

**EASTERN OKLAHOMA STATE COLLEGE**

**ANNUAL REPORT  
OF  
STUDENT ASSESSMENT ACTIVITY  
2013-2014**

**Narrative Questions**

**October, 2014**

## Section I—Entry Level

### **Administering Assessment (I.1—I.3)**

Students requesting admission to Eastern Oklahoma State College are expected to have taken either the ACT or SAT exam and submit those scores. For students who are 21 years or older and have not taken the ACT or SAT, the testing department at Eastern administers the COMPASS exam as an entrance evaluation tool. All students entering Eastern should have either ACT, SAT or COMPASS scores.

Eastern allows a student to take the COMPASS up to four times, but a student has to pay for the test the 3<sup>rd</sup> and 4<sup>th</sup> times. Tutoring for testing is available on a very informal basis through Student Support Services and the developmental class instructors. Student are also encouraged to utilize online tutoring through act.org.

### **Analyses and Finding (I.4—I.6)**

Eastern has a comparable rate of success in taking students with below-average test scores and turning them into successful college graduates. Table 1 below shows the success rates in our remedial and gateway course for the last several fall semesters.

<b>TABLE1: Remedial and Gateway Success</b>				
<b>COHORT</b>	<b>TOTAL STUDENTS</b>	<b>% PASSED REMEDIAL COURSE</b>	<b>% PASSED GATEWAY</b>	<b>Total # of students completing Gateway from original Cohort</b>
MATH0113_FA08	82	67%	36%	20
MATH0113_FA09	99	69%	47%	32
MATH0113_FA10	118	67%	34%	27
Math0123_FA08	175	65%	60%	68
Math0123_FA09	221	72%	58%	92
Math0123_FA10	276	75%	58%	120
Math0123_FA11	241	76%	53%	97
ENGL0123_FA08	91	77%	50%	35
ENGL0123_FA09	100	85%	62%	53
ENGL0123_FA10	142	70%	63%	63
	1545			607

In addition, students who pass Easterns college developmental math classes or developmental English/reading classes go on to pass regular college math and English classes at a rate that is comparable with other similar institutions. The rates are respectable particularly when one realizes that the Community College System in Oklahoma has a rate of students who graduate from high school and who are subsequently found to need remediation at about 59%.

Eastern instructors and administrators do feel that the placement, the cut scores, and other findings of entry-level assessment work well and are properly administered and analyzed. Evaluation of data over the course of several years will continue to be examined to help with the evaluation of placement and cut scores. Eastern has recently created a student persistence and completion committee to examine student data and determine best practices for student retention efforts. This Advisory Committee for Eastern Student Success (ACCESS) will provide leadership to help drive our efforts in making data driven decisions.

#### **Other Assessment Plans (I.7—I.9)**

The mathematics and English departments have appointed a remedial course coordinator that is working with faculty to examine the success rates of students in remedial courses and their subsequent success in gateway courses. This should enhance our efforts to study the effect of different assessments on student success. In addition, the remedial mathematics coordinator has begun enhancing the curriculum using manipulatives and the remedial English coordinator has introduced interventions to increase the writing skills of students in the Developmental English course. Data will be collected to determine if these interventions increase our student success rates.

Eastern has also enhanced its efforts in the area of Institutional Research. The Associate Vice President for Academic Affairs has taken on that role and is developing reports that will help faculty and administrators make data driven decisions. Eastern will continue to develop in this area with the goal of monitoring the entry-level assessments to determine if students are properly placed in course.

## Section II—Mid-Level/General Education

### **Administering Assessment (II.1—II.3)**

In the past, Eastern Oklahoma State College had used the Collegiate Assessment of Academic Proficiency (CAAP) test to assess its five general education learning goals. The CAAP was given near the end of the fall and spring semesters; graduating students are encouraged, *but not required* to test.

Because students were not required to complete the test, faculty and administration believe that the results were of little value for improving student learning and an examination of student self reported level of effort reinforced this belief.

Therefore, a committee comprised of the Vice President for Academic Affairs, the Associate Vice President for Academic Affairs, and one representative from each of the academic divisions began working on general education learning outcomes and developing assessments for our students. At this time, the assessments are focusing on the communication and information & technology literacy learning goals. Other assessments will be developed in the coming semesters. The general education learning goals that will be assessed are:

1. **Communication:** Students will employ effective written and oral communication skills in order to convey clear and organized information to target audiences.
2. **Critical Thinking:** Students will practice analytical and evaluative thinking with a view toward continuous improvement.
3. **Information & Technology Literacy:** Students will legally and ethically retrieve and utilize information competently using critical evaluation and discipline-appropriate technology to meet a variety of professional and personal needs.
4. **Quantitative & Scientific Reasoning:** Students will apply appropriate mathematical and scientific concepts and processes in order to interpret data and solve problems based on verifiable evidence.
5. **Culture, Global Awareness, and Social Responsibility:** Students will recognize the beliefs, behaviors, and values of diverse cultures from a global perspective. Students will recognize the value of meaningful civic and scholarly activities.

Eastern previously piloted a rubric and developed a procedure for assessing written communication.

The assessment committee collected essays written in ENGL 1213, the second semester freshman

composition sections; 100 randomly selected essays were evaluated by a grading committee. Each essay was graded by two graders and scores averaged. The committee also concluded the rubric yielded consistent results when used by multiple graders. Since the assessments were conducted during the spring semesters, the committee was concerned students who had taken developmental English were not being evaluated as they would most likely take the second semester of freshman composition in the fall. Consequently, essays written during the fall 2013 semester were evaluated. Total enrollments in ENGL 1213 tend to be smaller in the fall semester, so fifty essays were randomly selected and graded by the procedure described above. Students included their student identification number so the committee was able to determine if they had been required to take developmental English, their ACT English score, and their final grade in ENGL 1213.

The scores for this group of students followed a normal distribution with 74.5% scoring proficient or above. The distribution was consistent with previous assessment results. However, when the scores of those who had taken developmental English were compared to those who had not been required to take developmental English, a statistically significant difference was noted (Table 2). These results were shared with the faculty at the fall 2014 Assessment Forum. Four actions were discussed to improve the performance of developmental students; add a developmental writing course, add a one-hour lab section to developmental English, establish a writing lab on campus, or add more writing activities/assessments to the current course.

Faculty decided to conduct a pilot of the fourth option, beginning this semester and will evaluate essay assessment results next fall. The assessment committee has developed a schedule for writing assessments: assessments in the spring sections of ENGL 1213 will be conducted in even-numbered years, in fall sections of ENGL 1213 in odd-numbered years, and assessments of written assignments in major courses will be conducted in the spring semester of odd years. All assessments will be done by a grading committee, using the adopted rubric.

Student identification numbers will continue to be recorded on all assignments that are selected for evaluation. By doing so, the committee will be able to look for patterns in ACT scores, previous coursework, and demographics. It will also allow us to follow a student's progress in multiple courses.

<b>Statistic</b>	<b>Developmental</b>	<b>No developmental</b>
n	16	31
Mean score	9.06	9.90
variance	1.87	1.2
Standard deviation	1.37	1.10
A significant difference in mean scores exists as indicated by T test.		
No correlation between rubric score and ACT English score or ENGL 1213 grade. No correlation between ACT English score and ENGL 1213 grade.		

During the spring 2014 semester, Eastern faculty conducted assessments of oral presentations within courses using a rubric that was modified based on faculty feedback. The rubric rates oral presentations based on six criteria; each criterion score ranges from one (poor) to four (excellent). Assessments were conducted in courses in each academic division; a total of 131 students were evaluated. The rubric was shared with the students prior to their presentations. Results are presented in Table 3.

The results were presented to the faculty at the fall 2014 forum. Following much discussion, the faculty decided that two areas that needed improvement were professional appearance and physicality. To address these, two actions were proposed; enhance our Eastern's "clothes closet" with additional professional attire and create a learning module on professionalism that will be used in our freshman success course.

