



Oklahoma State Regents for Higher Education

Annual Student Assessment Report

2017-2018

Eastern Oklahoma State College Assessment Report

2017-18

I. Entry Level Assessment

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 of age or older and have not taken the ACT or SAT, the student success center will administer an additional test. During the fall semester the ACCUPLACER was used.

Eastern allows a student to take the Accuplacer one time. Tutoring for testing is available on an informal basis through student support services. Students are also encouraged to utilize online tutoring. In addition to these skills assessments additional factors will be used to determine placement. A committee is currently working on a rubric to evaluate those additional measures which may include high school GPA, prior courses taken, high school attendance, departmental exams, etc.

Results

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.

Eastern has also enhanced its efforts with the development of Co-requisite courses for mathematics and English. The Co-Requisite courses allow student to complete their developmental and gateway courses at the same time. Implementation of the co-requisite courses started in the Fall of 2017 and will be incorporated at the McAlester campus in Fall of 2018. Pass rates shown in the tables below clearly demonstrate that the co-requisite model has enhanced student success for developmental students.

Table 1. Pass rates for college algebra for students enrolled in co-requisite course compared to students not enrolled in co-requisite.			
Fall 2017			
	Number of students	% passing with C or better	% failing
Without co-requisite	82	93%	7%
With co-requisite	50	86%	14%
Spring 2018			
Without co-requisite	53	85%	15%
With co-requisite	26	100%	0%S

Table 2. Pass rates for Freshman Composition I for students enrolled in co-requisite course compared to students not enrolled in co-requisite.			
Spring 2018			
	Number of students	% passing with C or better	% completing course
Without co-requisite	77	92%	75%
With co-requisite	15	87%	79%

II. General Education Assessment

Eastern has completed a five year HLC Assessment Academy where the focus was on general education assessment. An assessment committee is in place that guides the assessment of our general education learning goals. 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 completely 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.

Each of these learning goals are assessed on a regular bases using evaluations developed and piloted by the faculty. These evaluations will follow a rotation created by the entire faculty at our bi-annual assessment forum. See the rotation below:

LEARNING GOALS:	ASSESSMENT	COMMITTEE MEMBERS	TIME OF ASSESSMENT	COURSE ASSESSED
Communication: 1.1 Communicate effectively using listening, speaking, reading, and writing skills 1.2 Develop precision, clarity, and fluency in writing 1.3 Develop accuracy, conciseness in verbal and nonverbal communication 1.4 Demonstrate competency in verbal and nonverbal communication 1.5 Demonstrate logical organization, coherent thinking, and precision in writing 1.6 Use standard English in academic and professional settings	Essay Presentation Rubrics	Kristen Hedge- Coordinator Buddy Sandefur, Eddie Woods, Paul Wills, and Jason Miller	Spring of even years	ENGL 1213
			Fall of odd years	ENGL 1213
			Spring of odd years	Major Courses
	NURS 2118, HUMAN 2213, AG 2113, PSY 2103, BU S2123, BIOL 2155, BIOL 2103			
	Oral Communication Rubric	Mandy Smith- Coordinator	Spring odd years	SPCH 1113
			Spring even years	Major Courses
AG 2113, CIS 1563, MCOMM 1113, NURS 2212, NURS 2128, HIST 2723, ZOO 1114				
Critical Thinking: 2.1 Independently identify problems and pose questions 2.2 Gather, read, evaluate and integrate relevant information	Artifact collection	Julie Collins- Coordinator Kristen Turner, Heather Spiegel, Cathy Cogburn, Kellye Semeski	Spring of even years	Major Courses

2.3 Explore alternative perspectives and their implications 2.4 Draw well-reasoned conclusions	Rubric Graded	NUTRIT 1203, ECON 2123, MCOMM 1113, NURS 2212, AGECON 1113		
Information & Technology Literacy: 3.1 Identify information needs 3.2 locate, evaluate, and appropriately use information 3.3 communicate information using appropriate technologies	Technology Literacy Survey	Brenda Kennedy- Coordinator Brenda Kennedy, Kellye Semeski	Fall every year	OLS 1111
			Fall every year	CIS 1113
3.4 utilize technologies to organize concepts and ideas 3.5 utilize technologies to learn and problem-solve 3.6 Demonstrate an awareness of ethical, legal, and social/cultural responsibilities in the use of information and technology	Information Literacy Survey	Kristen Turner- Coordinator Stephanie Giacomo, Pat Ratliff, Jamie Fields, Maria Martinez	Spring odd years	Major Courses
PSY 2103, BIOL 2103, MCOMM 1113, CIS 1533, NUTRIT 1203				
Quantitative & Scientific Reasoning: 4.1 Describe and delineate the components of the scientific method 4.2 Apply scientific and mathematical methods to solving problems 4.3 Collect, graph and summarize data and make relevant observations and statements of results and formulate questions 4.4 Evaluate evidence and determine if conclusions based upon data are valid and reliable 4.5 Distinguish sound scientific works from non-scientific works		Maye Durant- Coordinator Science and Math Division Faculty	Fall of even years	CHEM 1315 BIOL 2103
			Spring of odd years	BIOL 1114
Cultural, Global Awareness, and Social Responsibility:		Cathy Cogburn- Coordinator Carter Mattson, Margaret Sorrell, ,		

<p>5.1 Display basic knowledge of social, political, economic and historical concepts as they relate to the US</p> <p>5.2 Identify the responsibilities and choices of involved citizenship</p> <p>5.3 Examine the global interdependency of humanity</p>		<p>Maria Martinez,</p>		
<p>5.4 Explain social and cultural customs within their historical context</p>				
<p>5.5 Recognize and assess the significance of cultural and societies and describe the commonalities/differences among cultures from a global perspective</p>				

Results of general education assessments and proposed actions are presented in the General Studies (AA) program assessment report.

III. Academic Program Learning Outcomes Assessment

Agriculture (AS)

Assessment Results -

Major	Freshman (Fall 2016)	Average Entrance Exam Score	Average Exit Exam Score	% Change	Retention Rate	Graduation Rate
Ag. Econ.	4	46	72	56.5%	100%	100%
Ag. Ed.	3	39	74	89.7%	66.7%	66.7%
Agronomy	0	0	0	0	0	0
An. Sci.	8	39	73	87.1%	87.5%	87.5%

Based on enrollment records and information provided by the various academic advisors within the Agriculture division there were approximately 26 incoming freshmen in the Agriculture major for the Fall 2016 semester. Of these 26 freshmen, 15 comprised the assessment population. Of the assessment population 13 completed three semesters resulting in a retention rate of 86.7% and 13 graduated in four semesters resulting in a graduation rate of 86.7%. Both of these rates met or exceeded the divisional goals for these parameters.

