SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
Durant, Oklahoma

ANNUAL REPORT OF ACTIVITY ASSESSMENT REPORT
2022-2023 Academic Year

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SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
Annual Assessment Report (1 July 2022 – 30 June 2023)
Executive Summary

Southeastern's Assessment Plan provides a comprehensive framework of policies and protocols to improve student learning. This plan is compliant with polices of the Oklahoma State Regents for Higher Education (OSRHE) and consistent with the expectations of regional accreditation by the Higher Learning Commission and all specialty accreditations possessed by various programs/disciplines at Southeastern. Individuals at all levels were involved in the collection, analysis, evaluation, and review of data for the five areas required by OSRHE policy: Entry-Level Assessment; Mid-Level Assessment; Program Outcomes Assessment; Student Satisfaction Assessment; and Graduate Student Assessment. Assessment information for these five areas is then forwarded to the Office of Academic Affairs. The Vice President of Academic Affairs has primary oversight of the preparation of the annual assessment report for the University. This summative report has been shared with all appropriate entities on campus. Included in individual reports and the summative annual assessment report are program modifications implemented to improve student learning that were made as a direct result of assessment; this process is a good indicator of the culture of assessment that is focused on improvement rather than compliance at Southeastern.

Section I - Executive Summary

During the 2022-2023 academic year, 420 students participated in taking the English CPT, 361 students participated in taking the reading CPT, and 574 students participated in taking the math CPT. These assessments were to determine whether remediation was warranted. Southeastern's Blackboard CPT was the testing instrument used for English, Mathematics, and Reading. The percentages of students tested during academic year that were placed in remedial or co-requisite courses because of secondary entry-level assessment were as follows: English – 82.62%, Math – 84.32% and Reading – 64.82%.

Section II - Mid-Level Assessment Program

During the 2023 Spring semester the ETS Proficiency Profile was administered. The exam was self-scheduled and included proctored, online exam times and a variety of on-campus proctored times. This cycle 162 randomly chosen students (28 freshmen, 45 sophomores, 36 juniors, and 53 seniors) took some portion of the exam. Of the 162, 4 took only the essay portion of the test and 8 took everything except the essay, Altogether, 158 took the main part of the exam and 154 took the essay portion of the exam.

Section III - Program Outcomes Assessment

Program Outcomes Assessment measures the extent to which students are meeting the stated goals and objectives of academic programs. Southeastern faculty were asked to respond to the types of assessment

that were used and the number of students that were being assessed. The faculty then provided a summary and explanation of the assessment result. Types of assessments used included comprehensive standardized examinations, locally developed comprehensive examinations, certification tests, surveys, interviews, and senior seminars.

Graduate Student Assessment

The School of Graduate and University Studies continues to grow, and progress has been made in the development and implementation of assessment plans for each graduate program. Southeastern offers the following master's degree programs and certificates:

- Master of Arts (M.A.)
    - Clinical Mental Health Counseling
- Master of Business Administration (M.B.A.)
- Master of Music Education (M.M.E)
- Master of Education (M.Ed.)
    - Educational Leadership-Principalship
    - Educational Leadership-Superintendent
    - Curriculum & Instruction
    - School Counseling
    - Special Education
- Master of Science (M.S.)
    - Aerospace Administration and Logistics
    - Occupational Safety and Health
    - Native American Leadership
    - Sports Administration
- Master of Technology (M.T.)
    - Biology
- Master of Early Intervention and Child Development
- Certificates
    - Business Administration
    - Educational Leadership

After discussion with educational leaders and having a market review conducted by our online program manager, future explorations during the 2023-2024 academic year include the launch of an expansion of programs in the Nursing and Allied Health Department – Master of Science in Community Health and Master of Science in Health Science. Additionally, a Master of Arts in Theatre and modifications to degree programs within the Master of Business Administration will be considered.

Section IV - Student Satisfaction Assessment Executive Summary

To monitor student satisfaction, the nationally referenced Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) and the Priorities Survey for Online learners (PSOL) were used in the Spring semester of 2022. A total of 277 students provided feedback regarding their online experience at Southeastern on the PSOL with 195 responding to the SSI. Student satisfaction ratings have consistently demonstrated our students feel very positive about their experiences on this campus and with the services provided by Southeastern offices. This survey is administered every two years and new results will be available in the 2023-24 report.

V - Assessment Budgets Executive Summary

Assessment fees and expenditures for 2022-23. Department - 0776 Student Assessment.

Assessment fees	$0	SE does not have an assessment fee
Salaries & Benefits	$51,183	includes FT & Student salaries & benefits
Distributed to other departments	$0	No funds were distributed to other units
Operational costs	$37,755	
Total Expenditures	$88,938	

Executive Summary Conclusions

Southeastern continues its effort to improve all aspects of assessment. The Vice President for Academic Affairs, in conjunction with the Institutional Assessment Committee, continues to work to improve the culture of assessment on campus. As most recently state in the 2018 HLC assurance argument review, "*The 24th annual assessment report, prepared by the Vice President for Academic Affairs, capture the culture of assessment across campus by summarizing assessment processed and identifying action steps to address concerns and future actions, thus closing the loop on assessment.*" *As well, the review team found that Southeastern is continuing to use assessment effectively and has a good assessment system in place. "….all degree program engage students in appropriate levels of mastery modes of inquiry, analyses/communications of information, and development of skills for a changing environment". "SOSU has demonstrated responsibility for the quality of its educational programs, learning environments, and support services. These processes individually demonstrate a contribution to learning, and collectively demonstrate an effective system of institutional evaluation of student learning.*" Additional evidence will be provided after our HLC self-study report to be completed in November 2023.

SECTION I – ENTRY LEVEL ASSESSMENT AND COURSE PLACEMENT

Administering Assessment

I-1. What information was used to determine college-level course placement?