<b>Objectives</b>	<b>Average score</b>	<b>Standard Deviation</b>
Physicality	3.11	0.91
Content & comprehension	3.30	0.89
Professional language	3.40	0.72
Visual aid	3.4	0.81
Professional appearance	3.50	0.72
Volume & diction	3.60	0.56
Total score	20.75	3.22

In order to evaluate our students' technology skills a check-sheet was developed by a faculty committee. The check-sheet was piloted in one section of our freshman orientation/student success course; the instructor explained how she had easily used the course assignments to assess students' mastery of many of the components which are covered in the student success course (e.g., use of college email, Blackboard, e-advising software, attaching documents to email). Some of the components of the check-sheet are taught in computer applications so were not evaluated in the pilot. The computer application faculty will conduct a pilot of those components this semester and report back to everyone at the spring assessment forum.

A faculty committee was tasked with developing learning outcomes related to information literacy and a rubric to assess them. With input from faculty, the committee developed a check-sheet that was piloted in two courses during the spring 2014 semester. The results were presented at the fall 2014 assessment forum. There was much discussion about the check-sheet related to what we want students to be able to do, if some outcomes could be assessed, are we incorporating enough digital literacy, etc. We decided that a committee needed to review the check-sheet and revise. A pilot of the revision will be conducted this semester.

#### **Analyses and Findings (II.4—II.5)**

As stated above, Eastern has for many years used the CAAP exam as the primary method to assess general education learning. Although the exam allows us to compare our students' performance against national scores, we do not believe that it provides the best measure of the general education learning goals. As a result, we have begun to embed general education assessments within the courses, starting with assessment of writing skills in Freshman Composition II, continuing with the assessment of writing skills and oral communication skills in major courses and currently working on assessing students' information & technology literacy. The results of those evaluations are stated above. Eastern is using this model to develop a new system for assessment of general education learning goals as our

project for the Higher Learning Commission Assessment Academy which we joined in June 2012.

The faculty meet twice a year, once in the fall and once in the spring, to review the results and make recommendations for action based on the data collected. In order to determine if we are creating a culture of assessment, we conducted a faculty survey during the fall 2013 assessment forum. We repeated the survey at this fall's forum. A comparison of the surveys (Table 4) shows that we are improving faculty's understanding of and attitudes towards assessment of student learning. The results also show that there are still room for improvement in helping faculty "learn" how to do assessment and to improve willingness to participate in assessment activities.

<b>Table 4. Comparison of responses to faculty survey regarding assessment.</b>		
<b>Survey statement</b>	<b>Strongly Agree 2013 (%)</b>	<b>Strongly Agree 2014 (%)</b>
Across our campus, there is a clear understanding of how assessment processes yield evidence of our institution's effectiveness	12%	44%
Our institution has a clear understanding of what assessment is	37%	56%
Senior administrators place a priority on recommendations for change that are supported by assessments results	37%	59%
Assessment is vital to teaching at this institution	49%	67%
Our faculty gather on a regular basis to discuss assessment findings	29%	69%
Assessment supports the transformation of student learning	39%	64%
Our institution has a clear understanding of why assessment is done	34%	64%
Faculty have the knowledge to accurately assess student learning	24%	49%
Faculty have sufficient resources and time to adequately conduct academic assessment activities	12%	33%
Faculty have a clear understanding of how to do assessment	18%	28%
Faculty at our institution are eager to participate in assessment activities	12%	28%

Assessment practices were also included in the survey which yielded a few interesting results. Regular use of tests developed by the department or program increased from 7% to 26%, perhaps as a result of our emphasis on having uniform learning goals for courses taught by multiple faculty. Regular use of rubrics also increased from 43% to 56%.

### Section III—Program Outcomes

Each of the six academic divisions at Eastern conducted a program review in the fall of 2014. In the review, the division chair and the faculty looked at such things as assessment tools’ results, instructional changes needed, textbooks, advisory committee recommendations, and other recommendations as a result of all assessments. Each major program in each division was studied. A summary of some of the assessments used and the results are listed in Table 5.

<b>Table 5. SUMMARY OF PROGRAM ASSESSMENTS 2013-2014</b>				
<b>FIELD OF STUDY</b>	<b>ASSESSMENT MEASURES</b>	<b>MEASUREMENT INSTRUMENT</b>	<b>NUMBER OF INDIVIDUALS ASSESSED</b>	<b>RESULTS</b>
English	Grammar Usage	Pre/Post Testing	217	62% improved; 32% did not improve; 6% remained the same from pre to post
English	Essay Skills	Rubric	47	6% High, 30% Moderate, 38% Proficient, 19% Borderline, 6% Limited
Agriculture	Departmental Knowledge	Pre/Post Testing	55	The average improvement across all programs was more than 35 points
Criminal Justice	Departmental Knowledge	Comprehensive Exam	124	89.01 % competency performance on the comprehensive exam
Psychology/Sociology	Departmental Knowledge	Comprehensive Exam	30	Difference of 38 from pre to post test results
Computer Information System	Departmental Knowledge	Comprehensive Exam	6	Pre-test 25.8% passed; Post-test 78% passed
Nursing	Knowledge and Skills	NLCEX	43	McAlester-82% Wilburton-94% Idabel-100%
Biology/Life Science	Oral Assessment	Rubric	50	With a Max score of 24 on the rubric: the students ranged from 14-24, the mean was 19.09 with a standard deviation of 2.79 and a median of 16.

Within each of the academic divisions, the department/major program was asked to incorporate the following items in their program review: the number of students in the program; some specific goals for the department/major program; how the program incorporates some of Eastern Oklahoma State Colleges General Education Student Learning Outcomes; instruments/process by which students are assessed in the program; other findings of assessments—any results of pre-and post-tests, number of graduates, other results; instructional changes that have occurred or are planned due to assessment results; budget needs that have arisen or are planned due to assessment results; and any additional information that supports the department/major program assessment process such as awards earned by students or recent graduates. A summary of the information from each division is provided.

## Division of Agriculture

Currently there are five tools being used to evaluate student and program performance. These tools consist of: (1) an entrance assessment examination and an exit assessment examination, (2) student GPA, (3) general education assessment, (4) three semester retention rates, and (5) graduation rates.

<b>Table 6: Division of Agriculture Assessment Results</b>						
<b>Major</b>	<b>Freshman (Fall 2012)</b>	<b>Average Entrance Exam Score</b>	<b>Average Exit Exam Score</b>	<b>% Change</b>	<b>Retention Rate</b>	<b>Graduation Rate</b>
Ag. Comm.	1	38	85	58.9%	100%	100%
Ag. Econ.	7	46	69	50.0%	86%	43%
Ag. Ed.	7	39	64	64.0%	57%	43%
Agronomy	1	36	72	100.0%	100%	100%
An. Sci.	16	31	72	132.3%	63%	44%
Pre-Vet	Combined with An. Sci.					
Forestry	11	37	85	130.0%	60%	30%
Forest Tech	3	29	-	-	-	-
Hort.	0	-	-	-	-	-
Meats	6	33	67	103.0%	100%	67.0%

Based on enrollment records and information provided by the various academic advisors within the Agriculture division there were approximately 55 incoming freshmen for the fall 2012 semester. Of these 55 freshmen 39 completed three semesters resulting in a retention rate of 70.9% and 22 graduated in four semesters resulting in a graduation rate of 40.0%. Both of these rates met or exceeded the divisional goals for these parameters.

### **Analysis of Findings**

Assessment information for most agriculture majors, with the exception of forestry, horticulture, and meats, has come from an entrance examination and an exit assessment consisting of questions

embedded within the final exams of the respective major courses. Due to the large turnover of agriculture faculty within the division over the past few years, changes in lecture information and subsequent examination changes, and the cumbersome task of record-keeping, all the agriculture faculty have agreed to return to one exit assessment examination to be given prior to the completion of the program. This was implemented for the fall 2013 semester and will be reflected in future assessment reports.