Instructional and Program Changes:

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 completion of the program. This was implemented for the Fall 2013 semester and is reflected in subsequent assessment reports.

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.

Budget :

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.

Horticulture (AS)

Evaluation Instruments

Currently there are four tools being used to evaluate student and program performance. These tools consist of:

1. Assessment exams for students entering and graduating from this program.
2. Evaluation of Eastern's student learning outcomes as they apply to Horticulture
3. Three semester retention rate
4. Graduation rates

Assessment Results

No students enrolled in this program during the assessment period.

Planned Instructional Changes

1. Increase enrollment in Eastern's horticulture program by making personal recruiting visits to selected area high schools with greenhouses/horticulture programs.
2. Facilitate increased sales of horticulture products in order to generate additional revenue for sustained growth of the program.
3. Expand the varieties of plants available for sale at Eastern's horticulture department plant sales.
4. Incorporate one field trip into the HORT 1113 class.
5. Incorporate undergraduate student research into the horticulture curriculum.

Assessment Based Budget Needs

The current budget needs to be increased for routine maintenance and operation of the greenhouse facilities, including purchasing of materials necessary to maintain production.

Forestry (AS)

Assessment Results -

Assessment	Degree program associated with assessment	Number of students assessed	Assessment results	Future action based on results
Entrance Exam	Forestry AS	6	32%	
Exit Exam	“	4	77%	
Student GPA	“	4	2.94	
Retention Rate	“	4	67%	

Graduation Rate	“	4	67%	
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Four of the six freshmen who began the program during the Fall 2016 semester completed this academic program for the 2017-2018 academic year. Assessment results for these four students are as follows:

Avg. Entrance Score	32.0%
Avg. Exit Score	77.0%
Improvement	140.0%

It is felt by the faculty members that the outcomes performance for these individuals does not represent the true degree of understanding of the subject matter, but it does provide an indication of the students effort, attitude, and performance related to program course work. The average over-all GPA upon graduation for these students was 2.94. The average ACT score for these students was 20.8.

Instructional changes that have occurred or are planned due to the program outcomes assessment:

The program was expanded in 2006 to include options in wildlife management, range ecology, and environmental science. There are no current planned changes to the curriculum as a result of outcomes assessment.

Budget needs:

Due to constraints on the institutional budget, the current funding level is satisfactory at this time. As enrollment increases as a result of the addition of new options in the program, the budget will need to be reevaluated.

Forestry Technology (AAS)

Assessment Results -

No students enrolled in this program during the assessment period. Since the program uses the same courses as the Forestry (AS) degree, the College does not incur any additional costs to offer the program.

Instructional changes that have occurred or are planned due to the program outcomes assessment:

The program was reviewed in 2007 by the Society of American Foresters (SAF) for continued recognition by that organization. Based upon their review the program was granted continued recognition through 2014. Due to changes in the recognition/accreditation process by the SAF and budget constraints, it was determined not to continue the SAF program review. No changes to the current curriculum are being at this time.

Budget needs:

Due to constraints on the institutional budget, the current funding level is satisfactory at this time. As enrollment increases in the program, the budget will need to be reevaluated.

Meat Processing and Food Safety (AAS)

Assessment Results –

Assessment	Degree program associated with assessment	Number of students assessed	Assessment results	Future action based on results
Entrance Exam	MP/FS AAS	4	33%	
Exit Exam	“	3	69%	
Student GPA	“	3	2.75	
Retention Rate	“	3	75%	

Graduation Rate	“	3	75%	
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1. Three students participated in both the entrance and exit exam which allows for an assessment in the advancement of knowledge provided the students put forth an honest effort. The average entrance score for this group was 33% and their average exit score was 69% resulting in an improvement of 109%. The exit exam was given the week prior to finals week during class period. This provided more time and concentrated effort on taking the exit assessment exam. Compared to the assessment results of fiscal year 2016/2017 the overall test scores were more consistent from student to student.

Program Goal Met – 109% gain of improvement in assessment scores.

2. Three Semester Retention Rate – According to the enrollment data, four students of the assessment population began the program in the 2016/2017 Academic Year. Three of these students continued their education for two semesters and enrolled for a third semester. The retention rate for this population is 75%. **Program Goal Met**

3. In an evaluation of program enrollment, members of the Agriculture Division have taken it upon themselves to recruit students into the program. Faculty members visit area high schools to contact traditional students. In an effort to increase enrollment within the Meat Processing and Food Safety Division, public schools outside of the southeast district that participate in a food science and meat science team will be contacted for prospective students. Prospective students will be visited or contacted by other appropriate means as well as invited for a tour of the EOSC Meats Lab. In addition, recruitment visits to public schools within neighboring states with interest in meat/food science have been arranged. By reaching out to students that have already taken an interest in meat/food science through their local school activities, we hope to generate an increase in enrollment numbers. Use of social media has begun in an effort to advertise for the Meat Processing and Food Safety Program. In addition, the program will be utilizing ACT statistical data for prospective students that have indicated interest in the areas of food science or meat science. Recruitment of non-traditional students will continue. **Program Goal Not Met**

4. A total of three students of the assessment population who began the program in 2016/2017 academic year completed the program resulting in a graduation rate of 75%. **Program Goal Met**

Instructional and Program Changes –

During the Fall 2017 semester the Meat Processing/Food Safety instructor resigned. Due to low enrollment numbers, budget constraints, timing, and lack of a qualified applicant pool, it was decided to have the Meat Plant manager teach the program for the remainder of the 2017-2018 academic year. That was also the situation for the current 2018-2019 academic year. The current Meat Plant manager has decided to retire effective June 30, 2019. It has been determined to make the Meat Plant manager and Meat Processing/Food Safety one position. A search to fill the vacancy will be performed during the Spring 2019 semester.

Criminal Justice (AS)

I. Assessment Results:

Assessment	Degree program associated with assessment	Number of student assessed	Assessment results	Future action based on results
CLEET state test	Criminal Justice C.O.P. Option	40 students over 5 years	38 of 40 passing	Improve study materials and update curriculum
Pre/Post Tests	Criminal Justice	26 in Fall 2018 (Juvenile Delinquency and Criminology courses)	22 of 26 passing	Improve student participation

- II. Assessment Analysis: The departmental assessment process included an assessment exam (Pre/Posttest) which was given to 26 students. Four of these students failed to complete the post-test. The departmental assessment process also included the number of students passing the

state CLEET certification exam. Over five years 40 students have taken the state certification CLEET exam. Of those, 38 passed and were certified as law enforcement officers.

