

EASTERN OKLAHOMA STATE COLLEGE

ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY 2012-2013

Narrative Questions

October, 2013

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 3rd and 4th times. Tutoring for testing is available on a very informal basis through Student Support Services and the developmental class instructors.

Analyses and Finding (I.4—I.6)

Eastern has an admirable 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.

Table 1. Remedial and Gateway Success			
COHORT	TOTAL STUDENTS	% PASSED REMEDIAL COURSE	% PASSED GATEWAY
MATH0113_FA08	82	67%	36%
MATH0113_FA09	99	69%	47%
MATH0113_FA10	118	67%	34%
ENGL0123_FA08	91	77%	50%
ENGL0123_FA09	100	85%	62%
ENGL0123_FA10	142	70%	63%

In addition, students who pass Eastern's 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 Latimer County (where the Wilburton campus is located) has a rate of students who graduate from high school and who are subsequently found to need remediation above 45%. For example, the cohort of first time freshman who attended Eastern in fall 2013 had approximately 56% of the students that took at least one remedial course.

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.

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.

Eastern has also recently 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. Those reports include trending data for each program and remedial and gateway course success rates. 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)

For many years, Eastern Oklahoma State College has used the Collegiate Assessment of Academic Proficiency (CAAP) test to assess its five general education learning goals:

1. Graduates will communicate competently, at the college level.
2. Graduates will retrieve and utilize information competently.
3. Graduates will identify the multiple perspectives of issues and cultures.
4. Graduates will identify methods for solving problems effectively.
5. Graduates will develop life skills and skills to enhance life-long learning.

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 learning goal. 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.

Writing skills were assessed by having students write a prompted essay in representative sections in each of the academic divisions during the fall 2012 semester. Faculty from outside the English department scored the essays with a simple rubric that evaluated writing skills in three areas: correct usage of Standard English, use of acceptable essay form including organizational skills, and use of critical thinking skills to support a thesis. Results of this assessment are presented in Tables 2.

Table 2. Results of essay assessment within Majors Fall 2012 (n=108)				
Objective	Meets		Does not meet	
Correct usage of standard English	Adequate	81%	Inadequate	19%
Use of acceptable essay form including organizational skills	Acceptable	81%	Unacceptable	19%
Use of critical thinking skills to support thesis	Uses	84%	Lacks application	16%

Across the six divisions, 81% of students were able to write an acceptable essay that would earn a grade of at least a C.

Writing skills were also assessed in the Freshman Composition II courses during the spring 2013 semester. A rubric was used to score the essays.

Essays were graded by at least 2 readers and analysis was run to determine if the reviewers were rating the students in a similar manner. It was determined that 75% of the scores differed by 2 points or fewer and 89% of the scores differed by 3 or fewer points. Results of this assessment are presented in Table 3. Only 23% of the student essays were limited or needed improvement.

Table 3. Results of essay assessment Spring 2013 (n=90)				
% Highly Proficient	% Moderately Proficient	% Proficient	% Limited Proficiency	% Needs Work
10%	18%	49%	12%	11%

Oral communication skills were also assessed across the six academic divisions during the spring 2013 semester using a rubric. Eighty-nine percent of the students were evaluated as good or excellent. The results are shown in Table 4.

Table 4. Oral Assessment within Majors Spring 2013 (n = 134)					
COURSE	Number ASSESSED	% EXCELLENT	% GOOD	% FAIR	% NEEDS IMPROVEMENT
AG 2113	18	6%	94%	0%	0%
CIS 1563	4	75%	25%	0%	0%
MCOMM 1113	10	20%	60%	20%	0%
NURS 2212	26	23%	65%	12%	0%
NURS 2128	35	20%	77%	0%	0%
POLSC 1113	4	0%	50%	50%	0%
ZOO 1114	37	49%	32%	19%	0%
TOTAL	134	28%	61%	10%	0%

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. We are 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.

As a result of the assessment of writing skills and other assessments conducted in Freshman Composition II sections which identified the most common grammatical errors made by our students, weekly grammar sessions have been added to Freshman Composition I sections. Additionally, writing assessments are being conducted across programs. Each academic division has identified one or two courses that include a writing component; writing samples from these were evaluated with the rubric used for Freshman Composition II essays. Assessment of writing skills will continue in major courses to determine the effectiveness of the changes to the Composition courses.

Analysis of both the written and oral presentation skills of students shows that overall our students are able to meet the general education goals in the communication area. We will continue to assess students in these areas as we add additional general education assessments. By creating these embedded assessments, we are able to use the data to improve student learning in

these key area. The assessment committee with input from the entire faculty will continue to develop assessment measures to ensure our students are meeting the general education learning outcomes.

Section III—Program Outcomes

Each of the six academic divisions at Eastern did a program review in the fall of 2013. 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 below.

Table 5. SUMMARY OF PROGRAM ASSESSMENTS 2012-2013				
FIELD OF STUDY	ASSESSMENT MEASURES	MEASUREMENT INSTRUMENT	NUMBER OF INDIVIDUALS ASSESSED	RESULTS
English	Grammar Usage	Pre/Post Testing	669	Pre-test 0% passed; Post-test 60% passed
English	Essay Skills	Rubric	90	10% High, 18% Moderate, 48% Proficient, 11% Borderline, 11% Limited
Agriculture	Departmental Knowledge	Pre/Post Testing	46	The average improvement across all programs was more than 40 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 43.3% from pre to post test results
Computer Information System	Departmental Knowledge	Comprehensive Exam	5	Marked improvement in all areas of test
Speech	Departmental Knowledge	Comprehensive Exam	275	80% of the students passed with a C or above
Nursing	Knowledge and Skills	NLCEX	31	100% passage rate on at all three sites
Nursing	Knowledge and Skills	Licensure Exam	31	100% of graduates applied for licensure exam
Biology/Life Science	Writing Assessment	Rubric	16	75% used standard English, 81% used acceptable essay form, and 100% used critical thinking

Within each of the academic divisions, the department/major program was asked to include in their program review:

- The number of students in the program;
- Some specific goals for the department/major program;
- If departmental courses include general education courses, how the program incorporates some of Eastern Oklahoma State Colleges General Education Student Learning Outcomes;
- Instruments/process by which students are assessed in this 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.

Division of Agriculture

Enrollment in the division of Agriculture for the 2012-2013 in each of the majors is presented in Table 6 below.

Table 6 Division of Agriculture	
Majors	Headcount
Agriculture (AS)	59
Forestry (AS)	19
Forest Technology (AAS)	7
Horticulture (AS)	2
Meat Processing/Food Safety (AAS)	9
Total	96

Program Goals:

In the Division of Agriculture, the instructors established six goals which directly reflected on student learning. They planned to

1. Increase Division enrollment by 10%.
 - a. Coordinate recruiting efforts among faculty within the division.
 - b. Search out innovative ways to introduce Eastern to prospective students.
 - c. Maintain and/or improve relations with vocational agriculture programs in eastern Oklahoma through visits, phone calls, and personal contacts at events throughout the year.
2. Improve student knowledge within major field courses by 100%.*
 - a. Coordinate the utilization of effective teaching methods with division faculty.
 - b. Learn and utilize new technologies (BlackBoard, etc.)
 - c. Verify the relevance of lecture and laboratory information and materials with division faculty through coordination with major university professors, industry professionals, and alumni.
 - d. Enhance educational use of Eastern's agricultural resources.
3. Obtain a student retention rate of 50%.*
 - a. Continue to stress the importance of advising efforts with division faculty.
 - b. Search out ways to enhance Agriculture Student Orientation with emphasis on topics that might address student attrition issues.

- c. Continue to provide extracurricular opportunities (Aggie Club, judging teams, etc.) to enhance student life.
 - 4. Obtain a graduation rate of 40%.*
 - 5. Explore opportunities for program enhancement and new program development.*
 - a. Continue to expand online offerings.
 - b. Continue to explore distance learning opportunities at the Idabel campus.
 - c. Search out grant opportunities.
 - 6. Increase utilization of business and industry resources to enhance programs.
 - a. Search for ways to utilize agriculture professionals as guest lecturers, field trips, etc.
- * Goals achieved.