Students who are admitted to Southeastern Oklahoma State University must meet the admission requirements defined by the university. In addition, students must also meet the following curricular requirements:

*4 years of English (or an ACT English of 19 or SAT equivalent)
*3 years of Math (or an ACT Math of 19 or SAT equivalent)
*3 years of History and Citizenship skills (or an ACT Reading of 19 or SAT equivalent)
*3 years of Lab Science (or an ACT of 19; SAT does not test in Science)
*2 additional years or units of foreign language, computer science, or any of the above listed subjects.

If a student is admissible but does not meet curricular requirements, the student must complete a college placement test. Due to COVID-19, students are allowed to be admitted without ACT/SAT scores. These students completed the college placement test in math, English, and reading to determine appropriate placement in courses.

I-2. How were students determined to need remediation (e.g., CPT cut scores or advising process)?

Students who met admission requirements but were deficient in one or more areas were assessed using multiple assessment measures, including secondary testing. These measures determined appropriate course placement or eligibility for participation in Southeastern's remediation courses, which include zero level math courses and co-requisite courses in math and English/reading.

I-3. What options were available for identified students to complete developmental education within the first year or 24 college-level credit hours?

Students who qualify for remediation courses are eligible for participation in Southeastern's accelerated remediation programs, including summer math workshops and co-requisite remediation in English Composition One and College Algebra. Students who score a 70% or above, are cleared of deficiencies. If a student scores lower than a 70% of the placement test, he/she will be placed in the appropriate class based upon the score. Students who wish to retest in English and reading were given the option to complete the BOLT (Basics of Language Training) program. This review course is available to all students via the Canvas Learning Management System. By completing this review module, students are given the opportunity to have the placement test reset. This allows students a second chance on the placement test. Students are also able to complete the STORM (Supplemental Teaching of Remedial Math) to have a retest on the math placement test.

I-4. What information was used to determine co-requisite course placement? Please report the specific multiple measures your institution used for FY 2021-2022 (e.g., high school GPA and CPT cut scores).

All entering students were assessed based on their ACT or SAT sub-test scores as a first evaluation of academic readiness; only those students not meeting established cut-scores and/or who had not completed course work in one or more of the deficiency areas were required to undergo secondary testing. Students who have not met the previously mentioned requirements, will be required to take the College Placement Test in math, reading, and/or English.

Southeastern Oklahoma State University (Southeastern) uses an "in-house" college placement test. These tests were developed by our English and math departments. These tests specifically measure a student's ability to pass courses at SOSU. We offer testing for mathematics, reading, and English placement. Our exams are web-based tests with no time limit. Students have the option of taking the exam(s) in our testing center or from an off-campus location using a webcam and the Respondus lock down browser.

If a student scores below a 70% in English or reading, the student will be enrolled in a co-requisite English Comp (ENG 1113Z) class. Placement in math courses is based upon CPT scores, as follows:

0% - 29%: MATH 0114
30% - 39%: MATH 0123
40% - 49%: MATH 0123 or MATH 1303
50% - 69%: MATH 1303, MATH 1543, MATH 1483Z, or MATH 1513Z
70% +: MATH 1303, MATH 1483, MATH 1513, MATH 1543, or STAT 2153
*courses ending with a "Z" are co-requisite courses

Analyses and Findings

I-5. Describe analyses and findings of student success in developmental, co-requisite and college-level courses (include enrollment counts, grade distribution, and overall pass rates), effectiveness of the placement decisions, evaluation of cut-scores and changes in the entry-level assessment process or approaches to teaching as a result of findings.

Southeastern Oklahoma State University admitted 1880 undergraduate students during the 2022-23 academic year. The following data delineate the number of students who participated in one or more secondary entry-level assessment. (See Table I-1). A comparison of the 2022-2023 data with Southeastern's 2021-22 assessment results indicate that the percentage of students required to participate in standard secondary testing has decreased due to the secondary schools administering the ACT tests again post-COVID. *We no longer test in science and there is no longer a remedial course in this subject. However, students with a science deficiency are required to clear any math or reading deficiencies before enrolling in a science course. Additionally, students who have a deficiency in reading, after completing the placement test, must enroll in an embedded remediation class of English Comp I to clear the deficiency. In addition to English/Language Arts materials, the embedded course also includes material to enhance reading comprehension in students.

Table I-1
Summary of Secondary Testing and Placement in Remedial Courses (Data is from Students who Completed the College Placement Test)

Placement/ Secondary Assessment		Total Number of Students Tested		Required to Enroll in Remedial Course or Co-Requisite Course		Passed Test; No Remediation Needed
English (Blackboard CPT):						
No. of Students		420		347		73
(Percent of Students who Tested)				**(82.62%)**		**(17.38%)**
Mathematics (Blackboard CPT):						
No. of Students		574		484		90
(Percent of Students who Tested)				**(84.32%)**		**(15.68%)**
Reading (Blackboard CPT):						
No. of Students		361		234		127
(Percent of Students who Tested)				**(64.82%)**		**(35.18%)**

The success of Southeastern's Entry-Level Assessment and Placement program was measured by several factors, including retention in both remedial and college level courses, course GPA comparisons, and student satisfaction. Several offices were responsible for tracking these factors and ensuring the integrity of the process. One of the offices, the Learning Center, which is responsible for entry-level testing, placement, and remediation, has implemented several measures to validate the success of its program. Comparisons were made in course GPA, overall GPA, and course pre-post test scores.

Another measure of program effectiveness was the comparison of course GPAs as developmental students matriculated into regular college courses. In previous years, data has indicated that students in embedded remediation classes have performed favorably compared to their peers who either tested out

of the secondary assessment, met additional secondary assessment criteria, engaged in accelerated remedial programs, or were exempt from testing due to their ACT/SAT scores. These data were based on first-time, first-term entering freshmen because we were measuring the effectiveness of Southeastern's remedial courses, and to include transfers would confound the data. At this time, no adjustments to cut scores are recommended. We are, however, frequently reviewing and analyzing the scores and data each semester.