- III. Instructional and Program Changes: Some problems discovered in the taking of the state CLEET certification exam include needed curriculum updates and improved study materials. These factors have since been addressed. Additionally four of the 26 Pre/Posttest students failed to return to complete their posttest resulting in automatic failures. The department will attempt to provide additional testing times to help ensure 100% participation in the future.

Child Development (AA and AAS)

- I. Assessment instruments used: Please provide a description of any assessment instruments you use in your division.

The final GPA of graduated students majoring in the Child Development AA and AAS program were used as a measured achievement of program goals.

- II. Assessment Results: Create a chart like the example below for any assessments you use.

Assessment	Degree Program Associated with Assessment	Number of Students Assessed	Assessment Results	Future Action Based on Results
Final GPA	Child Development AA, AAS	(2010-2015) N= (2016-2018) N=	GPA \leq 2.0	Pre and posttest over theoretical and research based knowledge in the field of Child Development; Student survey to indirectly evaluate learning goals achievement and learning environment

	History/Political Science (AA) DEPARTMENT ASSESSMENT REPORT- 2018
	SECTION 1: Learning Goals
	GOALS: 1. Students who complete the core history courses (HIST 1483 and 1493) will demonstrate an understanding of

III. Assessment Analysis:
Please provide a brief analysis of the assessment results listed in the chart.

At the end of the program the students have earned a minimum of 61 (AAS) - 65 (AA) credit hours. A total of 24 (AA) – 42 (AAS) credit hours are from theoretical and researched based courses in the student’s major field of Child Development and other hours in Social Behavioral Science. The final GPA indicates a minimum or higher comprehension of the student’s knowledge base for

transfer to a bachelor degree program, or to seek employment in the childcare or education fields.

IV. Instructional and Program Changes: Please provide a description of any changes you will be making as a result of assessment.

The current assessment does not provide the details needed to make smaller improvements to the program. Incremental improvements are needed to ensure academic competitiveness and quality. A direct assessment method of pre and posttests, along with student surveys to indirectly evaluate learning goals achievement and learning environment will replace the current outcome assessment.

historical causation and a comprehension of the patterns and institutions of American history from the colonial period to present.

Implementation:

1. Students will study broad development of pre-colonial, colonial, and modern periods of American history.
2. Students will develop an appreciation for the unique character of each period.

Assessment:

1. Course work, including examinations and discussions.
2. Student evaluations of courses.

Use of Data:

The department meets periodically to revise the list of assigned readings/text and to consider changes in pedagogy.

2. Students who graduate with a major in History will demonstrate knowledge and appreciation of the heritage of humankind and the essential knowledge of their chosen field.

Implementation:

Department majors study particular in-depth aspects of American and European society and institutions.

Assessment:

1. Course work, including test performance, assignments, discussions and special projects.
2. Student evaluations of the courses.

Use of Data:

The department meets annually to review assessment data and to make any revisions that are needed in the curriculum or in teaching assignments.

3. Students who complete the core political science course (POLSCI 1113) will demonstrate an understanding of the origins, structure and operation of the American government.

Implementation:

1. Students will study the broad development of American national government, particularly with emphasis upon the roles of the executive, legislative, and judicial branches.
2. The practice and performance of government within this framework will be examined, as well as the roles played by informal political actors.

Assessment:

1. Course work, including examinations, assignments, discussion and special projects.
2. Student evaluations of the course.

Use of Data:

The department meets periodically to revise the list of assigned readings/text and consider changes in pedagogy.

	<p>4. Students who complete POLSCI 1113 will demonstrate an ability to explain the political process, follow national issues, and understand their role in the process.</p> <p>Implementation:</p> <ol style="list-style-type: none"> 1. The methods used in teaching include an array of approaches such as discussion, lecture, documentary films, and special projects. <p>Assessment:</p> <ol style="list-style-type: none"> 1. Course work, including examinations, assignments, and special projects. 2. Student evaluations of courses. <p>Use of Data:</p> <p>The department meets periodically to review data and update course readings and requirements.</p> <p>5. Respect persons from diverse cultures and backgrounds.</p> <p>Implementation:</p> <ol style="list-style-type: none"> 1. The students will interact positively with those from groups other than the student’s own. 2. Entertain viewpoints from a variety of perspectives. <p>Assessment:</p> <ol style="list-style-type: none"> 1. Class participation and attitude toward persons from groups other than the student’s own. <p>Use of Data:</p> <p>The department meets periodically to review data and consider changes in pedagogy.</p>					
SECTION 3: General Education Learning Outcomes						
	<ol style="list-style-type: none"> 1. Communication <ol style="list-style-type: none"> 1.3 Develop accuracy, conciseness, and coherence in spoken communication. 1.4 Demonstrate competence in verbal and nonverbal communication. 2. Critical Thinking <ol style="list-style-type: none"> 2.4 Draw well-reasoned conclusion 3. Information and Technology Literacy <ol style="list-style-type: none"> 3.1 Identify information needs 3.2 Locate, evaluate, and appropriately use information 3.3 Communicate information using appropriate technologies 4. Cultural, Global Awareness and Social Responsibility <ol style="list-style-type: none"> 5.2 Examine the global interdependence of humanity 					
	Measures	Goal 1	Goal 2	Goal 3	Goal 4	Use of the information
	Course work, including assignments, examinations and discussions.	X	X	X	X	Data are reported to the department annually by the instructors of the basic courses. The department supports and encourages the instructors and

					takes any appropriate department-level actions needed to address problems. The department reports to those composing reports for accreditation or other external audiences. All data are reviewed as part of program review.
Pre-test and post-test.		X	X		Data reviewed annually by department for action, as above.
Class Presentations	X	X	X	X	Data reviewed annually by department for action, as above.

SECTION 4: Assessment Instruments, Process and Results

Fall 2014 Summary of Department Assessment for History/Political Science

FIELD OF STUDY	ASSESSMENT MEASURES	MEASUREMENT INSTRUMENT	NUMBER OF INDIVIDUALS ASSESSED	RESULTS
History	Historical knowledge	Pre/Post Testing	8	Pre-test 5% passed Post-test 78% passed
Political Science	Understanding of government operation	Pre/Post Testing	8	Pre-test: 0% passed Post-test: 69% passed

SECTION 5: Instructional and Departmental Changes

-No instructional change at this time.
-The department will actively recruit students to increase student enrollment in the History/Political Science Department.

SECTION 6: Budgeting and Planning

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

- Make sure that all department majors are given the newly devised assessment. The Department will then find any weaknesses and address them the following year at the Department Assessment meeting.