General Education Learning Outcomes:

In keeping with the OSRHE policy, all Associate of Science degree programs offered within the division require a minimum of 40 credit hours of general education. The communications component includes both written and oral communications and are addressed in ENGL 1113 - Freshman Composition I, ENGL 1213 - Freshman Composition II, and SPCH 1113- Fundamentals of Speech. The computer literacy component is addressed in AG 2113 - Microcomputer Techniques in Agriculture.

The two Associate of Applied Science degree programs require only 18 credit hours of general education. The communications component includes both written and oral communications and are addressed in ENGL 1113 - Freshman Composition I and SPCH 1113 - Fundamentals of Speech. The computer literacy component is addressed in AG 2113 - Microcomputer Techniques in Agriculture.

Students majoring in the AS degree programs offered in the division participate in the writing general education assessment administered in ENGL 1213. All agriculture students participate in oral communications general education assessment administered in AG 2113. Results of the general education assessments are provided to faculty within the division as they are made available by the Office of Academic Affairs.

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.

Assessment Instrument(s) and Process:

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.

Assessment Results:

Major	Freshman (Fall 2011)	Average Entrance Exam Score	Average Exit Exam Score	% Change	Retention Rate	Graduation Rate
Ag. Comm.	2	32	84	162.5%	50%	50%
Ag. Econ.	5	36	83	130.6%	80%	60%
Ag. Ed.	12	33	79	139.4	67%	58%
Agronomy	0	-	-	-	-	-
An. Sci.	9	31	70	125.8%	56%	56%
Pre-Vet	Combined with An. Sci.					
Forestry	10	43	86	100.0%	60%	30%
Forest Tech	1	-	-	-	-	-
Hort.	1	39	63	61.5%	100%	100%
Meats	6	41	71	73%	100%	83.3%

Based on enrollment records and information provided by the various academic advisors within the Agriculture division there were approximately 46 incoming freshmen for the fall 2011 semester. Of these 46 freshmen 31 completed three semesters resulting in a retention rate of

67.4% and 25 graduated in four semesters resulting in a graduation rate of 54.3%. Both of these rates exceeded the divisional goals and the institution's rates 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 went into effect during the spring 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 have been incorporated for the 2013-2014 academic year.

Budget considerations:

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 on expenditures. 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 any returns may be realized.

Division of Behavioral and Social Science

All programs in this division use teacher-made exams, cumulative GPA's, writing across the curriculum projects, and collaborative class efforts to measure student success. Other measures that are specific to the major, such as the criminal justice majors passing CLEET training are other indications of student learning.

Child Development (AA, AAS and Certificate)

The Child Development department consist of three types of certificates and degrees; an associate of arts degree which had 31 students enrolled, an associate of applied science degree with 4 students enrolled, and a certificate program with 6 students enrolled. In the spring 2012 semester there were 20 graduates from the three combined programs.

Program Goals:

The primary goal of the Child Development Department is to provide a formal education and training opportunities that produce competent graduates who can enter the field of child care and perform effectively. A program committed to preparing students for employment shall engage in systematic efforts to evaluate competence and success of its students. The Child Development program has defined three program objectives.

1. Students who complete the program will be knowledgeable of the basic concepts of child development and guidance.
2. Students will be prepared to meet specific needs of children in formal child care.
3. Students will be prepared to work with parents and other professionals in working toward the nurturance and care of children including their physical, social, emotional, and intellectual growth.

Assessment Instruments and Process:

Students are assessed within their courses with results of course work which includes examinations, written and oral reports, assignments, discussions, and participation. The department meets periodically to review course offerings as well as discuss student progress. No changes are planned at this time.

Criminal Justice (AS and COPS track)

There were 76 Criminal Justice students and 48 C.O.P. Criminal Justice students in the 2012-2013 academic year. The departmental assessment process included direct and indirect methods of data collection and analysis of the following: learner outcomes, i.e. what the criminal justice students need to know and should be able to do; student mastery level of learning outcomes; and how the analysis will be used to improve the criminal justice program to include: curricular revisions, budget development, and faculty improvement.

Program Goals:

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.

In order to accomplish its mission, the Criminal Justice Department will, within the limitations of available resources:

- A. Provide a core of courses reflecting the theoretical understanding, job duties and ethics of the professional agencies within the Criminal Justice field.
- B. Present a pedagogical approach wherein students may acquire the knowledge and skills comparable to the first two years of a baccalaureate program in Criminal Justice.
- C. Incorporate technology in the classroom to promote a learning styles environment.
- D. Provide access to the tools, practical exercise and professionals necessary to acquire the knowledge and skills for immediate employment and job performance in Law Enforcement (Collegiate Officer Program only).
- E. Provide access to the technological tools available to conduct scenarios and practical exercises in specific job duties and tasks of the Law Enforcement Officer (Collegiate Officer Program only).
- F. Promote understanding, communications, and a working relationship between the criminal justice department, the students and professional agencies of Criminal Justice through the instructors ensuring contact between the field and the classroom.
- G. Solicit tutorial services and learning resources from student support services to assist program majors.
- H. Demonstrate and provide individualized, pro-active academic and career advisement for both traditional and non-traditional students in their pursuit of higher education and employment with an agency of criminal justice.
- I. Conduct departmental assessment of student outcomes to improve the efficiency and effectiveness of the department's program.
- J. Develop and deliver distant learning courses in compliance with Eastern's mission and goals.

General Education Learning Outcomes:

The Criminal Justice program incorporates the Eastern Oklahoma State College General Education Student Learning Outcomes throughout the general education and major courses within the program. Students in the courses taught in the Criminal Justice Department are asked to participate in small group discussions. At least one course within the curriculum requires oral, group presentations be made within the classroom. Writing across the curriculum is incorporated by conducting in-class written essays relevant to the learning objectives for the course. All three of these areas are assessed using rubrics which are discussed with the students.

Reviews of literature research projects are required in the major core courses. These research papers are to be written in accordance with American Psychology Association (APA) Style standards. The papers are evaluated using a rubric and an APA styles check list of requirements which are discussed with the student.

Students are introduced to the history and special issues of the court systems, law enforcement and corrections systems, both Juvenile and Adult, through the basic requirements of CRJS 1123, Introduction to Criminal Justice; CRJS 1113, Introduction to Corrections; CRJS 1143, Juvenile Delinquency; and CRJS 1133, Introduction to Law Enforcement. All criminal justice majors are required to take and satisfactorily complete at least one of these required courses. All courses provide an opportunity of group work and discussions relevant to how cultural diversity affects each one of these criminal justice components.

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%

Assessment Results:

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 2.81 which is an indirect measurement of program effectiveness. A more direct measurement of program effectiveness was evidenced in the 89.01

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 3.15.

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 program offered. Additionally this department has branched out to more online course offerings on a rotational basis.

Budgeting Considerations:

The last two summers (SU2012 & SU2013) 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 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, ie 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.

Review Process

The Criminal Justice Department provides academic and tactical experiences for the student who proposes to enter employment in the criminal justice field. Full time, academically credentialed instructors, videos, guest lecturers and professionally credentialed adjunct instructors are enhanced by the uniqueness of professionals and future professionals sitting side by side in the classroom. Some of the students enrolled in the major classes are already

employed in the criminal justice field. Correctional officers, police officers and support staff are among the students who have chosen to come back to college for career advancement. Having these individuals in class along with students who have no work experience truly enhances the academic experiences. Classroom discussion moves beyond a theoretical base straight into reality. Many of our graduates have gone on to pass their state test and go directly to work in the field of law enforcement, corrections, etc. while many others have continued on to the university level to continue their educations beyond an associate's degree.

The department chair reviewed the Criminal Justice Department following the Associate of science Programs Self-Study guidelines presented by the office of Academic Affairs. Procedural task included gathering data from criminal justice outcome assessment, annual plan, and annual budget request reports. The data was then assimilated and reported.

History/Political Science (AA):

The mission of the department of history/political science is to provide students with educational experiences and environment that promote the mastery of discipline knowledge and methods, the ability to succeed in discipline-related programs and careers, and the skills and dispositions needed for citizenship in our diverse culture and the world.