Concerns expressed by agriculture faculty members and students, and reflected by assessment scores and retention rates, in the area of animal science were addressed during the 2012-2013 academic year. As a result a new animal science instructor was hired for the fall 2013 semester. The charge for the new faculty member is to bring rigor and credibility back to the animal science program and curriculum. The previous animal science curriculum was reviewed by the new animal science instructor and the Dean of Agriculture resulting in numerous modifications in course content and teaching methodologies. Early evaluations indicate that the division is progressing in the right direction in the area of animal science. Future assessment results, enrollment data, and retention data should reflect a marked improvement for this academic area.

With continued emphasis on communication skills as part of general education assessment, writing assignments continue to be included in Agriculture Orientation, Agriculture Leadership, as well as other courses. Writing assignments have also been a significant component of the division's new online course offerings in forestry, horticulture, and crop production. Oral presentations are also required in several courses.

Both the Meat Science/Food Processing and Forest Technology program incorporate skills performance in assessment. Results from post assessment exams have provided valuable information on areas that need more emphasis in the curriculum. These areas have been addressed and were incorporated during the 2013-2014 academic year.

## **Other Assessments**

Opportunities to develop writing and speaking skills beyond the general education curriculum are utilized in several courses within the various agriculture degree programs. Continued emphasis will be placed on providing these opportunities.

Due to constraints on the institutional budget in recent years, the Agriculture Division has had to make do with the current funding level. This has been accomplished through significant planning, frugality, and scrutiny. However, as enrollment and operating costs increase, the budget will need to be reevaluated. Likewise, new resources and projects, such as the Division's newly constructed greenhouse and the Mountaineer Meats fundraisers, will place additional pressure on already limited budgets and may require additional investment before we realize any returns.

## **Division of Behavioral and Social Science**

There are four departments within the Behavioral and Social Science division; Child Development, Criminal Justice, History/Political Science, and Psychology/Sociology. Information from each is presented separately.

### **Child Development**

The primary goal of the Child Development Department is to provide a formal education and training opportunities that produce graduates who plan to enter or continue in the field of child care. A program committed to preparing students for employment shall engage in systematic efforts to evaluate competence and success of its students. This department does not offer general education courses, all course offerings are specific to the child development field.

Our program has two goals: First to prepare students in the field of child development in the A.A. degree program to be prepared to transfer to four-year institutions and continue their education; secondly to prepare students in both the field of child development in the A.A.S. degree program and the

Certificate of Mastery program to enter employment in the field immediately after completion of their degree or certificate.

Students are assessed within their courses from results of coursework which includes examinations, written and oral reports, assignments, discussion, class participation, and some field assignments.

The department meets periodically to review course offerings as well as to discuss student progress. No changes are planned at this time with regard to course offerings or budget considerations.

### **Criminal Justice/Criminal Justice C.O.P. Option**

The Criminal Justice Department mission is critical to the institutional mission. The mission of the Criminal Justice Department at Eastern Oklahoma State College is dedicated to providing the course of study necessary for a transferable Associate of Science Degree for students interested in a bachelor's degree in Criminal Justice to include correction, criminology, juvenile delinquency, law enforcement, forensics and pre-law. The Collegiate Officer Program (COP) option of the department is committed to providing the curriculum and practical exercises necessary for certification as an Oklahoma peace officer. The Criminal Justice Department is further committed to providing the knowledge and skills to be job ready as an Oklahoma peace officer in the duties of preservation of public peace, protection of life and property, prevention of crime, serving of warrants and enforcement of laws and ordinances of the State of Oklahoma. Within the program there were 60 students in the fall and 53 in the spring in the Criminal Justice Student program. The C.O.P. option had 35 fall students and 34 in the spring.

### **Assessment Instruments and Process:**

Direct methods of assessment include departmental comprehensive exams. Indirect methods of assessment include grade point average for Criminal Justice major courses and cumulative grade point average. C.O.P. students completing skills courses are required to pass physical or hands on tests through practical usage. Any graded skills course has a minimum requirement score of 70%.

**Analysis of Findings:**

Overall the Criminal Justice Program is effectively facilitating its students to operate at an average or above-average competency level relevant to the knowledge and skills required to either transfer to the university or to go directly to work. The overall grade point average for the major courses for the students assessed was 2.8 which is an indirect measurement of program effectiveness. A more direct measurement of program effectiveness was evidenced in the 89 percent competency performance on the departmental comprehensive exams. Criminal Justice graduates also did well in their overall academic requirements as is substantiated by the cumulative grade point average of 3.1.

**Instructional and Program Changes:**

Additional adjunct faculties have been brought on board to meet with an increase over the last four years in student interest in the Criminal Justice programs offered. Additionally this department has branched out to more online course offering on a rotational basis.

**Budgeting Considerations:**

We have seen a dramatic increase in the number of students seeking C.O.P skills courses. Each student pays a \$150.00 fee for each of the four courses they attend here at Eastern. Additionally the students pay monies to East Central University or Oklahoma State University OKC through a partnership agreement for specialized driver training that we are currently unable to offer. Additional instructor costs, mainly due to the size of these classes, as well as an increased need for disposable materials, i.e. pepper spray, Taser cartridges, handgun/shotgun ammunition, etc., have increased the costs associated with these programs with no additional budget increase. In order to continue to function properly in these classes additional monies will need to be made available in the coming years as the safety during training and adequate training materials are vital.

**History-Political Science**

Students who complete courses with in the History/Political Science department are expected to demonstrate a understanding of departmental and general education goals which include: historical

causation, comprehension of patterns and institutions of American history; appreciation of the heritage of humankind and essential knowledge of their chosen field; understand the origins, structure and operations of the American government; and demonstrate an ability to explain the political process, follow national issues, and understand their role in the process. Assessments for courses within the department focus on course work, discussions, special projects, and student evaluations of their courses. The department meets periodically to revise the list of assigned readings/text and consider changes in pedagogy based on the departmental assessment results. The department will also actively recruit students to increase enrollment in the History/Political Science Department.

### **Analysis of Findings**

Analysis of the History/Political Science Department shows that the department as a whole needs to implement a standard assessment for our majors. The department plans to take these actions:

- Search for, or construct, an assessment test of history and government competency that could be given to students to pinpoint their strengths and weaknesses.
- If necessary, purchase or license fees for a standardized test (such as the ACAT).

### **Psychology/Sociology**

The Eastern Oklahoma State College Psychology Department adopted the American Psychological Association's (APA) Learning Goals and Outcomes as the student learning outcomes for the psychology and sociology undergraduate major. Each of the goals is associated with specific learning outcomes.

### **Assessment and Analysis**

Data collected from the Pre/Post testing and grading rubrics suggest that the academic achievement of the psychology and sociology students could benefit from a "flipped" classroom design. The effectiveness of the flipped classroom as compared with a traditional lecture class is showing early signs of promise as colleges and universities across the nation are employing the revised delivery technique. Giving students an opportunity to spend time outside the classroom in a specifically online

guided review of the instructional materials may encourage students to come to class better prepared to participate in the learning activities and guided class discussions. During summer 2014, the PSY 1113, Introduction to Psychology curriculum was restructured to be delivered online using Eastern's Blackboard Learn platform. Lecture materials were placed online and students were instructed to complete their review of all instructional materials and come to class prepared to participate in guided learning activities and class discussion. Pre/Post test once again will be given and narrative writings be graded using a rubric. The Pre/Post test and rubric data will serve as a base for comparison to determine if the flipped classroom has a positive correlation with student academic success. Based on analysis and results of the correlative study, consideration will be given to employing the "flipped" classroom design to the SOC 2113, Social Problems class during the 2015-2016 academic year.

