciences: Southwestern students scored better than 71% of all the students taking the ETS Biology Majors Field Test.

Chemistry & Physics

*Physics Engineering:* There was a 100% pass rate on all assessments.

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

Mathematics: Graduates had a 100% pass rate on assessments.

Music

*Music:* Students earned a 100% pass rate on the Proficiency Exam and Recital.

*Music Therapy:* There was a 100% pass rate on all assessments.

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

There was an 84% pass rate on the Multistate Pharmacy Jurisprudence Exam and an 88% pass rate on the North American Pharmacist Licensure Examination. These pass rates come from 2021 graduates, which is the most recent complete report of data available. Our pass rates are regularly above the national average.

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

*Medical Lab Technician:* So far there is a 100% pass rate on the Registry and Certification exams.

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

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

School of Behavioral Sciences & Education

*Education:* Overall, there is a 79% pass rate on the Praxis Performance Assessment for Teachers, which has replaced the Oklahoma Professional Teaching Exam. Also, there is an 81% pass rate on the Oklahoma Subject Area Tests.

## **Section III—Program Outcomes**

*Education, English:* Graduates earned a 100% pass rate on all assessments including the OPTe and OSAT. Our job placement rate for English Ed graduates who do not immediately go on to graduate school is still 100%.

*Education, Music:* Graduates earned a 100% pass rate on the Senior Recital; a 52% pass rate on the Proficiency Exam.

*Parks and Recreation Management:* There was a 100% pass rate on the assessments.

*Park and Wildlife Law enforcement:* There was a 100% pass rate on the assessments.

*Psychology:* There was an 86% pass rate on assessments.

### **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 71% compared to the overall average of 60% for ACBSP accredited programs. Dobson SBT students' scores are higher than the ACBSP average in every category.

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

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

*Engineering Technology:*

*Manufacturing:* There was a pass rate of 58% on the certification exam.

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

*Health Care Administration:* There was a 100% pass rate on the assessment.

*Health Information Management:* There was a 100% pass rate on most assessments, a 71% pass rate on the national certification exam, and a 75% job placement rate within one year of graduation.

*Nursing, LPN to BSN:* The nursing NCLEX pass rates have continued to increase as we have implemented new and innovative teaching strategies for the students learning. The most recent set of NCLEX numbers received in October show a 79 percent pass rate which aligns with the national average.

*Nursing, Professional/Traditional:* There was an impressive 97% pass rate on the NCLEX-RN licensing exam and Exit Assessment, and a 100% pass rate on the Portfolio.

*Nursing, RN to BSN:* There was a 100% pass rate on all assessments.

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

*Business Administration:* There was a 100% pass rate on all assessments. The MBA program is continuing its trend of growth, and students continue to perform well in their standardized exams, exceeding the ACBSP average in most areas.

## **Section III—Program Outcomes**

*Education Administration:* So far there is a 91% pass rate on the OSAT, and a 100% pass rate on all other outcomes assessments.

*Education, Community Counseling:* There was a 100% pass rate on all assessments.

*Education, Mathematics:* Graduates earned a 100% pass rate all assessments.

*Education, Music:* Graduates earned a 100% pass rate the assessments and in job placement.

*Education, Parks and Recreation Management:* All graduates earned a 100% pass rate on the assessments.

*Education, School Counseling:* There was a 100% pass rate on all assessments except a 94% pass rate on the OSAT, which is a nice increase.

*Education, School Psychology:* There was a 100% pass rate on all assessments.

*Education, School Psychometry:* There was a 100% pass rate on all assessments except the OSAT, which was 92%. The program continues to grow with high success and record numbers of enrollment.

*Health Information Management:* Students had a 100% pass rate on the assessments. There is also an 80% job placement within one year of graduation.

*Management:* Students earned a 100% pass rate on all assessments. However, due to low enrollment, this degree has been discontinued. A Master of Science in Leadership is now available to students.

*Music Performance:* The student passed the assessment, won the Music Department Concerto Competition, and presented an excellent graduate recital.

*Music Therapy:* There was a 100% pass rate on assessments.

*Nursing:* There was a 100% pass rate on the Portfolio.