Program Goals:

Our program has two broad goals: First to improve substantially the understanding of its students about themselves and the world; the department seeks to educate students to have knowledge and appreciation of the heritage of humankind, the development of political thought and governance, and the essential knowledge in their chosen field. Secondly, to enable them to live more meaningfully in the world according to their understanding of themselves and the world; the department seeks to prepare its graduates for employment and/or advanced study.

In History, these general program goals become more specific as:

1. Students who complete the core history courses (HIST 1483 and 1493) will demonstrate an understanding of historical causation and a comprehension of the patterns and institutions of American history from the colonial period to present.
 - Students will study broad development of pre-colonial, colonial, and modern periods of American history.
 - Students will develop an appreciation for the unique character of each period.
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.
 - Department majors study particular in-depth aspects of American and European society and institutions.

In History, these general program goals become more specific as:

1. Students who complete the core political science course (POLSCI 1113) will demonstrate an understanding of the origins, structure and operation of the American government.
 - Students will study the broad development of American national government, particularly with emphasis upon the roles of the executive, legislative, and judicial branches.
 - The practice and performance of government within this framework will be examined, as well as the roles played by informal political actors.
2. Students who complete POLSCI 1113 will demonstrate an ability to explain the political process, follow national issues, and understand their role in the process.

- The methods used in teaching include an array of approaches such as discussion, lecture, documentary films, and special projects.

General Education Learning Outcomes:

The History/Political Science program addresses cultural and global awareness and social responsibility as part of the general education learning outcomes of the college. Specifically, students are asked to interact in a positive manner with individuals from cultural groups other than the student's own, and students are taught to entertain viewpoints from a variety of perspectives.

Information and technology literacy is also addressed within the History/Political Science program. Students have to locate, evaluate, and appropriately use technological information, and students must be able to communicate information using appropriate technologies.

Assessment Instruments and Process:

Student assessment is performed using course work—including examinations, assignments, discussion, and special projects. Additional program assessment is taken from student evaluations of the course. Additionally, class participation and attitude toward persons from cultural groups other than the student's own is used as an assessment measure. Further assessment is performed on students as they complete assignments and/or study guides in BlackBoard and students are expected to communicate appropriately with the instructor using technology.

Assessment Results:

During the spring 2013 semester, POLSC 1113 was one of the sections chosen to pilot the new pre/post assessment exam. Students scored an average of 30% on the pre-test and an average of 61% on the post-test. The majority of students were at or above the 70% mark on the

post-test. The pre-test has been given to one section for the fall 2013 semester. The results will be evaluated and compared to the spring 2013 results.

Instructional and Program Changes:

The faculty and staff of the department meet periodically to revise the list of assigned readings and text, review data and consider changes in pedagogy. Assessments will be evaluated and changes will be made to specific courses in accordance with the results.

Psychology/Sociology (AA):

During the fall 2012 and spring 2013 there were 201 student in the Psychology and Sociology department.

Program Goals:

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 ten goals is associated with specific learning outcomes. Those learning goals are listed below:

1. Theory and Content of Psychology/Sociology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology and sociology.
2. Research Methods: Students will understand and apply basic research methods in the fields of psychology and sociology, including research design, data analysis, and interpretation.
3. Critical Thinking Skills: Students will respect and use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes.

4. Application: Students will understand and apply psychological and sociological principals to personal, social and organizational issues.
5. Values: Students will be able to better weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology and sociology as a science.
6. Information and Technological Literacy: Students will demonstrate information competence and the ability to use computers and other technology for many purposes.
7. Communication Skills: Students will be able to communicate effectively in a variety of formats.
8. Sociocultural and International Awareness: Students will recognize, understand, and respect the complexity of sociocultural and international diversity.
9. Personal Development: Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
10. Career Planning and Development: Students will emerge from the major with realistic ideas about how to implement their psychological and sociological knowledge, skills, and values in occupational pursuits in a variety of settings.

These learning goals have a lot of overlap with the general education learning goals that Eastern has established.

General Education Learning Outcomes:

In all of the classes the students are encouraged to participate in class discussions. This gives them the opportunity to learn to express themselves. Some classes rely heavily on discussion and it is required of all students to participate in the classroom and in small groups.

Students are required in some of the major courses to read, write and critique books. They are also required to do weekly library research utilizing the internet on assigned topics that are also discussed in class. A research paper typed written in APA Style (American Psychological Association) is also required. Students get a lot of practice using both verbal and written language. Critical Thinking is highly encouraged.

Students are encouraged in their research and class discussion to think on a larger scale and to cover topic areas and discussion of various cultures. They are to look beyond their immediate domain and learn to understand others ways of doing and thinking. Since our campus is multi-cultural, all students are encouraged to learn to understand and except the fact that all people do not think and behave the way they do, and to learn to accept people for who they are whether we agree or not with their life style and/or way of doing. This helps us to broaden our perspectives of others issues and cultures.

Assessment Instruments and Process:

The Psychology/Sociology graduates, of the 2012-2013 academic school years, were notified and asked to report for program assessment. The graduating students that reported were administered the pre-test at the beginning of their program of study during orientation, or early into their program, and the post-test administered closer to the end of their program.

Assessment Methods Used

The Psychology/Sociology department administered direct methods of assessing graduates by administering a comprehensive departmental exam. This exam consisted mostly of information covered in several of the core courses of the major areas. The material selected for testing was decided on after researching what material or knowledge is needed at the transferring universities which most graduating students attend, what material is expected for the students to

know when taking the state education certification exam and the related material covered in the various psychology/sociology classes to achieve the class objectives.

Students take their Exam during the first week of their academic program, usually during orientation (pre-test). Near the completion of their course work, they take the same test for their Exit Exam (post-test). By comparing the two scores (the entrance and exit scores), it provides an opportunity to gauge the degree of academic change the student has experienced.

Other methods of assessment normally used include: (Some information was not applicable at this present time.)

- GPA in Major Courses
- Cumulative GPA
- *Success of Transfer Students(when we can get information)

*Only by keeping in contact with our students through e-mails, personal contacts and hearing or reading of their success in the newspapers can we get this type information. Do to privacy laws, this information has been more difficult to attain. We do however encourage our students to keep in contact with us and many of them do.

One of our graduating students has just graduated this past spring from Northeastern State University in Tahlequah with a Masters degree in Psychology and Counseling and is presently working in the field at McAlester. Another graduate with a Masters degree from East Central University in Ada is working here in Wilburton as a Drug and Alcohol Counselor.

From our contacts we have found that a majority of our graduates do continue their education at four-year institutions. Most of the students that graduate from Eastern still pursue Human Relations/Human Services Counseling and Social Work degrees with a few still branching of into other areas.

Assessment Results:

Methods of Assessment	Number of Students Assessed
Departmental Comprehensive Exam 2012	12
Departmental Comprehensive Exam 2013	18
GPA in Major Courses Fall 2012	2.95
GPA in Major Courses Spring 2013	3.28
Cumulative GPA for 2012 Graduation Class	3.15

The average Entrance Exam score (pre-test) for this group of students was 49.2% and the average score on the Exit Exam (post-test) was 92.5%. This shows that students had a significant improvement.

Instructional and Program Changes:

More and more classes have incorporated the use of multimedia presentations. We have totally switched from the use of WEB CT and are now using Blackboard to enhance all of our courses. With the help of a grant that the institution received, we are continuing to add more online courses to the schedule to aid with the busy student's whose schedules do not fit the traditional classroom setting and to help with relief from the economic strain of travel. More use of these type classes is planned for the future as the instructors become more knowledgeable due to an added support person to help instructors in building such on-line courses, and also as classrooms become more equipped with the necessary technology. We will soon have online classes to accommodate the completion of this degree. This is still a gradual process but we are getting there. Since incorporating this use of technology in the classrooms, we can better assist our students in learning and communication. More video presentations (especially for the ADA students) and more written assignments are also being implemented.

Budgeting Considerations:

No program changes are planned at this time.

Division of Business

The mission of the Business Division is to foster student learning in fields of university–parallel study for those students who plan to transfer to complete baccalaureate degrees, and provide one and two–year programs of technical education to prepare individuals to enter the labor market.