### **Budgeting Consideration**

The current classroom used for the PSY 1113, Introduction to Psychology does not have the technology to support the "flipped" classroom design. The instructor must teach from a lap-top and the students are not able to directly observe the instructor's screen during guided learning activities and classroom discussions. The classroom must be equipped with a teaching station and a Promethean Board. At least four laptops should be made available for student use in the classroom to be utilized by those students who may not have a smart phone, tablet or personal laptop.

The following items should be considered as an addition to the departments normal operating budget allocation: Promethean board \$4,500.00, 4 Student Laptop Computers \$3596.00, Tan Storage Cabinet 36x18x72 \$199.00.

### **Division of Business**

Within the Business Division there are three departments; Administrative Office Technology, Business Administration, and Computer Information Systems. Information from each is presented.

## Administrative Office Technology

The Administrative Office Technology includes four degree programs and a one–year certificate program. Students are given an entrance exam when they begin the program. A comprehensive learning exam is then taken at the end of two years. These scores are compared to evaluate the student’s learning. Some of the General Education Student Learning Outcomes are incorporated in our program through presentations, research papers, portfolios, and other activities that help enhance the students’ written and communication skills.

<b>TABLE 7: SUMMARY OF PROGRAM ASSESSMENTS 2013-2014</b>				
<b>Field of Study</b>	<b>Assessment Measures</b>	<b>Measurement Instrument</b>	<b>Number of Individuals Assessed</b>	<b>Results</b>
Administrative Office Technology	General Office, Grammar, Keyboarding, Word Processing, Spreadsheets, PowerPoint, Business Math	Pre/Post Test	6	All students were below passing rate of the pretest. The post-test showed an improvement with 5 of the six students scoring above 80%. The other student passed with a score of 72%.

All freshman students in the AOT program are given a pretest when they begin the first semester. When students finish the coursework, they are then given a post-test to measure improvement.

Students are also evaluated in a variety of testing situations. In skills classes—keyboarding, transcription, office machines, PowerPoint, spreadsheets, and word processing—students are evaluated with hands–on evaluations. Students are given problems to solve, usually under a timed situation, and are asked to perform skills pertinent to the class. These problems are designed to simulate actual situations students will encounter on the job. Oral presentations are part of the evaluation in some classes. Students’ communication abilities are stressed in all classes whether it is written or oral. Objective examinations are given as a means of evaluation to test competency in other classes. The requirements for all options within the Administrative Office Technology degree were changed because of the recommendations from the Advisory Committee. These changes were approved by the State Regents.

A process needs to be developed to ensure testing of all students at all campuses. Currently only the students at the Wilburton Campus are being tested with the pre and post-tests.

The AOT budget is now \$2,000 per year. Because of a grant for the Health Information Technology option, there has not been a need for additional money. In the future, however, more money will be needed for professional development in assessment-related areas.

**Business Administration**

The Associate of Science in Business Administration is designed to outline the freshman and sophomore years of study for students who plan to transfer to a university to major in such fields as marketing, economics, management, real estate, accounting, finance, management information systems, or general business.

**Assessment:**

At the beginning of each academic year, students who have declared Business Administration as their major are given a pre-test. This test is comprised of 40 multiple choice questions covering a broad range of “business basics” in areas such as management, accounting, economics, and the fundamentals of business communication. The tests are scored and stored within the student’s file. Once the student has applied for graduation, the student retakes the pre-test as their exit exam (post-test) from the department. Pre-test scores and post-test scores are compared to assess their learning outcomes of the program. The results of this reporting year concluded that the average graduating student increased their understanding of the business administration discipline by 50%. It is apparent that students tend to score higher on post-test questions that measure the learning objective of classes most recently taken, i.e. their last semester.

**Summary of Assessment 2013-2014**

<b>TABLE 8: SUMMARY OF ASSESSMENT RESULTS</b>				
<b>Field of Study</b>	<b>Assessment Measures</b>	<b>Measurement Instrument</b>	<b>Number of Individuals Assessed</b>	<b>Results</b>
Business Administration	General Business, Accounting, Economics	Pre/Post Test	4	50% increased score during post exam; 50% maintained score during post exam; 0% decreased score during post exam

Each year faculty within the business department attend the Course Equivalency Project forum sanctioned by the Oklahoma State Regents of Higher Education. This is a time for faculty to visit with other colleges and universities across the state. It ensures that instructors are teaching the same core concepts within common course titles for the purpose of accepting transfer credits from one institution to another. Also, the course descriptions and course prefixes listed within each institution's academic catalog are re-evaluated for the purpose of granting students with the proper transfer credits. Upon attendance, it was concluded that the Business Administration degree plan is in compliance with the state articulation agreement among colleges.

### **Analysis of Findings**

The pre-test and post-test exam will continue to be distributed to students upon their declaration of majoring in Business Administration and re-administered upon the completion of their degree. The pre/post-test will mimic current textbook terminology and real-world case study scenarios and content.

A systematic process needs to be developed and implemented within the division that will track all business graduates as they continue their education with other institutions and/or job placement. Knowing a student's path could provide useful insight for future assessment reporting.

The Business Administration faculty will continue to attend workshops, webinars, and conferences to stay up to date with course technology and classroom materials.

To add the variety of assessment measurement, the department will consider the design and implementation of a capstone course for the degree program. The addition of such a course would be three-fold: maintain student retention levels, test readiness for program entrance exams given by four-year program institutions and portfolio and skill set development

### **Budget Changes:**

Due to budget constraints, monies slated for the department will be used for professional development. Anticipated cost for continuing education is \$5,000.00. Due to state budget cuts, for Phi Beta Lambda's budget has been reduced in the prior years. It has remained \$750 for the current year.

This is a student organization (open to all majors) sponsored through the business department. This club has been very instrumental in the past preparing students to become future business leaders. Life skills learned include: job readiness, writing an effective cover letter and resume, public speaking, and the importance of community service. Students can also participate in state and national contests to earn scholarship funds and other prestigious club awards. All state competitions take place either in Tulsa or Oklahoma City and require overnight lodging, gas for school vehicle, and meals. National competitions involve a week hotel stay and airfare. Without the benefit of school supported travel, students will not be able to attend these pre-described events in hopes of becoming eligible to attend competitions at the national level.

**Business/Computer Science/Computer Information Systems**

The Computer Information Systems program has three options. The CIS program goal is to outline the freshman and sophomore years of study for students who plan to transfer to a university. The Software Development option is to prepare students to transfer seamlessly into a Bachelor program in the field of programming and software development. The Business option is to prepare students to transfer seamlessly into a Bachelor program in the field of Management Information Systems. The Forensics option is to prepare students to transfer seamlessly into a Bachelor program in the field of Computerized Forensic Science.

TABLE 9: SUMMARY OF PROGRAM ASSESSMENTS 2013-2014				
FIELD OF STUDY	ASSESSMENT MEASURES	MEASUREMENT INSTRUMENT	NUMBER OF INDIVIDUALS ASSESSED	RESULTS
CIS	Problem solving and analysis	Pre/Post Testing	6	Pre-test 25.8% passed; Post-test 78% passed

**Analysis of Findings**

This department continues as a DreamSpark Partner which allows the student access to the latest in Microsoft developmental tools. More Online courses are being offered where possible and some courses have moved to the Hybrid format where partial classroom instruction is still vital but some

instruction conducive to the online environment. This change is to accommodate students who are working full/part time while attending school.

The program has progressed nicely with the instructional staff we have at present but will need more manpower to sustain the classroom needs. There are many new innovative programs that we would love to include but are restricted due to the number of hours already teaching.

### **Budget changes**

The Budget constraints for the new academic year are a concern for future purchases. Budgets hopefully will be at the same level with no more cuts in the plan. One computer lab on the Wilburton campus was updated this past year along with updates to computer labs on the McAlester campus. Our IT staff continues to utilize the operating system software available through the DreamSpark (formerly MSDNAA) program. Eastern's IT staff maintains an incredible network for both campus's and works with our CIS department on needs assessment in the computer labs.