Executive Summary

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SECTION II – GENERAL EDUCATION ASSESSMENT

Administering Assessment

II-1.   Describe the institutional general education competencies/outcomes and how they are assessed.

The General Education Council, working with department chairs and faculty, developed the following 6 goals for the general education program. Student learning outcomes also were developed for each goal.

Communication Goal: to enhance oral and written communication skills.

Mathematics Goal: to recognize and communicate using mathematical ideas.

Sciences Goal: to observe and evaluate natural processes.

Social and Political Institutions Goal: to investigate the development of social, political, and/or economic institutions.

Wellness Goal: to recognize the importance of physical and emotional health throughout the life cycle.

Fine Arts and Humanities Goal: to explore the cultural heritage of humans and intrinsic value of the fine arts.

Departments developed course-embedded assessments of learning outcomes addressed in each general education course offered and these plans included protocols and benchmarks for each learning outcome. The university also uses the ETS Proficiency Profile to evaluate university-wide general education performance. The ETS measures student performance in the areas of Critical Thinking, Reading, Writing, Mathematics, Humanities, Social Sciences, Natural Sciences and Essay Writing as well as giving a Total Score for each student.

II-2. Describe how the assessments were administered and how students were selected.

During the 2023 Spring semester the ETS Proficiency Profile was administered. The exam was self-scheduled and included proctored, online exam times and a variety of on-campus proctored times. This

cycle 162 randomly chosen students (28 freshmen, 45 sophomores, 36 juniors, and 53 seniors) took some portion of the exam. Of the 162, 4 took only the essay portion of the test and 8 took everything except the essay, Altogether, 158 took the main part of the exam and 154 took the essay portion of the exam.

In the Fall Semester 2005, Southeastern initiated a course-embedded assessment of the general education goals and learning outcomes addressed by each course. Departments were given the latitude to develop assessment protocols, set benchmarks, and determine the numbers and types of students selected to comprise a representative sample. Departments that offer at least one general education course submit annual reports detailing their general education assessment results.

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

Several techniques were used to motivate students during mid-level assessment. First, a letter was sent by the Vice President for Academic Affairs to all students selected to complete the ETS Proficiency Profile based on the times and options available. This letter detailed the importance of students giving their best effort on the exam and the how assessment results will be used to improve the program. Students also were informed that they could not pre-enroll for the following semester unless they completed the assessment test on the assigned date or completed a make-up test.

This method seems to work fine for all students taking the exam other than graduating seniors. Since they are graduating, they do not care if they cannot pre-enroll for the following semester, so some new motivation may need to be found for those students.

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

The role of the General Education Council is to evaluate, review, and develop the philosophy, curriculum, and policies of General Education. Departments review their course embedded results and submit a general education report to the Director of General Education. The ETS PP exam results are also complied and reviewed by the Director of General Education. One of the instructional changes that have occurred recently because of general education assessment is in mathematics. Many of our students were taking College Algebra as their only mathematics general education course even though the main purpose of College Algebra is to prepare one to take calculus. These students were not doing well on the mathematics portion of the ETS PP. As a result, the Mathematics Department created a new course called Functions and Modeling that is more applied and appropriate to be taken as a terminal mathematics course. Additionally, the Mathematics Department also began accepting Statistical Methods as a general education course in Mathematics. It will take a few years' worth of data to determine if these changes have had the desired effect.

Analyses and Findings

II-5. What were the analyses and findings from the 2022-23 mid-level/general education assessment?

Our students scored lower on the 2022-23 exam than in previous years. The average score for the five years reported was 430.3 with the lowest being in the Spring of 2023. The reason for the lower scores in 2023 seemed to be two things:

1. 34% of the students taking the exam did not have an ACT or SAT score. Every other year, that percentage was 8% or below. Those students without an ACT or SAT tend to score equivalently to a student that has a 17 ACT. If those students are removed from the data, then the scores from 2023 fall right in line with previous years.
2. A lot more graduating seniors took the exam this year than in previous years and because they were not motivated to do well on the exam, they didn't.

Semester	Total Score
Fall2018	428.27
Spring2019	431.11
Spring2020	430.31
Spring2021	431.21
Spring2022	432.66
Spring2023	427.18
Total	430.30

In the meantime, the national average on this exam increased by more than 5 points in the last two years. (442.7 this year, 442 last year and 437.6 the year before that). Our freshmen, scored at 1 standard deviation below the freshman national average, our sophomores scored about 2/3 standard deviations below the sophomore national average and our juniors scored about 1/2 standard deviation below the junior national average. Most years, that is where our seniors score, about ½ standard deviation below the national senior average. However, this year, the seniors dropped back down to 1 full standard deviation below the senior national average.

Total Score Results

Class	SE Total Score Average	National Total Score Average
Freshmen	418.8	439.9
Sophomores	427.8	441.2
Juniors	431.2	442.8

Seniors	427.2	447.2

Critical Thinking Results

Class	SE CT Average	National CT Average
Freshmen	106.5	110.3
Sophomores	107.4	111.1
Juniors	108.7	111.5
Seniors	107.7	112.2

Reading Results

Class	SE Reading Average	National Reading Average
Freshmen	109.2	116.5
Sophomores	112.3	117.4
Juniors	112.8	117.8
Seniors	111.8	118.8

Writing Results

Class	SE Writing Average	National Writing Average
Freshmen	106.2	113.3
Sophomores	110.5	113.5
Juniors	111.1	114.0
Seniors	110.4	114.9

Mathematics Results

Class	SE Math Average	National Math Average
Freshmen	108.3	112.7
Sophomores	109.0	112.7
Juniors	110.6	113.0
Seniors	109.3	114.2

Humanities Results

Class	SE Humanities Average	National Humanities Average
Freshmen	109.0	113.3
Sophomores	111.3	114.2
Juniors	111.7	114.6

Seniors	111.1	115.1

Social Sciences Results

Class	SE Social Sciences Average	National Social Sciences Average
Freshmen	108.3	112.0
Sophomores	109.3	112.5
Juniors	110.1	112.9
Seniors	109.5	113.7

Natural Sciences Results

Class	SE Natural Sciences Average	National Natural Sciences Average
Freshmen	108.5	114.2
Sophomores	110.9	115.0
Juniors	112.1	115.4
Seniors	110.2	116.1

Essay Results

ETS only reports an overall national average for the essay score and does not parse it into different kinds of universities or into different classifications of students. The overall national average is 3.8 with a standard deviation of 1.1. Possible scores range from 0 to 6. Over the last 5 years, this has been our best category when compared to national averages. Southeastern consistently ranks right at or, at times, even above the national average in essay scores. This year is no different with our senior scoring above the national average.