To enable the Business Division to fulfill their mission the following areas were listed as concerns in the departmental assessment reports: faculty needs, limited budgets.

Instructional and Program Changes:

Program Changes:

The Business Division continues to evaluate the AS programs to ensure they provide students with the skills requested by the industry and the transfer institutions. The faculty participate in the Course Equivalency Project forum sanctioned by the Oklahoma State Regents of Higher Education each year to ensure that our class offerings teach the core concepts that the transfer institutions require.

The Administration Office Technology and Computer Technology Programs will be evaluating the certificates available to students and explore adding additional certificate options for students during the 2013–2014 school year. The Computer Technology Program will explore the requirements for students to test for industry certification in several areas once they have completed the certificate(s).

Faculty Needs:

Securing qualified adjunct faculty continues to be difficult. The number of qualified adjunct faculty and the pay for adjunct faculty continues to be a negative when recruiting. However, all full–time faculty teach a minimum of 18 hours; therefore, adding classes to the schedule is limited without qualified adjuncts. To provide the classes needed by students to

successfully complete their degrees, instructors offer classes in a variety of formats—online, hybrid, ITV to additional campuses, and face-to-face. The flexibility in scheduling allows students to pursue their degree and not be limited to one format for classes. The Business Division utilized five adjunct faculty in the fall to meet the need for classes to enable the students to meet their educational goals.

The limited number of full-time faculty continues to limit the time faculty can devote to recruiting new students and adding additional course offerings. In addition, the current faculty members serve on numerous campus, community and statewide committees.

Since the majority of faculty have worked in business and industry, they continue to be the strength of the division. They possess practical experience and knowledge from their employment outside of the academic setting and they utilize these expertise in the classes they teach. Instructors continue to update their skills through participation in training, workshops, webinars and conferences as allowed by the budgets.

The faculty taught fourteen online classes for the fall semester. Hybrid classes have also been added to the course offerings. Online and hybrid classes offer the faculty and student flexibility in scheduling. Students that would not be able to attend regular classes because of jobs or family obligations have expressed an appreciation for the hybrid and online classes.

Academic Support:

All instructors in the Business Division continue to receive training for Blackboard 9.1, to update them on the changes to Blackboard and effective techniques to assess students through the Native American Serving Nontribal Institutions (NASNIT) grant. Online courses are added each semester to enable the Business Division to have two complete online degrees available at the conclusion of the grant. The full-time Distance Learning Coordinator hired through the grant

continues to be a valuable resource to the faculty as they have developed and offered their courses. A designated testing center for students enrolled in online classes to provide a secure area for testing and provide flexibility in scheduling their tests is still needed. A full-time test proctor has been hired at the McAlester Campus, the Librarian and staff at the Wilburton Campus, and coordinator/advisors at the Idabel and Antlers Campuses continue to monitor testing for online students at this time.

The Institutional Research position that has been added will enable instructors to obtain data needed for reports by contacting one person. The data collected will enable department chairs to identify trends in enrollment and utilize the data when scheduling classes. The position that tracked graduates to determine their success at other institutions and/or job placement rates was eliminated several years ago due to budget constraints. This information could be used to identify areas that need to be strengthened to enable the student's success at the four year institutions and in the workplace.

Budgeting Considerations:

The budget for the current year is a flat budget. Due to the divisions mission there will always be a need to upgrade the hardware and software to equip the students with the skills they will need to be successful in the workforce or in furthering their education at a four year institution. The shortage of budgetary funds limits the amount of upgrading that can be accomplished each year.

At this time no computer labs or the Accounting classroom are scheduled to be updated. As book companies continue to offer specific software to enhance their textbooks it is necessary to have the technology in the classrooms that will support the software. The estimated cost to replace 21 computers is \$22,000 and the Microsoft Academic Alliance Partnership (software

utilized for the Computer Technology program) will require approximately \$2,000 yearly.

Funds to attend conferences and training to update the skills of the instructors are necessary. The constant changes in software and delivery systems are essential for the instructors to provide up-to-date information to students. The estimated cost for each instructor to attend one conference, state or national, is \$2,000 to \$3,000 each. The current budgets do not have sufficient funds for the faculty to attend training. If departmental budgets are utilized for conferences and training, the department would not have funds to meet the minimal needs of the department (postage, telephone, office supplies, etc.).

Administrative Office Technology (AAS):

The Administrative Office Technology includes four degree programs and a one-year certificate program. For the school fall 2012 semester, there were a total of 33 students enrolled in the Administrative Office Technology program. For the spring 2013 semester, there were 29 students enrolled.

Program Goals:

Goals for the Administrative Office Technology Department include:

- Increase recruiting efforts by exploring non-traditional arenas
- Expanding the options offered at the McAlester Campus
- Explore requirements to obtain certification for the Administrative Office Technology Legal and Medical Options
- Publicize the Administrative Office Technology degree
- Emphasize recruiting of Administrative Office Technology students at all learning sites

A new option, Health Information Technology, was added to expand the scope of the degree. This option encompasses several of the courses already offered, but opens additional career options for the students. Several required courses, including Electronic Health Records and Introduction to Health Information Technology, are now being offered as online courses. All medical facilities are moving to electronic health records and this course helps meet the needs of

the local medical community for all sites. Because the coding requirements are changing, we have upgraded our Coding ICD–9 to Coding ICD–10 which teaches the new standards required for coding. Coding for Reimbursement and Coding ICD–10 are taught at the McAlester Campus, but because of student needs at the other sites, these courses are being offered via ITV from the McAlester Campus to the Wilburton and Idabel sites. There are several other courses that are being offered via ITV from the Wilburton Campus to other sites.

The placement rates of graduates in the Administrative Office Technology program have always been high. Human Resource Managers from the surrounding communities contact the instructors to recruit qualified prospective employees from the program. The program receives more requests for employment than can be filled. Some students majoring in this program are already employed and are attending class part time to obtain an associate’s degree.

General Education Learning Outcomes:

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.

Assessment Instruments and Process:

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. Instructors maintain contact with program graduates and compile records of employment. Graduates also receive surveys relating the skill demands of their present employment to skills learned while at Eastern Oklahoma State College. Comments and suggestions are encouraged from these students.

Students are evaluated in a variety of testing situations. In skills classes—keyboarding,

transcription, office machines, 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.

Assessment Results:

The placement rates of graduates in the Administrative Office Technology program have always been high. The two students who graduated in the spring obtained jobs in local health facilities before graduation. Human Resource Managers from the surrounding communities contact the instructors to recruit qualified prospective employees from the program. The program receives more requests for employment than can be filled. Some students majoring in this program are already employed and are attending class part time to obtain an associate's degree.

Instructional and Program Changes:

Electronic Health Records is continuing to be offered as a night course at the McAlester Campus. All medical facilities are moving to electronic health records. This course helps meet the needs of the local medical community. Electronic Health Records is a hands-on course designed to allow students to use software to enter patient information into electronic health records. This course will be offered every two to three semesters for students pursuing the Medical Option.

Business Administration (AS) and Business Services (AAS):

For the school year 2012–2013, there were a total of 95 students enrolled in the Business Administration program and five enrolled in the Business Services program.

General Education Learning Outcomes:

Macroeconomics (ECON 2113) and Microeconomics (ECON 2123) are electives available for general education credit as listed under the Social Sciences component. All five general educational student learning outcomes are incorporated in each of the two courses. Students prepare and defend debate arguments among their peers based on current and relevant economic and political issues. Students participate in a mock stock market investing portfolio. Students are required to write a report of their findings and graph their stocks over the allotted amount of time. Students perform a personal debt analysis to identify how their daily spending affects their ability to invest and save for future endeavors. Case studies provided from the class text, as well as, current real-life scenarios highlighted within business journals and broadcast media are constantly of topic and analyzed throughout the course. Through this practice, students learn to rationalize media hype, decipher report findings, and internalize the information as to how it will affect them personally and professionally. Inside the classroom, students often work in groups to present solutions to accounting problems and case studies. This fosters a real world work experience which reinforces the importance of developing strong communication and team building skills.

Assessment Instruments and Process:

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.

