Oklahoma State Regents for Higher Education

Annual Student Assessment Report

2019-2020

Contents

Note: While all Activities, Analyses and Finding, and Administering Assessment sections from the template for the Annual Student Assessment Report are included in this report, they are not always laid out in clear numerical order in the interest of maximizing narrative flow. However, the numbering system is included, e.g., I-1, II-3, etc., in parentheses.

I. Entry Level Assessment

(I-1, I-2, I-5). Students requesting admission to Eastern Oklahoma State College are expected to have taken either the ACT or SAT exam and submit those scores. (I-5) For students who are 21 years of age or older and have not taken the ACT or SAT, the student success center administers an additional test; we have used Accuplacer as this additional test. During the Spring 2020 semester, a global COVID-19 pandemic limited the availability of ACT/SAT exams with most sites cancelled. As a result the Oklahoma State Regents for Higher Education (OSRHE) allowed admission and placement without the use of ACT/SAT scores. For placement, we used Accuplacer extensively for Summer and Fall 2020 semesters. A total of 23 students were admitted and placed without an ACT/SAT score (4 concurrent, 19 regular), and the Accuplacer test was given to those students instead. Eastern allows a student to take the Accuplacer one time at no charge. Students may retest once for a minimal charge. Tutoring for testing is available on an informal basis through student support services. Students are also encouraged to utilize online tutoring.

(I-2, I-4). Eastern uses the following scores for course placement:

Mathematics Placement

ACT Math	**Accuplacer QAS**	**Accuplacer AAF**	
≤16	200-236		College level math w/co-req course (MATH 0122 & MATH 1503) **OR** Developmental Math (MATH 0113 or MATH 0123)
17-18	200-236		College level math w/co-req course (MATH 0122 & MATH 1503)
	237-256		College level math w/co-req course (MATH 0122 & one of MATH 1513, 1523, 2233) **OR** MATH 1503
19+	257-300	237-300	College level math (one of MATH 1503, 1513, 1523, 2233)
21+		250-300	Student may enroll directly into MATH 1613
24+		276-300	Student may enroll directly into MATH 2235

Reading Placement

ACT Reading	**Accuplacer Reading**		
≤ 15			Developmental Reading (ENGL 0133)
16-18	200-247		Developmental Reading (ENGL 0133)
19+	248-300		Student may enroll into reg courses (History, Science, etc)

Writing Placement

ACT Reading	**Accuplacer Writing**		
≤ 15	≤ 245		Fundamentals of English (ENGL 0123)
16-18	246-255		College level English w/co- req (ENGL 0122 & 1113)
19+	256+		Student may enroll directly into ENGL 1113

During the entire 2019-2020 academic year, 145 students took at least one Accuplacer test. Based on ACT/SAT and/or Accuplacer scores, 85 students were placed into developmental English, 90 into developmental mathematics, and 54 into developmental reading. (I-3) Students whose testing scores reflect the need for developmental course work, students are enrolled into their developmental courses or into credit-bearing courses with a co-requisite lab preferentially in the first semester of enrollment.

I-6. Analysis and Findings

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 has enhanced our efforts to study the effect of different assessments on student success. In addition, the remedial mathematics coordinator has been enhancing the curriculum using manipulatives and the remedial English coordinator has introduced interventions to increase the writing skills of students in the Developmental English course.

Eastern has also enhanced its efforts with the development of co-requisite courses for mathematics and English. The co-requisite courses allow student to complete their developmental and gateway courses at the same time. Pass rates shown in the tables below clearly demonstrate that the co-requisite model has enhanced student success for developmental students.

Table 1. Comparison of pass rates for students enrolled in co-requisite to students who were placed directly in credit bearing courses^

College algebra pass rates			
Fall 2019			
	Number of students	**% passing with C or better**	**% failing**
Without co-requisite	**141**	**90%**	**6%**
With co-requisite	**53**	**85%**	**6%**
Spring 2020			
Without co-requisite	**53**	**91%**	**9%**
With co-requisite	**18**	**89%**	**11%**
Credit Mathematics* pass rates			
Fall 2019			
	Number of students	**% passing with C or better**	**% failing**
Without co-requisite	**175**	**86%**	**9%**
With co-requisite	**56**	**84%**	**5%**
Spring 2020			
Without co-requisite	**112**	**79%**	**10%**
With co-requisite	**28**	**82%**	**14%**

**Includes College Algebra, Survey of Mathematics, Elementary Statistics, and Functions and Modeling*

^Includes all classes taught at Wilburton, McAlester, or online; does not include classes taught at Antlers or Idabel

Table 2. Pass rates for Freshman Composition I for students enrolled in co-requisite course compared to students not enrolled in co-requisite.			
Fall 2019			
	Number of students	**% passing with C or better**	**% completing course**
Without co-requisite	**294**	**86%**	**94%**
With co-requisite	**50**	**74%**	**90%**
Spring 2020			
Without co-requisite	**159**	**62%**	**91%**
With co-requisite	**5**	**100%**	**100%**

II. General Education

(II-1, II-2, II-3, II-4) Eastern has completed a five year HLC Assessment Academy where the focus was on general education assessment. An assessment committee is in place that guides the assessment of our general education learning goals, with these learning goals and testing methods determined by the entire faculty during our Fall and Spring Assessment Forums. All assessment activities are embedded into the regular course assignment list and therefore all enrolled students are assessed and are motivated to complete the assessments because they are a part of the course requirements. Faculty are encouraged to "close the loop" by addressing any deficits in future instructional activities.

The general education learning goals that are assessed:

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

Each of these learning goals are assessed on a regular basis using assessment tools developed and piloted by the faculty. Eastern has developed an assessment calendar to determine when the different assessments are to be done, http://eosc.edu/sites/www/Uploads/files/Academics/Assessment/Couses_Assessment_Schedule.pdf. However, the COVID-19 pandemic and the subsequent and unexpected switch of all courses to virtual format interrupted this schedule. The assessment team gathered any data that had been collected in the Spring 2020 semester, and then decided to add the Spring of Even Years assessments to the Fall semester, to make up for the lost data.

Criterion 1 – Communication

Communication is broken into Oral assessment and Written assessment

Written communication

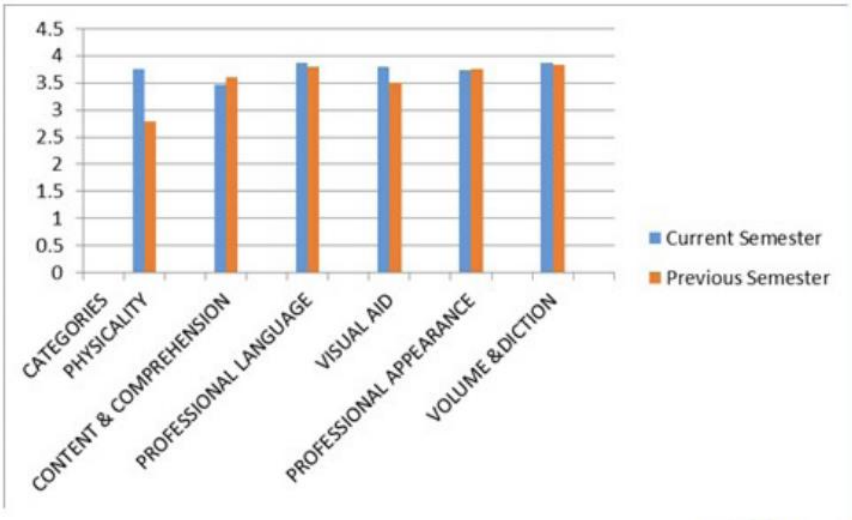
Written communication was to have been assessed in the Spring 2020 semester; however, because of the COVID-19 pandemic, this learning goal was not assessed of the students enrolled in Freshman Composition II at that time. This criterion has been assessed repeatedly and found that students are doing well at written communication, and so it was decided to not make up this assessment during the Fall 2020 semester.

Oral communication

A total of 88 students were assessed on their ability to communicate orally. For the Spring, these students were selected from six courses in Agriculture, Biology, Business, Mass Communication, and Nursing (AG 2113, BIOL 2214, BIOL 2204, BUSAD 2123, MCOMM 1113, and NURS 2212). Students were evaluated using a faculty-

adopted rubric that scored content and comprehension, professional appearance, volume and diction, physicality, and visual aid, if applicable. The total possible score was 24. The results are presented below, with Current Semester referencing Spring 2020 (students within division majors as described above, N=88) and Previous Semester referencing Spring 2019 (students enrolled in SPCH 1113 Fundamentals of Speech, N=68) .

	Current Semester	Previous Semester
CATEGORIES	AVERAGE SCORE	AVERAGE SCORE
PHYSICALITY	3.76	2.79
CONTENT & COMPREHENSION	3.47	3.60
PROFESSIONAL LANGUAGE	3.86	3.80
VISUAL AID	3.80	3.50
PROFESSIONAL APPEARANCE	3.74	3.75
VOLUME &DICTION	3.88	3.83



Criterion 2 – Critical Thinking

A new pilot assessment for Critical Thinking was to have been done during the Spring 2020 semester, but the COVID-19 pandemic interrupted this assessment. The pilot project has been re-initiated and will be assessed in the Fall 2020 semester. The plan:

Step 1: Take Critical Thinking Assessment pre-test

Step 2: Watch common video on What is Critical Thinking?

https://www.youtube.com/watch?v=9oAf3g5_138&feature=youtu.be

Step 3: Apply chosen critical thinking techniques in the classroom

Step 4: Take Critical Thinking assessment post-test

Criterion 3 – Technology Literacy

This criterion was assessed as a pilot in CIS 1113 Computer Applications. A total of 132 students enrolled in face-to-face classes were assessed.

WINDOWS 10

	Assessment Task	*Pre* Pre Test % knowledge		*Post* Post Test % knowledge		Gain/Loss
1.1	Identify the operating system used by a computer	65.2%		83%		17.4%
1.2	Demonstrate knowledge of the Windows Start menu, incuding Get Help	69.6%		78%		8.7%
1.3	Use cortana to Search for a file, program, or document	43.5%		43%		0.0%
1.4	Identify the parts of the Windows 10 interface (desktop, taskbar, etc.)	4.3%		39%		34.8%
1.5	Identify icons, functions, and any file extensions related to basic office software (Microsoft Edge, Windows Defender, etc.)	65.2%		78%		13.0%
1.6	Start and exit programs	91.3%		91%		0.0%
1.7	Minimize and maximize windows	56.5%		61%		4.3%
1.8	Open, close and switch between windows	56.5%		65%		8.7%
1.9	demonstrate knowledge of Windows File Explorer and identify drives on the computer, as well as cloud storage services (e.g. OneDrive)	47.8%		70%		21.7%
1.10	Move documents and files, including to and from Recycle bin	56.5%		65%		8.7%
1.11	Shutdown, restart, and log off a computer	30.4%		35%		4.3%
1.12	Use settings to install or modify apps	26.1%		57%		30.4%

From 26 to 91% of students, mostly in the 40-60% range, knew how to do basic functions before they took the class, with the most knowing how to start and exit programs. Few students knew the parts of the Windows 10 interface. There was a modest increase in knowledge on the post-test, with the greatest gains in identification of the parts of the interface and in using the settings to install or modify applications.

WORD

		Pre 132 % knowledge		*Post* 132 % knowledge		Gain/Loss
2.1	Open a new or existing document	47.8%		83%		34.8%
2.2	Identify the parts of the Word window, including the Ribbon, Status Bar and Quick Access Toolbar	39.1%		48%		8.7%
2.3	Save a document, being intentional about the name and location	4.3%		35%		30.4%
2.4	Identify file extensions that can be opened by Microsoft Word	82.6%		91%		8.7%
2.5	Use Spelling and Grammar check	21.7%		26%		4.3%
2.6	Format text: size, color and type of font	21.7%		52%		30.4%
2.7	Insert objects into a document, including images, shapes, hyperlinks and tables	56.5%		91%		34.8%
2.8	Set text spacing and alignment	52.2%		87%		34.8%
2.9	Apply bullets and automatic numbering	73.9%		100%		26.1%
2.10	Undo the previous action	69.6%		87%		17.4%
2.11	Cut, copy and paste	60.9%		91%		30.4%
2.12	Modify page layouts, including margins and orientation	8.7%		48%		39.1%
2.13	Print	60.9%		96%		34.8%
2.14	Close a document	47.8%		100%		52.2%

From 4 to 83% of students (mostly in the 40-70% range) knew how to work Microsoft Word, a word processing program. This is, in many ways, a basic function for using a computer. Most students knew how to identify the file extensions that can be opened by Word, and the fewest on how to save a document and how to modify the page layouts. All students demonstrated an increase in knowledge when they took the post-test, though there were the fewest gains in understanding how to use the spelling and grammar check, and how to identify the parts of the Word window.

