

**ANNUAL
ASSESSMENT
REPORT
2001-2002**

***Southwestern Oklahoma
State University***

Annual Student Assessment Report
of
2001-2002

for

Oklahoma State Regents
For Higher Education

*SOUTHWESTERN OKLAHOMA
STATE UNIVERSITY*

Weatherford and Sayre Campuses

Number of staff hours to complete the report: 30

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Southwestern Oklahoma State University

Entry-Level Assessment

Southwestern uses ACCUPLACER Computerized Placement Tests (CPT) on both campuses for secondary placement testing. Tests are administered in testing labs by appointment or on a drop-in basis. At the Weatherford Campus, 1,156 Pretest CPTs were administered for the 2001-2002 academic year; 473 were administered at the Sayre Campus. Students are allowed an opportunity for one re-test in each subject area. During 2001-2002, 59 percent who re-tested cleared remedial English; 23 percent cleared mathematics remediation; and 45 percent cleared remedial reading.

Effectiveness of the entry-level placement process has been verified by tracking student success levels from 1994 to 1999 as they completed remedial and collegiate courses. Reports indicated that student success levels met expectations.

A new tracking study of a cohort of Fall 2001 entering freshmen will reveal more specific success and retention rates in following academic years. Current data for the 2001-2002 academic year shows that enrollment totaled about 450 students in remedial courses with a 49% success rate.

Faculty and administration re-visited and raised cut scores for each of the three subject areas in order to further increase student success. Another testing software program was reviewed, but no changes were advised in this area.

Mid-Level Assessment

Curriculum-embedded methods that are used in all general education courses on Weatherford and Sayre campuses assess four main goals:

(1) competency in written and oral communications; (2) mastery of core mathematics concepts and understanding of mathematics principles, symbols, and logic; (3) skills in problem solving, and critical and creative thinking; and (4) understanding and competency in use of technology, computer literacy, and information systems.

Faculty rely on feedback from formative methods to improve instruction and modify activities. Sharing the information with students and making the assessment part of the course requirements create an environment for meaningful participation of students.

Data indicate that benchmarks for student achievement are being met in the general education courses. Faculty have reported revisions in methods of assessment and instruction, as well as refinements of course objectives. The flexibility of curriculum-embedded assessment allows changes to be made, and efficacy of changes to be assessed more efficiently.

Program Outcomes Assessment

Outcomes assessment at Southwestern is faculty-driven. Faculty design, select, administer, and report their findings collectively to the Assessment Center by majors for the associate, baccalaureate, and graduate degree programs. Faculty used all types of measures for over 700 students, which include portfolios; focused interviews; pre- and post tests; research projects; standardized tests; locally developed tests; student performance on licensure and certification exams; and evaluation of entry-year teaching, clinicals and internships.

Outcomes assessment in many forms reflects the levels of student achievement taking place. Some examples are Southwestern students' excellent track records on licensure and certification exams. In most instances, the pass rates exceed state, regional, or national pass rates. Several degree programs utilize standardized exams for external measures of academic achievement. Students' scores on the nationally normed exams help determine needed curricular revisions. Pharmacy graduates are an excellent example of graduates of health related majors who excel on registry exams. During this academic year, Southwestern pharmacy graduates earned a 91.5 percent pass rate on the national licensure exam (NAPLEX).

Student Satisfaction Assessment

Instructional quality and university services are assessed using various evaluation and survey instruments. Some degree programs have administered specialized surveys and focus group interviews, also.

This year, results from over 25,000 Course/Instructor Evaluation responses and over 500 completed satisfaction surveys have shown that Southwestern students *agree* or *strongly agree* that their instructors demonstrate valuable teaching habits. Generally, students indicate that they are *satisfied* or *very satisfied* with faculty and that satisfaction with their academic experience at Southwestern is *high* or *very high*.

Students on the Sayre campus also express satisfaction with their educational experience. Sixty-eight percent of the Sayre graduates who responded to the Student Satisfaction Survey plan to continue their education on the Weatherford campus.