Class	SE Essay Average
Freshmen	3.1
Sophomores	3.4
Juniors	3.8
Seniors	3.9

Online vs. Traditional

Because our students are taking more and more of their general education courses online (see table below), we were interested in comparing students that take general education courses online to students that take general education courses in a traditional face-to-face class.

	Online Gen Ed
Semester	Percentage

Fall2018	.2004
Spring2019	.1241
Spring2020	.1988
Spring2021	.2313
Spring2022	.3357
Spring2023	.3708
Total	.2506

In previous years, the students who took the majority of their general education courses online under-performed when compared to those who took the majority face-to-face (the exception being the Essay score where the online students typically did better). The only statistical difference had been the Math scores where the face-to-face students did much better. This year, however, the majority online students outperformed the face-to-face students. There were no statistically significant differences, but the online students scored higher on the Total Score and on every sub-score with the exception being math where the face-to-face students still scored higher.

Report

MajorityType		ACT	GPA	Essay	TotalScore	CT	Reading	Writing	Math	Humanities	SocialSci	NaturalSci
Majority Face-to-Face	N	79	108	103	104	104	104	104	104	104	104	104
	Mean	21.13	3.1309	3.56	427.06	107.49	111.63	109.86	109.65	111.08	109.16	110.38
Majority Online	N	24	44	40	43	43	43	43	43	43	43	43
	Mean	20.50	3.0718	3.73	429.09	108.23	112.65	110.65	109.07	111.49	110.37	110.93
Total	N	103	152	143	147	147	147	147	147	147	147	147
	Mean	20.98	3.1138	3.61	427.65	107.71	111.93	110.09	109.48	111.20	109.52	110.54

As has been the case every year, the online students have lower ACT scores on average than the face-to-face students. The gap between them has closed though. Two years ago the difference was 19.0 vs. 22.0, then last year it was 19.8 vs. 22.1 and this year it is 20.5 vs. 21.1.

II-6. How was student progress tracked into future semesters and what were the findings?

Student progress was tracked by sampling cohort groups in a point in time sample; cohort groups were defined by the four undergraduate classifications (freshmen, sophomore, junior, and senior). Although we did not track individual students, we completed a longitudinal analysis and examined for differences among the different classifications.

II-7. Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation.

Our Total Score is lower this year at 427.2. No immediate modifications to teaching are planned in response to these results. However, a change in assessment that needs to be considered is some form of motivation to encourage the students to do their best on the ETS PP exam. Especially when it comes to graduating seniors who really have little motivation to try.

Another notable point is that our students are taking more of their general education classes online. The small gap in performance we had previously seen (with face-to-face students doing better) has switched for most areas and the online students are now doing better. The exception is math where the face-to-face students still score higher. This area will certainly continue to be monitored.

SECTION III – PROGRAM OUTCOMES

III-1. List, in table format, assessment measures and number of individuals assessed for each degree program. Include graduate programs if applicable to the institutional assessment plan.

TABLE III-1.A
Program outcomes assessment summary for School of Arts and Sciences (Arts and Letters)

Program(s)	Type of Assessment
Art	ACAT in Art; Pre/Post-tests; Pre/Post Essay; Pre/Post Painting-Drawing-Ceramics-3-D Design; Mid-level Assessment; Senior Capstone; Art Survey; Course Grades; Studio Project; Oral Presentation; Senior Presentation
BSLAS	Exams, projects, course-embedded assessments, ETS scores
Communication	Exams, projects, competition performances

English	Evaluations of student papers based on the following 5 criteria: Writing; Close Reading; Critical Analysis; Research; Cultural Competence
English Education	Evaluation of student papers based on the following 5 criteria: Writing; Close Reading; Critical Analysis; Research; Cultural Sensitivity
History	ACAT; Entrance & Exit Exams; Content Coverage Surveys; Capstone Research Paper; Coverage Survey
Music (BA)	ETS Examination Scores; Music Theory Proficiency; Ensemble Participation; Exit Assessment; Performance Juries; Recital Class Performance; Sophomore Proficiency; Class Piano Competencies; Conducting Competency;
Music (BM)	Applied Lesson Jury; Entrance Audition; Ensemble Performance; Exit Assessment Exam; Junior/Senior Recitals; Performance Ability; Sophomore Proficiency; Conducting Competency; Directed Reading; ETS Major Field Exam; Lyric Diction; Recital Program Notes; Theory/History Competency; Applied Lesson Literature; Exit Exam; Listening Assignments; Literature Bibliography/Websites; Literature Courses; Recital Attendance; Sophomore Proficiency
Music Education	Student Observation; Teaching Practice; Exams; ETS Exam; OSAT; Current Trends; Professional Readings; Professional Organizations; Professional Events Attended; Teaching Strategies; Conducting; Technology; Performance; Pedagogy; Private Teaching; Theory, History, and Literature; Professional Experience; Professional Organizations; Rules and Regulations; Disposition; Philosophy
Political Science	
Theatre	Entry Level Audition/Jury; Production Audition; Technical Theatre Student Interviews; Juries; Semester Reviews; Independent Project; Advanced Project; Theatre Auditions; Senior Capstone; Student Placement

TABLE III-1.A (cont'd)
Program outcomes assessment summary for School of Arts and Sciences (Science & Technology)