EMAIL		*Students assessed Pre* 132 % knowledge		*Students assessed Post* 132 % knowledge		Gain/Loss
3.1	Define email and identify common email clients	40.6%		94%		53.1%
3.2	Tell the difference between a URL and an email address	71.9%		78%		6.3%
3.3	Register for a new email account, using professional user name and a strong password	12.5%		53%		40.6%
3.4	Log into email	84.4%		94%		9.4%
3.5	create and send an email message, including recipient address, subject, and message	31.3%		78%		46.9%
3.6	Open and reply to an email	68.8%		100%		31.3%
3.7	Understand why and how to reply, reply all, and forward an email	68.8%		94%		25.0%
3.8	Add an attachment to an email	90.6%		97%		6.3%
3.9	Open and download an email attachment	90.6%		97%		6.3%
3.10	Manage email: Delete and retrieve messages, identify spam, and unsuscribe from unwantes mailing list	25.0%		47%		21.9%
3.11	Understand basics of email etiquette (using salutations and closings, avoiding all caps, making use of the subject line. Understanding when it's ok to forward messages, knowing who to cc or bcc, etc…)	6.3%		63%		56.3%
3.12	Use caution when opening or replying to an email from an unfamiliar source, downloading attachments, following links…	84.4%		97%		12.5%
3.13	Sign out of email, especially when using shared computers	96.9%		100%		3.1%

From 6 to 97% of students already knew how to use email before they were assessed in this class. Given the ubiquity of email usage, this is not surprising. It is also not surprising to faculty that few students understood the basics of email etiquette. All students demonstrated a gain of knowledge as based on the post-test results, with the least gains in those areas where students had high scores on the pre-test, and the greatest gain from learning about email etiquette.

Criterion 4 – Quantitative and Scientific Reasoning

All students enrolled in these courses are assessed during the pre-determined semester, using a variety of methods appropriate to the criterion, to include assessment questions embedded in regular quizzes and exams, specific graphing and writing assignments, and use of rubrics to assess understanding.

- Fall of Odd Years: Chemistry I and online Environmental Science
- Fall of Even Years: General Biology

The following components are assessed:

4.1. Describe and delineate the components of the scientific method
4.2. Apply scientific and mathematical methods to solving problems
4.3. Collect, graph, and summarize data and make relevant observations and statements of results and formulate questions.
4.4. Evaluate evidence and determine if conclusions based upon data are valid and reliable
4.5. Distinguish sound scientific works from non-scientific works.

Results from the Fall 2019 Chemistry I and Environmental Sciences I students:

Summary

- **91.2** % of students could describe and delineate the components of the scientific method (4.1)
- **75.5** % of students could apply scientific and mathematical methods to solve problems (4.2)
- **78.0** % of students could collect, graph, and summarize data and make relevant observations and statements of results and formulate questions (4.3)
- **83.6** % of students could evaluate evidence and determine if conclusions based upon data are valid and reliable (4.4)
- **75.3** % of students could distinguish sound scientific works from non-scientific works (4.5)

Conclusions Environmental Sciences

- Students achieved all learning outcomes with at least 69.4 % proficiency (76.4 % in 2017)
- Weaknesses from 2019
  - Interpreting results in graphical or tabular format
- Closing the loop from 2017
  - Increase exercises that require math to solve problems resulted in greater ability to use math
  - Increase tutorials on how to graph improved graphing ability
- 2019 findings
  - Students showed greater proficiency in using math and in graphing
  - Still struggle with graph interpretation
    - Need to add tutorial on how to interpret a graph

Conclusions Chemistry

- Students achieved all learning outcomes with at least 70 % proficiency
- Improvement
  - Specific chemical concepts
  - Work in groups to learn basic algebra equations and problem solving
  - Learn new techniques to interpret results in graphical or tabular format
- Closing the loop
  - Increase group discussion to low-scoring concepts
  - Increase classroom exercises early on that require math to solve problems
  - Provide more time for students to interpret graphed data on their own

Criterion 5 – Cultural, Global Awareness, and Social Responsibility

A new pilot project was to have begun in the Spring 2020 semester but this was interrupted by the COVID-19 pandemic. The plan for the Fall 2020 semester:

> Modify the previous EOSC global awareness survey, adding environmental awareness and pandemic awareness, and converted the survey to Survey Monkey. Students in the following courses have been asked to complete this survey during the Fall 2020 semester: BIOL 1114 General Biology, CHEM 1315 General Chemistry I, SPCH 1113 Fundamentals of Speech, and at least one course in the Nursing division.

III. Program Outcomes

(III-1, III-2, III-3) Each fall before the start of the semester, the faculty meet in their respective departments and analyze assessment activities done during the previous two semesters. As in the General Education assessments, all students enrolled in the courses designated within each department are assessed as a part of their assignments. What follows are the assessment reports for each Department / Division, containing Learning Goals for the majors in that department / division, how assessment is done and used, recommendations, and the results of the various assessment strategies.

Agriculture Division

Departmental Assessment Report – Agriculture

Section 1: Learning Goals for Majors

1. Evaluate soil formation and soil properties; Understand basic knowledge of soil management
2. Identify plant anatomy and physiology
3. Identify various crop production techniques
4. Understand economic principles and terminology based on agriculture concepts
5. Define terminology related to animal science concerning food animal species
6. Recognize various methods of communication related to agriculture

Section 2: Measures and Use of Information

Goals	Measures	Use of Information
1.	Program entrance and exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning
2.	Program entrance and exit exam results and field evaluation	Utilize retention rates to incorporate various teaching methods to improve student learning
3.	Program entrance and exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning
4.	Program entrance and exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning
5.	Program entrance and exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning
6.	Program entrance and exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning

Section 3: Recommendations for Improving Assessment Processes

Introduce and reinforce objectives throughout each course in the agriculture program.

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

Take results based on assessment data and reinforce objectives with lower retention rates as well as capitalize on objectives with higher retention rates.

Section 5. Results – AGRICULTURE			
Number of students assessed	Learning goal	Assessment used	Results
12	1	Entrance/Exit Exam	22% Increased Score
12	2	Entrance/Exit Exam	18% Increased Score
12	3	Entrance/Exit Exam	16% Increased Score
12	4	Entrance/Exit Exam	24% Increased Score
12	5	Entrance/Exit Exam	22% Increased Score
12	6	Entrance/Exit Exam	22% Increased Score

These results are comparable to the results from the previously assessed year (Fall 2018-Spring 2019), with the exception of Learning Outcome #4, which had a 36% increased score between pre- and post-tests.

Departmental Assessment Report – Horticulture

Section 1: Learning Goals for Majors

1. Understand basic knowledge of horticulture field and terminology
2. Practice basic plant propagation techniques
3. Recall knowledge of soil resources
4. Appraise plant nutrition and solve plant health issues
5. Identify different horticultural plants
6. Manage greenhouse operations

Section 2: Measures and Use of Information

Goals	Measures	Use of Information
1.	Entrance and Exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning
2.	Entrance and Exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning
3.	Entrance and Exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning
4.	Entrance and Exit exam results & Field Evaluation	Utilize retention rates to incorporate various teaching methods to improve student learning
5.	Entrance and Exit exam results & Field Evaluation	Utilize retention rates to incorporate various teaching methods to improve student learning
6.	Entrance and Exit exam results	Utilize retention rates to incorporate various teaching methods to improve student learning

Section 3: Recommendations for Improving Assessment Processes

Introduce and reinforce learning objectives throughout each course in the program.

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

Take results based on assessment data and reinforce objective with lower retention rates, as well as capitalize on objectives with higher retention rates.

Section 5. Results - HORTICULTURE

Number of students assessed	Learning goal	Assessment used	Results
3	1	Entrance/Exit Exam	36% Increased Score
3	2	Entrance/Exit Exam	24% Increased Score
3	3	Entrance/Exit Exam	32% Increased Score
3	4	Entrance/Exit Exam	32% Increased Score
3	5	Entrance/Exit Exam	36% Increased Score
3	6	Entrance/Exit Exam	36% Increased Score

These results were comparable to the assessments done in Fall 2018-Spring 2019.

Departmental Assessment Report – Meat Processing and Food Safety

Section 1: Learning Goals for Majors

1. Understand basic knowledge of livestock animal carcass anatomy
2. Learn the basic skills in animal harvest techniques
3. Understand carcass breakdown into wholesale cuts, retail products and specialty meat products
4. Understand basic knowledge of facility operations and business practices
5. Learn the basic knowledge of food safety and sanitation
6. Understand the basic knowledge of animal carcass and product grading

Section 2: Measures and Use of Information

Goals	Measures	Use of Information
1.	Program entrance and exit exam results	Utilize retention rates to incorporate various methods of teaching to improve student learning
2.	Program entrance and exit exam results and field evaluation	Utilize retention rates to incorporate various methods of teaching to improve student learning
3.	Program entrance and exit exam results and field evaluation	Utilize retention rates to incorporate various methods of teaching to improve student learning
4.	Program entrance and exit exam results and field evaluation	Utilize retention rates to incorporate various methods of teaching to improve student learning
5.	Program entrance and exit exam results	Utilize retention rates to incorporate various methods of teaching to improve student learning
6.	Program entrance and exit exam results and field evaluation	Utilize retention rates to incorporate various methods of teaching to improve student learning

Section 3: Recommendations for Improving Assessment Processes

Introduce and reinforce objectives throughout each course in the Meat Processing and Food Safety program.

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

Take results based on assessment data and reinforce objectives with lower retention rates, as well as capitalize on objectives with higher retention rates.

Section 5. Results – MEAT PROCESSING AND FOOD SAFETY

Number of students assessed	Learning goal	Assessment used	Results
6	1	Entrance/Exit Exam	33% Increased Score
6	2	Entrance/Exit Exam	21% Increased Score
6	3	Entrance/Exit Exam	18% Increased Score
6	4	Entrance/Exit Exam	33% Increased Score
6	5	Entrance/Exit Exam	36% Increased Score
6	6	Entrance/Exit Exam	36% Increased Score

This program has recently been revived and includes the hiring of a new instructor. Consequently, there are now pre-and post-test scores available for use to measure student learning on the program learning goals. The meats processing laboratory space is currently (Fall 2020) under renovation and will attract additional students. We are also revising the Meat Processing and Food Safety certificate in the hopes of increasing interest and enrollment.

Departmental Assessment Report – Ranch Management – Stocker Operations

Section 1: Learning Goals for Majors

1. Know and understand the four distinct phases of the livestock industry.
2. Know the livestock weight classes of stocker and feeder cattle.
3. Identify livestock diseases and the treatment protocols for each.
4. Identify stocker cattle nutrition and the various feed commodities.
5. Perform a financial analysis, including profitability, of the stocker cattle industry.

Section 2: Measures and Use of Information

Goals	Measures	Use of Information
1.	Program entrance and exit exam results	Utilize retention rates to incorporate various methods of teaching to improve student learning
2.	Program entrance and exit exam results and field evaluation	Utilize retention rates to incorporate various methods of teaching to improve student learning
3.	Program entrance and exit exam results and field evaluation	Utilize retention rates to incorporate various methods of teaching to improve student learning
4.	Program entrance and exit exam results and field evaluation	Utilize retention rates to incorporate various methods of teaching to improve student learning
5.	Program entrance and exit exam results	Utilize retention rates to incorporate various methods of teaching to improve student learning

Section 3: Recommendations for Improving Assessment Processes
Introduce and reinforce learning goals throughout each course in the Ranch Management – Stocker operations program.

Section 4: A. Examples of Action Based on Assessment Data
Take results based on assessment data and reinforce objectives with lower retention rates, as well as capitalize on objectives with higher retention rates.

Section 5. Results – STOCKER/RANCH OPERATIONS

Number of students assessed	Learning goal	Assessment used	Results
1	1	Entrance/Exit Exam	38% Increased Score
1	2	Entrance/Exit Exam	26% Increased Score
1	3	Entrance/Exit Exam	24% Increased Score
1	4	Entrance/Exit Exam	38% Increased Score
1	5	Entrance/Exit Exam	32% Increased Score

Last year's report was on the average assessment from 2 students, as compared with only 1 student this past year. This explains the marked difference in scoring. We are currently (Fall 2020) revising the Stocker-Ranch Management program to include a one-year certificate, which will hopefully increase interest and thus enrollment.

Behavioral and Social Sciences Division

Departmental Assessment Report- Child Development AA - AAS

Section 1: Learning Goals for Majors

The primary goal of the Child Development AA – AAS program is to provide formal education through theoretical and research based courses that produce competent graduates with increased knowledge specifically for transfer to a bachelor degree program and/or used in the area of employment in childcare and education fields.

Goal measurements include:

1. Direct measures of learned theoretical and research based knowledge.
2. Indirect measures of learning goals, achievement, and learning environment.

Section 2: Measures and Use of Information

Goals	Measures	Use of Information
1,2,3,4	Pretest of core theoretical and research based knowledge; given at the end of the CDP 1113 course	Averaged results are used as baseline data of student's academic growth and understanding.
1,2,3,4	Posttest of core theoretical and research based knowledge; given at the end of the CDP 1113 course	Averaged results are evaluated in relationship to pretest of core theoretical and research based knowledge for measuring quantitative statistical significance in academic growth.
1,3,5,6	Survey; given at the end of the CDP 1113 and CDP 2223 course	The survey will indirectly evaluate learning goals achievement and learning environment in relationship to the program's strengths and weaknesses.