Assessment Results:

The results of this reporting year concluded that the average graduating student increased their understanding of the business administration discipline by 16%. 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. In an effort to increase applied learning and course content retention levels within the student, the Business Division would like to visit the idea of incorporating a capstone course to the current curriculum. A hoped by-product from this addition would result in stronger post-test assessment scores and success in completing a four year degree upon graduation from Eastern Oklahoma State College.

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.

Instructional and Program Changes:

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.

With Eastern's adoption of Blackboard, the business division has now been able to incorporate *Student Evaluations* into its yearly assessment analysis and outcome report. The first launch of student surveys was given in December 2011 and will be continue to be conducted each semester. Each faculty member had one core curriculum course evaluated. The surveys were conducted on-line via Blackboard. Faculty members will be evaluated in regards to:

- Course Organization
- Learning and Assessment
- Content Delivery
- Student Summary Assessment

In the past, faculty members have had to wait many months to learn of their evaluation marks from the student body. Due to Blackboard's interface system, instantaneous feedback will provided to each faculty member once a student has completed the survey. Having such expedited results, will allow faculty members to be proactive in making adjustments in the course areas listed above. If an area of concern is detected, content and other course changes can happen before the start of the next semester instead of the one to two semester wait as in previous reporting years; thus, an entire academic year could pass before issues are identified and corrected.

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
- Portfolio and skill set development

Budgeting Considerations:

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.

Due to other budgetary issues, the computer lab in Mitchell 205 has not been updated in many years. The accounting students that utilize these computers have assignments that require them to be on a computer at each class meeting. The computers run very slow and sometimes the students are unable to finish the work because of the technology they have to use. This lab is also available to students enrolled in Spanish courses who require computer technology to complete their assignments. It would be beneficial to start planning to update this lab to provide our students with better technology.

Computer Information Systems/Computer Science (AS) and Computer Technology (AAS):

The students included are those who graduated in the fall of 2012, spring of 2013 and summer 2013 and were enrolled in the AAS Computer Technology degree program or the AS in Computer Information Systems degree program. These students participated in the Outcomes Assessment Test upon entry to the programs as well as the Outcomes Assessment Test in their last semester prior to graduation. Our Tests are given online in a program called ExamView. Data is available upon request as the information is saved to our server. In the fall of 2013 there were 20 students pursuing a CIS degree at Eastern.

General Education Learning Outcomes:

Methods by which your program incorporates some of the General Education Student Learning Outcomes are

- online instructional software is currently being utilized;
- instructor made written and oral tests;
- course embedded questions with the Entrance test;
- regular but informal departmental self-evaluations;
- entrance and Exit Exams;

- programming assignments designed and assessed by the Instructor;
- lab Assignments designed and assessed by the Instructor; and
- a student Survey.

Assessment Instruments and Process:

Assessment in Computer Information Systems is performed using several different measures. The Outcomes Assessment Test is made up of 60 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 knowledge in the same areas. 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. This department also uses the mandated yearly Articulation Meetings at the University of Central Oklahoma to insure the curriculum for the Associate in Science degree programs are designed to assist our graduating students in their pursuit of a higher level degree at the University level. 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.

Assessment Results:

The tests were reviewed at the time the exit tests were given and as in past evaluations have a marked improvement was noted in all areas of the test. The yearly Articulation meeting was held September 2012 at the University of Central Oklahoma. This department's curriculum is still within the parameters of the transfer matrix maintained by the Oklahoma State Regents for Higher Education. All Universities and Colleges that attended this meeting collectively have

indicated they all have low enrollment in their programs. There was a special CIS consortium that was developed and it is now in the third year of activity. This CIS consortium meets once a year with current topics presented by volunteer speakers. The original intent was to spark an interest in the program and recruitment.

Using the employment statistics and scholastic transfer statistics the following assessment conclusions can be made concerning the students covered by this report.

- Two students are pursuing a Bachelor's degree in CIS through Southeastern Oklahoma State University.
- One student who graduated with CIS Forensics option is in the workplace and not pursuing further education at this time but expects to in the future.
- One student double majored in CIS Business option and CIS Technology and works full time at the Army Ammunition Plant.
- Several students had CIS entry exams, but through the first year changed their major.

Instructional and Program Changes:

This department continues as a Microsoft Academic Alliance Partner which allows the student access to the latest in Microsoft developmental tools. This department utilizes three computer laboratories for instructional purposes. More Online courses are going to be 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. Our overall enrollment in both programs has increased.

The Computer Science Department continues to be understaffed. The two CIS Instructors in this department teach over 21 hours each per semester with new course development not an

option due to the manpower shortage. 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.

Budgeting Considerations:

The current cost of computer hardware and software upgrades is the major concern in our area. 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 two 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

The Division of Language Arts and Education has the most departments and major programs in it, and they vary in subject a great deal, going from athletic training to humanities. All departments report positive results from the faculty being more involved in assessment.

Elementary Education (AA):

The primary goals and objectives of the Elementary Education program is to provide a comprehensive two-year curriculum which will build a strong academic base in reading, writing, speaking, math, science, social science, humanities, and critical thinking skills.

Program Goals:

Students successfully completing the Elementary Education Program at Eastern should have a high competency level in the following areas upon completion of the Associate of Arts Degree:

1. An ability to use basic skills in reading, writing, and math
2. An ability to take notes, gather information, and organize information
3. Recognize the importance and use of learning by experimentation
4. An ability to use the computer to input and coordinate data
5. To understand the differences in viewpoints of various experts within the academic fields
6. An ability to gather information through research and understand the ethical issues involved
7. To maintain an open mind in regard to facets of education
8. To stimulate student interest beyond the text and course within the given fields
9. And understanding of the importance of academic excellence

General Education Learning Outcomes:

The Elementary Education Program introduces students to the multiplicity of the academic areas in education. The program presents students with a general overview of core courses so they will have a general knowledge of the varied careers available to students pursuing a Bachelor of Arts Degree in education. This knowledge provides students with the

information necessary to make decisions as pertains to transferring to a university of higher learning as a junior.

Assessment Instruments and Process:

Students within the program are administered an essay at the completion of their general education composition courses. Students are also assessed in the mathematics courses they take during the program. In addition, courses within the program use exams and other assessments to determine student success in meeting the learning outcomes.

Assessment Results:

Eastern students have attained success in the respective university bachelor programs across the state of Oklahoma and in other states. State universities have responded favorably to inquiries as to the success of our students in university transfer reports sent to the community colleges. Eastern students continue to complete the Bachelor of Arts programs with high success in GPA and class rank (Honors). Students completing the program are administered an essay at the completion of English 1213, and a panel of instructors outside of the English department evaluate the essays on three broad categories: correct usage of standard English, use of acceptable essay form including organizational skills, and use of critical thinking skills to support a thesis. The results of the essay skills for the students were adequate with adequate being defined as a C or better. Students in the program are required to successfully complete twelve credit hours of mathematics in which students are required to perform adequately in problem solving, geometric skills, and equation solving.

Instructional changes:

In completing this assessment of the program it was discovered that this drop in the number of graduates can be contributed to the contents of the degree plan. It was discovered that many

students declare the program as a major and end up graduating with a general studies degree because of the math and foreign language requirements in the elementary education degree plan. This topic will need further research and analyses before a recommendation can be brought forth.

Budget Consideration:

Since there is not a designated budget for the Elementary Education Program, a recommendation is needed that a lined budget be established for this program. The establishment of a budget would be used to improve the educational resources available to students, to provide supplies for instruction and recruitment, and to provide funds for staff development.

English (AA):

There were two English major graduate in the spring of 2013. The English department served approximately 669 students through the General Education English composition courses during the 2012-2013 academic year.

Program Goals:

English Department Goals:

- To improve students' abilities to think critically, to organize effectively, and to express themselves in clear, forceful, and correct English.
- To encourage students to read widely and carefully in the most significant works of major American and British authors.
- To enhance students' awareness of a need for mastery of the English language.
- To encourage reading for aesthetic pleasure.
- To develop student awareness that literature reflects the political, social, religious, and philosophical beliefs and tensions of its age.
- To identify the major issues and ideas which have seized the imagination of sensitive,

thoughtful men of all ages.