Resources:

	<ul style="list-style-type: none"> • None needed at this time.
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Psychology/Sociology (AA)

I. **Assessment instruments used:** Please provide a description of any assessment instruments you use in your division.

The final GPA of graduated students majoring in the Psychology-Sociology AA program were used as a measured achievement of program goals.

II. **Assessment Results:**

Assessment	Degree Program Associated with Assessment	Number of Students Assessed	Assessment Results	Future Action Based on Results
Final GPA	Psychology-Sociology AA	(2010-2015) N= (2016-2018) N=	GPA \leq 2.0	Pre and posttest over theoretical and research based knowledge in the field of Psychology and Sociology; Student survey to indirectly evaluate learning goals achievement and learning environment

III. Assessment Analysis:

At the end of the program the students have earned a minimum of 62 - 64 (AA) credit hours. A total of 20 (AA) credit hours are from theoretical and researched based courses in the student's major field of Psychology and Sociology. The final GPA indicates a minimum or higher comprehension of the student's knowledge base for transfer to a bachelor degree program in the field of behavioral science.

IV. Instructional and Program Changes:

The current assessment does not provide the details needed to make smaller improvements to the program. Incremental improvements are needed to ensure academic competitiveness and quality. A direct assessment method of pre and posttests along with student surveys to indirectly evaluate learning goals achievement and learning environment will replace the current outcome assessment.

Computer Information Systems (AS)

PROGRAM GOALS

The Associate of Science in Computer Information Systems 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 Software Development Programmers, Computer Forensics, or Management Information Systems

DESCRIBE THE INSTRUMENTS AND PROCESSES BY WHICH THE ASSESSMENT WAS MADE:

A. Computer Information Systems Pre-Test and Post-Test Exam:

At the beginning of each academic year, students who have declared Computer Information Systems as their major are given a pre-test. This test is comprised of 60 multiple choice questions relating to the field of Computer Science/Technology and the curriculum taught at Eastern Oklahoma State College. The students are given the test their first semester to evaluate their knowledge in the field at the entry level. The same test is used as an exit examination in their last semester to evaluate their learning outcomes of the program. The comparative results of these two tests are used to evaluate the student's progress as well as evaluate the curriculum and instructional methods used in this department.

The results of this reporting year concluded that the average graduating student increased their understanding of the Computer Information Systems discipline by 47%.

This department attempts to maintain contact with students who have graduated and use any feedback they might give concerning their experiences after leaving Eastern Oklahoma State College.

Summary of Assessment 2017-18

Field of Study	Assessment Measures	Measurement Instrument	Number of Individuals Assessed	Results
Computer Information Systems	Logic, C++, Java,	Pre/Post Test	12	All students increased score during post exam; Pre-Test avg 27.5%, Post-Test avg 75.5% for an overall improvement of 47%

- B. 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 Computer Information System degree plan follows the state articulation agreement among colleges.

DESCRIBE THE INSTRUCTIONAL CHANGES THAT ARE PLANNED TO OCCUR DUE TO PROGRAM OUTCOMES ASSESSMENT:

- A. The pre-test and post-test exam will continue to be distributed to students upon their declaration of majoring in Computer Information Systems and re-administered upon the completion of their degree. The pre/post-test will mimic current textbook terminology and real-world scenarios and content.
- B. The Computer Information Systems faculty will continue to attend workshops, webinars, and conferences to stay up to date with course technology and classroom materials.
- C. Assessment using rubrics and pre and post exams will continue to be delivered in various Computer Information Systems specific courses to assess student learning in core CIS courses each semester.
- D. 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:
 - 1. Maintain student retention levels
 - 2. Test readiness for program entrance exams given by four-year program institutions
 - 3. Portfolio and skill set development

Business Administration (AS)

PROGRAM GOALS

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.

DESCRIBE THE INSTRUMENTS AND PROCESSES BY WHICH THE ASSESSMENT WAS MADE:

C. Business Division Pre-Test and Post-Test Exam:

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 2017-18

Field of Study	Assessment Measures	Measurement Instrument	Number of Individuals Assessed	Results
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

D. 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.

DESCRIBE THE INSTRUCTIONAL CHANGES THAT ARE PLANNED TO OCCUR DUE TO PROGRAM OUTCOMES ASSESSMENT:

- E. 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.
- F. The Business Administration faculty will continue to attend workshops, webinars, and conferences to stay up to date with course technology and classroom materials.
- G. Assessment using rubrics and pre and post exams will continue to be delivered in various business specific courses to assess student learning in core business courses.

H. 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:

4. Maintain student retention levels
5. Test readiness for program entrance exams given by four-year program institutions
6. Portfolio and skill set development

English (AA)

I. **Assessment Instruments used:**

In the English department pretests are given on grammar in Engl 0123 Fundamentals of English and Engl 1113 Freshman Composition I, and it is followed with a post test. In Engl 0133 Developmental Reading a reading comprehension test is given in a pre/post test setting. In Engl 1213 Freshman Composition II a writing test is administered at the end of the semester.

II. **Assessment Results:**

Assessment	Degree program associated with assessment	Number of student assessed	Assessment results	Future action based on results
Grammar & Mechanic Test	English	3-5	Results Vary	Data is used to reinforce the area in the curriculum that needs attention.
English Literature	English	3-5	Results Vary	“
American Literature	English	3-5	Results Vary	“

III. Assessment Analysis:

Trends are observed in the on-line and face-to-face classes.

IV. Instructional and Program Changes:

The curriculum changes are based on assessment of data results at the end of the semester. Increased instruction in grammar resulted directly from the results of the pre-test.

Mass Communication (AA)

Assessment Instruments:

The Department of Mass Communication uses 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, my 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 and graphic arts course, 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.

In the spring of 2018, the Introduction to Mass Communication also participated in the assessment of our Oral Communication General Education Learning Outcomes. This assessment is an opportunity to see how our students communicate orally in different programs and classes. Students in the course are each asked to give an informative speech toward the end semester and are scored according to a rubric that had been adopted by the faculty.

V.