Section 3: Recommendations for Improving Assessment Processes

All recommendations are derived from the pre and posttest results along with the program's strengths and weaknesses as indicated by student surveys. Once the data is evaluated and its usefulness is determined, improvements in test/survey questions, methods, and content will be made.

Section 4: Examples of Action Based on Assessment Data

Through an annual department meeting evaluating program goal results, we will determine if the program goals and its measurements provide enough data to create active improvements to the program thereby improving students' academic growth, i.e.

- Are the pre and posttest valid and reliable?
- Is the survey providing indirect evidence of current childcare employment and education?
- Create an action plan based on data to improve program goals.

Section 5. Results			
Number of students assessed	Learning goal	Assessment used	Results
24	1. Theory and Content of CDP	Departmental Pre and Post Test/ *Survey*	Pre: -Post: *83% agreed or strongly agreed*
24	2. Research Methods in CDP	Departmental Pre and Post Test	Pre: -Post: 76% correct answer
24	3. Critical Thinking Skills in CDP	Departmental Pre and Post Test/ *Survey*	Pre: -Post: *48% agreed or strongly agreed*
24	4. Application of CDP	Departmental Pre and Post Test	Pre: -Post: 86% correct answer
24	5. Communication Skills	*Survey*	Communicated understanding of CDP via survey responses.
24	6. Career Planning and Development	*Survey*	*72% agreed or strongly agreed*

F/18: CDP 1113 N=12

S/20: CDP 2223 N=16

Criminal Justice Departmental Assessment Report

Section 1: Learning Goals for Majors

1) Have a broad understanding of the overview of the criminal justice system components to include courts, adult corrections, juvenile delinquency, law, criminology, and law enforcement.
2) Have an understanding of the study of crime and the causes of criminal behavior.
3) Understand the body of law that pertains to the procedural and enforcement aspects of law.
4) Recognize the violations that a police officer is likely to encounter and will know the legal guidelines for enforcing those laws.

5) Have the knowledge and skill necessary to render first aid as defined by, and to the standards of, the American Red Cross. (Collegiate Officer Program only)
6) Have the knowledge and skill necessary to render CPR as defined by, and to the standards of, the American Heart Association. (Collegiate Officer Program only)
7) Develop the knowledge and psychomotor skills to enable them to meet the anticipated fundamental law enforcement demands for proficiency in the use of their duty handgun and police type shotgun. (Collegiate Officer Program only)
8) Have conducted themselves in a safe and effective manner in all aspects of firearms' carry, storage, and training at a controlled firing range. (Collegiate Officer Program only)
9) Possess the knowledge and skill necessary to satisfactorily accomplish the field/uniformed officer's investigative duties and responsibilities associated with being the first to discover or arrive at the scene of a crime. (Collegiate Officer Program only)
10) Know how to locate, interpret, enforce and issue citations under Oklahoma's vehicle laws. (Collegiate Officer Program only)
11) Know how to respond to the scene of an accident, protect the scene, collect evidence, conduct an investigation and accomplish the required traffic collision and operator's financial responsibility reports. (College Officer program only)
12) Know how to employ Oklahoma's Implied Consent law. (Collegiate Officer Program only)
13) Develop a functional level of knowledge and skills in the area of arrest/hand-cuffing, weaponless self-defense, intermediate weapons control, and weapon retention. (Collegiate Officer Program only)
14) Be equipped with the necessary attitudes, knowledge and psycho-motor skills in the areas of weaponless subject control, intermediate range weapons' use, and self-defense techniques. (Collegiate Officer Program only)
15) Develop standardized control techniques that are effective and meet legal review. (Collegiate Officer Program only)
16) Possess the knowledge and skills required of an officer to safely and effectively accomplish the patrol function. (Collegiate Officer Program only)
17) Understand the relevant elements of Law Enforcement Driver Training as learned through teaching and practical exercises performed on a controlled driving range.

Section 2: Measures and Use of Information		
Goals	**Measures**	**Use of Information**
1	Pre/Post-test Assessment	Update Curriculum and Improve Delivery Methods
2	Pre/Post-test Assessment	Update Curriculum and Improve Delivery Methods
3	Pre/Post-test Assessment and Oklahoma State Certification Exam (CLEET)	Update Curriculum, Improve Delivery Methods, and Improve Study Materials
4	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
5	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
6	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
7	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
8	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
9	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
10	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
11	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
12	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
13	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
14	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
15	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
16	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials
17	Oklahoma State Certification Exam (CLEET)	Update Curriculum and Improve Study Materials Allow for construction of a new facility and the purchase of equipment

Section 3: Recommendations for Improving Assessment Processes

1. Design systems to provide more student feedback.
2. Involve more people. The criminal justice department would benefit from a second full-time faculty member.
3. Improve and increase the use of new and updated classroom technology to promote learning and provide measurement opportunities.

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

1. Continue to update curriculum, improve methods of delivery, and improve study materials.
2. Build a facility which will allow for the instruction of law enforcement driver training and stock the faculty with necessary equipment and vehicles.

Departmental Assessment Report- Psychology-Sociology AA

Section 1: Learning Goals for Majors

The primary goal of the Psychology-Sociology AA program is to provide formal education through theoretical and research based courses that produce competent graduates with increased knowledge specifically for transfer to a bachelor degree program and/or used in the area of employment in the human behavior field.

Goal measurements include:

3. Direct measures of learned theoretical and research based knowledge.
4. Indirect measures of learning goals achievement and learning environment.

Section 2: Measures and Use of Information

Goals	Measures	Use of Information
1,2,3,4, 6	Pretest of core theoretical and research based knowledge; given at the end of the Psy 1113 or Soc 1113 courses, alternating years	Averaged results used as baseline data of student's academic growth and understanding.
1,2,3,4, 6	Posttest of core theoretical and research based knowledge; given at the end of the Psy 1113 or Soc 1113 courses, alternating years	Averaged results are evaluated in relationship to pretest of core theoretical and research based knowledge for measuring quantitative statistical significance in academic growth.
1,3,5,6	Survey; given at the end of the Psy 1113 and Soc 2213 course	The survey indirectly evaluates learning goals achievement and learning environment in relationship to the program's strengths and weaknesses.

Section 3: Recommendations for Improving Assessment Processes

All recommendations are derived from the pre and posttest results along with the program's strengths and weaknesses as indicated by student surveys. Once the data is evaluated and its usefulness is determined, improvements in test/survey questions, methods, and content will be made.

Section 4: Examples of Action Based on Assessment Data

Through an annual department meeting evaluating program goal results, we will determine if the program goals and its measurements provide enough data to create active improvements to the program thereby improving students' academic growth.

i.e.

- Are the pre and posttest valid and reliable?
- Is the survey providing indirect evidence of current childcare and education?
- Create an action plan based on data to improve program goals.

Section 5. Results			
Number of students assessed	Learning goal	Assessment used	Results
74	1. Theory and Content of Psychology/Sociology	Departmental Pre and Post Test/ *Survey*	Pre: 12%-Post: 52% correct *62% agreed or strongly agreed*
74	2. Research Methods in Psychology/Sociology	Departmental Pre and Post Test	Pre: 20%-Post: 58% correct
74	3. Critical Thinking Skills in Psychology/Sociology	Departmental Pre and Post Test/ *Survey*	Pre: 18%-Post: 42% correct *27% agreed or strongly agreed*
74	4. Application of Psychology/Sociology	Departmental Pre and Post Test	Pre: 22%-Post: 64% correct
74	5. Communication Skills	*Survey*	Communicated understanding of Psy. thru survey responses.
74	6. Sociocultural and International Awareness	Departmental Pre and Post Test/ *Survey*	Pre: 38%-Post: 56% correct *82% agreed or strongly agreed*

S/20: Soc 1113 N= 92

History/PolSci Departmental Assessment Report 2020

Section 1: Learning Goals for Majors

GOALS:

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.

Implementation:

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

Assessment:

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

Use of Data:

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

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

Implementation:

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

Assessment:

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

Use of Data:

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

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

Implementation:

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

Assessment:

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

Use of Data:

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

4. Students who complete POLSCI 1113 will demonstrate an ability to explain the political process, follow national issues, and understand their role in the process.

Implementation:

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

Assessment:

1. Course work, including examinations, assignments, and special projects.
2. Student evaluations of courses.

Use of Data:

The department meets periodically to review data and update course readings and requirements.

5. Respect persons from diverse cultures and backgrounds.

Implementation:

1. The students will interact positively with those from groups other than the student's own.
2. Entertain viewpoints from a variety of perspectives.

Assessment:

1. Class participation and attitude toward persons from groups other than the student's own.

Use of Data:

The department meets periodically to review data and consider changes in pedagogy.

Section 2: Measures and Use of Information

1. Communication
   - 1.3 Develop accuracy, conciseness, and coherence in spoken communication.
   - 1.4 Demonstrate competence in verbal and nonverbal communication.
2. Critical Thinking
   - 2.4 Draw well-reasoned conclusion
3. Information and Technology Literacy
   - 3.1 Identify information needs
   - 3.2 Locate, evaluate, and appropriately use information
   - 3.3 Communicate information using appropriate technologies
4. Cultural, Global Awareness and Social Responsibility
   - 5.2 Examine the global interdependence of humanity

Measures	Goal 1	Goal 2	Goal 3	Goal 4	Use of the information
Course work, including assignments, examinations and discussions.	X	X	X	X	Data are reported to the department annually by the instructors of the basic courses. The department supports and encourages the instructors and takes any appropriate department-level actions needed to address problems. The department reports to those composing reports for accreditation or other external audiences. All data are reviewed as part of program review.
Pre-test and post-test.		X	X		Data reviewed annually by department for action, as above.
Class Presentations	X	X	X	X	Data reviewed annually by department for action, as above.

Section 3: Recommendations for Improving Assessment Processes

The History/PolSci Department will now have the post-test in Blackboard. Because of the college's closure in Spring 2020 due to the Covid-19 pandemic the department was unable to complete the post-test for graduates.

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

Based on data from the 2019 assessments the department has implemented more hands on work in political science. We believe that the hands on assignments and group assignments will engage the students more, increasing their knowledge of the subject.

Business Administration Division

DEPARTMENTAL/PROGRAM ASSESSMENT REPORT
Department: **Business Administration**

SECTION 1: Learning Goals for Majors

The Business Administration Department has instituted three (3) program goals for majors. Upon successful completion of the Business Administration program, majors should be able to:

Goal 1 – Understanding of Accounting – Students should be able to describe the fundamental accounting equation and the use of debits and credits. Also, students will be able to recognize the important of internal controls, journal entries and financial statements. In addition, students will demonstrate the knowledge of making important economic decisions in a business entity, such as budgeting and investing. (To be assessed in Financial Accounting 2103 and Managerial Accounting 2203)

Goal 2 – Understanding of General Business – Students should be able to apply their understanding of basic business principles, forms of businesses, and business practices to engage in the proper administration of a business firm. Students will also demonstrate their ability to develop or improve their ability to use clear, concise, and grammatically correct language in written communication. Students will also be able to develop or improve their ability to select, organize, and effectively deliver information in a businesslike manner in verbal communication. (To be assessed in Intro to Business 1123, Business Communications 2123, and Principles of Management 2113)

Goal 3 – Understanding of Economics – Students should be able to understand, interpret, and evaluate economic terms, concepts, and data in relation to the Law of Supply and the Law of Demand. Students will also become aware of how public spending directly affects the nation's GDP index, inflation, and unemployment rates. (To be assessed in Macroeconomics 2113 and Microeconomics 2123)

Measures	1	2	3	Use of the information
Pre and Post-Test objective assessment tools administered in Financial Accounting 2103, Macroeconomics 2113, and Intro to Business 1123 courses each academic year.	x	x	x	Data is aggregated electronically using the features of Blackboard and then reported to the Division Dean annually by the instructors of the three courses. The dean and instructors collaborate to determine any needed department-level actions and then reports the learning outcomes to the VPAA and other stakeholders who have resources to address any problems and to those compiling reports for State Regents and other external audiences. All data are reviewed as a part of program review every five years.
A sample of student written work completed at the end of the Business Communications 2123 course.		x		Instructor(s) share students' rubric scores with the Division Dean. The department takes action as above, and program review is conducted as above.
Student satisfaction surveys will be delivered in ACCT 2103, ECON 2113, and BUSAD 1123 face to face and online courses and data assimilated	x	x	x	Data reviewed by department for action, as above. Program review as above.

and reviewed as an indirect measurement of program success.				

DATA

Summative data will be reported from the pre and post test instruments and the rubric. Data will be discussed within the department as well as presented annually at the EOSC Faculty Assessment meeting.
A summary of the school term 2019-2020 for pre/post tests in courses are as follows:
Goal 1: Understanding of Accounting : Basic Bookkeeping student's overall improvement of 16.2%
Goal 1: Understanding of Accounting : Financial Accounting student's overall improvement of 19.15%
Goal 1: Understanding of Accounting : Managerial Accounting student's overall improvement of 12.2%
Goal 2: Understanding of General Business: Intro to Business student's overall improvement of 10.1%
Goal 2: Understanding of General Business: Business Communication student's overall improvement of 16.4%
Written samples 94% correct
Oral Presentations 88.5%
Goal 3: Understanding of Economics: Macroeconomics student's overall improvement of 2.9%
Goal 3: Understanding of Economics: Microeconomics student's overall improvement of 4.25%

SECTION 3: Recommendations for Improving Assessment Processes

Instruction from the assessment committee member, the VPAA's office and the faculty assessment forums has been reviewed to develop the current assessment process for the Business Administration Department. After data is collected, department will review the functionality of the assessment process and make revisions as needed.