Graduate Assessment

More than 130 students completed admissions testing for graduate school at Southwestern, primarily participating in the GMAT (Graduate Management Admission Test) and the GRE (Graduate Record Examinations).

Graduate students participated in assessment, and results from 2001-2002 compared favorably with data from previous years. Seventy-eight Education students completed assessment with a 94% pass rate, as indicated by results from clinical and internship evaluations, research projects, and comprehensive exam scores. The employment rate for graduates continues to be impressive. Improvement in the accumulation of data for comparisons of graduate student performance with statewide or national norms is planned for the 2002-2003 academic year.

Due to some changes occurring externally for licensure and certification for graduates, and due to professional accrediting agency requirements, appropriate assessment goals and methods are being revised.

ENTRY-LEVEL ASSESSMENT

1. a) *What methods were used for entry-level course placement?*

Entry-level course placement utilizes students' ACT sub-scores in mathematics, English and reading. Students having sub-scores below 19 in any area may either sit for Computerized Placement Tests or enroll in remedial courses to correct the deficiencies.

Students exhibit proficiencies by either meeting testing requirements or successfully completing remedial courses. Any deficiencies must be cleared prior to completion of 24 semester hours of study.

Students who exhibit high proficiency levels on Advanced Placement Program (APP) or College Level Examination Program (CLEP) subject tests are placed in advanced courses. Actual course credit is awarded to students meeting required levels on the APP and CLEP exams.

b) *What were the instruments and cut-scores used for each subject area and course?*

The ACCUPLACER Computerized Placement Tests are used for second level testing on both Southwestern campuses. Cut-scores and related course listings are as follows:

ENGLISH

ACT sub-scores below 19 and/or CPT scores below 75 0123 Fundamentals of English

MATHEMATICS

ACT sub-scores below 19 and/or CPT scores below 65 0125 Basic Algebra

READING

ACT scores below 19 and/or CPT scores below 75 0122 Improvement of Reading

SCIENCE

Science reasoning deficiencies are cleared when proficiencies are met for English, mathematics, and/or reading.

ENTRY-LEVEL ASSESSMENT

2. a) *How were instruments administered?*

The Assessment Center administers the ACT on national test dates and residual ACT exams approximately 20 times each academic year. Both periodic scheduling and testing by appointment are utilized to meet students' needs.

CPTs are administered in the computer testing labs on both campuses daily.

b) *Which students were assessed?*

Entering freshmen at Southwestern who have deficiencies in one or more of the basic skills areas are informed of their options for second-level testing. Approximately 90 percent of those students chose second level testing rather than enrolling in remedial courses based on their ACT sub-scores.

c) *Describe how and when they were assessed, including options for the students to seek re-testing, tutoring, or other academic support.*

Assessment for placement begins when students apply for admission. If their records indicate deficiencies that require remediation, they are advised of opportunities for second-level testing. CPTs are administered daily and during extended hours prior to freshmen clinics to allow testing before registration.

Students are advised of academic support through notification in various handbooks and bulletins as well as by staff and faculty during clinics, orientation, registration, and advisement. The Student Development Center offers tutoring, advisement, and counseling. Academic departments also provide assistance in special labs by student tutors and faculty.

Re-testing on the CPT was available by student request beginning Spring 1999. A maximum of two re-tests will be allowed, but students must wait a minimum of two weeks before re-testing.

ENTRY-LEVEL ASSESSMENT

3. *What were the analyses and findings from the 2001-2002 entry-level assessment?*

Overall, the entry-level program functions satisfactorily. The percentages of freshman students who cleared deficiencies on the CPT by subject area were as follows:

	Weatherford Campus		Sayre Campus	
	Pretest	Re-test	Pretest	Re-test
English	83%	62%	82%	61%
Mathematics	50%	36%	31%	26%
Reading	69%	47%	75%	56%

Students who clear deficiencies through second level testing continue to experience success in collegiate-level courses. Allowing students to repeat CPTs one time produces desirable results.