Program(s)	Type of Assessment
Biology	In-house exit exam; ETS Major Field Test in Biology; Ecology Research Paper and Presentation; Other Writing and Presentations in Biology; Biology Exit Survey; Senior Seminar written proposal and presentation; Laboratory Experience; MCAT Scores
Fisheries & Wildlife (Conservation)	ETS MFT in Biology; Fish and Wildlife Assessment Exam (Pre/Post-test); Research Papers in Ornithology; Oral Presentations in Courses; Senior Exit Survey
Chemistry	American Chemical Society Standardized Exams (1st Semester General Chemistry; 2nd Semester General Chemistry; Analytical Chemistry; Organic Chemistry; Instrumental Analysis; 1st Semester Biochemistry; 2nd Semester Biochemistry; Inorganic Chemistry; Diagnostic of Undergraduate Chemistry Knowledge Exam) Research Paper/Presentation; Presentations at Professional Meetings; Senior Seminar; MCAT; Labs
Computer Science	Course-embedded Exams; Algorithm Implementation and Analysis
Computer Information Systems	Exams, projects
Mathematics	ETS Calculus Indicator; GRE Practice Exams (Calculus; Algebra); Proof Analyses; ETS Exam Algebra Indicator; ETS Exam Nonroutine Indicator, ETS Exam Applied Indicator; Senior Seminar Presentation; Student Seminar Project; National Competitions; Alumni Data

Math Education	ETS MFAT in Mathematics; OSAT; Proof Analyses; ETS Calculus Indicator; ETS Algebra Indicator; ETS Nonroutine Indicator; Summative Evaluations by Mentor Teachers; Lesson Plans; Teacher Work Sample; Alumni Data
Occupational Safety & Health (	Alumni Survey; ASP/CSP Certification Exams; Employer Surveys; Faculty Observations; Course Evaluations; Senior Exit Exam; Senior Exit Interview; Senior Survey; SUMMA Survey; Internship; Placement

TABLE III-1.A (cont'd)
Program outcomes assessment summary for the John Massey School of Business

Program(s)	Type of Assessment
Accounting	ETS Major Field Test; CPA Exam; Internships; Senior Exit Survey; Placement
Aviation Management	Course-embedded exams, projects
Finance	ETS MFT; Internships
General Business	

Program(s)	Type of Assessment
Marketing	Case Analysis; Internships; Senior Exit Survey; Oral Presentation; CompXM Exam; ETS MFT; Peer Evaluation of Group Projects
Management	Case Analysis; Internships; Senior Exit Survey; CompXM Exam; Peer Evaluation of Group Projects; ETS MFT
Professional Pilot	Written Documents; Oral Presentations; Problem Solving; Math Application; Science Application; Legal/Ethical Standards; Leadership/Teamwork; Practices and Techniques in Aviation; Contemporary Issues; Technology; Aviation Environment; Aviation Knowledge;

TABLE III-1.A (cont'd)
Program outcomes assessment summary for School of Education and Behavioral Sciences

Program(s)	Type of Assessment
Criminal Justice	ETS MFT; Senior Research; Field Experience;
Elementary Education	Tutoring Case Study; OSAT; Student Teaching Evaluation; Thematic Unit; Science Lesson Plan; Math Lesson Plan; Social Studies Lesson Plan; Fine Arts Lesson Plan; Health Education Teaching Unit; Physical Education Lesson Plan; Concepts about Prints/Reflection; Parent Letter;
Health and Physical Education	OSAT; Mentor Teacher Survey; Student Teacher Numerical Ratings; Teacher Work Sample; Assessment of Health-Related Fitness Components; Fundamental Skills Analysis (Lifetime Activities; Team Sports and Gymnastics); Secondary Physical Education Unit Plans

Health and Human Performance	Internship Evaluations, Course-embedded assessments
Early Childhood	Course-Embedded Assessments (ELED 4623 and ELED 4723)
Early Intervention and Child Development	Course-Embedded Assessments (EICD 2213, 3024, 3064, 4084, 4074, 4133, 3044, EDUC 2013, SPED 2123, PSY 3123); Exit Exam;
Psychology	PACAT; Senior Level Exit Exam; Undergraduate Psychology Program Student Survey; Student Field Experience Site Evaluation; Semester Enrollment and Faculty Loads; Grade Distributions
Recreation	Exit Exam; Portfolio; Supervisor Evaluation
Sociology	ETS MFT-Sociology; Mid-Level Assessment
Special Education-Mild/Moderate Disabilities	Critical Readings; OSAT; Transition Plan; Lesson Plans; Student Teaching Evaluation; Assessment of P-12 Student;

Table III-1.A (Cont'd).
Program outcomes assessment reports for graduate programs (Fall 2022 and Spring 2023)

Degree	Program	Type of Assessment Used
Master of Arts	Clinical Mental Health Counseling	National Counselor Exam for Certification and Licensure; Counselor Preparation Comprehensive Exam;
Master of Arts	Early Intervention Child Development	Course embedded assessments
Master of Business Administration	M.B.A.	Case Analysis; Exit Survey;
Master of Education	Curriculum & Instruction	Course embedded assessments
	Superintendent Level	Major field test, course embedded assessments
	Principalship	Major field test, course embedded assessments
	School Counseling	Professional Identity Paper; Field Experience Reflection Paper; Developmental Milestone Self-Reflection Paper; OSAT; Career Counseling Portfolio; Counseling Theory Research Paper; Group Counseling Proposal; Assessment Instrument Paper; Research Literature Review Paper
	Special Education	Major field test, course embedded assessments
Master of Music Education	Music Education	Courses embedded assessments
Master of Science	Allied Health	Assessment plan submitted. Data were not collected.