SECTION 4: Examples of ACTION Based on Assessment Data

The dean and instructors will collaborate to determine any needed department-level actions, take the appropriate actions and report to the actions to the VPAA or other designated person(s) charged with compiling reports and allocating resources to address identified problems.
After evaluation of the Understanding of Economics, it was agreed upon that a textbook change was needed. This school term we hope to see a substantial improvement for our students.

Departmental Assessment Report
Department: Computer Information Systems

Section 1: Learning Goals for Majors

The Computer Information Systems department has instituted two program goals for majors and assist in one general education goal to help with our Online student population in assessing technology skills.

Goal 1 – Understanding of Logic and Algorithms – Students are introduced to strong reasoning and the application of the reasoning to problem solving. Also, students will be able to use techniques of analyzing and understanding a problem; developing a solution to the problem using algorithms, flow charts, and other techniques available to the programmer; and, structure and logic tools provided by computer languages to create sound and dependable computer programs. This course is a preface to any programming language a student will take to begin their choice of software development, Management Information Systems, or Forensics. (To be assessed in CIS 1223 Computer Logic and Algorithms)

Goal 2 – Understanding of Programming – Students are introduced to programming concepts and principles that include algorithmic design, data types, input/output operators, control structures, modular design, elementary array handling and file processing. Object Oriented Programming paradigm is also introduced, and students should be able to use these skills and topics to create complete working programs. A study of OOP language and its extensive use of classes, both built-in and user defined is required for students to show knowledge of. Algorithmic efficiency is stressed with documentation skills a priority. (To be assessed in CIS 2223 Programming in C++, CIS 2233 Advanced C++ Programming, and CIS 2323 Programming in Java)

Goal 3 – Fundamental computer skills for all degrees – Students are introduced to the fundamental computer skills that are designed to make them effective computer users no matter the choice of degree field chosen. This is accomplished by instruction in the use of microcomputer operating systems and application packages (word processing, spreadsheet, database, and presentation software in the Windows environment). Students are also introduced to the world of data communications, local area networks, basic computer hardware, Internet and web browsers. (To be assessed in CIS 1113 Computer Applications)

Section 2: Measures and Use of Information

Goals	Measures	Use of Information
Goals 1 & 2	Pre and Post-Test objective assessment tools administered in Logic & Algorithms and the last programming course taken in the program degree. There are 60 questions designed to gauge the knowledge of students coming into the program and the same questions given again as a post assessment. 8 CIS majors were pre-assessed with 6 CIS majors completing the program with a post assessment. Improvement was made in all 6 majors in the post assessment by an average of 52.2%.	Data is aggregated electronically using the features of Blackboard and then reported and recorded. The Division Dean and instructors collaborate to determine any needed department-level actions and reports the learning outcomes to the VPAA and others who may need results in compiling reports for State Regents and other external audiences. All data are reviewed as a part of program review every five years.
Goal 3	Pre and Post-Test assessment tools administered in CIS 1113 each academic year in the Fall semester. Students are given	Data is aggregated electronically using the features of Blackboard and an outside source assessment tool. Results are tallied for both pre and post results for each

	3 assessments: (1) Windows OS (2) Using Email, (3) Word 2016 to gauge the knowledge coming into the course. The same 3 assessments are given the last week of the semester and assessment results are tallied with each objective covered in all assessments. 84 Students completed the Pre-Test assessment 84 Students completed the Post-Test assessment. Improvement in the three assessments were gained over the course of the semester in the students accessed. The following are the accumulative results Windows 10 Operating system – overall 10% gain Word – overall 21% gain Email – overall 11% gain	objective in each assessment. The results are reported to the VPAA and presented annually at the EOSC Faculty Assessment meeting, who have resources to address in compiling reports. The results of this assessment are important as a technology literacy assessment of students who are wanting to enroll in Online courses. This is our largest assessment population for the technology assessment that is in a controlled environment. The information is useful in how we approach enrollment in the Online environment and counsel those who are contemplating completing one of our five Online Degree programs.

Section 3: Recommendations for Improving Assessment Processes

Instruction from the assessment committee member, the VPAA's office and the faculty assessment forums have been reviewed to develop the current assessment process for the Computer Information Systems Department. After data is collected, the department will review the functionality of the assessment process and make revisions as needed.

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

The Division meets once each year to go over all programs and their assessments. The Business Division faculty collaborate and make suggestions for improvements. We rely on the qualifying faculty member to comment and report findings in their area. An overall issue is to provide resources to our students who are in online courses or contemplating an online degree. Making sure students are technologically qualified to be successful is a review we will be addressing. Meeting with business division majors at least once per semester collaboratively as a group to promote comradery and identify suggestions and or problems encountered. Additionally, giving students information on career choices and transfer options.

Language, Humanities, and Education Division

English Department
Departmental Assessment Report

Section 1: Learning Goals for Majors

1. Students will demonstrate the ability to think critically, to organize effectively, and to express themselves in clear, concise, and correct English.
2. Students will identify, analyze, and interpret elements of literature.
3. Students will study the most significant works of major British authors.
4. Students will study the most significant works of major American authors

Section 2: Measures and Use of Information

Goals	Measures	Use of Information
1	Pre and Post Grammar tests are given in the English 1113 Freshman Comp. I classes. A writing essay is administered in the English 1213 Freshman Comp. II classes.	Results are collected and evaluated with data to be used in determining areas of the curriculum that need attention.
2	Exams and writing assignments are given in the English 2413 Introduction to Literature class.	Student achievement is evaluated by the instructor and curriculum changes are made accordingly.
3	Exams and writing assignments are given in the English Literature I and II classes.	Student achievement is evaluated by the instructor and curriculum changes are made accordingly.
4	Exams and writing assignments are given in the American Literature I and II classes.	Student achievement is evaluated by the instructor and curriculum changes are made accordingly.

Section 3: Recommendations for Improving Assessment Processes

A more adequate testing process could be done to assess student placement in the Developmental English class, the co-requisite English lab, and the English 1113 Freshman Composition I class.

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

Students who achieve an ACT score of 16, 17, or 18 in English are now placed in a Co-requisite English Lab along with Freshman Composition I instead of taking the Developmental English class. The results of doing the Co-requisite English Lab for three semesters on the main campus in Wilburton show success with 95.6% of the students passing the lab and English 1113 Freshman Comp I with a grade of C or higher. In the spring semester seventeen (17) students of the original twenty-three (23) students completed English 1213 Freshman Comp II and 74% passed with a C or higher. In the fall 2019 semester Co-requisite English Labs were added to the course offerings at the branch campuses in Idabel and McAlester, and instructor feedback was positive.

DEPARTMENTAL/PROGRAM ASSESSMENT REPORT
Department: _____**Mass Communication Fall 2020**_____

SECTION 1: Learning Goals for Majors

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:

1. basic skills in mass media writing and reporting
2. basic skills in photography
3. basic skills in editing and graphic design
4. ability to use computer to input and coordinate data and to gather information from the internet
5. ability to think critically and objectively and organize these thoughts effectively
6. ability to gather information through interviewing and research
7. basic understanding of the history and trends of the journalism (mass communication) field

SECTION 2: Measures and Use of Information

Measures	**Goal 1**	**Goal 2**	**Goal 3**	**Goal 4**	**Goal 5**	**Goal 6**	**Goal 7**	**Use of the information**
Exams are given in all MCOMM prefix courses							X	Data reviewed annually by department for action.
In sophomore-level MCOMM prefix courses, students are required to format a research paper concerning multiple topics related to mass communication. These papers require researching information and presenting it in the appropriate academic/career written format. An oral presentation of research is also required. The instructor uses a rubric to evaluate student work. The instructor uses Oral Communication Rubric for Gen Ed Assessment as well.	X		X	X	X	X	X	Data reviewed annually by department for action, as above.
In some MCOMM courses, students are required to take a skills		X	X	X				Data reviewed annually by

course. This test acts as an assessment for usage of equipment and programs. The instructor uses a rubric to evaluate student work.								department for action, as above.
In the Publications Productions courses, students are required to present a portfolio of each semester's work. The instructor uses a rubric to evaluate student work.	X	X	X	X	X	X		Data reviewed annually by department for action, as above.

Course Specific Information

Specific Assessments that have more measureable results need to be created in embedded in the more writing-centered MCOMM prefix courses. As it stands, the Department uses measurable assessments for four of the six learning goals. Rubrics and Assessments need to more focused on basic photography skills and writing (outside of research papers).

The Department has already embedded general education assessments laid forth by the institution for Oral Communication and Critical Thinking in the one required course for Mass Communication (MCOMM 1113) majors. Assignments that fit the parameters of the remaining General Education assessments still need to be developed to add to this course.

SECTION 4: Examples of ACTION Based on Assessment Data

The move to online publication, has allowed for more students to engage in a variety of mediums. Students are now being asked to look at their assignments from all media aspects. Therefore, their reels and portfolios should include a variety of photography, writing, audio, and video projects. This multimedia move may make for better global assessments.

Section 5. Results

Number of students assessed	Learning goal	Assessment used	Results
7	Goals 3 & 4	Skills Test MCOMM 1223 (Fall 2019)	Students showed proficiency in Creating a new file, importing files, Basic Editing Skills, Saving and Exporting Files. Students still continue to struggle with File Management.
23	Goal 5	Critical Thinking Ethics Discussion MCOMM 1113 (Spring 2020)	Class average score of 67.4/87.5 (Seven students did not complete the assignment). Average of 80.6/87.5 on completed Critical Thinking Assignment.
11	Goal 5	Critical Thinking Ethics Discussion MCOMM 1113 (Fall 2019)	Class average of 60.41/87.5 (Three students did not complete the assignment). Average of 83.0/87.5 on completed Critical Thinking Assignments.

Spring 2020 Oral Assessment MCOMM 1113 – Introduction to Mass Communication (Online)

Course	n	Content and Comprehension*	Professional Appearance*	Professional Language*	Volume and Diction*	Physicality*
MCOMM 1113	13	3.15	3	3.25	3.7	3.46

*Averages based on rubric scores of 0-4.

General Studies Departmental Assessment Report

Section 1: Learning Goals for Majors

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

Section 2: Measures and Use of Information

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

Section 3: Recommendations for Improving Assessment Processes

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

Include all divisions that have general studies courses in the assessment process to better streamline the assessment evaluation.

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

Due to COVID-19, many assessments were thrown out of alignment. We are currently, however, looking at using a new system to be able to further quantify the idea of critical thinking to make it easier to document. Using an actual, general quiz that functions as an instrument instead of the use of English Composition essays with subjective grading may help us better close the loop when it comes to seeing the deficiencies of our students and their Critical Thinking skills.

We also took a look at the Oral Communication results and will attempt to adjust the reminders of the need of appropriate dress and the use of presentational aids in their presentations.

Departmental Assessment Report
Department: Music

Section 1: Learning Goals for Majors

1. Describe and apply basic music theory terms and concepts, including related aural skills.
2. Demonstrate the ability to participate and perform in a musical ensemble.
3. Demonstrate proper musicianship and technical proficiency on an instrument or voice.
4. Demonstrate basic piano proficiency skills.

Section 2: Measures and Use of Information

Goals	Measures	Use of Information
1	Final exams given in music theory courses	Data is used to reinforce areas in the curriculum that need attention.
2, 3, 4	Students participate in at least five performances throughout the year, four as part of an ensemble and one on their major instrument or voice.	Success of performances are reviewed by department for action as above.

Section 3: Recommendations for Improving Assessment Processes

Pre-tests should be updated to better reflect the inability of some music students to read music. While many music majors have experience reading music, many do not. This will help to better determine what skills should be covered in the Elementary Harmony & Ear Training course.

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

A few years ago, seniors showed lower than normal note identification skills for notes written in bass clef; more focus was placed on identifying notes written in bass clef in both the music theory courses and piano courses. Tests have been updated to include more questions with bass clef to assess seniors' ability to identify these notes.

Section 5. Results

Number of students assessed	Learning goal	Assessment used	Results
8	Demonstrate the ability to identify notes written in treble and bass clefs	Test was given to senior music students requiring them to identify notes written in treble and bass clefs	Students showed a lower than normal ability to identify notes written in bass clef. Tests were updated to include more questions with bass clef.

Nursing Division

Departmental Assessment Report – Nursing Division – 8-12-20

Section 1: Learning Goals for Majors

The Eastern Oklahoma State College Nursing Program Student Learning Outcomes include:

1. Demonstrates evidenced based practice on current knowledge, theory, and nursing research.
2 .Demonstrates responsibility, accountability, and competency in nursing practice.
3 .Collaborates in partnerships to effectively use time, human, and material resources, including appropriate delegation and supervision.
4. Communicates caring nurse behaviors for diverse clients in a variety of settings.
5. Utilizes holistic health data in the nursing process.
6. Develop, implement, and evaluate individualized learning plans for health promotion.
7. Provides patient advocacy.