Assessment	Degree program associated with assessment	Number of students assessed	Assessment results	Future action based on results
MCOMM 1223	Mass Communication	9	Students showed a slight struggle with file management. Overall, students show vast improvement from the third week of the semester to the final assessment given during finals week.	<ol style="list-style-type: none"> 1. Add more assignments that focus more on the management of files. 2. Enact harsher grade punishments for file mis-management in all Mass Communication courses where it is applicable.
MCOMM 2103	Mass Communication	6	Overall, students scored an average of 21 out of 25 total points for this rubric-graded assignment.	<p>Because of the lack of variety in the reels, different assignments that require different skill-sets need to be incorporated into this course.</p> <p>Instructor will also place more emphasis on this grade in the hope that students will put more effort into completing a more professional video reel.</p>
MCOMM 1113	Mass Communication/	12	Using the faculty-	Based off of the results,

	General Ed. Learning Outcomes		approved rubric, the students assessed scored an average of 16.8 out of 20 on the oral presentation.	more focus will be placed on the importance of professional appearance and language, volume, and diction.
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Assessment Analysis: Results in all courses indicate that a better emphasis on professionalism needs to be implemented across the program. This professionalism covers writing, speaking, and even finished projects within video production and graphic arts. Students need to see a better correlation between the work and projects that they are completing in class and what they may do in the industry. File management is also an area that continues to need to be addressed. In the media world, having an organized and well thought out system for managing files is of the utmost importance and will be emphasized in the future.

Instructional and Program Changes: The Skills Tests that have been given in the last four years show 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.

Music (AA)

Assessment Instruments used:

- Public performances
- Pre- and post-tests for music majors in music theory courses: A pre- and post-test are given to assess knowledge of music theory concepts.

Assessment Results:

Assessment	Degree program associated with assessment	Number of student assessed	Assessment results	Future action based on results
Public performances	Music	15-25	Results vary	Data is used to reinforce areas in the curriculum that need attention
Pre- and post-tests for music majors in music theory courses	Music	5-10	Results vary	Data is used to reinforce areas in the curriculum that need attention

Assessment Analysis:

- The analysis varies, depending on the results each year

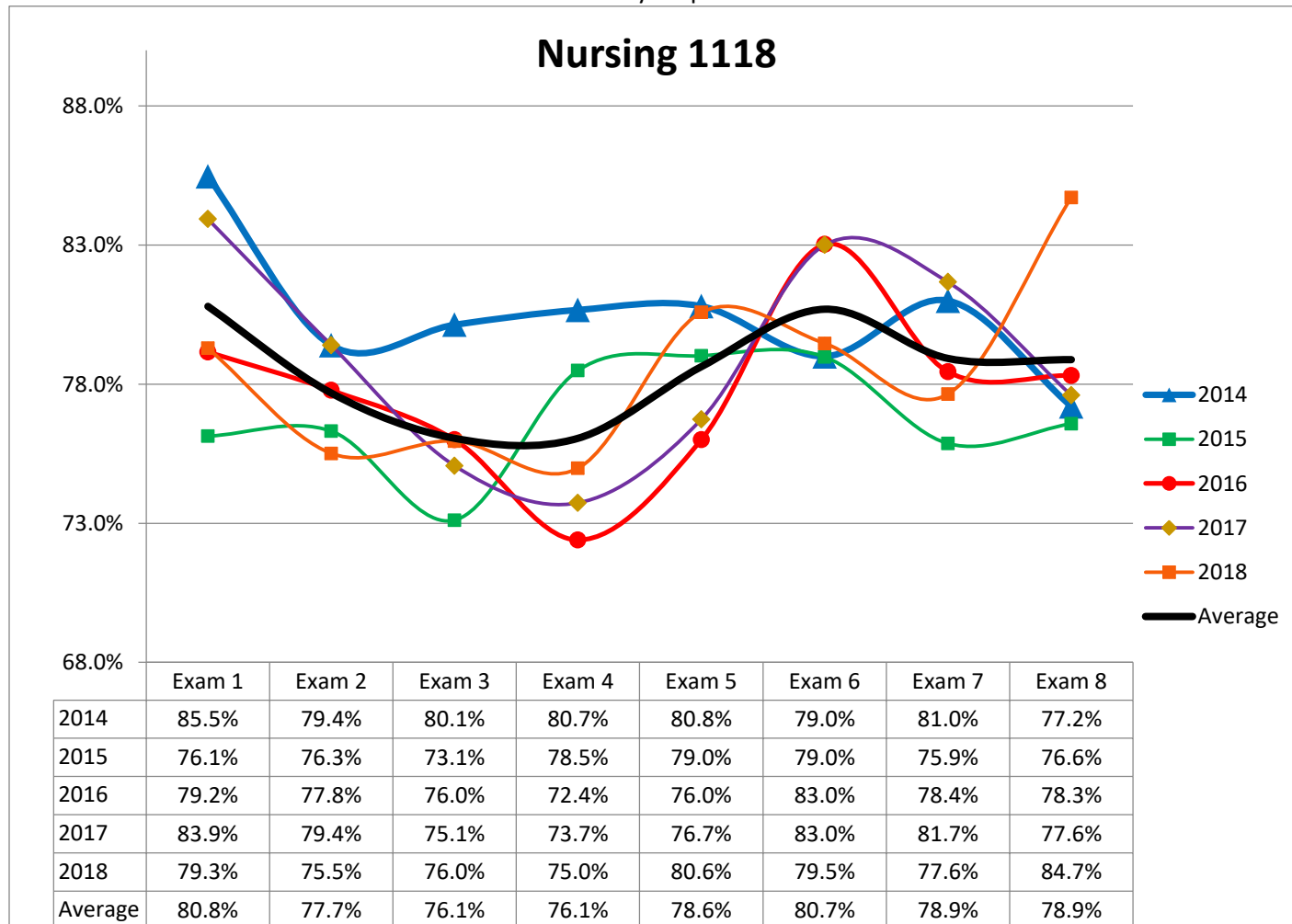
Instructional and Program Changes:

- Public performances: areas that are essential in public performance are observed throughout the year, including vocal technique, basic music theory concepts, proper breathing techniques, posture, etc. Areas in which students are weak are noted and reinforced.
- Pre-and post-tests for music majors in music theory courses: When students show a lower than expected understanding of a particular area on the post-test, the curriculum is adjusted so that more emphasis is put in those areas.