### **Division of Language, Humanities and Education**

Information for the departments within the Language, Humanities and Education division are below.

#### **English**

Freshman composition courses help students learn to communicate the written word competently through exposure to the patterns of exposition and argumentation along with grammar reviews and vocabulary building. The literature classes help students identify multiple perspectives of issues and cultures in America, Britain, and the world. Both the composition and literature classes help students learn how to retrieve and use information.

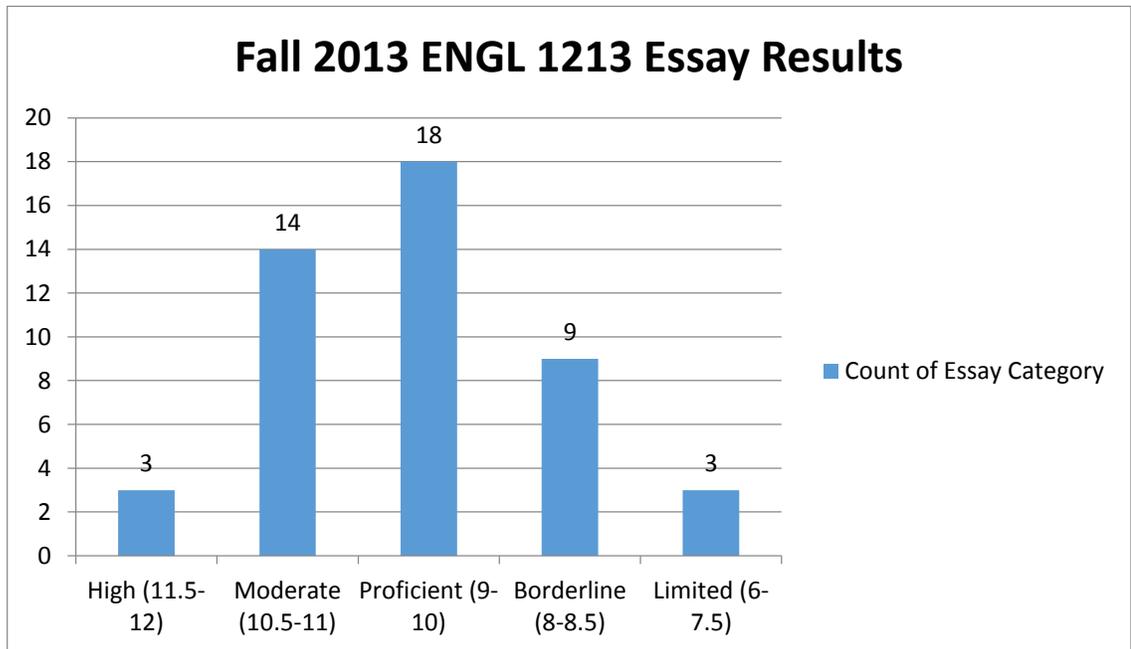
Students wishing to enroll in freshman composition classes are assessed through ACT and Compass tests to determine whether they go into Developmental Reading, Fundamentals of English or Freshman Composition I. To evaluate English 1113 students, a diagnostic grammar pre-test and post-test was given.

## Analysis of Findings

As a result of this assessment, the English department has or will do the following: develop common course syllabi for ENGL 1113 and ENGL 1213; require all English instructors to dedicate one third of class time to grammar; provide more structure in the writing process; facilitate more critical thinking activities; monitor class sizes to ensure that students receive appropriate individualized instruction and request additional full-time faculty if needed; attempt to recruit more qualified adjunct faculty; established a Developmental English Program Coordinator for our four campuses; develop a common course syllabus, complete with exercises on Black Board for all teachers of ENGL 0123 Fundamentals of English with a common exit test which students must pass to move on to ENGL 1113; and incorporate more writing in Developmental Reading and Fundamentals of English.

<b>FIELD OF STUDY</b>	<b>ASSESSMENT MEASURES</b>	<b>MEASUREMENT INSTRUMENT</b>	<b>NUMBER OF INDIVIDUALS ASSESSED</b>	<b>RESULTS POST-TEST</b>
English 1113	Grammar Usage	Pre/Post Testing	217	135 improved 69 did not improve 13 scored the same

Students taking ENGL 1213 in the fall of 2013 wrote essays that were assessed by a panel of readers outside the English department using a common rubric. The results showed that students taking developmental classes are still not at the same level as students who do not take developmental. As a result, we will incorporate more writing in Developmental Reading and Fundamentals of English.



### Mass Communication

Students who successfully complete a degree in mass communication at Eastern should be prepared to transition easily to a four-year institution and be competitive with fellow students. Graduates of Eastern’s Mass Communication program should also be able to immediately work for a mass media outlet.

The Department of Mass Communication is currently using two different types of assessments in its courses: knowledge testing and performance assessments. In many of our classes (Video Production I&II, Publication Productions, News Reporting, Introduction to Mass Communication and News Editing), we mainly use a mixture of knowledge-based testing and evaluation of performance based upon projects and writing exercises.

For instance, in the third week of our Video Production I, the students are required to shoot video and import it into our editing software Adobe Premiere and perform a few basic non-linear techniques. We will then have the students repeat the assignment during the final weeks of the course. I use a simple checklist (with comments) to evaluate each performance and they are recorded as participation points.

The purpose of this simple, performance-based assessment is to show the significant difference in structure, form and use employed by the students. This performance-based evaluation helps to measure a student's progress and hit two of the course's learning objectives.

Also in our video production courses, we require an electronic portfolio or “reel” at the end of the course. We also require a portfolio of articles written and photographs taken at the end of each Publications Production course.

The learning objectives for the News Editing course are: “to understand the role of editors; be able to spot holes in stories and remedy them; edit copy precisely and consistently, using correct grammar and eliminating libelous passages and items in poor taste; have a solid grounding in English grammar; have a firm grasp of wire style; understand the basic ethical issues confronting editors.” Beginning Week 5, students are required to develop and publish an end-of-the-year magazine. The students are responsible for the entire project, including a small portion of the evaluation.

<b>TABLE 11: Spring 2014 Oral Assessments within Mass Communication majors</b>					
Course	n	Excellent 11-12	Good 8-10	Fair 5-7	Needs Improvement 3-4
MCOMM 1113	11	3	6	2	0
MCOMM 1213	7	2	4	0	1
<b>2014 Skills Test within Video Production Students</b>					
MCOMM 2103	7	2	4	1	0

### **Analysis of Findings**

All graduating sophomores will be given an exit survey beginning in the spring of 2015. This survey will include questions pertaining to the Mass Communication program, the institution, the student’s experience at Eastern and within the program, and will include questions concerning future plans for the student.

The instructor will also be incorporating more streamlined critical-thinking evaluations embedded in an effort to align with the general education assessment.

The Skills Tests that have been given in the last two years showed where students are weak with programs. The instructor made changes to correlate with the first-year findings and saw marginal improvement in file-management situations. The instructor continues to focus on this aspect of technical ability.

### **Budgeting and Planning**

There are no anticipated budget changes within the program. However, the Department Head recognizes that more program-level assessment needs to be done within Mass Communication. There will be searches for cost-effective solutions to this problem, such as the above-mentioned exit-survey.

### **Awards and Honors**

At the 2014 Oklahoma Collegiate Media Association (OCMA) annual awards competition the Eastern Statesman newspaper and Eastern Mountaineer yearbook have made their presence known. The Eastern student publications won 18 awards.

### **Music**

The Music program at Eastern strives to develop relationships that will grow the department and student interest in music.