Student Learning Outcomes (SLO) are identified with progression throughout each nursing course:

1. Professional Behaviors.
2. Communication
3. Assessment
4. Clinical Decision Making
5. Caring Interventions
6. Teaching and Learning
7. Collaboration
8. Managing Care

- ☒ Standard 6
  - ■ Program evaluation demonstrates that students and graduates have achieved the end of the program student learning outcomes and each program outcomes.
    - ▫ Student Evaluations
    - ▫ Standardized Testing
    - ▫ NCLEX Pass Rates
    - ▫ Job Placement
    - ▫ Student Learning Outcomes for Each Course – Program and Course Objectives
    - ▫ Graduate Competencies
    - ▫ Graduate Program Satisfaction
    - ▫ Employer Satisfaction

Section 2: Measures and Use of Information

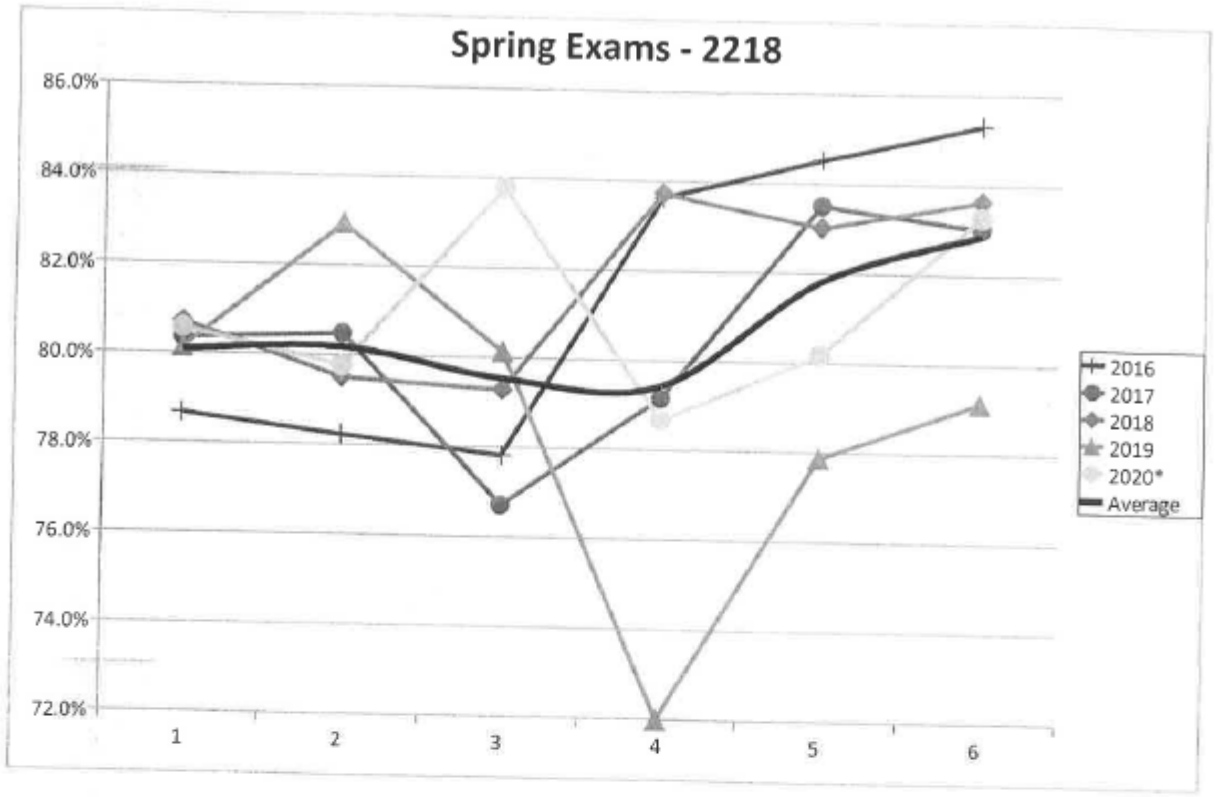
Goals	Measures	Use of Information
See attachments for program and course goals	See SLO attachment	

Section 3: Recommendations for Improving Assessment Processes

See attachments

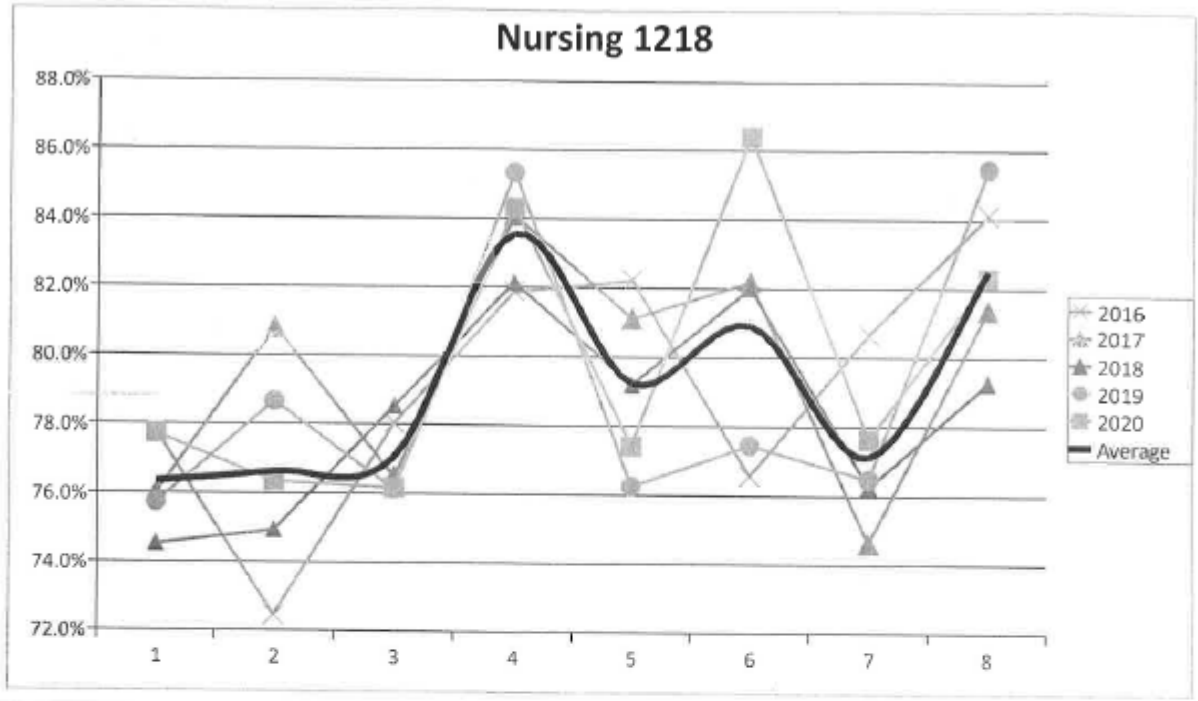
Section 4: A. Examples of Action Based on Assessment Data

See attachments



Year	Exam 1	Exam 2	Exam 3	Exam 4	Exam 5	Exam 6
2016	78.7%	78.2%	77.8%	83.6%	84.5%	85.3%
Idabel 16	80.13%	79.20%	77.87%	82.93%	82.40%	84.27%
McA 16	76.00%	74.80%	77.60%	83.07%	85.20%	85.73%
Wil 16	79.87%	80.67%	78.00%	84.93%	86.00%	86.00%
2017	80.4%	80.5%	76.7%	79.2%	83.5%	83.0%
Idabel 17	76.40%	78.93%	76.67%	80.40%	85.73%	82.27%
McA 17	83.33%	81.07%	76.27%	79.33%	84.80%	82.93%
Wil 17	81.33%	81.47%	77.20%	77.73%	80.00%	83.87%
2018	80.7%	79.5%	79.3%	83.7%	83.0%	83.6%
Idabel 17	79.60%	77.07%	74.00%	82.40%	81.20%	83.33%
McA 17	81.20%	79.07%	80.80%	82.67%	83.07%	85.47%
Wil 17	81.33%	82.40%	83.07%	86.13%	84.80%	82.13%
2019	80.1%	82.9%	80.1%	72.0%	77.9%	79.1%
McA 19	80.67%	84.40%	84.00%	72.27%	77.47%	79.47%
Wil 19	79.60%	81.47%	76.27%	71.73%	78.27%	78.80%
2020*	80.6%	79.8%	83.8%	78.7%	80.2%	83.3%
Idabel 20	78.53%	76.80%	83.20%	80.93%	77.60%	82.40%
McA 20	80.13%	81.60%	84.53%	81.73%	80.13%	83.60%
Wil 20	83.07%	80.93%	83.60%	79.07%	82.80%	83.87%
Average	***80.1%***	***80.2%***	***79.5%***	***79.4%***	***81.8%***	***82.9%***

Nursing Exam trending for 1218 & 2218 for Spring 2019: X = Exam Y = percentage by year; Last 5 years of data collected.



Year	Exam 1	Exam 2	Exam 3	Exam 4	Exam 5	Exam 6	Exam 7	Exam 8
2016	77.8%	72.4%	78.0%	81.9%	82.2%	76.6%	80.7%	84.1%
Idabel 16	77.9%	73.1%	77.7%	80.9%	78.8%	75.7%	79.2%	84.4%
Wil 16	76.9%	72.1%	77.5%	84.3%	84.5%	75.3%	83.3%	86.0%
McA 16	78.5%	72.1%	78.9%	80.4%	83.3%	78.7%	79.5%	82.0%
2017	76.0%	80.8%	76.5%	84.1%	81.1%	82.2%	74.6%	81.4%
Idabel 17	76.3%	80.3%	77.2%	83.3%	77.9%	82.1%	74.3%	79.6%
Wil 17	76.8%	82.4%	77.3%	86.5%	83.1%	81.9%	76.1%	82.5%
McA 17	74.9%	79.7%	74.9%	82.4%	82.4%	82.5%	73.5%	82.0%
2018	74.5%	74.9%	78.5%	82.1%	79.2%	82.0%	76.3%	79.3%
Wil 18	76.1%	74.4%	78.5%	86.1%	80.3%	82.4%	76.8%	81.2%
McA 18	72.9%	75.5%	78.5%	78.1%	78.1%	81.6%	75.7%	77.3%
2019	75.7%	78.7%	76.1%	85.3%	76.3%	77.5%	76.5%	85.5%
Idabel 19	72.0%	76.4%	70.8%	82.1%	77.1%	76.5%	74.1%	83.6%
McA 19	75.5%	78.8%	76.5%	87.7%	74.5%	76.8%	75.5%	86.4%
Wil 19	79.7%	80.8%	81.1%	86.1%	77.2%	79.1%	79.9%	86.4%
2020	77.7%	76.4%	76.2%	84.3%	77.4%	86.4%	77.6%	82.3%
Idabel 20	79.3%	78.0%	82.1%	87.3%	82.3%	87.9%	79.9%	81.9%
McA 20	76.3%	76.0%	72.5%	83.9%	74.3%	86.7%	76.4%	80.5%
Wil 20	77.6%	75.1%	73.9%	81.7%	75.7%	84.7%	76.7%	84.5%
Average	76.4%	76.6%	77.1%	83.5%	79.2%	80.9%	77.1%	82.5%

Eastern Oklahoma State College
Nursing Program Outcomes

1. NCLEX-RN pass rate will be a least 80% for all first time test takers during the same 12 month period.

Year	Program	Oklahoma	National
2017	92.6%	86.27%	87.12%
2018	91%	88.75%	88.30%
2019	97.5%	89.42%	88.18%

2. Eighty percent (80%) of graduates will be employed as an RN within 6 months of graduation

Year	Job Placement
2017	93%
2018	94%
2019	97.5%

Program completion rate will be at or above 70% (% of students completing within 150% of program length).