	Aerospace Admin. and Logistics	
	Occupational Safety and Health	Comprehensive Exam; In-course exams; Prevention Programs; Audits; Homeland Security; Emergency Management; Online Safety Labs; Training and Public Information Presentations; Internships; Employment
	Native American Leadership	Course embedded writing samples and presentations.
	Sports Admin.	Course embedded Exams; Research Proposal; Writing Sample
Master of Technology	Biology	Internal exams (written and oral) over core courses; thesis defense; written and presentation portfolios

Analyses and Findings

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

During 2022-23, the Institutional Assessment Committee (IAC) reviewed assessment documents for undergraduate programs in preparation for the Higher Learning Commission Assurance Argument. IAC reviewed undergraduate assessment reports from 2013-14 to 2022-23 (**Table III-2.A**) to examine for trends in assessment effort among the various programs. Ten (10) years of report reviews are found in Table III-2. These programs are rated by IAC using a rubric constructed from the Assessment Matrix designed by The Higher Learning Commission. Two reviewers independently rated the reports. These scores represent an average of the two reviewer ratings.

TABLE III-2.A
Summary of scores assigned to program outcomes assessment reports by the Institutional Assessment Committee for undergraduate programs.

Undergraduate Programs	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Maximum Score Possible	50	50	50	50	50	50	50	50	50	50

Program									
Accounting	41	49	50	50	47	47	41	39	45	45
Art	45	49	44	44	48	48	45	49		46
Aviation - Professional Pilot	37		48	38	40	40	46			32
Aviation Management	40	40	40	31	41	41			43	44
Biology	49	50	50	50	49	49	50	48	38	50
Chemistry	46	49	49	49		50		49	42	50
Communication		45	45	48	48	50	42	50		47
Computer Information Systems		45	46	48				47	45	33
Computer Science	46	48	50	49		47	38	50	49	50
Criminal Justice	36	48	50	45	39	41	40	43	49	45
Elem Ed - Early Childhood, Option	42	47	50	40	42	39	45	33	46	39
Early Intervention & Child Develop - BA		38	49	50	50	46	36	47	49	45
Elementary Education	46	45	49	41	50	41	42	35	46	39
English	35	44	44	43	31	41	34	48		23
English Education	37	46	44	41	31	35	33	48		44

Finance	45	48	49	50	50	42	37	43	47	44
Fish and Wildlife Sciences	49	49	49	50	46	50	50	50	45	44
General Business	44	48	50	49	44	40	31	34	42	
General Studies (BSLAS)							33		43	
Health and Physical Education	48	50	48	42	50	48	49	50	50	43
Health and Human Performance					47	50	50	49	46	47
History	42	38	38	36	33	40		34	35	35
Management	42	49	43	47	46	43	39	43	47	41
Marketing	42	48	49	31	39	39	38	37	46	39
Mathematics	42	50	46	44		48	44	34	48	50
Math Education	44	50	44	50		49	47	34	40	45
Music-B.A.	48		49	46	47	49	49	43	46	47
Music-BM	45	48	50	48	46	50	49	38	42	38
Bachelor of Music Education	45	48	48	46	41	48	36	43	47	42
Occupational Safety and Health	46	48	48	48		48	49	49	49	48

Political Science	37	35	40	43	33	41		26	38	
Psychology	40	48	50	47	48		39	38	43	43
Recreation	39	43	47	45	50	50	46	50	49	48
Sociology	41	45	42	34	39	41	38	38	49	47
Spanish	45	45	45	45	38	38			Program is being phased out	phased out
Special Education	41	47	48	49	41	48	39	46	40	phased out
Theatre	45	49	43	34	45	43	42	46		33

Table III-2.A (Continued)
Summary of scores assigned to program outcomes assessment reports by the Institutional Assessment Committee for graduate programs.

Graduate Programs	Academic Year									
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Maximum Score Possible	50	50	50	50	50	50	50	50	50	50
Allied Health								Assessment plan submitted for new program. Score is not applicable.		

MS-Aerospace Admin. & Logistics										
Master of Business Administration	38.5	44.5	47	42.5	48	30	37	30	42	41
MA-Clin. Ment. Hlth. Counseling	47	50	50	50	45	42	36	38	47	44
MA- Early Intervention Child Development				New	45	40		41	50	45
MME-Master of Music Education		New	49	40	41		29		49	44
MS - Native American Leadership	New			44	45	50	36	50		49
MS-Occupational Safety & Health	45	45	48	50		48	39	33	49	47
MEd-Curriculum & Instruction					New	50	41	35	49	44
MEd-Educational Leadership-Principalship					29	42	46	46	33	46
MEd-Educational Leadership-Superintendent									30	41
MEd-School Counseling	48	50	50	50	43		38	38	4 4	50
MEd-Special Education					New	47	38	32	50	44

Master of Technology-Biology	46	49	49	50	50	50	37	32	47	44
MS-Sport Adm.	37	50	50	36	47	50	44	50	48	49

The 2018 HLC Assurance Argument team members had a favorable impression about assessment of academic programs at Southeastern and they noted in their final report that, "*The 24th annual assessment report, prepared by the Vice President for Academic Affairs, captures the culture of assessment across campus by summarizing assessment processed and identifying action steps to address concerns and future actions, thus closing the loop on assessment.*" As well, the review team found that Southeastern is continuing to use assessment effectively and has a good assessment system in place. "*....all degree program engage students in appropriate levels of mastery modes of inquiry, analyses/communications of information, and development of skills for a changing environment*". "*SOSU has demonstrated responsibility for the quality of its educational programs, learning environments, and support services. These processes individually demonstrate a contribution to learning, and collectively demonstrate an effective system of institutional evaluation of student learning.*"

The rubric used by Institutional Assessment Committee has varied over time and the maximum score possible has ranged from 38-50. To facilitate comparisons among years, overall scores were assigned to one of four categories each year: undeveloped (below 35), developing (35-39), established (40-44), and exemplary (above 44). Among the reports submitted, nineteen (19) were rated as Exemplary. Seven (7) reports were rated as Established, three (3) were rated at Developing and none were rated as Underdeveloped. The same system is used for the graduate programs. Of the thirteen (13) programs that were submitted reports before December, nine (9) were rated as Exemplary; two (2) were rated as Established; and two (2) were rated as Undeveloped (**Table III-2B**).