### **Assessment:**

The music program did not begin using a “post-test” assessment tool until the fall 2014 semester and therefore will not have assessment results until after the spring 2016 semester. Beginning with freshman music majors in the fall 2014 semester, I gave a nine-question survey that, among other things, asked questions concerning their ability to read music. The purpose of the survey was to 1) help determine how many weeks I should devote to music theory fundamentals, and 2) pinpoint those students who may require more help than others. Future “pre-tests” (beginning with the fall 2015 semester) will consist of more objective questions which will test a student’s ability to read music (e.g., specific note identification questions, etc.), rather than just a survey. This will help me to better assess their progress.

## Speech-Drama

The division of Language and Education offers associate degrees that prepare graduates for transfer as juniors into bachelor's degree programs at universities. Students who complete an (AA) in Speech-Drama are prepared for an entry level position at a professional, regional, or non-profit theatre company.

### Assessment Instruments, process and results:

TABLE 12: ASSESSMENT RESULTS				
Field of Study	Assessment Measures	Measurement Instrument	Number of Individuals Assessed	Results
Theatre	Acting	All theatre majors are cast in at least 1 production per year. Their improvement is measured by the director during the rehearsal process, and discussed in the student's end of semester review.	8	Student's ability varies, and each was put on a specific plan of improvement.
Theatre	Production Positions	All theatre majors are required to assume 1 production position per semester. Their improvement is measured by the technical director during the rehearsal process, and discussed in the student's end of semester review.	8	Student's ability varies, and each was put on a specific plan of improvement.
Theatre	Touring Ability	All theatre majors are required to participate in touring a show to the state level of the Kennedy Center American College Theatre Festival. Students are placed in specific crew positions. Their success is evaluated by the technical director during the touring process and reported during the end of semester student review.	8	Student's ability varies, and each was put on a specific plan of improvement.

TABLE 13: THEATRE PARTICIPANTS				
Year	Number of Majors at the beginning of year	Number of Participants at the beginning of year (non-theatre majors)	Total	Graduates
2012-13	2	7	9	1
2013-14	8	6	14	2
2014-15	12	13	25	TBA

### Instructional and Program Changes

The department has added a pre-trip to a performing arts center to expose theatre majors to the workings of a PAC before we tour to festival. This cuts down on distractions and increases student understanding when we arrive at festival. Many of our students have difficulty reading and memorizing

scripts. We've added an additional 2 weeks to our rehearsal process to compensate for the difficulty students have memorizing. During this time, students work in teams and individually with the sole goal of memorizing their lines. To increase organization and professionalism students are required to provide evidence of preparation on his/her production assignment. Students work is evaluated and feedback is given.

### Health, Physical Education and Recreation

There are a variety of course offered within this department. Recently all goals and objectives for the courses have been reviewed. Many of the course have common syllabus used for multiple sections at different campuses.

### Assessment

Assessments vary for each course within the major. In most courses students area assessed by test, quizzes, and written assignments. Some courses incorporate group projects with visual, written and verbal skills assessed. Journals and logs are also used to assess students written communication skills.

### Division of Nursing

TABLE 14: SUMMARY OF PROGRAM ASSESSMENTS 2013-2014				*scores increased from 2012-2013
FIELD OF STUDY	ASSESSMENT MEASURES	MEASURMENT INSTRUMENT	NUMBER OF INDIVIDUALS ASSESSED	RESULTS
Nursing	NCLEX Pass Rates	OBN NCLEX Results	43	McAlester-82% Wilburton-94% Idabel-100% National Average -85.54%
Nursing	Completion Rates	Completion Report	6 semesters	Wilburton-51.7% Idabel-50% McAlester 65.3%
Nursing	Maintain 50% or more of faculty with a MS degree	Review of faculty transcripts	6	84% have a MS degree in nursing. One full time faculty member is currently in school with an anticipated graduation date of 12/15.
Nursing	ATI Exams Trending	Student ATI Reports	87	Pharmacology-75.24%* Mental Health-71.20%* Nutrition-76.87%* Care of the Child-62.45% Maternal Newborn-66.95% Fundamentals-71.40%* Community-70.94%* Leadership-76.07% Medical Surgical-77.17%*
Nursing	NCLEX-RN Testing Time	OBN NCLEX Results	43	41 out of 43 students took the NCLEX-RN the first time within 60 days. One student took 86 days and one student remains untested.

Analysis of the assessments administered in this program were used to determine the program goals and program changes for the year. Current goals include: Maintain Idabel campus NCLEX first time pass rate within 10% of national pass rate and maintain McAlester and Wilburton campus first time NCLEX pass rate at or above 10% national pass rates; Increase completion rates to state and national average of 71%-73%; Maintain at least 50% or more nursing faculty with a masters in nursing degree; ATI unit exams trending. Maintain or increase percentage pass rates; and all graduating students taking the NCLEX-RN within 60 days of graduation.

### **Program Changes**

NCLEX-RN pass rates have increased for Idabel and for McAlester over the last year. The 2012-2013 NCLEX results for McAlester were at 64.4% and at 75% for Idabel. Beginning in the spring of 2013 all graduating students were required to attend a mandatory NCLEX preparation program. This program was done during the final week of school in a four day classroom setting. Evaluation of the program by faculty showed that a majority of the students did not utilize the question banks offered, and that the average remediation time for all students was only 87 minutes. Therefore, it was the decision of the faculty to implement the NCLEX preparation program into the Current Issues class and assign points for the question banks.

Faculty revised the admission policy in the fall of 2011 that reflects points awarded for satisfactory completion of supporting sciences, GPA, ACT scores and work experience. The 2014 graduating class was the first cohort to complete the program using the new admission policy. Wilburton's completion rate for this reporting period is 57.1% which is up from 38% in 2012-2013 school years. Idabel and McAlester were down slightly from the 2012-2013 school year. Readmission policy was also updated this year with only 10% of students from each campus can be repeat students. The 2015 class will be the first cohort to be affected by the new readmission policy. Nursing division will continue to assess completion rates.

ATI Trending for all scores that are lower than the previous year a review of the teaching materials and clinical situations was done. New learning materials are being reviewed in the areas that saw a percentage decrease.

NCLEX Scholarships were offered to all graduating nursing students to help with the cost of taking the NCLEX. To receive the money, students had to prove that they had applied to take their licensure exam at or before 60 days from graduation. All but 39 of the 43 students applied for and received monies for the NCLEX-RN costs.

### **Other Assessments**

Other assessment plans are impacted by the following budget consideration. The only budgeting considerations may include the additional learning materials needed to help increase ATI examination scores. The program is currently looking at electronic teaching materials to help students grasp nursing concepts. A program by ATI called Nurses Touch. Nurses Touch helps students successfully transition to real-life practice with the skills that help them navigate the stress and complexities facing a working nurse. The cost is \$210.00 per student for the program.

## **Division of Science and Mathematics**

### **Mathematics**

The mathematics program serves all students through the general education mathematics requirement with either MATH 1513 College Algebra or MATH 1503 Survey of Mathematics, or through remedial mathematics courses in preparation for one of the credit courses. Any student completing an associate of arts or associate of sciences degree at Eastern will have taken at least one course through the mathematics program at Eastern. Furthermore, many associate degrees in the divisions of Agriculture; Behavioral and Social Sciences; Business; Language, Humanities, and Education; and Science and Mathematics require additional collegiate mathematics courses in one or more topics of number theory, finite mathematics, plane geometry, plane trigonometry, statistics and calculus. Graduates of the Eastern

Nursing program also may take additional courses through the mathematics program at Eastern to transfer into a Baccalaureate of Science in nursing program.

The primary goal of the mathematics program at Eastern Oklahoma State College is to prepare students, upon graduation, to enter a four-year college or university at the junior year level and continue to be successful in their study of mathematics and to have developed the mathematical skills needed in the study of other disciplines. The curriculum is intended to provide the student the opportunity to reach a level of superior skills in algebra, plane trigonometry, analytic geometry, statistics, calculus, and introductory differential equations. Also, the curriculum will enhance the students' abilities in critical thinking skills and in systematic reasoning skills.