Year	Program Completion Rate
2017	Wilburton - 79% Transition - 100% Idabel - 78% Transition - 100% McAlester - 70% Transition - 100%
2018	Wilburton - 78% Transition - 100% Idabel - 93% Transition-100% McAlester - 100% Transition - 100%
2019	Wilburton - 73% Transition – 94.7% Idabel - none Transition-none McAlester - 71% Transition – 95.4%

team. 5. Use the nursing process to plan basic care for clients experiencing disturbance in functional health patterns. 6. Use beginning clinical decision making to assist clients with basic human needs. 7. Safely perform and document basic nursing care. 8. Use developmental theories to assess growth and development. 9. Recognize basic client learning needs. 10. Work cooperatively with others to achieve client and organizational outcomes.	4. Communicates caring nursing behaviors for diverse clients in a variety of settings. 5. Utilizes holistic health data in the nursing process. 6. Develops, implements, and evaluates learning plans for health promotion. 7. Provides patient advocacy.				ELA Met **2017-Cohort** 68.3% ELA Not Met **2018-Cohort** 71.57% ELA Met **2019-Cohort** 63.6% ELA Not Met	Maintain 2017- Cohort no significant changes identified 2018- Cohort Maintain 2019 Goal not met for Fundamentals, our current adjusted group score is higher than the group national mean. But the mean score of 66.66% remains above the National

						Mean Score of 63.1%. Faculty reviewed the topic descriptors to the curriculum and reviewed the areas of weakness for each class. Flip classroom being started in fall 2018 and more time allowed for demonstratio n of skills. Summer of 2018 faculty reviewed ATI results for area of weakness and compared to current curriculum. (did find a few topics that are not discussed until second

NUR1218 Family Nursing						
Plan				Implementation		
Course Student Learning Outcome (SLO)	**New Graduate Learning Outcome**	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Method/s**	**Results of Data Collection and Analysis**	**Actions**
1. Identify the role of the professional ADN nurse in the maternal, pediatric, and young adult settings. 2. Add principles of fundamental nursing concepts in the care of families, children, and young adults. 3. Use the nursing process and functional health	1. Demonstrates evidenced based practice on current knowledge, theory, and nursing research. 2. Demonstrates responsibility and accountability and competency in nursing practice. 3. Collaborates in partnerships to	70% of students will show proficiency by achieving at least a level II on the ATI Standardized examination Re-evaluated ELA Spring 2018 2019 - Will consider using the National Mean Score of 65.9%. for	By the end of the course; in the spring semester	ATI-Maternal/Child & Care of the Child standardized examination.	**2019 Cohort- Maternal/Newborn** 66.6 *ELA Not Met* **2019 Cohort- Care of the Child** 67.6% *ELA Not Met*	2018-2019 –Goal not met for Maternal/Newborn . Our current adjusted group score is higher than the group national mean. But the mean score of 69.55% remains above the National Mean Score of 65.9%. Faculty reviewed

patterns to plan care of infants through young adults and the child bearing family 4. Apply clinical decision making to common findings/problems in identified client populations. 5. Safely perform and document nursing care of identified client populations. 6. Modify teaching methods to meet the clients' learning/ health promotion; maintenance needs. 7. Apply concepts of pharmacology and medicine administration for identified client population. 8. Utilize therapeutic communication skills. 9. Collaborate with the client, family, and	effectively use time, human, and material resources, including appropriate delegation and supervision. 4. Communicates caring nursing behaviors for diverse clients in a variety of settings. 5. Utilizes holistic health data in the nursing process. 6. Develops, implements, and evaluates learning plans for health promotion. 7. Provides patient advocacy.	Maternal/child Will start excluding non-passing students 2019: *or the Group Mean Average will be above the National Mean Score*				the topic descriptors to the curriculum and reviewed the areas of weakness for each class. Flip classroom being started in fall 2018 and more time allowed for demonstration of skills. Summer of 2018 faculty reviewed ATI results for area of weakness and compared to current curriculum. Goal not met for **Care of Child**, but the mean score of 63.85% remains above the National Mean Score of 62.4%. Our current adjusted group score is higher than the group national mean. When non-passing students

healthcare team member to achieve outcomes.					**2020 Cohort- Maternal/Newborn** 88.57% *ELA Met* **2020 Cohort- Care of the Child** 89% scored level 2 or higher *ELA Met*	are excluded, 74% of students scored level 2 or higher. 2019-2020 Continue to monitor.
10.	8.					

NUR2118 Physical and Mental Illness I						
Plan				**Implementation**		
Course Student Learning Outcome (SLO)	**New Graduate Learning Outcome**	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Method/s**	**Results of Data Collection and Analysis**	**Actions**
1. Expand the role of the ADN professional through collaboration, communication and advocacy.	1. Demonstrates evidenced based practice on current knowledge, theory, and nursing	70% of students will show proficiency by achieving at least a level II on the ATI	By the end of the course; in the fall semester	ATI-Mental Health Standardized Examination	**2018 Cohort** 88.57% ELA Met	Continue to monitor

2. Apply principles of physical, behavioral, and nursing science for health promotion/maintenance of the young and middle adult client. 3. Apply the nursing process to prioritize care for young and middle aged adults with mental or physical health problems. 4. Respond therapeutically to clients experiencing physical and emotional stress. 5. Apply critical decision making to individuals or groups with complex needs. 6. Anticipate and address pharmacology and nutritional needs of identified client populations. 7. Safely perform and adapt selected advanced nursing competencies. 8. Assess need for delegation based on client needs. 9. Assess/triage client(s) to prioritize care for young and middle aged adults with	research. 2. Demonstrates responsibility and accountability and competency in nursing practice. 3. Collaborates in partnerships to effectively use time, human, and material resources, including appropriate delegation and supervision. 4. Communicates caring nursing behaviors for diverse clients in a variety of settings. 5. Utilizes holistic health data in the nursing process. 6. Develops, implements, and evaluates learning plans for health promotion. 7. Provides patient	Standardized examination			**2019 Cohort** 97.5% ELA Met	Continue to monitor

mental and physical health problems. 10. Develop learning plans for individuals to facilitate and promote health maintenance strategies for a designated population.	advocacy.					

NUR2218 Physical and Mental Illness II						
Plan				**Implementation**		
Course Student Learning Outcome (SLO)	**New Graduate Learning Outcome**	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Method/s**	**Results of Data Collection and Analysis**	**Actions**
1. Expand the role of the ADN professional through collaboration, communication, and advocacy. 2. Apply principles of physical, behavioral, and nursing science for health promotion and maintenance of the late middle age adult and the elderly client. 3. Apply the nursing process to prioritize care for the late middle aged adult and the elderly with mental or physical health problems. 4. Respond therapeutically to clients experiencing physical and emotional stress. 5. Apply critical decision	1. Demonstrates evidenced based practice on current knowledge, theory, and nursing research. 2. Demonstrates responsibility and accountability and competency in nursing practice. 3. Collaborates in partnerships to effectively use time, human, and material resources, including appropriate delegation and supervision. 4. Communicates caring nursing behaviors for	70% of students will show proficiency by achieving at least a level II on the ATI Standardized examination or the Group Mean Average will be above the National Mean Score	By the end of the course; Spring semester	ATI-Medical/Surgical Standardized Examination --- ATI-Pharmacology Standardized Examination	**2018** 88.57% ELA Met **2019** 92.5% *ELA Met* --- **2017** 66% *ELA not Met*	Continue to monitor Continue to monitor --- **2017-** Pharmacology goal not met, but the Group Mean Average of 72.6 remains well above the National Mean Score of 63.2%.

making to individuals or groups with complex needs. 6. Anticipate and address pharmacology and nutritional needs for identified client population 7. Safely perform and adapt selected advanced nursing competencies. 8. Assess need for delegation based on client needs 9. Assess/triage client(s) to prioritized care for the late middle age adult and elderly with mental or physical health problems. 10. Develop learning plans for individuals to facilitate and promote health maintenance strategies for a designated population.	diverse clients in a variety of settings. 5. Utilizes holistic health data in the nursing process. 6. Develops, implements, and evaluates learning plans for health promotion. 7. Provides patient advocacy.				**2018** 64.7% *ELA not Me* **2019 Cohort** 62.5% ELA not	**2018 -** Pharmacology goal not met, but the Group Mean Average of 64.1% remains above the National Mean Score of 63.4%. Each instructor during summer reviewed all ATI pharm content to cross walk objectives in each class. ATI results reviewed summer 2019 and areas below 50% added to class

making to individuals or groups with complex needs. 6. Anticipate and address pharmacology and nutritional needs for identified client population 7. Safely perform and adapt selected advanced nursing competencies. 8. Assess need for delegation based on client needs 9. Assess/triage client(s) to prioritized care for the late middle age adult and elderly with mental or physical health problems. 10. Develop learning plans for individuals to facilitate and promote health maintenance strategies for a designated population.	diverse clients in a variety of settings. 5. Utilizes holistic health data in the nursing process. 6. Develops, implements, and evaluates learning plans for health promotion. 7. Provides patient advocacy.				**2018** 64.7% *ELA not Me* **2019 Cohort** 62.5% ELA not	**2018 -** Pharmacology goal not met, but the Group Mean Average of 64.1% remains above the National Mean Score of 63.4%. Each instructor during summer reviewed all ATI pharm content to cross walk objectives in each class. ATI results reviewed summer 2019 and areas below 50% added to class

Conflict Resolution. 5. Apply principles of delegation in nursing practice. 6. Identify the roles of staff nurse or nurse leader in client management. 7. Recognize situations beyond one's knowledge or experience and seek consultation from appropriate resources. 8. Apply principles of caring to the nursing process for delegation and client care management. 9. Identify the need for proactive patient advocacy applying legal and ethical principles in the practice of nursing. 10. Discuss and utilized health information technology in the delivery of health care. 11. Utilize and integrate various delivery systems in managing and providing care for diverse clients in a variety of settings.	partnerships to effectively use time, human, and material resources, including appropriate delegation and supervision. 4. Communicates caring nursing behaviors for diverse clients in a variety of settings. 5. Utilizes holistic health data in the nursing process. 6. Develops, implements, and evaluates learning plans for health promotion. 7. Provides patient advocacy.					
NUR1303 Transition in Nursing						
	Plan			**Implementation**		
Course Student Learning Outcome	**New Graduate Learning**	**Expected Level of**	**Frequency of**	**Assessment**	**Results of**	**Actions**

(SLO)	Outcome	Achievement	Assessment	Method/s	Data Collection and Analysis	
1. Identify the role transition for LPN/LVN/Paramedic to ADN relative to people and their environment as defined by ACEN. 2. Use the nursing process to plan care for young adults and high risk maternity clients experiencing disturbances in functional health patterns. 3. Use developmental theories to assess growth and development. 4. Recognize needs for learning, health maintenance and health promotion in identified populations. 5. Demonstrate math competency/dose calculations equivalent to NURS1218	1. Demonstrates evidenced based practice on current knowledge, theory, and nursing research. 2. Demonstrates responsibility and accountability and competency in nursing practice. 3. Collaborates in partnerships to effectively use time, human, and material resources, including appropriate delegation and supervision. 4. Communicates caring nursing behaviors for diverse clients in a variety of settings. 5. Utilizes holistic health data in the nursing process.	Transition students will show proficiency by achieving at least a 75% on their final examination	By the end of the course; Spring Semester	Final Examination	**2018 Cohort** Only a Wilburton class- 66.6% ELA not met	2018 First year of a hybrid class. Comments on course eval indicated that students liked the flexibility, but found it difficult to stay on track and would have felt more confident with more class meetings in which to ask questions. (Consider increasing

	6. Develops, implements, and evaluates learning plans for health promotion. 7. Provides patient advocacy.				**2019 Cohort**	class meetings to every other week) consider requiring students to turn in notes for each lecture to help keep the focus.

Program Outcomes

PROGRAM OUTCOMES SUMMARY				
			Resulting Action(s) Taken/To be Taken with Time Frame for Implementation	
Required Program Outcomes	Expected Level of Achievement	Actual Level of Achievement	Action(s)	Time Frame
Performance on NCLEX (average over 3 years)	Performance on licensure exam will be at least 80% for all first time test takers during	2016- Wilburton-100% McAlester 92% Idabel- 100%	2016-ELA changed to represent the expectations of OBN and ACEN.	January 2016-Evaluate the NCLEX pass rates for 2015.

					2019 Cohort	

		Idabel-78% Transition-100% McAlester 70% Transition-100% *ELA Met* **2018** Wilburton-87% Transition-100% Idabel-93% Transition-100% McAlester 92% Transition-100% *ELA Met*	per OBN and ACEN 2018-Continue to monitor completion rates. Change to 200% or 8 semesters per OBN and ACEN is 150%	2018-May

Graduate Satisfaction Survey (6 to 12 months post-graduation	***Graduate Program Satisfaction:*** The Eastern graduates are surveyed six to eight months following graduation report > 3.5 on 5 point Likert scale that they are satisfied graduates have the ability to Assess individuals, families and community needs; utilize critical thinking; develop written	**2018** – 100%-Graduate response – 4.40 / 5.0 on Likert Scale for satisfaction with EOSC preparation for the RN role based on the SLOs. – 4.05/5.0 on the Likert Scale received for the	2018-Maintain and continue general education evaluation.	2018-Monitor graduate satisfaction annually in January

	care plans; communicate appropriately; apply psych/social principles, including trans cultural awareness; perform basic nursing skills; and recognize and report significant changes in patient's.	general education courses. *ELA Met*		

Standard 6.4.4 Employer Satisfaction Survey (6 to 12 months post-graduation	***Employer Satisfaction***: The employers of Eastern's graduates are surveyed six to eight months following graduation report > 3.5 on 5 point Likert scale that they are satisfied graduates have the ability to Assess individuals, families and community needs; utilize critical thinking; develop written care plans; communicate appropriately; apply psych/social principles, including trans cultural	**2018** **Employer Evaluation** – 100% Employer response rate. – 94% of employers who responded expressed satisfaction with EOSC graduate performance. – 4.04/5.0 on a Likert Scale for satisfaction with EOSC preparation for the	2017-Maintain	Monitor employer satisfaction annually in January.

	awareness; perform basic nursing skills; and recognize and report significant changes in patient's.	RN role. *ELA Met*		

Standard 6.4.5- Job Placement Rates	***Job Placement:***80% of EOSC graduates who become licensed nurses will be employed within six months of graduation	**2018** 91% of the graduates who responded were employed within 6 months of graduation.	2018- NCLEX Scholarship used by 31 out of 31 students. 31 out of 31 students tested within the first 60 days after graduation.	2018- NCLEX scholarship will continue.