- To observe the transformation of the English language from Old English to Middle English to Modern English.
- To lay the foundation of a sound literary judgment.
- To stimulate independent study and independent research.
- To enhance the students' awareness that academic excellence must be cultivated from the beginning of his/her college career if he/she expects to challenge successfully state mandated proficiency exams during his/her senior year.

General Education Learning Outcomes:

English 1113 and English 1213 along with literature courses are General Education classes which contribute to the Eastern Oklahoma State College Student Outcomes for General Education.

Freshman composition courses help student 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 Britain and America. Both the composition and literature classes help students learn how to retrieve and use information.

Assessment Instruments and Process:

Students wishing to enroll in Freshman Composition classes are assessed through ACT and COMPASS test to determine whether they go into Developmental Reading, Fundamentals of English or Freshman Composition. To evaluate English 1113 students, a grammar pre-test was given in which none of the students passed. At the end of the semester, the same grammar test was given the post test and 60% of the students passed the test. To evaluate the essay skills of

students completing English 1213, a panel of instructors outside of the English department evaluated the essays on three broad categories: content and development including correct usage of Standard English, use of acceptable essay form including organizational skills and use of critical thinking skills to support a thesis.

Assessment Results:

The results were as follows: 10 % scored High, 18% scored Moderate, 48% scored proficient, 11 % scored Boarderline and 11% scored Limited.

Instructional and Program Changes:

As a result of this assessment, the English department has or will do the following:

- We have developed a common course syllabi for Eng. 1113 and Eng. 1213.
- We have required all English instructors to dedicate 1/3 of class time to grammar.
- We will provide more structure in the writing process.
- We will facilitate more critical thinking activities.
- We will monitor class sizes to ensure that students receive appropriate individualized instruction and request additional full-time faculty if needed.
- We established a Developmental English Program Coordinator of our four campuses, and we have developed a common course syllabus, complete with exercises on our online learning platform, Blackboard, for all teachers of ENGL 0123 Fundamentals of English with a common exit test which students must pass to move on to ENGL 1113
- We will try to find ways to motivate students to try their best in English classes.

Health, Physical Education and Recreation (AS):

The Health, Physical Education and Recreation program strives to prepare students for enrollment in four-year colleges or Universities at the junior year level in a HPER degree plan or

a more specialized field of the HPER program. Students enrolling in Health, Physical Education, and Recreation at Eastern Oklahoma State College have diverse backgrounds, educational accomplishments, financial status, and levels of expectations.

Assessment Instruments and Process:

Health, Physical Education and Recreation students are assessed by written test, quizzes, skills test, answering review questions and written assignments.

Instructional and Program Changes:

Major assessment results have led to quizzes being added in some courses to help with long term memory of material. Assessment has also led to more repetition of material with written and verbal quizzing, and review as part of the course. In skills courses, repetition of skills has proven to help the long term knowledge retention. Group projects incorporating visual, written and verbal assessments have been added to some courses. All course syllabi have been added to Blackboard.

Mass Communication (AA):

The program degree is an associate of art in Mass Communication.

Program Goals:

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.

Students of the department should have a high competency level in the following areas upon completion of an Associate's Degree:

- basic skills in mass media writing and reporting

- basic skills in photography
- basic skills in editing and graphic design
- ability to use computer to input and coordinate data and to gather information from the Internet
- ability to think critically and objectively and organize these thoughts effectively
- ability to gather information through interviewing and research
- basic understanding of the history and trends of the journalism/mass communication field

General Education Learning Outcomes:

Writing is incorporated into many of the courses within Mass Communication. In many of our courses, writing articles or reading responses is required throughout. Final research papers are also required. Papers in Mass Communication courses are graded using a rubric. Each rubric includes points for grammar and spelling, clarity and usage.

As a general education elective for some majors, “Introduction to Mass Communication” incorporates the five student outcomes for general education. The course focuses on written, verbal and electronic communication, cultural issues, information-gathering and analytical thinking.

Assessment Instruments and Process:

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 (Photography, Graphic Arts, Video Production, Publication Productions, News Reporting 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 first week of our

Graphic Arts for the Media course, we ask that students design a nameplate using the program InDesign. We will then have the students repeat the assignment during the final weeks of the course. The purpose of this simple performance-based assessment is to show the significant difference in structure, form and use employed by the students.

Students are also given a pre/post test in several of the Mass Communication classes. The pre-test is given in the first week of class and the post test is given during the final week of class. The tests are used only as a tool of assessment for Mass Communication faculty.

The learning outcomes 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 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.

In the spring of 2013, the Introduction to Mass Communication also participated in the "Oral Assessment" pilot. This assessment was an opportunity to see how our students communicate orally in different programs and classes. Students in the course were each asked to give an informative speech toward the semester and were scored according to a rubric that had been adopted by the faculty. The results are presented below.

Course	n	Excellent 11-12	Good 8-10	Fair 5-7	Needs Improv. 3-4
MCOMM 1113	10	2	6	2	0

Instructional and Program Changes:

The Department of Mass Communication encourages at least one semester of publications production for each of its students. This course is a way to help evaluate students' knowledge, comprehension and application of what they have learned throughout the program. Even students who place an emphasis on broadcasting take the course which focuses mainly on writing, graphic design and photography.

We offer at least one online course each fall and spring using the school's online platform (Blackboard). Beginning in spring 2013, the department will offer its first 'hybrid course.' This course will split time between face-to-face and online. Each Mass Communication course that is not wholly online, is designated as an “enhanced” course. Blackboard is used to post syllabi, assignments, grades, updates, readings and assessments. The department relies heavily on the online resources made available through Blackboard.

Speech and Public Speaking (AA):

There are no Speech or Public Speaking majors. Speech 1113 fulfills a general education requirement and General Education Student Learning Outcome for the college. Principles of effective oral communication and techniques of public speaking are the focus of this introductory speech class. Students practice interpersonal communication skills, effective subject choice, audience analysis, communication theories, organizational skills, vocal support, management of performance anxiety, confidence in the communication situation, use of correct grammar and proper word, choice, and good listening techniques.

Students in Speech 1113 are graded according to a rubric developed by each instructor.

Though each instructor uses her/his own version of the rubric, we evaluate the same components of effective public speaking so all students are evaluated equally. Students are assessed according to their delivery techniques and the content and organization of their speeches.

Program Goals:

The Speech and Public Speaking department has developed the following goals and objectives for 2013 and 2014:

- Though encoding may vary slightly, all three instructors utilize a basic rubric for grading and the syllabi for all sections are consistent.
- Writing is incorporated into the curriculum of SPCH 1113.
- Evaluate writing skills and plagiarism infractions as well as ability to analyze both content and delivery styles.
- Develop an online class and expand the use of Blackboard in the face to face courses.
- Develop a new rubric for non-major assessment.
- Develop consistency in assessment campus-wide in all oral communication.
- Expanded, enhanced use of technology.
- Develop more inter-personal communication techniques in SPCH 1113.

General Education Learning Outcomes:

All of the General Education Learning Outcomes are addressed in the Speech 1113 course. In the area of communication: Speech 1113 teaches the principles of effective verbal communication and offers practice in those skills. Students are required to utilize technology as support for speeches through mastery of Power Point or equivalent technological tools. Students are also increasing their research skills because Speech 1113 requires extensive research on topics of state-wide, national and international importance with documented support materials for informative and persuasive speeches. Students are exposed to multiple perspectives and diverse cultures. Students practice listening skills, research, and analysis of classroom speeches, as well as speeches in the public domain, offer training in critical thinking and incorporation of multiple perspectives and global concerns. Subject matter for both informative and persuasive speeches must have national and/or international value. International students provide an

opportunity to be introduced to diverse cultures. International students are encouraged to share their cultures with fellow students. The format of the class offers ample opportunities for group work, cooperative learning, thinking quickly and decisively, and effective communication. Skills learned and practiced in SPCH 1113 enable the student to read, evaluate, and communicate effectively whether that student is in the educational, professional, or social setting.

Assessment Instruments and Process:

Students take a pretest in the first few days of class as the preliminary assessment. Their progress in the class and the final speech provide the instruments for evaluation of their skill development.