*School Psychology:* Graduates had a pass rate of 100% on all assessments.

### ***III-3. What instructional changes occurred or are planned in the programs in response to program outcomes assessment?***

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

Arts in Communication:

- Faculty launched a new film major.
- Hilltop Theatre was renovated into Hilltop Theatre and Studios, which is now a convertible sound stage shifting from theatre to film throughout the semester.
- Several new media kits and cinema equipment were purchased.
- A new still camera was purchased.
- A podcast room for audio broadcasts was installed.
- New printers for both computer labs was purchased.
- A new faculty member was hired to assist both the Film and Live Entertainment and Strategic Communication emphasis areas.

Biological Sciences: We continue to encourage students to use Discussion Session (weekly), Faculty Office Hours (10 hours per week) and Biology Tutors. We've seen an increase in Discussion Session attendance during the Fa23 semester. We also stress the importance of getting involved in undergraduate and Biology Club. Student who are more connected to the Department perform better in their courses.

## **Section III—Program Outcomes**

Chemistry:

*Physics, Engineering:* In order to attract a larger number of students, and to potentially improve their professional prospects upon graduation, we have decided to pursue national accreditation through the Accreditation Board for Engineering and Technology (ABET). This will require significant revision of the program, hiring an additional faculty member, preferably with a Professional Engineering certification, a PhD in an Engineering Field, and Industrial experience. This process will likely take two years.

English: Faculty adjusted the rotation of 2 required courses to promote higher success. This change takes effect in the Spring 2024 semester. We've continued offering some upper-level courses in an online format to reach more students.

Music

*Music:* Each faculty member identified means of continued improvement to support student learning goals.

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

A newly formatted NAPLEX review workshop is offered to students in the fourth year of the PharmD. Curriculum revision has started.

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

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

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

*Education:* Program directors and DOE faculty continue to assist students in successful outcomes across programs. Program directors consistently analyze data and then make appropriate adjustments to ensure student needs are met.

*Education, English:* Faculty adjusted the rotation of 2 required courses to promote higher success. This change takes effect in the Spring 2024 semester. We've continued offering some upper-level courses in an online format to reach more students. Finally, Dr. Orgeron is working on assessment related to the English Ed program to ensure that we're covering as many authors, texts, and concepts as possible in our upper-level classes to further prepare English Ed students for the OSAT subject test.

*Education, Music:* Each faculty member identified means of continued improvement to support student learning goals.

*Psychology:* We are in the process of refining the assessment process. See details below and in Part 2 of report. These include initiating an exit interview/survey and capstone exam as part of a Capstone course. We have begun establishing a new data collection process that is intended to allow data collected from students within a freshman level "General Psychology" course to be stored, so that the data can later be sorted by an identification number and progress measured in terms of change in score. This is intended to provide us with a longitudinal way to track development of knowledge. Additionally, in the Fall of 2023 the Psychology major will change to require Foundations and Capstone courses. Assessments will be embedded in these courses to

## **Section III—Program Outcomes**

permit additional tracking of gains in knowledge. We plan to utilize this more accurate data to better evaluate the strengths and weaknesses of our curriculum and overall program. The courses will be offered in the spring each year.

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

*School of Business:* The Department of Business is currently considering adding new programs (major, minor, or certificates) in Data Analytics, Human Resource Management, General Business, and Leadership and Organization Studies. These are areas of study that would serve our students well as there is seemingly a demand for these types of programs.

*Engineering Technology:*

*Manufacturing:* Our plan is to survey our graduates to find out more information about their career status.

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

*Health Care Administration:* Faculty modified the degree plan to meet NAB accreditation standards. The degree plan for 2023-2024 will be online.

*Health Information Management:* The content in both Coding I and Coding II was updated to the new sequencing and implemented in Spring 2022. All assignments met the mapped competency at the appropriate bloom's level. The delivery of the curriculum in the new sequencing seems to be working well for the students. We will monitor through student assessments how students perform in Coding II in the Fall of 2023.