TABLE III-2.B
Percentage of Undergraduate program outcomes assessment reports identified as exemplary, established, developing, or undeveloped by the Institutional Assessment Committee.

Year	Ranking Categories				
	Exemplary 45-50	Established 40-44	Developing 35-39	Undeveloped below 35	Total Number of Reports
2022-23	15(46%)	9(27%)	5(15%)	4(12%)	33

2021-22	19 (66%)	7 (24%)	3 (10%)	0	29
2020-21	17 (49%)	5 (14%)	6 (17%)	7 (20%)	35
2019-20	12 (40%)	6 (20%)	9 (30%)	3 (10%)	30
2018-19	19 (56%)	11 (32%)	4 (12%)	0	34
2017-18	17 (55%)	6 (19%)	4 (13%)	4 (13%)	31
2016-17	21 (60%)	8 (23%)	2 (6%)	4 (11%)	35
2015-16	28 (80%)	5 (14%)	2 (6%)	0 (0%)	35
2014-15	26 (82%)	3 (9%)	3 (9%)	0 (0%)	32
2013-14	17 (53%)	9 (28%)	6 (19%)	0 (0%)	32

Table III-2.B (cont'd)
Percentage of graduate program outcomes assessment reports identified as exemplary, established, developing, or undeveloped by the Institutional Assessment Committee.

Year	Ranking Categories				Total Number of Reports
	Exemplary 45-50	Established 40-44	Developing 35-39	Undeveloped BELOW 35	
2022-23	6 (46%)	7(54%)	0	0	13
2021-22	9 (70%)	2 (15%)	0	2 (15%)	13

2020-21	3 (27.5%)	1 (9%)	3 (27.5%)	4 (36%)	11
2019-20	1 (9%)	2 (18%)	7 (64%)	1 (9%)	11
2018-19	7 (64%)	3 (27%)	0	1 (9%)	11
2017-18	7 (64%)	2 (18%)	0	1 (9%)	11
2016-17	5 (50%)	4(40%)	1 10%)	0 (0%)	10
2015-16	8 (89%)	0 (10%)	1 (11%)	0 (0%)	9
2014-15	8 (100%)	0 (0%)	0 (0%)	0 (0%)	8
2013-14	4 (50%)	2 (25%)	2 (25%)	0 (0%)	8

Table III-2.C
Number of majors and graduates for graduate programs

Graduate Programs	2021-22022		5-year Average	
	Majors	**Grads**	**Majors**	**Grads**
MEd-School Counseling	398	163	279.2	103.0
MEd-Special Education	150	78	114.6	54.8
MEd-Educational Leadership	293	180	234.8	140.4
Master of Business Administration	777	350	772.6	288
Master of Technology	3	0	3.8	1.2
MA-Clinical Mental Health Counseling	45	7	42.0	11.0

MS-Aerospace Administration and Logistics	68	42	89.6	53.2
MS-Occupational Safety and Health	22	11	41.4	15.4
MS-Sport Administration	240	165	206.0	118.0
MEd-Curriculum and Instruction	312	159	196.2	98.2
Native American Leadership	61	21	58.0	26.0
Master of Music Education	13	5	8.0	2.0
Early Intervention & Child Development	45	18	22.4	7.4
Certificate – Business Administration	1	0	0.2	0.0
Certificate – Educ Leadership	13	14	4.2	3.0
Total	2441	1213	2073	921.6

Another indicator of the quality of graduate programs offered by Southeastern is the numbers of majors and program graduates. **Table III-2.C** provides this information for the 2022-23 academic year and the 5-year average. Many of our programs show numbers of majors and graduates above the five-year average. This is a positive trend that we expect will continue based on our partnership with Academic Partnerships. The Master of Education in School Counseling, Master of Education in Special Education, Master of Education in Educational Leadership, and Master of Education in Curriculum and Instruction programs led with 1153 majors in 2022-2023. The MBA program followed with 777 majors and Master of Sports Administration with 240 majors.

Most notable to the chart listed above is the addition of the Certificates in Education Leadership – one in Principal and one in Superintendent. Combined students enrolled in the course offerings and with 14 certificates of completion in the 2022-2023 academic year.

Departments are continually striving to improve student learning and assessment techniques used to evaluate student learning. Ongoing discussions will ensure that each program incorporates better ways to assess and use the results to enhance student learning. The Institutional Assessment Committee also continues to modify its rubric and dissemination techniques to better communicate with the schools and departments the results and what needs to be done to improve Program Outcome Assessment Reports.

III-3.

What instructional changes occurred or are planned in the programs due to program outcomes assessment?

Changes are becoming more institutionalized as culture of assessment continues to evolve at Southeastern. Closing the loop is becoming more institutionalized at the department level. Departments continue using assessment to assist in decision-making regarding planning, budgeting, personnel, and curricular matters. Based upon review, departments are offering program modifications to programs to meet the needs of the students and to foster student learning. Existing programs have deleted obsolete courses, added more relevant courses, and modified currently offered courses to improve the student learning. In 2022-2023, two new concentrations were added to Master of Science in Sports Administration – one in Strategic Communication and one in Leadership. New programs approved by Regional University Systems of Oklahoma and Oklahoma State Regents for Higher Education include: Master of Arts in Organization Management and Leadership and the Master of Science in Healthcare Administration. Graduate Certificate in Leadership was also approved.

The largest graduate program at SE is the M.Ed. With 1153 students, they make up 47% of all graduate students. Students in the Master of Business Administration Program make up an additional 32% of graduate student enrollment with 777 majors. In 2022-2023, 329 students completed the end-of-instruction Major Field Test with 92.4% (304) students meeting or exceeding the benchmark (80% of the national average of 232) in all sub-areas of the MFT.