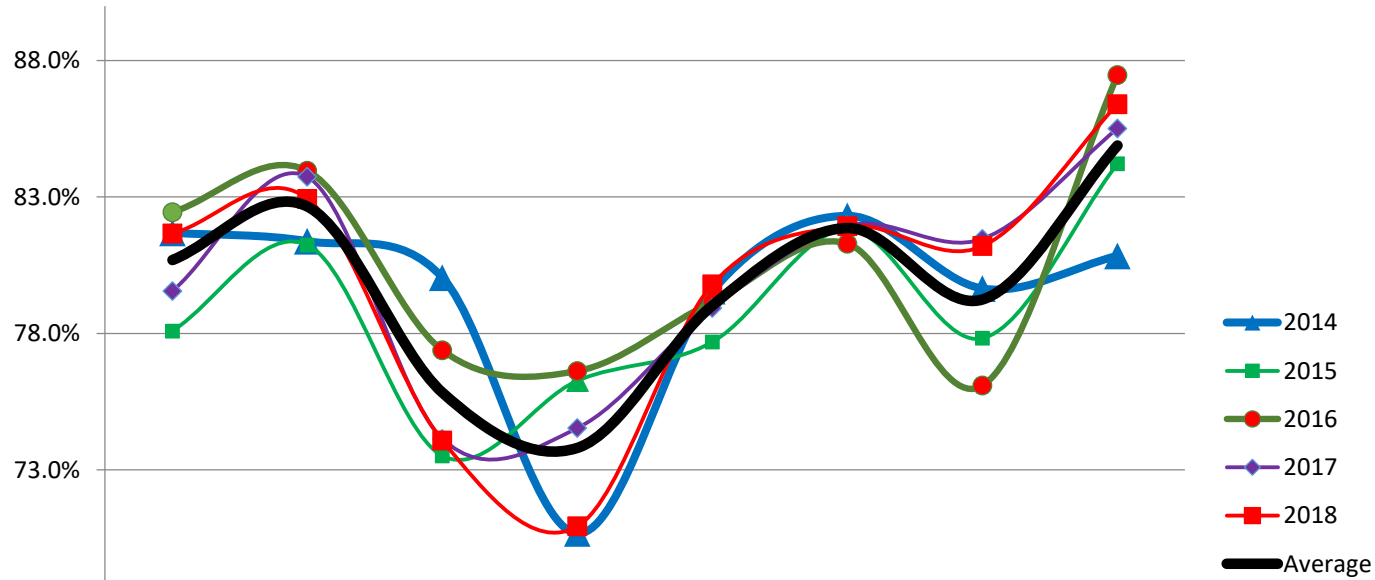
Nursing (AAS)

Assessment Instruments used:

The nursing program uses a variety of assessments to evaluate student learning. Test scores in the basic nursing courses, ATI test scores, and pass rates on the NCLEX are all used. Course test scores over a five-year period are shown below.



Nursing 2118



	Exam 1	Exam 2	Exam 3	Exam 4	Exam 5	Exam 6	Exam 7	Exam 8
2014	81.7%	81.4%	80.0%	70.7%	79.6%	82.3%	79.6%	80.8%
2015	78.1%	81.2%	73.5%	76.3%	77.7%	81.8%	77.8%	84.2%
2016	82.4%	84.0%	77.4%	76.6%	79.2%	81.3%	76.1%	87.5%
2017	79.6%	83.7%	74.1%	74.5%	78.9%	82.0%	81.5%	85.5%
2018	81.7%	82.9%	74.1%	70.9%	79.8%	81.9%	81.2%	86.4%
Average	80.7%	82.6%	75.8%	73.8%	79.0%	81.9%	79.2%	84.9%

ATI results:

Results of ATI Test of Essential Academic Skills by site. 2018 National Mean 68.3%			
Test	Idabel	McAlester	Wilburton
Introduction to Nursing	81.5%	83.9%	71.9%
Medical/Surgical	79.8%	75.4%	74.2%
Maternity	70.2%	72.3%	74.4%
Pediatric	57.8%	64.1%	83.1%
Mental Health	66.7%	69.2%	72.2%
Leadership	72.1%	79.4%	77.8%
Community Health	72.0%	68.0%	77.8%
Pharmacology	80.5%	85.4%	88.0%
Nutrition	76.7%	87.5%	77.8%

NCLEX pass rates 2018 graduates				
Wilburton	McAlester	Idabel	State	National
78%	100%	93%	88.6%	77.6%

Instructional and Program changes:

Curricular changes were discussed at the annual nursing faculty retreat. Additional resources were made available to students for low-scoring areas on the ATI test, e.g., pediatric and mental health.

Life Sciences (AS)

Departmental Assessment Report

Biology

Section 1: Learning Goals for Majors

1. (Students will be able to apply biological knowledge to solve problems in their everyday lives.
2. Students will be able to demonstrate knowledge of the scientific method.
3. Students will be able to apply the scientific method to solve biological problems.
4. Students will be able to demonstrate mastery of basic biological content.
5. Students be able effectively find and use resources from primary literature.
6. Students will demonstrate effective communication of underlying principles of biology using (1)oral, (2) written, (3) visual e.g. Poster, PowerPoint or demonstration.
7. Students will be able to demonstrate mathematical knowledge and skills in biological sciences.
8. Students will be able to correctly use a microscope to locate and identify biological specimens and their parts.
9. Students will be able to describe and practice laboratory safety guidelines relating to working with chemicals, microorganisms and or dissection.
10. Students will be able to work well independently and in small groups, showing self-direction and motivation and contributing to group work.
11. Students will be able to interpret graphical quantitative information.
12. Students will be able to graph quantitative information.
13. Students will be able to demonstrate critical thinking processes as well as problem solving skills.
14. Students will be able to apply ethical principles of the discipline in regard to human and animal subjects, environmental protection, use of sources, and collaboration with colleagues.
15. Students will be able to legally (copyright) and ethically (plagiarism) retrieve and utilize information confidently, technology appropriate for biological sciences.

Section 2: Measures and Use of Information

Goals	Measures				Use of Information
Learning Outcome	Method of Assessment	Number of Students Assessed	Mean (Std) Indirect Survey	% Achievement Direct Assessment	
Students will be able to apply biological knowledge to solve problems in their everyday lives.	Indirect Survey	13	1.08 (0.28)		Continue to use Indirect Surveys for this LO measurement
Students will be able to demonstrate knowledge of the scientific method	Testing results	47		81.7%	Continue to test

	Indirect Survey	13	1.00 (0)		
Students will be able to apply the scientific method to solve biological problems	Research project and paper	25		84.8%	Continue to test
	Indirect Survey	13	1.08 (0.28)		
Students will be able to demonstrate mastery of basic biological content.	Testing results	69		87.6%	Continue to test
	Indirect Survey	13	1.08 (0.28)		
Students be able effectively find and use resources from primary literature	Assignments	46		97.7%	Continue to test
	Indirect Survey	13	1.31 (0.48)		
Students will demonstrate effective communication of underlying principles of biology using (1)oral, (2) written, (3) visual e.g. Poster, PowerPoint or demonstration	Rubric	29		91.7%	Continue to test using the College oral communication rubric
	Indirect Survey	13	1.15 (0.28)		
Students will be able to demonstrate mathematical knowledge and skills in biological sciences	Assignment	25		89.8%	Continue to test
	Indirect Survey	13	1.08 (0.28)		
Students will be able to correctly use a microscope to locate and identify biological specimens and their parts	Rubric	54		94.8%	Continue to test using the validated rubric
	Indirect Survey	13	1.08 (0.28)		
Students will be able to describe and practice laboratory safety guidelines relating to working with chemicals, microorganisms and or dissection	Rubric	26		96.9%	Share rubric with other biology faculty for rubric validation
	Indirect Survey	13	1.00 (0)		
Students will be able to work well independently and in small groups, showing self-direction and motivation and contributing to group work	Rubric	78		90.9%	Share rubric with other biology faculty for rubric validation