The specific goals of the mathematics program at Eastern state students will: demonstrate factual knowledge including the mathematical notation and terminology used in undergraduate collegiate mathematics; describe the fundamental principles including the laws and theorems arising from the concepts covered in undergraduate collegiate mathematics; apply course concepts along with techniques and procedures covered in undergraduate collegiate mathematics; and develop specific skills, competencies, and thought processes sufficient to support further study or work in mathematics or related fields.

These itemized specific goals of the mathematics program are being evaluated during the current year with the focus toward rewriting the goals to more direct transference to the goals of mathematics programs at baccalaureate degree granting institutions in the state of Oklahoma.

#### **Assessment Instruments and Process:**

Remediation and general education mathematics courses are assessed using exit exams and common exam questions. Courses in the mathematics major are assessed using statistics from enrollment and graduation reports, statistics derived from transcripts, student performance in the sophomore level mathematics courses (College Geometry, Elementary Statistics and the three course sequence in Calculus) and data detailing how mathematics graduates from Eastern perform at their transfer institution (when

available).

The instructors continually review the curriculum. This evaluation includes comparison of course content with other instructors in the state at various professional meetings and by reviewing the newer texts available in the course. The program content is reviewed by evaluating what is expected of the student at various transfer institutions. Informal discussions with past students are used to gauge the effectiveness of the individual courses in preparing the student for courses taken at the transfer institutions. Additionally, student course evaluation comments concerning course content and pedagogy are considered when reviewing specific courses.

#### **Assessment Results:**

Exit exams given in MATH 0123 have indicated an improvement in student success in the remedial course when the class meets more than once per week. It is hoped that item analysis of exit exams will also identify topics where added focus is required. Common questions used in final exams in MATH 1513 provide a mutual comparison point for multiple sections of the same course. Scores on common final examination questions remain fairly uniform from section to section.

Students taking the calculus sequence typically average 70% or better on a differentiation and integration theory exit exam administered in each calculus I and calculus II section.

There is minimal data available about Eastern mathematics graduates transfer records. Only two transfers to East Central University (ECU) could be tracked. Both of these transfer students maintained or increased their GPA after completing more than 20 credit hours at ECU. Two additional graduates were tracked, one transfer each to Northeastern State University and Oklahoma State University are doing well in their major and maintain GPAs at an equivalent level to GPA at Eastern. This would appear to indicate adequate preparation while a mathematics major at Eastern for these students.

#### **Instructional and Program Changes:**

Remedial mathematics courses are now scheduled on two or three days each week for fifty to seventy-five minutes instead of a single two hour thirty minute block one day each week. The

improvement in student success in the remedial mathematics courses meeting more than once per week is demonstrable. A conscious effort is being made to schedule remedial mathematics classes which meet two or three times per week for fifty to seventy-five minutes. Smaller class sizes have improved the student-instructor relationship and allow the instructor to better know the students. This familiarity, combined with the exit exam results has allowed the instructor to make course changes that emphasize topics in areas of concern. Manipulatives are being incorporated into some sections of the basic algebra course to enhance student confidence and class enjoyment.

Some students score below 60% on the exit exam in calculus I. Due to the relatively small size of the calculus classes at Eastern (20 students or less) the instructor can provide additional guidance to those students through calculus II to improve their theory exam exit scores.

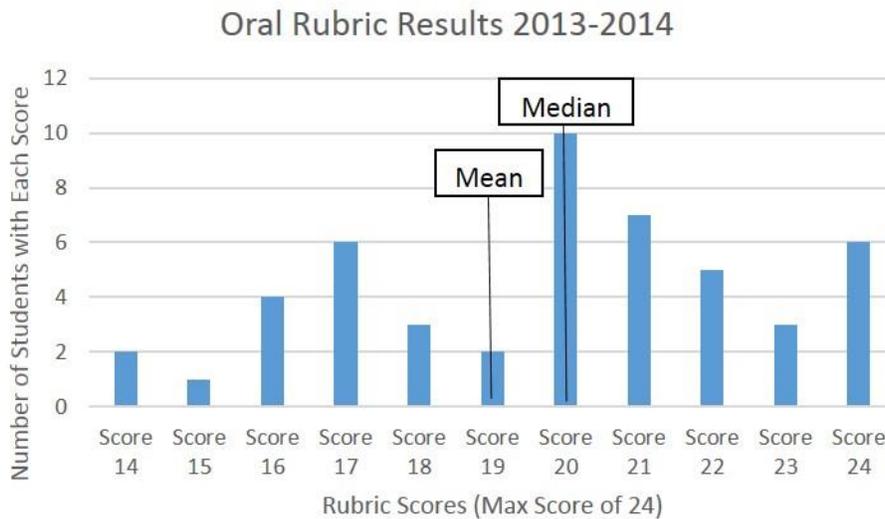
Informal discussions about course curricula with colleagues at conferences and course equivalency meetings have led to modifications of several courses. Some student suggestions from course evaluations have been implemented into course pedagogy. Specifically, in some online courses more days to take quizzes and exams are provided—while also improving the security of the online exams. The instructors in the department of mathematics have made a conscious effort to increase the use of written word assignments, to correspond with Eastern Oklahoma State College's emphasis on assessment of writing skills.

As previously stated, the program goals are being reviewed for possible rewriting. The review of the program goals will also necessitate a review of assessment methods and processes.

### **Biology/Life Sciences**

Oral communication skills were formally evaluated in three courses in the Biology Department during 2013-2014, using the approved Oral Communication rubric developed for general education assessment activities. All students were required to give short presentations in BIOL 2204 and BIOL 2214. Presentations were graded for content by the instructor using her own rubrics, but the presentations were also evaluated with the college rubric as well. The results are as follows:

TABLE 15: RUBRIC RESULTS	
N	50
Rubric Max Score Possible	24
Student Range	14-24
Student Mean	19.09
Standard Deviation	2.79
Student Median	16



Examining the rubric results further yields additional information. Given that the students’ presentations were graded on content, the content portion of the college rubric earned consistently high scores; however, students’ scores were decreased in the areas of professional appearance and in physicality – students tended to avoid eye contact with their audience, preferring to stare at their notes or the computer monitor for their entire presentation. See results below:

TABLE 16: RUBRIC RESULTS	
Rubric area	Student Mean scores (Rubric Possible Max = 4)
Content	3.35
Comprehension	3.10
Professional Language	3.69
Volume and Diction	3.78
Physicality	2.75
Visual Aid	3.24

This year, additional data will be conducted to determine if these students have taken the course Fundamentals of Speech SPCH 1113.

All Life Science majors are required to take zoology, where they learn and apply the scientific method every semester. After learning about the scientific method and reading original research from scientific journals, the students conduct small independent research projects every semester. Working in groups, the students have to come up with their own project using invertebrates, including developing a hypothesis, researching the methods used, and conducting the experiments, evaluating the results, and preparing a paper in the form of a journal article. In addition, the students are required to present their projects to the public. Projects in 2013-2014 included feeding habits of jellyfish; attraction/avoidance behaviors in roly-polys, crickets, and types of segmented worms; learning and regeneration in flatworms; and weight gain and reproduction in composting red worms.

In spring 2014, a pilot program was conducted to assess the zoology students' Information Literacy, with a checklist completed both by the instructor and by each student. All students confirmed their ability to use a computer and to research information online; however, many students tended to use non-reliable sources such as Wikipedia. In no case was any student familiar with the Dewey Decimal System, as all students had used Internet-only sources instead of library referenced materials.

### **Physical Science and Chemistry**

Physical Science is a very small department at Eastern Oklahoma State College; consequently, statistical assessment data is hard to come by. At present (Fall 2014) there are three physical science majors. Two of these students are in their first year, so they are just beginning their college career. The other student has earned 74 credit hours and has a cumulative GPA of 3.26. The goal of the Physical Science Department is to prepare students in such a manner that they are able to complete the Bachelor's degree in physics or astronomy at any comprehensive university.