Assessment Results:

A written final test provides the basis for an 80% improvement in knowledge of basic communication concepts and vocabulary. Most of our students have no experience in the public speaking arena in their high school careers. Probably 10% of each class has had some experience in church, FFA, or a high school drama hence the remarkable improvement in one semester of class is evident of the effectiveness of this general education requirement.

There were 11 sections of SPCH 1113 averaging 25 students per section in 2013 for a total of 275 students. Eighty percent of those students passed with a C or above.

A rubric evaluating oral presentations was proposed and adopted by the faculty. This rubric was piloted in seven classes during the spring 2013 semester. There were 134 students assessed with 28% ranking in the excellent category, 62% ranked good, and 10% ranked fair. No students were identified as needing improvement.

Division of Nursing

Table I. Fall 2011/Spring 2012 Nursing Students Summary

Campus	Number of Students Fall 2011	Number of Students Spring 2012
McAlester		
Sophomores	12	12
Freshmen	N/A	N/A
Wilburton		
Sophomores	6	12
Freshmen	31	19
Idabel		
Sophomores	10	9
Freshmen	10	6

Program Goals:

Program Goals for 2012–2013 follow-up

1. Maintain Idabel campus NLCEX first time pass rate within 10% of national pass rate and maintain McAlester and Wilburton campus first time NCLEX pass rate at or about 10% national pass rates. National NLCEX pass rates for first time takers as of July 2013 is 83%.

- Goal met – 2013 graduate pass rates first quarter results only
 - Idabel Campus – 100% NCLEX pass rate
 - McAlester Campus – 100% NLCEX pass rate
 - Wilburton Campus – 100% NLCEX pass rate

2. Increase completion rates to state and national average of 71% - 73%

- Goal not met- Completion rates for all campuses with nursing are at 54.3%.

The national and state completion rates continue to be at 71-73%. Completion per campus is as follows: rate for the Wilburton campus is at 38%, Idabel campus is at 57% and the McAlester campus is at 69%. A new admission policy went into effect for the 2014 class and information on how it affects completion rate will be analyzed in the spring of 2014.

3. Maintain admission and progression policies are followed.
 - Goal met – All 2013 graduates completed prerequisites and graduated in May 2013. No student was allowed to continue in program if out of progression policy to help ensure graduating on time and taking NCLEX in a timely manner.
4. Ensure that no student is enrolled in two classes at one time and work with Idabel campus to accomplish goal.
 - Goal met – No student was enrolled in two classes at one time due to strict adherence to progression policy and review of class schedule.
5. Revise EOSC Nursing Program Systematic Evaluation Plan to correlate with NLNAC standards
 - Goal partially met – Faculty is currently revising the Systematic Evaluation Plan and three members are attending the ACEN fall conference to learn about the updated standards. Continue to revise based on revision of NLNAC standard revisions in spring 2013. Currently adding all program outcomes in table form in plan.
6. Perform faculty review of student transcripts every semester to ensure departmental progression policies are met.
 - Goal met – All students transcripts are reviewed before add date to ensure students are within progression policy.
7. Hold Nursing Advisory Committee meeting yearly
 - Goal met – Nursing Advisory Committee meetings held in January at the Idabel campus and held in February on the McAlester campus. Two advisory

meetings were held to help ensure full attendance, feedback for improvements in the program and building relationships with clinical and community partners.

8. Maintain at least 50% or more nursing faculty with a masters in nursing degree.

- Goal met – New hire of BSN prepared freshmen instructor on the Wilburton campus. Currently at 85.7% masters prepared nursing faculty.

Program goals for 2013-2014

1. 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.
2. Increase completion rates to state and national average of 71%-73%
3. Continue to adhere to Admission and progression policies.
4. Continue to ensure No student enrolled in two classes at one time and work with Idabel campus to accomplish goal.
5. Revise EOSC Nursing Program Systematic Evaluation to correlate with NLNAC standards revision in spring 2013.
6. Continue perform faculty review of student transcripts every semester to ensure departmental progression polices are met.
7. Maintain at least 50% or more nursing faculty with a masters in nursing degree.

Assessment Instruments and Process:

Program and Clinical Evaluations

Each year the program evaluates a set of criterion mandated by NLNAC and in accordance with the Oklahoma Board of Nursing standards. Seven standards with 23 criterion

are evaluated each accreditation visit. However, the nursing department has been evaluating the systematic evaluation plan's twenty three criteria each year.

Clinical evaluation was revised and implemented in fall 2012 to reflect QSEN competencies to reflect threading of QSEN competencies per nursing program mission and philosophy.

Assessment Results:

Table II. Learning Outcomes for Division of Applied Arts

Test	Students	2012 Outcomes	2011-2012 Comparison
National Council Licensure Exam Pass Rates	2013 Graduates	100% Wilburton 100% McAlester 100 % Idabel	Wilburton remained the same as 2011 McAlester remained the same as 2011 Idabel increased 11.1%
National Council Licensure Exam Number applying for licensure	2013 Graduates	31 graduates applied for licensure representing 100% of the graduating class.	No change

Instructional and Program Changes:

Nursing Scholarships

The nursing program continues to offer nursing scholarships through the Nursing Faculty Fund. A committee was formed in fall of 2011 to develop specific criteria and guidelines for Nursing Faculty Scholarship.

Fee Increases for ATI and NCLEX Review Policy Change

- Assessment Technologies (ATI) has increased fees which will be passed along to the students per semester for ATI learning resources.
- Nursing department will continue institute mandatory NCLEX reviews starting spring of 2013 with a cost of \$359.00 per student and will reflect in the student

fees in the 4th semester. Faculty is currently reviewing how to implement the entire review into the 4th semester.

Curriculum

ATI Practice B Proctored Nutrition exam was moved from 1218 (2nd semester) to 2118 (3rd semester) to allow an increase knowledge base for students in the area of nutrition applied to disease processes, pharmacology and client needs per NCLEX test plan with a goal of students reaching level 2. The proctored ATI Nutrition exam will be given to 3rd semester students after remediation of practice B exam.

Results:

- Minimal increase in students reaching level 2 on Proctored Practice B exam.

Plan of Action:

- A worksheet was developed to include topic areas of need and students were required to apply nutritional needs and calculations in the clinical area during clinical 8.
- The worksheet has been attached to the required remediation plan and to be completed as part of remediation.
- Will review and evaluate ATI Proctored Nutrition final results. If identified topic areas show improvement, will take outcome results to faculty for incorporation into student clinical practice.

Systematic Evaluation Revision

The nursing division continues to update systemic evaluation plan for the nursing program. New NLNAC standards will be published in January 2013. Updates will be needed to apply to new standards. Three faculty members will attend the ACEN fall conference for

education on the new 2013 standards.

Nursing Faculty Handbook

The nursing faculty handbook is reviewed and revised yearly to meet program, student, governing and accreditation needs.

Division of Science and Mathematics

Developmental Education in Mathematics and Science

At the time of this assessment the Division of Science and Mathematics does not teach any developmental course in Science.

The Department of Mathematics teaches two courses in Developmental Mathematics, Math 0113 – Basic Algebra and Math 0123 – Intermediate Algebra. In the fall of 2012 the Department of Mathematics offered the following Mathematics courses in Developmental and General Education:

Developmental and General Education courses - Fall 2012		
Subject	Number of Sections Offered	Number of Students Enrolled
Math 0113 – Basic Algebra	7	63
Math 0123 – Intermediate Algebra	13	205
Math 1513 – College Algebra	13	229
Math 1503 – Survey of Mathematics	4	59

This data is an example of a typical semester's enrollment. The Department offers more sections of Developmental Mathematics (20) than that of General Mathematics (17) and the enrollment in Developmental Mathematics (268) is comparable to that of General Education Mathematics (288). It is the opinion of the department that the increase in number of general education students is because some of these students have completed the developmental courses either in their freshmen year or in the summer semester before entering into a general education mathematics course in the fall.

The data shows that the Mathematics Department plays a tremendous roll in preparing the students at Eastern to be successful in their General Education Mathematics courses, simply by realizing that approximately half of the students entering Eastern require at least one

developmental course. Assessing these students and placing them in the proper course is essential as to not impede their academic process.