After discussion with educational leaders and having a market review conducted by our online program manager, future explorations during the 2023-2024 academic year include the launch of an expansion of programs in the Nursing and Allied Health Department – Master of Science in Community Health and Master of Science in Health Science. Additionally, a Master of Arts in Theatre and modifications to degree programs within the Master of Business Administration will be considered.

SECTION IV – STUDENT SATISFACTION

Administration of Assessment

IV-1. What assessments were used and how were the students selected?

- Ruffalo Noel Levitz Student Satisfaction Inventory (SSI)
- Ruffalo Noel Levitz Priorities Survey of Online Learners (PSOL)

To monitor student satisfaction, the nationally referenced Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) and the Priorities Survey of Online learners (PSOL) were used in the Spring semester of 2022. A total of 477 randomly selected students provided feedback on their experience with Southeastern, with 197 responding to the SSI and 280 responding to the PSOL.

We plan to administer these assessments every two years, with the next data collection planned for the Spring semester of 2024. New results will be available in our 2023-24 report.

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

- Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) (administered in Spring 2022)

To monitor student satisfaction, the nationally referenced Ruffalo Noel Levitz Student Satisfaction Inventory was used, surveying 197 Southeastern students.

This instrument is particularly useful because it not only measures student satisfaction but also the importance students place on individual items. Student satisfaction ratings have consistently demonstrated our students feel very positive about their experiences on this campus and with the services provided by Southeastern offices.

In the SSI, Southeastern students reported, in this order, that academic advising, instructional effectiveness, safety and security, and student centeredness were the four most important aspects of their university experience. The student satisfaction with academic advising, instructional effectiveness, safety and security, and student centeredness each exceeded the national average at four-year public institutions at levels of statistical significance.

No categories for student satisfaction levels were lower than those for the national average. This is a significant change from our 2018 SSI results—especially for safety and security, which has shifted in greater importance for students and in student satisfaction, making it one of our 2022 strengths, whereas it was listed as a challenge for us in the 2018 survey.

Students were asked to rate their overall satisfaction with the institution with scores equaling that of the national averages at 59%. And finally, when the students where asked, if they had to do it all over, would they enroll at Southeastern again, 88% said yes, with the percentage exceeding that of the national average by a significant statistical difference.

While we had originally planned to administer this assessment every two years, starting in August 2018, a change in administration in the Fall 2019 and Spring 2020 and subsequent onset of COVID challenges, which have continued for an additional year, precluded this. We resumed administering the assessment in Spring 2022.

In the interim, we did still attempt to survey our students with an in-house survey. In the Fall of 2020, Spring of 2021, and Summer 2021 we had reached out to current students who were graduating with a related internal survey. In response to when the students were asked if they had to do it all over, would they enroll at Southeastern again, 91% (n=585) said they would enroll again for the same or a different degree program here at Southeastern. Additionally, 86% indicated that they had received a very high-quality education.

- Ruffalo Noel Levitz Priority Survey for Online Learners (PSOL)

To monitor student satisfaction with our significantly increased online enrollment over the past few years, the Ruffalo Noel Levitz Priority Survey of Online Learners (PSOL) was used for the first time in Spring 2022, surveying 280 Southeastern online students.

Like the SSI, the PSOL measures student satisfaction and the importance students place on individual items. Southeastern online students reported, in this order, that enrollment services, academic services,

institutional perceptions, and student services were the four most important aspects of their university experience. Student satisfaction with enrollment services, academic services, and institutional perceptions exceeded the national online learners average by a significant statistical difference.

No categories for student satisfaction levels were lower than those for the national average.

75% of students rated their overall satisfaction with their online experience as satisfactory or above (31% satisfied, 44% very satisfied). When asked if they had it to do over, 84% said they would enroll at Southeastern again (27% probably yes, 57% definitely yes).

Student satisfaction ratings demonstrate that our online students feel very positive about their learning experiences and the support services provided by Southeastern.

IV-3. What changes occurred or are planned due to student engagement and satisfaction assessment?

Given limited resources, not all issues identified by students can be immediately addressed; however, these items are not discarded but placed on a master list until such time that resources are available after other items with higher priorities have been addressed. Even given the recent budget constraints, Southeastern has continuously striven to improve the learning environment and educational experience of our students. Overall, students have a favorable impression about Southeastern, including its faculty, staff, and administration, the facilities, and the types and quality of academic and non-academic programming. Southeastern continues to make improvements to the physical appearance of the campus. The north ends of the campus loop have been landscaped to make them more aesthetically pleasing and two empty spaces have been recently renovated. Financial aid processes continue to take advantage of technological advancements to get aid to students quicker. Specifically, a document imaging system has been purchased with the intent of improving transcript transfer processes between financial aid and the Registrar's office. Southeastern is committed to providing a safe learning and working environment; we have invested a significant amount of time in training administrators and staff in the National Incident Management Systems process to respond to crises more effectively. Southeastern is committed to providing an environment of not just excellence, but affordability and availability that enables students to reach their potential. Faculty are now more conscious of class scheduling; students can often arrange a Monday-Wednesday-Friday or Tuesday-Thursday schedule, especially when supplemented with online courses. Students also have greater access to courses/programs provided by distance education and/or at Southeastern's additional locations (6 in-state and 2 out-of-state locations).

Due to the recent growth of Southeastern, despite the pandemic, President Newsom has many plans to provide a better on-campus environment as well as more useful online support for all students. Next year's report will highlight many changes and upgrades related to deferred maintenance and software support.

Section V – Assessment Budgets

State Regents policy states that academic service fees "shall not exceed the actual costs of the course of instruction or the academic services provided by the institution" (*Chapter 4 – Budget and Fiscal Affairs, 4.18.2 Definitions*).

Assessment fees and expenditures for 2022-23.

Department-0776 Student Assessment	2022-2023	Notes
Assessment fees	$ -	SE does not have an assessment fee
Salaries & Benefits	$ 51,183.00	Includes FT & Student salaries & benefits
Distributed to other departments	$ -	No funds were distributed to other units
Operational costs	$ 37,755.00	
Total	$ 88,938.00	