	Indirect Survey	13	1.00 (0)		
Students will be able to interpret graphical quantitative information AND Students will be able to graph quantitative information	Assignments	24		89%	Continue to test
	Indirect Survey	13	1.15 (0.38)		
Students will be able to demonstrate critical thinking processes as well as problem solving skills	Assignment	9		87%	Continue to test using the Colleges Critical Thinking rubric
	Indirect Survey	13	1.00 (0)		
Students will be able to apply ethical principles of the discipline in regard to human and animal subjects, environmental protection, use of sources, and collaboration with colleagues	Rubric	56		99.1%	Share rubric with other biology faculty for rubric validation
	Indirect Survey	13	1.00 (0)		
Students will be able to legally (copyright) and ethically (plagiarism) retrieve and utilize information confidently, technology appropriate for biological sciences	Rubric	56		94%	Continue to test using the College written communication rubric
	Indirect Survey	13	1.00 (0)		

Section 3: Recommendations for Improving Assessment Processes

The Life Science majors met every LO with at least 81% proficiency and so the Biology faculty are pleased with these results. At the January 4, 2019, Assessment meeting, the faculty decided on these actions:

- Assess the students annually, with the LOs divided among the biology faculty that teach the courses in which the LOs feature (see Curriculum Map for these courses), either in the fall or the spring semesters depending upon when the courses are taught and when the most students typically enroll into those courses (e.g., there are more students enrolled in Human Anatomy in the fall semesters than in the spring semesters and so assessment will be done in that course in the fall)
- The rubrics will be distributed to all biology faculty for use in the Spring 2019 semester to see if they require editing
- If the student performance in any LO drops to less than 80%, the faculty will take action, modifying the course to enhance student learning.

Section 4: A. Examples of Action Based on Assessment Data

Given the high achievement on Learning Outcomes of the Life Science majors, the Biology faculty will continue to assess, only we will increase assessment frequency so that every

semester, LO assessments are being done in appropriate classes as match the Curriculum Map.

Mathematics (AS)

Mathematics Departmental Assessment Report		
Section 1: Learning Goals for Majors		
<ol style="list-style-type: none"> 1. Students will demonstrate factual knowledge including the mathematical notation and terminology used in undergraduate collegiate mathematics. 2. Students will describe the fundamental principles including the laws and theorems arising from the concepts covered in undergraduate collegiate mathematics. 3. Students will apply course concepts along with techniques and procedures covered in undergraduate collegiate mathematics. 4. Students will develop specific skills, competencies, and thought processes sufficient to support further study or work in mathematics or related fields. 		
Section 2: Measures and Use of Information		
Goals	Measures	Use of Information
Students will demonstrate factual knowledge including the mathematical notation and terminology used in undergraduate collegiate mathematics.	Assignment; testing	Evaluate program effectiveness and use in annual reports and program review.
Students will describe the fundamental principles including the laws and theorems arising from the concepts covered in undergraduate collegiate mathematics.	Assignment; testing	Evaluate program effectiveness and use in annual reports and program review.
Students will apply course concepts along with techniques and procedures covered in undergraduate collegiate mathematics.	Assignment; testing	Evaluate program effectiveness and use in annual reports and program review.
Students will develop specific skills, competencies, and thought processes sufficient to support further study or work in mathematics or related fields.	Assignment; testing	Evaluate program effectiveness and use in annual reports and program review.

Section 3: Recommendations for Improving Assessment Processes

Mathematics majors met the Learning Outcomes with mid-60% success when testing and in excess of 78% when completing assignments. Faculty in the Mathematics department are satisfied with these results but would like to see all percentages of success in excess of 75%.

- We plan to continue assessing students annually, with the possibility of moving to each semester in some courses.
- We will continue to assess general education mathematics (Survey of Mathematics, College Algebra, Elementary Statistics). Even with a small number of mathematics majors (12 or fewer annually since 2015), mathematics is a general education requirement for AA and AS degrees. Mathematics faculty desire to maintain a quality general education program in mathematics for all college students.

Section 4: A. Examples of Action Based on Assessment Data

Given the exhibited achievement of Mathematics majors on Student Learning Outcomes, the Mathematics Department faculty will continue to assess our students with the following changes being made or considered.

- The small number of students that are actual mathematics majors (12 or fewer majors with 3 or fewer graduates annually since 2015) can make the success rates change significantly when one student does poorly for any reason. We are looking at more discrete analysis methods to better account for this variability.
- As part of the examination of analysis methodology, we are also re-writing our Learning Outcomes. This re-writing process seemed timely for two primary reasons:
 1. Many of our mathematics courses are on the Oklahoma State Regents for Higher Education Course Equivalency Tables, and those tables have been redesigned and written with student learning outcomes for each course description. We want to make sure our departmental learning outcomes are well aligned with the course learning outcomes required for transfer compatibility.
 2. Beginning with the Fall 2018 semester, we began a new “inclusive access” online content for the majority of our mathematics courses (the courses that are not included in the inclusive access were already using online content) which allows us to track student progress by designated learning outcomes more easily using the teacher support materials of the online content provider. We hope to use this tracking embedded within the online content to monitor improvement and success of our stated learning objectives.

Physical Sciences (AS)

Physical Science Departmental Assessment Report

Section 1: Learning Goals for Majors

(LO1): Apply appropriate technology to the study of the physical sciences.

(LO2): Demonstrate knowledge of, and be able to apply, the scientific method.

(LO3): Exhibit knowledge of the underlying principles of the physical sciences.

(LO4): Demonstrate mathematical skills as applied to the physical sciences.

(LO5): Demonstrate experimental techniques in the study of the physical sciences.
 (LO6): Graph and interpret quantitative information.
 (LO7): Demonstrate problem solving skills.