This realization has prompted the faculty of the Mathematics departments in all two-year colleges to begin addressing this issue and how the faculty might better serve this population. During one of these meetings it was the feeling of the faculty that we would better serve the population of McAlester students by changing the method of delivery from one three hour course per week to two one and a half hour course per week. In the fall of 2013 we began a study to compare the delivery of said courses using the same instructor to teach both delivery systems. Here is a summary of the faculty member's comparison at the time of this report.

“For the Fall Semester, 2013, I piloted two classes that met for one hour and fifteen minutes on Tuesday and Thursday evenings. The first class was a Basic Algebra section and the second was an Intermediate Algebra section. There are seven students in the Basic class and 18 in the Intermediate class.

In the Basic class, we all sit around one table and work together. These students had very low algebra skills, even low arithmetic skills. But, mainly their confidence level in math in general was low. By working together, they have formed a network and camaraderie that has enabled them to all develop better math skills and therefore their confidence. We have worked a great deal with calculators to eliminate their fear of the arithmetic and have been able to focus on the algebra. By meeting two times each week, I can reinforce the concepts each week and get the information more deeply seeded into their memory. We now laugh and enjoy each other instead of them being so afraid of math. We laugh together at each other's mistakes, including mine.

In the Intermediate class, I am able to teach only one lesson per night. When the students come back to class, I can reinforce the information again before moving on. There are so many skills they need to develop to be successful at the next level, that I am able to identify potential problems quicker and then move on to the next objective. Here, also, the students have formed their own network to work together. This is something I do not see in my other class that meets once per week.”

It is the opinion of the department that we will most likely change all sections of developmental courses to the twice a week delivery system. The department is continuing to offer both delivery systems in the Spring and with the hire of a full-time Institutional research specialist will ensure that obtaining the type of data that the Department of Mathematics and Science can use to track the success of these students is something that we are looking forward to in the future in all of the courses taught by the Division.

General Education student learning outcomes for science and mathematics are assessed by the CAAP test. Results of the CAAP test administered in April 2012 are presented in Table 1. Eastern students scored at a level comparable to the national average in mathematics and science.

Table 1. Average CAAP Scores, 2012*		
Subject	Local Score	Average National Score
Mathematics	54.1	56.2
Science Reasoning	57.3	59.2

*n=90 for mathematics, n=98 for science reasoning

An examination of the spring of 2012 Science and Mathematics CAAP scores show that Eastern’s general education curriculum in Mathematics and Science lags slightly behind that of the national average. Mathematics and Science reasoning is assessed using statistics from the mathematics and science portion of the CAAP test. It is apparent from previous CAAP scores

that the general education curriculum allows Eastern students to meet the mathematics and science reasoning learning outcomes, although the apparent widening in gap between Eastern students and the CAAP national average in Mathematics and Science may be a concern. The large number of students who self-reported giving little or no effort when taking the CAAP test (Mathematics 47 percent and in Science 50 percent) makes it difficult to fully evaluate if the widening gap is between Eastern students and the national average is significant or the result of lack of effort during the assessment. If you remove the statistics from the 50 percent of the students who indicated they gave little or no effort on the science reasoning portion of the CAAP the score for students in Science reasoning increases to 61.5 which is above the national average of 59.2. Likewise in Mathematics if you remove the 47 percent of students the self reported that they gave little or no effort the average of 55 percent.

The Science and Mathematics departments are continuing to develop strategies e.g. Inquiry-based labs and use of probe-ware and computers to collect and analyze data, increases in online curriculum for all mathematics and science courses, OLS sections have been developed specifically for mathematics and science majors, instructors are also in the process of changing the assessment process away from the use of the CAAP and embedding the assessment within the courses.

Biology/Life Sciences (AS):

The Pre-nursing track in Biology/Life Science is designed for students who plan to transfer to a BSN program rather than obtain the AAS in nursing. Students often decide to pursue the AAS in Nursing or transfer early, so there are few AS graduates.

General Education Learning Outcomes:

Students are required to answer questions in their laboratory manuals. Communication

skills and computer literacy is utilized in the assigned term paper. Within the course, biological aspects of various continents and cultural backgrounds are studied.

Assessment Instruments and Process:

Writing skills were assessed by having students write a prompted essay in representative sections of Biology 2115 and Biology 2103. Faculty from within the division scored the essays with a simple rubric that evaluated writing skills in three areas: correct usage of Standard English, use of acceptable essay form including organizational skills, and use of critical thinking skills to support a thesis.

Assessment Results:

Results of these assessments are presented in following table.

Fall 2012 Writing Assessment Report for Math and Science Division

Course	n	Usage of Standard English		Acceptable Essay Form		Critical Thinking	
		Yes	No	Yes	No	Yes	No
Biol 2115	8	6	2	5	1	8	0
Biol 2103	8	6	2	8	0	8	0
Total	16	12	4	13	1	16	0

These score may be compared to those of the Essay Assessment results done in each Division by clicking on the link:

<http://eosc.edu/sites/www/Uploads/files/FacultyStaff/Faculty%20Resources/spring%202013%20essay%20results.pdf>

Oral communication was also assessed across the division and the result of the oral communication assessment given in Zoo 1114 are as follows and may be compared to those of other divisions by clicking on the link:

<http://eosc.edu/sites/www/Uploads/files/FacultyStaff/Faculty%20Resources/Spring%202013%200Oral%20Assessments%20within%20Majors.pdf>

Mean	9.783784
Std Dev	1.857943
Median	10

Grade	# of responses	
6	2	5.405405
7	5	13.51351
8	2	5.405405
9	5	13.51351
10	5	13.51351
11	12	32.43243
12	6	16.21622
	37	

Instructional and Program Changes:

Instructional changes are not planned at this time relative to major curriculum revisions. We plan to update individual course syllabi as needed to reflect current technology. We plan to keep abreast of curricular changes at the university level to better assure our students can have their greatest achievement through the matriculation process.

Budgeting Considerations:

Budgets need to be increased as student population increases. Expendable items, models, prepared slides, are needed at the Wilburton and McAlester campuses.

Mathematics (AS):

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.

Program Goals:

Eastern students upon graduation should be prepared to enter a four-year college or university at the junior year level and continue to be successful in their study of mathematics and

/or 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 Differential Equations. Also, the curriculum will enhance the students' abilities in critical thinking skills and in systematic reasoning skills.

Assessment Instruments and Process:

Mathematics is assessed using statistics from enrollment and graduation reports, and statistics derived from transcripts. 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. Additionally, 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.

Assessment Results:

In April of 2012, Eastern State College tested ninety graduating students in mathematics using the CAAP exam. Eastern students score below national average in mathematics. However when the scores of students who completed college algebra or other college-level math classes at Eastern are averaged, the scores are at the national level. It is apparent that the general education curriculum allows Eastern students to meet the mathematics learning outcomes.

Instructional and Program Changes:

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. Additionally, 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.

Chemistry (AS) and Physical Science (AS)

This program includes majors in Chemistry, Chemistry education, Pre-pharmacy and Physical Sciences

General Education Assessment- 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)

Eastern Oklahoma State College has received a Native American Serving Nontribal Institutions (NASNTI) grant. As a part of the grant, online student satisfaction surveys related to advising were conducted. The first survey related to online career advising showed a 94.12% overall satisfaction rating from the 336 students who participated in the survey. The second survey was focused on online academic advising and showed only a 50% satisfaction rating from the 442 students who participated. Eastern is examining our online academic advising and will further investigate to determine why the satisfaction was only 50%. Administration believes that students' lack of training on using the system may have been a factor in the results.

Students at Eastern are also asked to complete an online end of course survey for courses taught in an online format. Results of those end of course assessment are still being analyzed with regard to student satisfaction. It is hoped that the online end of course student satisfaction assessment can be expanded in the future to help faculty and administration respond to areas of concern.

The assessment committee and academic leadership will continue to explore possibilities for a new student satisfaction assessment tool. Although a timeline for adoption has not been formalized, it is hoped that a new student satisfaction instrument will be adopted and in use in the near future.

Section V—Graduate Student

Does not apply.