*Nursing, LPN to BSN:* The course sequence was changed to ensure that all students were competent in physical assessments before attending clinical. Some of the nursing courses have implemented Elsevier exams to ensure that students knowledge is tested and students are on track with graduation and a successful NCLEX exam. The course outcomes have been aligned with the student level to ensure the student understand the verbiage that will be seen when taking the NCLEX exam.

*Nursing, Professional/Traditional:* Many students shared through the satisfaction survey that financial concerns were a difficulty during nursing school, so we are making a departmental effort to share student resources more frequently and through multiple routes to reduce this barrier.

*Nursing, RN to BSN:* a. Fall 2022: Piloted new discussion platform (Harmonize) to increase student participation and interaction. Faculty provided positive feedback including the use of video participation which enhanced student engagement, ease of assigning/assessment of met milestones for each discussion, and integration of TurnItIn for plagiarism detection. b. Spring 2023: All RN-BSN professional nursing courses now have the same practicum learning logs and course/program learning outcomes which is a systematic evaluation form for accreditation purposes. c. Summer/Fall 2023: Four of the ten RN-BSN professional nursing courses were revised to provide updated and current nursing concepts. The remaining six courses are planned for revisions over the next 1-2 years.

## **Section III—Program Outcomes**

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

*Business Administration:* Starting in Fall 2023, a Data Science option has been added to the MBA. A Letter of Intent to add a STEM MBA program has been submitted to the Regents.

*Education:* Program directors and DOE faculty continue to assist students in successful outcomes across programs. Program directors consistently analyze data and then make appropriate adjustments to ensure student needs are met.

*Education, Community Counseling:* We added additional practice for case conceptualization in order to build skills in looking at the overall picture and influence of various factors collectively. Essay questions were replaced with case studies on the Capstone.

*Education, Music:* We will begin requiring a longer Thesis.

*Education, School Counseling:* In order to address areas of weakness, we have increased opportunities for practice in both application and interpretation in our courses. We plan to implement some training on multi-tiered systems of support for students at all levels of need.

*Education, School Psychometry:* We are planning to add a Dyslexia component to one of our assessment courses (Special Diagnostic Methods). Due to changes in the field, we feel it is imperative to ensure our students are properly trained on Dyslexia evaluation. We are purchasing the Tests of Dyslexia (TOD) and plan to incorporate this into our curriculum beginning Spring 2024. In addition, we plan to add an additional lecture and experiential exercises related to interpretation in our Wechsler course as this was the area where students seem to be struggling the most.

*Health Information Management:* Courses and assignments are evaluated for AHIMA Curricular Competencies. A gap analysis has suggested other necessary changes.

*Music Performance:* The Graduate Committee intends to add an additional writing component to the graduate recital.

*Nursing:* We transitioned our discussion platform to Harmonize to allow for multiple milestone due dates, TurnItIn evaluation and a social media view. Students have had mixed reviews of this platform so far.

# **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 2023. Sophomores, juniors, and graduate students were asked to complete the Noel-Levitz Student Satisfaction Inventory (SSI), which was last administered during the Spring 2023 semester. Exit surveys were administered in April 2023 to graduates of associate, bachelor, and graduate degrees. The last Alumni Survey was run in 2022.

### ***IV-2. What were the analyses and findings from the student engagement and satisfaction assessment?***

#### **Course/Instructor Evaluations**

Semester Course/Instructor Evaluations completed by students reveal that respondents generally hold a flattering impression. On a scale of 1 to 5 (favorable to unfavorable), courses and instruction rated at an average score of 1.51.

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

According to the NSSE Snapshot, results presented below show the comparison of the opinion of Southwestern students with the opinion of students from other Oklahoma schools. Bolded blue font displays the most positive results. (SW=SWOSU; OK=Oklahoma; FY=First-Year students; SR=Seniors)

ITEM	SW FY	OK FY	SW SR	OK SR
Participated in one high impact practice / at least two	<b>68%</b> / 7%	50% / 10%	<b>28%</b> / <b>64%</b>	27% / 60%
Average hours of weekly class preparation time	13.8	14.3	14.9	15.5
Average hours of weekly reading for courses	5.3	5.9	6.5	7.0
Average number of pages of assigned writing	46.1	57.6	62.7	82.1
Courses highly challenged students to do best work	<b>51%</b>	46%	<b>61%</b>	55%
Institution emphasizes spending significant time studying and on academic work	<b>76%</b>	76%	<b>79%</b>	79%