Section 2: Measures and Use of Information

Goals	Measures	Use of Information
(LO1): Apply appropriate technology to the study of the physical sciences.	Test: 66% of students were able to meet this LO	Alteration in lecturing material to assist students in meeting this LO
(LO2): Demonstrate knowledge of, and be able to apply, the scientific method.	Test: 71% of students were able to meet this LO Graphing assignment: 91% of students were able to meet this LO	Alteration in lecturing material to assist students in meeting this LO Will continue to use the same methods to teach and measure graphing ability
(LO3): Exhibit knowledge of the underlying principles of the physical sciences.	Test: 69% of students were able to meet this LO	Alteration in lecturing material to assist students in meeting this LO
(LO4): Demonstrate mathematical skills as applied to the physical sciences.	Test: 62% of students were able to meet this LO	Alteration in lecturing material to assist students in meeting this LO
(LO5): Demonstrate experimental techniques in the study of the physical sciences.	Test: 71% of students were able to meet this LO	Alteration in lecturing material to assist students in meeting this LO
(LO6): Graph and interpret quantitative information.	Test: 59% of students were able to meet this LO Graphing assignment: 91% of students were able to meet this LO	Alteration in lecturing material to assist students in meeting this LO Will continue to use the same methods to teach and measure graphing ability
(LO7): Demonstrate problem solving skills.	Test: 51% of students were able to meet this LO	Alteration in lecturing material to assist students in meeting this LO

Section 3: Recommendations for Improving Assessment Processes

Learning Outcomes will be developed for the Physical Science major with assessment in their Major Courses as outlined on the Curriculum Map

Section 4: A. Examples of Action Based on Assessment Data

Since this assessment, emphasis has been placed in lecture on math skills such as the use of the calculator. In future, problem-solving techniques will be emphasized

General Studies (AA)

General Studies Departmental Assessment Report

Section 1: Learning Goals for Majors

1. Students will employ effective written and oral communication skills in order to convey clear and organized information to target audiences.
2. Students will practice analytical and evaluative thinking with a view toward continuous improvement.
3. 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. Students will apply appropriate mathematical and scientific concepts and processes in order to interpret data and solve problems based on verifiable evidence.
5. Students will recognize the beliefs, behaviors, and values of diverse cultures from a global perspective.
6. Students will recognize the value of meaningful civic and scholarly activities.

Section 2: Measures and Use of Information

Goals	Measures	Use of Information
1	Essay Presentation Rubric Oral Communication Rubric	Determines a basic, non-specialized grasp of abilities in writing and oral presentation
2	Artifact Collection Rubric	Determines an understanding in gathering proper research and effectively using research
3	Technology Literacy Survey Information Literacy Survey	Determines whether students can effectively utilize basic technological tools and use them in to properly obtain research
4	Quantitative & Scientific Reasoning Rubric	Determines the utilization of the scientific process and the function of charts and graphs.
5	Cultural, Global Awareness, and Social Responsibility Survey	Determines a student's mindfulness of what it means to be a local, state, national, and global citizen.

Section 3: Recommendations for Improving Assessment Processes

Continue to review and tighten the rubrics/surveys so they are at their most effective in analyzing students strengths and weaknesses.

Section 4: A. Examples of Action Based on Assessment Data

Eastern has 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 are 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. 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 80% scoring proficient or above. The distribution showed an improvement with previous assessment results. 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.

During the spring 2017 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 141 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 2016 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. The scores show an increase in overall score from the previous year, but Physicality continues to be an area of concern.

The assessment process called for us to develop a way to assess critical thinking. The faculty decide to evaluate five different

critical thinking assignments from different divisions, using the critical thinking assessment rubric. Four graders volunteered to grade the critical thinking exhibits. To determine inter-grader error, two graders were given the same assignment. Assignments, grading instructions and rubric were posted into a critical thinking Blackboard course. Reviewers graded and posted their results into an Excel Spreadsheet. Mean values and standard deviations were determined for each of the assignment (Table 4).

There were problems with using the rubric for all division assignments. Graders found the rubric difficult to use for assignments that were not writing assignments. Other difficulties with grading the assignments included: subjective scoring, continuity in grading, inter-grader errors. More pilots will be needed by faculty to validate or simplify the rubric and improve grading methods.

Evaluation will be done on specific subgroups during the assessment of the general education learning goals. Those subgroups include student ethnicity, student gender, underprepared students, and students' prior course history. The new rubric will be utilized in the Fall of 2018 and results reported in the Spring semester. The results of these assessments are shared twice a year at the beginning of the fall and spring semesters with all of the faculty. After discussion of the results, faculty determine the best course of action for that learning goal.

IV. Student Engagement and Satisfaction

Section IV—Student Satisfaction

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

Student Satisfaction Survey

At the end of each semester, a student satisfaction survey will be utilized to determine student engagement and satisfaction. The survey will be anonymous and the results will be shared with all faculty and staff. In addition, several informal ways are used throughout the year to determine student satisfaction and engagement. The student affairs activity director tracks student involvement in a variety of activities on campus. The Eastern Student Government Association is also tasked with presenting issues related to student engagement and satisfaction to the acting Director of Student Life.

There were 500 student responses to the survey. Students were asked to respond with their level of satisfaction with 1 indicating they were very satisfied, 2 indicating they were satisfied, 3 indicating they were dissatisfied, and 4 indicating they were very dissatisfied. The results indicate that overall students are very satisfied or satisfied with the attitude of the teaching staff toward students (97%), overall satisfaction with the course

(96%), course content in their area of study (3.48), out-of-class availability of instructors (96%), and the quality of instruction in their major area of study (96%). The majority of students also indicated that they would choose to attend EOOSC again (88.53% were satisfied or very satisfied).

Eastern Oklahoma State College adopted a 4-day class schedule for the 2018-19 academic year on the Wilburton campus. Students were surveyed as to their level of satisfaction with the 4-day schedule. Of 264 students who responded, 77.65% were very satisfied and 12.5% were somewhat satisfied. Only 3.04% were unsatisfied.

Many faculty have switched from traditional textbooks to e-books and access codes. Of 493 students surveyed, 44.2% were using traditional textbooks, 37.93% used access codes or e-books, and 17.85% used both. Students were asked to evaluate how well the instructional materials helped them learn the course material. Survey results are shown in the table below.

Results of: How well did instructional material help you learn?					
Instructional Material	Some	Somewhat well	Neutral	Somewhat poorly	Very poorly
Traditional textbooks	35.7%	15.62%	45.03%	1.42%	2.23%
e-books/access codes	33.67%	17.85%	43.2%	2.43%	2.84%

Assessment Budgets

Assessment Fees-\$1.00/credit hour	\$32,194
Assessment Salaries	\$48,000
Distribution to other departments	---
Operational costs	22,100
Total Expenditures	70,100