Science and Mathematics Division

DIVISION AND DEPARTMENTAL ASSESSMENT MEETINGS—AUGUST 6, 2020 AT 11:30AM

Attendees: Julie Lawrence, Dr. Andrea Green, Dr. Mike Nealon, Philip Hawthorne, Kathy Howe, Dr. Krishna Bastola, Dr. Chris McAllister, Dr. Julie Collins, Tish Mindemann, Jon Berger

Division of Science and Mathematics Assessment Meeting

-division members met together for a short time before breaking up into departments

--Dr. Green:

- Explained in detail about the general education assessments, the departmental assessments, and the program reviews.
- Recapped in detail what had been done in the past and what everyone's responsibilities going forward were
- Reminded math, biology, physical sciences, etc. that the program level reviews were due every 5 years and what year math, biology, physical sciences, etc. was due
- Told the heads of all departments that a department level assessment form would be due sometime in Aug. 2020 (date in Aug. is yet to be set) along with minutes of their departmental meetings. She told faculty that once she received a definite due date in Aug. for those that she would email them to make them aware of it.
- Dr. Green requested those completed department level assessment forms be sent to Dr. Ratliff and cc'd to her as well by the due date.

Biology Departmental Meeting

Attendees: Julie Lawrence, Dr. Andrea Green, Dr. Chris McAllister, Dr. Julie Collins, Tish Mindemann

Dr. Green:

- Explained the general education course assessment schedule and what courses were assessed
- Went over what the general biology classes use for assessment assignments
- Went over rubrics used for assessing microscope use, behavior, and the indirect survey in various courses
- Passed out copies of all rubrics to all biology faculty and emailed them electronic copies of them as well
- Went over the curriculum map and assessment timeline for life science majors
- Informed them that biology was now part of the life science major
- Added general biology to the life science curriculum map and assessment rotation after the group decided which LOs to assess in all general biology sections and which semester to assess them in
- Added general biology to the indirect survey's list of courses
- It was decided that general biology would be assessed in the fall of each year, that all 15 LOs would be considered topics that were introduced, and that data collected would pertain to LOs 1, 2, 8, 9, 10, 11, 12, 14, and 15.
- She discussed what data she needed from everyone to make her Aug. 2020 report to Dr. Ratliff.

- She discussed dropping the compliance percentage from 80% after reviewing assessment data from the past semester. Everyone agreed 80% was too ambitious, especially taking into consideration COVID-19. It was decided to go back down to 70%.
- Discussed what everyone could assess before the COVID-19 interruption occurred
- Made instructors aware that they needed to turn in any data they had even if they couldn't get to all assessments before COVID hit, and that the powers that be were aware assessments could not be completed due to interruption from COVID-19
- Discussed how to proceed with Fall 2020 assessments in all courses scheduled to assess in Fall 2020 (which are biology, zoology, nutrition, environmental science, and anatomy), and she made all faculty aware of their responsibilities moving forward
- Discussed additional assignments to educate and assess students on graphing, graph interpretation, plagiarism, critical thinking, and truly collaborating with other students in groups

Biology Departmental Assessment Report, Life Science Majors, August 2020

Section 1: Learning Goals for Majors

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

Students will be able to legally (copyright) and ethically (plagiarism) retrieve and utilize information confidently, technology appropriate for biological sciences.

Section 2: Measures and Use of Information

Goals	Measures	Use of Information	
Students will be able to apply biological knowledge to solve problems in their everyday lives.	Indirect Survey	Evaluate program annually with this survey, given to graduating Life Science majors; use in program review and annual reports.	
Students will be able to demonstrate knowledge of the scientific method.	Testing; indirect survey	Evaluate program efficacy annually, use in program review and annual reports.	
Students will be able to apply the scientific method to solve biological problems.	Research project and paper; indirect survey	Evaluate program efficacy annually, use in program review and annual reports.	
Students will be able to demonstrate mastery of basic biological content.	Testing; indirect survey	Evaluate program efficacy annually, use in program review and annual reports.	
Students be able effectively find and use resources from primary literature.	Assignments; indirect survey	Evaluate program efficacy annually, use in program review and annual reports.	
Students will demonstrate effective communication of underlying principles of biology using (1) oral, (2) written, (3) visual e.g. Poster, PowerPoint or demonstration.	Rubric; indirect survey	Evaluate program efficacy annually, use in program review and annual reports; share results with College Oral Communication assessment committee. Distribute rubric to biology faculty in Fall 2020 to use in evaluating students on this LO.	
Students will be able to demonstrate mathematical knowledge and skills in biological sciences.	Assignment; indirect survey	Evaluate program efficacy annually, use in program review and annual reports.	

Students will be able to correctly use a microscope to locate and identify biological specimens and their parts.	Rubric; indirect survey	Evaluate program efficacy annually, use in program review and annual reports. Distribute rubric to biology faculty in fall 2020 to use in evaluating students on this LO.	
Students will be able to describe and practice laboratory safety guidelines relating to working with chemicals, microorganisms and or dissection.	Rubric; indirect survey	Evaluate program efficacy annually, use in program review and annual reports. Distribute revised rubric to biology faculty in fall 2020 for their evaluation of this tool to measure student learning.	
Students will be able to work well independently and in small groups, showing self-direction and motivation and contributing to group work.	Rubric; indirect survey	Evaluate program efficacy annually, use in program review and annual reports. Distribute revised rubric to biology faculty in fall 2020 for their evaluation of this tool to measure student learning.	
Students will be able to interpret graphical quantitative information AND Students will be able to graph quantitative information.	Assignment; indirect survey	Evaluate program efficacy annually, use in program review and annual reports.	
Students will be able to demonstrate critical thinking processes as well as problem solving skills.	Assignment with rubric; indirect survey; testing	Evaluate program efficacy annually, use in program review and annual reports; share results with the College's Critical Thinking assessment committee.	
Students will be able to apply ethical principles of the discipline in regard to human and animal subjects, environmental protection, use of sources, and collaboration with colleagues.	Rubric; indirect survey	Evaluate program efficacy annually, use in program review and annual reports. Distribute revised rubric to biology faculty in fall 2020 for their evaluation of this tool to measure student learning.	
Students will be able to legally (copyright) and ethically (plagiarism) retrieve and utilize information confidently, technology appropriate for biological sciences.	Rubric; indirect survey	Evaluate program efficacy annually, use in program review and annual reports; share results with the College's Information Technology assessment committee. Distribute revised rubric to biology faculty in fall 2020 for their evaluation of this tool to measure student learning.	

Section 3: Recommendations for Improving Assessment Processes

- COVID-19 affected assessment data collection during the Spring 2020 semester. Not all assessments could be carried out as planned. For example, the indirect survey, which is usually given near the end of the spring semester, could not be administered due to the sudden interruption of COVID-19. Therefore, we could not assess LO 1. Also, a follow-up survey to the indirect survey had been planned for the end of academic year 2019-2020. However, that was not carried out either due to the COVID-19 interruption. If we are able to finish out academic year 2020-2021 in a more normal fashion, both the indirect survey of the current graduating class as well as the follow-up survey of last year's graduating class will be conducted, data will be collected from those, and that data will be reported in a future report.
- Last year, the faculty had set a goal of 80% compliance for the learning outcomes (LOs). Due to the fact that COVID-19 forced a very sudden move from face-to-face instruction to totally online instruction during the Spring 2020 semester, faculty reconsidered the 80% compliance goal and reduced it back down to 70% for assessing Spring 2020 data and the data collected during the 2020-2021 academic year.
- 12 out of 15 LOs were assessed in spring 2020. For 10 of those 12 LOs, no less than 89% of students in each class assessed scored 70% or higher on their assessment items. However, on LOs 13 and 14, lower percentages of students met the 70% compliance level for those 2 LOs (less than 70% of students). For example, on LO 14, students scored 70% or higher on all parts of it except the collaboration part of it. More

than one instructor mentioned that most students tended to rely on one member of their group to do most of the work.

Based on these data, instructors are pleased with the results for 10 out of the 12 assessed LOs. We plan to continue what we are doing to assess those LOs. However, we would like to raise the compliance level to 80% in the near future once things return to more normal instruction. Therefore, we intend to continue to refine our teaching methods and assessment assignments for these 10 LOs. Also, based on these data, efforts will be made to come up with teaching methods and assessment assignments that will increase the percentage of students that are able to score 70% or higher on LOs 13 and 14. Initially, we would like to see no less than 75% of students in all courses assessed being able to score at least 70% on all assessment assignments. However, we eventually want to see higher numbers than 75% being able to meet the agreed upon compliance level.

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

- The first version of the behavioral rubric was revised in August 2020. It was revised based on suggestions made by biology faculty, and it will be administered to students during the Fall 2020 semester. It assesses all behavioral LOs, which are LOs 9, 10, 14, and 15. The behavioral rubric will be given to students and their score will be a part of their final grade in an effort to encourage better compliance with expected behaviors. The students will be evaluated twice in the semester using the rubric with the 2 scores averaged for the final grade.
- General Biology was added as a required course for the Life Science Major this past year. When biology faculty met in August 2020 to discuss assessment, it was decided that General Biology courses would be assessed in the fall semester of each year starting with Fall 2020. It was decided that LOs 1, 2, 8, 9, 11, 12, 14, and 15 would be assessed by all instructors teaching general biology sections. General Biology was also added to the list of courses that appear on the indirect survey.
- More critical thinking activities will be assigned in physiology classes starting this fall. Physiology is assessed each spring. If we implement these in the fall, we will have time to work out any kinks before we assess physiology again in Spring 2021. These activities will be followed by graded assignments in hopes of improving the percentage of students who meet LO 13 at the chosen compliance level (70% initially with the intent to go up to 80% later).
- In an effort to bring up the percentage of students who truly collaborate on group work in various classes, Dr. Ratliff's idea of changing group assignments will be implemented this fall. This means assignments will be changed to encourage independent work as well as group work by making each student in a group responsible for a specific portion of each assignment.
- Plagiarism assignments/topics have been added to our division's OLS course in an effort to put greater emphasis on plagiarism and what is and is not considered plagiarism. Additional assignments have been added to general biology courses that cover plagiarism in an effort to continue to improve scores on the revised behavioral rubric. Those new assignments will be implemented in Fall 2020.
- More graphing and graph interpretation assignments will be added to courses such as general biology to give students more practice in those areas. These will be given prior to administering the actual graded assessment assignments in an effort to continue to improve scores in those areas. Those new assignments will be implemented in Fall 2020.

Mathematics Departmental Assessment Report

Section 1: Learning Goals for Majors

1. Students will demonstrate factual knowledge including the mathematical notation and terminology used in undergraduate collegiate mathematics.
2. Students will describe the fundamental principles including the laws and theorems arising from the concepts covered in undergraduate collegiate mathematics.
3. Students will apply course concepts along with techniques and procedures covered in undergraduate collegiate mathematics.
4. Students will develop specific skills, competencies, and thought processes sufficient to support further study or work in mathematics or related fields.

Section 2: Measures and Use of Information

Goals	Measures	Use of Information
Students will demonstrate factual knowledge including the mathematical notation and terminology used in undergraduate collegiate mathematics.	Assignment; testing	Evaluate program effectiveness and use in annual reports and program review.
Students will describe the fundamental principles including the laws and theorems arising from the concepts covered in undergraduate collegiate mathematics.	Assignment; testing	Evaluate program effectiveness and use in annual reports and program review.
Students will apply course concepts along with techniques and procedures covered in undergraduate collegiate mathematics.	Assignment; testing	Evaluate program effectiveness and use in annual reports and program review.
Students will develop specific skills, competencies, and thought processes sufficient to support further study or work in mathematics or related fields.	Assignment; testing	Evaluate program effectiveness and use in annual reports and program review.

Section 3: Recommendations for Improving Assessment Processes

Mathematics majors met the Learning Outcomes with 63% success when testing and approximately 82% when completing assignments as of the end of spring 2020. In the past year, homework averages have increased slightly, but the test averages have remained steady. Faculty in the Mathematics department are satisfied with these results but would like to see all percentages of success in excess of 70% in the near term, and with a long term goal of 75%.

We are pleased with our results in mathematics courses taught for general education, Survey of Mathematics, College Algebra, and Elementary Statistics. In these general education courses, students met the Learning Outcomes with 71% success when testing and 84% when completing assignments. Additionally, we have many non-mathematics majors taking courses beyond the general education requirements, Trigonometry being a common example, where Learning Outcomes were met at 81% success when testing and 91% when completing assignments.