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

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

- Instructors explained in advance the criteria for successfully completing your assignments.
- Instructors enabled you to demonstrate your learning through quizzes, assignments, and other activities.
- I feel comfortable being myself at this institution.
- If you could start over again, would you go to the same institution you are now attending?
- Instructors clearly explained course goals and requirements.
- Instructors used examples or illustrations to explain difficult points.
- Instructors reviewed and summarized key ideas or concepts.
- 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:

- 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 given a course presentation?
- During the current school year, about how often have you worked with a faculty member on activities other than coursework (committees, student groups, etc.)?
- During the current school year, about how often have you discussed course topics, ideas, or concepts with a faculty member outside of class?
- During the current school year, discussed your academic performance with a faculty member?

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

- 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?
- If you could start over again, would you go to the same institution you are now attending?
- During the current school year, asked questions or contributed to course discussions in other ways?
- During the current school year, instructors clearly explained course goals and requirements?
- 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 senior 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 discussed course topics, ideas, or concepts with a faculty member outside of class?
- How much does your school emphasize attending events that address important social, economic, or political issues?

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

- During the current school year, prepared for exams by discussing or working through course material with other students?
- During the current school year, discussed your academic performance with a faculty member?

### **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 (86%; last year 89%)
2. Working effectively with others (82%; last year 80%)
3. Speaking clearly and effectively (76%; last year 73%)
4. Acquiring job- or work-related knowledge and skills (76%; last year 83%)
5. Writing clearly and effectively (76%; last year 75%)
6. Developing or clarifying a personal code of values and ethics (73%; last year 69%)
7. Understanding people of other backgrounds (72%; last year 68%)
8. Solving complex real-world problems (71%; last year 71%)
9. Analyzing numerical and statistical information (71%; last year 73%)
10. Being an informed and active citizen (68%; last year 65%)

### **Satisfaction with SWOSU**

ITEM	SW FY	OK FY	SW SR	OK SR
Overall experience as “Excellent” or “Good”	79%	81%	87%	85%
Would “Definitely” or “Probably” attend this institution again	87%	85%	90%	84%

### **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 2023. 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 seven 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. (6.42, 6.50 last time)

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

- ◆ 33. My academic advisor is knowledgeable about requirements in my major. (6.35, 6.40 last time)
  - ◆ 6. My academic advisor is approachable. (6.29, 6.22 last time)
  - ◆ 51. This institution has a good reputation within the community. (6.16, 6.39 last time)
  - ◆ 68. Nearly all of the faculty are knowledgeable in their field. (6.15, 6.37 last time)
  - ◆ 39. I am able to experience intellectual growth here. (6.13, 6.21 last time)
  - ◆ 35. The assessment and course placement procedures are reasonable. (6.10, 6.09 last time)
  - ◆ 31. Males and females have equal opportunities to participate in intercollegiate athletics. (6.09, 6.00 last time)
  - ◆ 55. Major requirements are clear and reasonable. (6.08, 6.15 last time)
  - ◆ 16. The instruction in my major field is excellent. (6.07, 6.20 last time)
3. The lowest satisfaction scores of SWOSU students (most of which are a little lower than the national average) are in either the **4 Neutral** or **5 Somewhat Satisfied** categories. 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). (4.29, 4.37 last time; it is *Important* to SWOSU respondents)
  - ◆ 21. The amount of student parking space on campus is adequate. (4.31, 4.65 last time; better than the national average of 3.74; it is *Important* to respondents)
  - ◆ 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.). (4.66, 4.69 last time; it is *Important* to respondents)
  - ◆ 42. There are a sufficient number of weekend activities for students. (4.67, 4.70 last time; it is *Somewhat Important* to respondents)
  - ◆ 73. Student activities fees are put to good use. (4.83, 4.81 last time; it is *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* (4.99, which exceeds the national comparison of 4.67)
  - ◆ Rate your overall satisfaction with your experience here thus far. *Satisfied* (5.79, which exceeds the national comparison of 5.33)
  - ◆ All in all, if you had it to do over again, would you enroll here?. *Probably yes* (5.93, which exceeds the national comparison of 5.54)

### **Exit Surveys**

Toward the end of the Spring 2023 semester, Southwestern administered exit surveys to recent graduates of Associate's, Bachelor's, and Master's degrees.