Data from East Central University, Ada, Oklahoma, for 2012 and 2013 show that there are four Eastern Oklahoma State College students who have transferred to ECU and are pursuing degrees in physics.

TABLE 17: TRANSFER DATA							
Student	Degree sought at ECU	Class	credit hours earned at EOSC transferred to ECU	EOSC GPA	ECU earned credit hours	ECU GPA	Sex
1	Medical Physics	Post graduate	66*	<b>3.16</b>	81	<b>3.11</b>	F
2	Medical Physics	SO.	42	<b>3.55</b>	7	<b>2.85</b>	F
3	Physics	JR.	6	<b>4.00</b>	60	<b>4.00</b>	M
4	Physics	JR.	15	<b>4.00</b>	60	<b>3.68</b>	M

\*transferred with degree from EOSC

If academic success can be measured by GPA, then the data, scant as it is, clearly show that physical science majors at Eastern Oklahoma State College are successful at University.

One of the major general education outcomes assessed is the ability to identify a problem, organize the data, generation of solutions and evaluation of results. Another has to do with knowledge and application of the scientific method. This assessment is mainly done through pre - labs and lab reports. Also being used is a beginning of semester assessment test with questions from the beginning assessment test embedded in the final test. This serves to assess the improvement in their knowledge of chemistry and physical science and their application to real life.

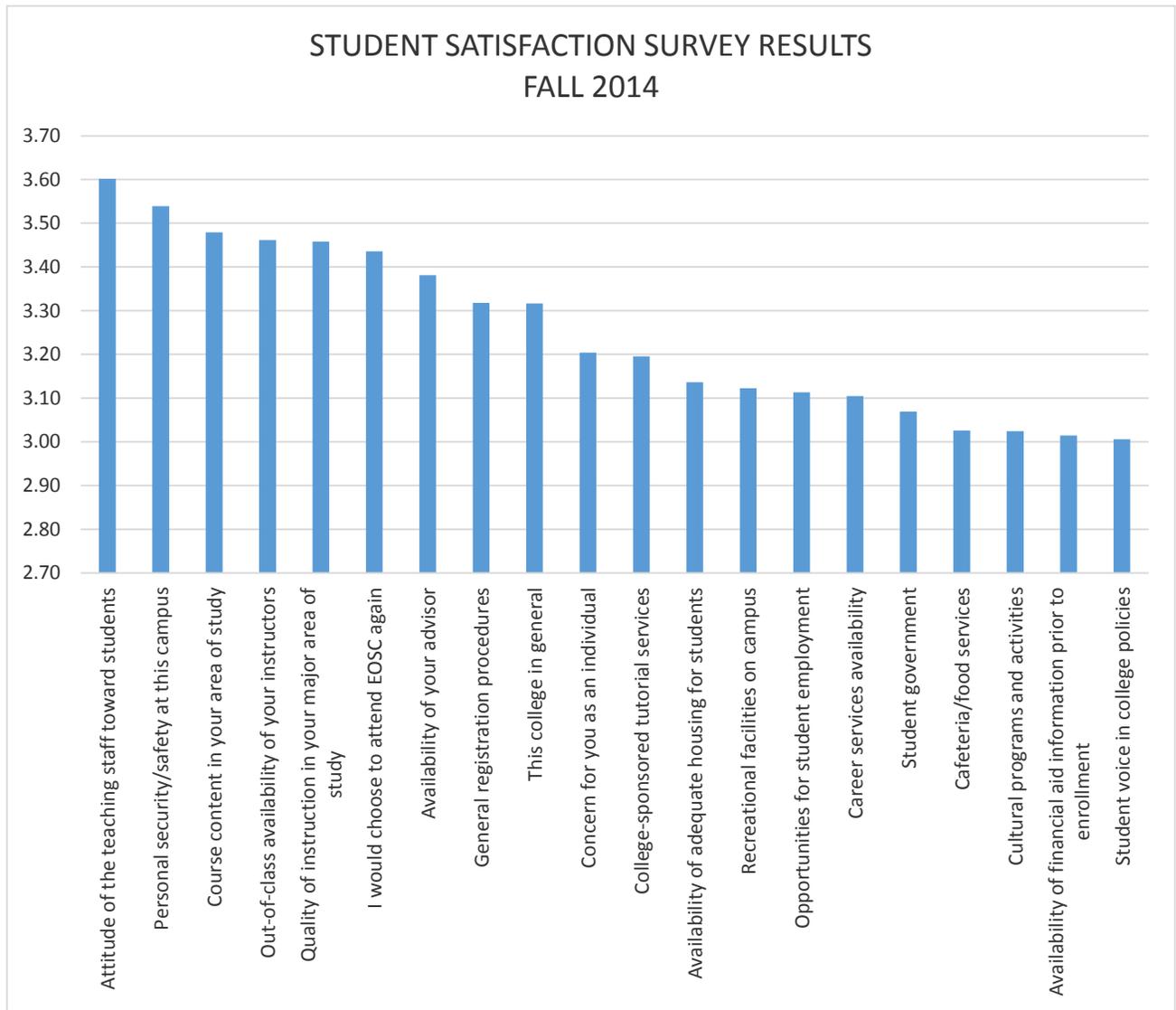
## Section IV—Student Satisfaction

### **Administration of Assessment (IV.1—IV.3)**

#### **Student Satisfaction Survey**

A student satisfaction survey was created with input from the Vice President of Student Affairs and the Vice President of Academic Affairs during the fall 2014 semester. Questions were asked related to various areas of campus and academic life including campus security, recreational activities, housing, student employment, registering for classes and career services. Students were also asked about the student government and if they felt they had a voice in college policies. The survey was then loaded on Survey Monkey and an email was sent to the faculty to encourage them to have their students participate. This survey was created using prior instruments and feedback from students. The data will be analyzed and sent to various departments. This survey will be conducted during the fall semester in future years so the data can be used to make modifications to programs and so comparisons can be made between semesters.

There were 223 student responses to the survey. Students were asked to respond with their level of satisfaction with 4 indicating they were very satisfied, 3 indicating they were satisfied, 2 indicating they were dissatisfied, and 1 indicating they were very dissatisfied. The results indicate that overall students are very satisfied with the attitude of the teaching staff toward students (3.60), personal security and safety (3.54), course content in their area of study (3.48), out-of-class availability of instructors (3.46), and the quality of instruction in their major area of study (3.46). The majority of students also indicated that they would choose to attend EOSC again (88.53% were satisfied or very satisfied). Students indicated the most dissatisfaction with their voice in college policies and the availability of financial aid information prior to enrollment (3.01). The graph below shows the complete survey results.



\*Results are on a scale from 1 (very dissatisfied) to 4 (very satisfied)

### **NASNTI Student Activities Survey**

Eastern Oklahoma State College received a Native American Serving Nontribal Institutions (NASNTI) grant. As a part of the grant, online student satisfaction surveys were conducted. Students were asked about their decision to attend Eastern, their involvement with intramural sports, and specific kinds of activities and organizations they would be interested in. Students from the student success/student orientation classes were asked to participate in the survey. There were 126 responses to the survey.

Results showed that most students (54.8%) that were attending Eastern had a family member or friend that also attended and many (38.9%) decided to attend because it was close to home. Students were

interested in a variety of intramural sports with most saying they would like to participate on Thursday, Friday, or Saturday during the evening hours. A lot of students (69.3%) would like to participate in movie nights. Other activities students were interested in included Eastern sporting events (40.4%) and color wars (44.7%). Students also indicated a strong interest in clubs related to their majors with 61.4% saying they would participate in those types of clubs. Students preferred method of learning about campus events was email (31.3%) followed closely by social media (i.e. Facebook, Twitter, Instagram) (30.4%).

Results of this survey were analyzed by staff in the student affairs office and changes were made to campus life activities as a result.

**Section V—Graduate Student**

Does not apply.