- We progressed to using both fall 2019 and spring 2020 semesters when compiling data for this report.
- We will continue to assess general education mathematics (Survey of Mathematics, College Algebra, Elementary Statistics). Even with a small number of mathematics majors (12 or fewer annually since 2015), mathematics is a general education requirement for AA and AS degrees. Mathematics faculty desire to maintain a quality general education program in mathematics for all college students.
- We plan on implementing pre-testing and post-testing in the future to better evaluate our program. We are looking at ways to embed this pre-/post-testing within our online assignment and test content.

- We are now in our third year using the inclusive access online content. We plan on surveying students to see if they feel it has benefited them in the learning process. (This was originally planned for spring semester 2020, but closure due to the COVID-19 pandemic altered our schedule.)

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

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

- The small number of students that are actual mathematics majors (12 or fewer majors with 3 or fewer graduates annually since 2015) can make the success rates change significantly when one student does poorly for any reason. We are looking at more discrete analysis methods to better account for this variability.
- We have completed transitioning our course level student learning outcomes to align with those published in the Oklahoma State Regents for Higher Education Course Equivalency Tables, and we will continue to amend our learning outcomes to keep in agreement with any changes made by the Course Equivalency Project.

Physical Science Assessment Meeting August 6, 2020.

Minutes

Attendees: K Bastola, Chairman, Chemistry Department

M Nealon, Chairman, Physical Science Dept.

Discussion:

General comments by both attendees regarding which forms to use.

Agreement that assessment data from Chemistry Department to be analyzed.

Discussion regarding what assessments to make this year, which courses to assess and what improvements based on last year's assessments to implement this year.

M Nealon

Departmental Assessment Report Physical Science 2020

Section 1: Learning Goals for Majors

(LO1): Apply technological equipment and software to the study of the General Chemistry.
(LO2): Demonstrate knowledge and logical enquiry to the scientific method.
(LO3): Exhibit knowledge of the underlying principles of the General Chemistry in day today life.
(LO4): Demonstrate basic mathematical skills in solving problems related to General Chemistry.
(LO5): Demonstrate experimental techniques and safety measures in the General Chemistry laboratory class.
(LO6): Graph and interpret quantitative information.
(LO7): Demonstrate basic understanding of atoms and chemical reactions

Section 2: Measures and Use of Information

Goals	Measures	Use of Information
LO 1	Assignment, indirect essay and test	Evaluate program annually, use in program review and annual reports
LO 2	Rubric and test	Evaluate program annually, use in program review and annual reports
LO3	Test and rubric	Evaluate program annually, use in program review and annual reports
LO4	Test, assignment and rubric	Evaluate program annually, use in program review and annual reports
LO5	Test and assignment	Evaluate program annually, use in program review and annual reports
LO6	Test and assignment	Evaluate program annually, use in program review and annual reports
LO7	Test and assignment	Evaluate program annually, use in program review and annual reports

Section 3: Recommendations for Improving Assessment Processes

1) Assess the students annually with the learning objectives divided between the chemistry and physical science departments.
2) The assessment will be re-evaluated annually by the physical science and chemistry departments faculty.
3) The courses will be modified or restructured if the Learning goal (LG) are not met by 80% or more.

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

The criteria and the teaching methodology used to assess the students will be re-evaluated.
Re-evaluation may include the change in teaching style, use new innovative media tools.

Section 5. Result. General Chemistry CHEM-1315 (**All Majors)**

Term	Number of Students assessed	Learning Goal	Assessment used (Direct Assessment by Test)	Result Learning Objective Average
SP2020	31	LO 1	□	80%
		LO 2	□	62%
		LO3	□	92%
		LO4	□	85%
		LO5	□	90%
		LO6	□	73%
		LO7	□	85%

In Physical Science (CHEM 1315) these specific learning goals are covered at the beginning and middle of the semesters of the semester. It was observed that the learning objectives are achieved considerably during and after the middle of the semesters. New teaching aids including Adaptive Learning Assignment, smartbook and virtual labs would be extensively used to improve the learning objectives.

Physical Science Departmental Assessment Report 2020

Section 1: Learning Goals for Majors

pply technological equipment and software to the study of the General Chemistry.
(LO2): Demonstrate knowledge and logical enquiry to the scientific method.
(LO3): Exhibit knowledge of the underlying principles of the General Chemistry in day today life.
(LO4): Demonstrate basic mathematical skills in solving problems related to General Chemistry.
(LO5): Demonstrate experimental techniques and safety measures in the General Chemistry laboratory class.
(LO6): Graph and interpret quantitative information.
(LO7): Demonstrate basic understanding of atoms and chemical reactions

Section 2: Measures and Use of Information

Goals	Measures	Use of Information
(LO1):): Apply technological equipment and software to the study of the General Chemistry	Test: 80% of students were able to meet this LO	Alteration in Delivering learning material to assist students in meeting this LO

(LO2): Demonstrate knowledge and logical enquiry to the scientific method.	Test: 62% of students were able to meet this LO	Alteration in lecturing material to assist students in meeting this LO
(LO3): Exhibit knowledge of the underlying principles of the General Chemistry in day today life.	Test: 92% of students were able to meet this LO	Alteration in lecturing material to assist students in meeting this LO
(LO4):): Demonstrate basic mathematical skills in solving problems related to General Chemistry.	Test: 85% of students were able to meet this LO	Alteration in lecturing material to assist students in meeting this LO
(LO5): Demonstrate experimental techniques and safety measures in the General Chemistry laboratory class.	Test: 90% of students were able to meet this LO	Alteration in lecturing material to assist students in meeting this LO
(LO6)Graph and interpret quantitative information.	Test: 73% of students were able to meet this LO Graphing assignment: 91% of students were able to meet this LO	Alteration in lecturing material to assist students in meeting this LO Will intensify more studies on graph plotting and interpretation related problems
(LO7): Demonstrate basic understanding of atoms and chemical reactions	Test: 85% of students were able to meet this LO	Alteration in lecturing material to assist students in meeting this LO

Section 3: Recommendations for Improving Assessment Processes

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

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

Since this assessment, emphasis has been placed in lecture on basic mathematic (algebra) skills such as the use of the scientific calculator. In future, problem- solving techniques and understanding of basic chemical knowledge with their importance in day-to-day life will be emphasized

IV. Student Engagement and Satisfaction

Students were surveyed regarding their level of satisfaction with Eastern during the Spring 2020 semester. The survey link is embedded in our Learning Management System (Blackboard) and is also emailed out to students; therefore, students are self-selected for participation. The results are presented below. Overall, the weighted averages from 166 responses was 3.18-3.57 out of a possible score of 4 (highly satisfied).

Annual Student Assessment Report 2020

	VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
General enrollment procedures	63.86% 106	30.12% 50	5.42% 9	0.60% 1	0.00% 0	166	3.57
Availability of financial aid information prior to enrollment	50.60% 84	27.71% 46	9.04% 15	1.81% 3	10.84% 18	166	3.43
Availability of your academic advisor	60.84% 101	26.51% 44	7.23% 12	1.20% 2	4.22% 7	166	3.53
Availability of adequate housing for students	18.67% 31	12.65% 21	5.42% 9	1.81% 3	61.45% 102	166	3.25
Opportunities for student employment	26.51% 44	16.87% 28	3.61% 6	0.60% 1	52.41% 87	166	3.46
Student government	21.08% 35	18.07% 30	3.01% 5	3.61% 6	54.22% 90	166	3.24
Student voice in college policies, operations, activities, etc.	28.31% 47	19.28% 32	7.23% 12	4.22% 7	40.96% 68	166	3.21
Career services availability	28.31% 47	24.70% 41	5.42% 9	2.41% 4	39.16% 65	166	3.30
College-sponsored tutorial services	34.94% 58	22.29% 37	5.42% 9	1.81% 3	35.54% 59	166	3.40
Cultural programs and activities	28.92% 48	18.07% 30	9.64% 16	0.60% 1	42.77% 71	166	3.32
Availability of financial aid information prior to enrollment	49.40% 82	24.70% 41	9.64% 16	3.61% 6	12.65% 21	166	3.37
Personal security/safety at this campus	51.81% 86	25.90% 43	4.82% 8	1.81% 3	15.66% 26	166	3.51
Quality of instruction in your major area of study	59.04% 98	25.90% 43	7.83% 13	2.41% 4	4.82% 8	166	3.49
Out-of-class availability of your instructors	62.65% 104	25.30% 42	6.02% 10	2.41% 4	3.61% 6	166	3.54
Course content in your area of study	60.24% 100	31.33% 52	5.42% 9	2.41% 4	0.60% 1	166	3.50
Attitude of the teaching staff toward students	67.47% 112	24.10% 40	5.42% 9	2.41% 4	0.60% 1	166	3.58
Cafeteria/food services	22.29% 37	13.86% 23	9.04% 15	2.41% 4	52.41% 87	166	3.18
Concern for you as an individual	52.41% 87	27.11% 45	8.43% 14	4.22% 7	7.83% 13	166	3.39
This college in general	63.25% 105	28.92% 48	7.23% 12	0.60% 1	0.00% 0	166	3.55
I would choose to attend EOSC again	65.06% 108	24.10% 40	7.83% 13	0.60% 1	2.41% 4	166	3.57

The COVID-19 pandemic resulted in the conversion of all classroom instruction to a virtual format. Consequently, additional questions were added to this annual survey specific to student thoughts on their own reactions and their impressions of Eastern's response.

Relative to the COVID-19 pandemic, please rate your level of concern with each of the following areas

	EXTREMELY CONCERNED	CONCERNED	SOMEWHAT CONCERNED	NOT AT ALL CONCERNED	TOTAL	WEIGHTED AVERAGE
My ability to succeed in courses moving online	27.11% 45	22.29% 37	17.47% 29	33.13% 55	166	2.43
My ability to complete a degree or certificate in the next year	27.11% 45	16.27% 27	17.47% 29	39.16% 65	166	2.31
My ability to transfer to a four-year college or university next year	23.49% 39	10.84% 18	18.07% 30	47.59% 79	166	2.10
Ability to access campus services remotely	23.49% 39	18.07% 30	15.06% 25	43.37% 72	166	2.22
Access to food/meals	9.64% 16	8.43% 14	9.04% 15	72.89% 121	166	1.55
Unemployment or loss of income	21.08% 35	10.84% 18	14.46% 24	53.61% 89	166	1.99
Access to childcare	9.64% 16	6.02% 10	5.42% 9	78.92% 131	166	1.46
Health and physical well-being	21.08% 35	15.66% 26	15.06% 25	48.19% 80	166	2.10
Mental health and emotional well-being	25.30% 42	15.66% 26	18.07% 30	40.96% 68	166	2.25

As a result of these findings, several measures were instituted at Eastern for the Fall 2020 semester.

For the first three concerns regarding their academic progress, we made a commitment to offer courses face-to-face, as the comment section to this survey made it clear that students were eager to return to "regular" instruction.

To address student concerns about health and physical well-being in the classroom, classrooms were measured and social distancing guidelines instituted. On-campus mask use was required, and free-standing hand sanitizing stations were in all the hallways. Increased sanitation was employed in frequently used areas. Laboratory activities were changed to allow only one or two students per station, and students that worked together were encouraged to always work together and not switch partners. Alternating remote and in person instruction was employed in what would have been crowded classrooms, or "overflow" rooms were used with Zoom. All face-to-face lectures were presented with Zoom, and many Zoom lectures were recorded and uploaded to the LMS. Extensive policies and procedures for residential student housing were developed and implemented. See https://eosc.edu/student_br_campus_life/health_safety/coronavirus.aspx for more information.

We offered all campus services to students to access in multiple ways – in person by appointment, by phone, and by email; enrollment staff worked after hours to be sure to meet student needs.

Food and meals have continued to be offered in the cafeteria with new policies on single use packaging instead of self-serve and buffets, with students encouraged to carry out their packaged food for consumption elsewhere. Residential students who had to quarantine or isolate had their meals delivered to their dormitories.

While Eastern could do little directly about concerns regarding childcare and loss of employment, the option of attending lecture via Zoom gave students increased flexibility, so that they could stay home to care for children or be able to watch Zoom lectures after work hours.

How did you usually access the internet before the safe-at-home order due to the COVID-19 pandemic (select all that apply)

ANSWER CHOICES	RESPONSES	
Mobile (cellular) phone	51.81%	86
Internet in my home	74.10%	123
Internet at the college using a college computer (computer lab, library, etc.)	47.59%	79
Wifi at the college using my own device	43.37%	72
Other (please specify)	6.63%	11
Total Respondents: 166		

How do you currently access the internet now that the safer at home order is in place? (select all that apply)

ANSWER CHOICES	RESPONSES	
Mobile (cellular) phone	58.43%	97
Internet in my home	81.93%	136
Internet at the college using a college computer (computer lab, library, etc.)	3.61%	6
Wifi at the college using my own device	5.42%	9
Other (please specify)	13.25%	22
Total Respondents: 166		

For issues related to Internet access, Eastern has purchases several laptop computers for checkout, has increased the number and location of WiFi nodes so that students can access free WiFi in the parking lots, and has encouraged students to make appointments to use on-campus computers.

V. Assessment Budgets

Assessment fees, $1/credit hour	**$29,702**
Assessment salaries	**$14,236**
Distributed to other departments	**$14,866**
Operational costs	**$ 600**
Total Expenditures	**$29,702**