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

Twenty graduates responded (40%), and on scales of 1 to 5 (Extremely Satisfied to Extremely Dissatisfied), questions relating to departmental engagement earned a mean score of 1.72 (1.87 last

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

year). Questions regarding career preparedness scored a 1.52 (previously 1.64) (1 equaling Very Confident and 5 equaling Not At All Confident). Faculty Interaction was viewed with scores of 1.76 and 1.69 (1.95 and 1.91 last year). (The first scale of 1 to 5 with 1 representing Very Frequently to 5 being Communication Was Not Ongoing; the second scale of 1 to 3 with 1 representing Happens Frequently, 2 Happened Once, and 3 Has Never Happened.)

**Ninety-six percent responded that they were provided a high quality education at SWOSU and 96% would attend SWOSU if they had it to do over again.**

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

One hundred sixty-three graduates responded (32%), and departmental engagement was viewed with the following scores:

- 1.50 (1 to 5, Strongly Agree to Strongly Disagree); last year's score was 1.51.
- 1.18 (1=Agree, 2=Neutral, 3=Disagree); last year's score was 1.19.
- 1.50 (1 to 4, Extremely Satisfied to Extremely Dissatisfied); last year's score was 1.51.

Questions regarding career preparedness scored a 1.49 (1 equaling Very Confident and 5 equaling Not At All Confident); last year's score was 1.47. Faculty Interaction was viewed with scores of 1.82 and 1.63 (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 1.83 and 1.59 respectively. A few self-rating questions resulted in the following scores that range from 1 to 4 (Highest 10% to Below Average):

- 1.82 Critical Thinking; 1.85 last year
- 2.25 Mathematical Ability; 2.28 last year
- 2.15 Writing Ability; 2.03 last year
- 1.96 Overall Academic Ability; 1.93 last year
- 2.10 Self-Confidence; 2.11 last year

**Ninety-eight percent responded that they were provided a high quality education at SWOSU and 89% would attend SWOSU if they had it to do over again.**

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

Fifty-four graduates (31%) responded, and departmental engagement was viewed with the following scores:

- 1.27 (1 to 5, Strongly Agree to Strongly Disagree); last year's score was 1.51.
- 1.16 (1=Agree, 2=Neutral, 3=Disagree); last year's score was 1.10.
- 1.27 (1 to 5, Extremely Satisfied to Extremely Dissatisfied); last year's score was 1.40.

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

Questions regarding career preparedness scored a 1.36 (1 equaling Very Confident and 5 equaling Not At All Confident); last year's score was 1.40. Faculty Interaction was viewed with scores of 1.64 and 1.51 (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 1.77 and 1.71 respectively. A few self-rating questions resulted in the following scores that range from 1 to 4 (Highest 10% to Below Average):

1.71 Critical Thinking; 1.81 last year  
2.42 Mathematical Ability; 2.47 last year  
1.75 Writing Ability; 2.06 last year  
1.84 Overall Academic Ability; 1.82 last year  
1.96 Self-Confidence; 2.09 last year

**Ninety-eight 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.**

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

Southwestern has established a strategy for reviewing student engagement and satisfaction results with an aim toward continuous improvement. The following suggestions have been reported, and offered to Executive Administration for review and consideration:

1. Have faculty/staff "meet (staff members name)" luncheons once a week on campus for students to attend and engage with faculty/staff on campus.
2. Schedule monthly Student Success Center speakers on campus covering diverse topics, ideas, or concepts.
3. Promotion of actively engaging the educational process by providing workshops, internships, co-op, field experience, student teaching, and clinical placements for students.
4. Promotion of comprehensive support resources for all students, including counseling and healthcare information, Student Success Center, tutoring, mentorships, Writing lab, Library, Computer lab, Financial Aid, advisors, Dining Services, recreational services, Veteran Services, and Information Technology Department.