Faculty are reviewing the structure of remedial English, mathematics, and reading courses for ways to improve student achievement.

ENTRY-LEVEL ASSESSMENT

4. a) *How was student progress tracked?*

Students entering Southwestern Fall 1994 through Fall 1999 were tracked as they completed remedial, developmental, and collegiate-level courses. Aggregate data for each group were compared to detect variances among the groups and with a control group of entering freshmen Fall 1993. A new tracking study has been designed to gather data regarding students entering Southwestern Fall 2001.

b) *Describe analyses of student success in both remedial and college-level courses,*

Student success in remedial courses is based on the assumption that students complete the courses and earn a satisfactory grade (C or better). The percentage of students successfully completing remedial courses in 2001-2002 has remained consistent with previous years.

Student success in collegiate-level courses is determined by tracking student performance in general education courses common to all students. Comparisons with the fall 1993 cohort show that students who successfully completed remedial courses fared better in their collegiate-level courses than 1993 freshmen who had deficiencies (and no remediation).

A major focus of the new study will track success of Fall 2001 entering freshmen for up to six years in subsequent courses following remediation. Comparisons will be made regarding such data as selected major, retention rate, and eventual completion of degree program.

c) *effectiveness of the placement decisions,*

Effectiveness of the placement decisions was validated by results shown by the 1994-1999 tracking process described above. The increases in persistence in remedial courses indicated that students were placed at levels where they could grow academically.

d) *evaluation of cut-scores, and*

Evaluation of cut-scores was one of the criteria used in Item C above. Cut-scores were revisited during 2001-2002. In order to further increase student success, cut-scores were raised beginning Fall 2002.

e) *changes in the entry-level assessment process as a result of findings.*

A change in the entry-level assessment process was approved for Fall 1999 as a result of findings. The policy change allows students one re-test on each of the three subject areas of the Computerized Placement Tests. The higher of the two scores is considered the "official" test score. Re-testing was begun during Spring 1999 for students who planned to enter Southwestern during the following summer or fall.

ENTRY-LEVEL ASSESSMENT

***5. What other studies of entry-level assessment have been conducted at the institution?
Describe results.***

The entry-level assessment instrument (Accuplacer) was reviewed during 2001-2002. After a comparison with ACT's Compass, no change was recommended.

ENTRY-LEVEL ASSESSMENT

6. What instructional changes occurred or are planned due to entry-level assessment?

Developmental courses have not been offered since Fall 2000. All remedial courses are non-credit.

MID-LEVEL ASSESSMENT

7. a) What measures were used to assess reading, writing, mathematics, critical thinking, and other institutionally recognized general education competencies?

General education competencies are assessed by several methods. The main goals and methods of assessment for each are as follows:

Goals	Assessment Methods
1) competency in written and oral communications	curriculum-embedded methods, PPST, oral presentations videos
2) mastery of core mathematics concepts and understanding of math principles, symbols, and logic	curriculum-embedded methods PPST, components of other standardized exams, and locally developed tests
3) skills in problem solving, critical and creative thinking	curriculum-embedded methods in several courses, Critical Thinking Process Test (CTPT)
4) understanding and competency in use of technology, computer literacy and information systems	curriculum-embedded methods (particularly electronic portfolios)

b) Describe how assessment activities were linked to the institutional general education program competencies.

The General Education Committee analyzes faculty reports of student achievement measured by curriculum-embedded assessments and standardized exams. The GE Committee also reviews modifications of course objectives to ensure that objectives lead to the achievement of the goals of the General Education Program, and support the University's mission.

MID-LEVEL ASSESSMENT

8. a) Which and how many students participated in mid-level assessment?

Mid-level assessment at Southwestern addresses general education. All students enrolled in general education courses (an estimated 2,800 students) participated in mid-level assessment through various curriculum-embedded activities.

b) Describe how the instruments were administered and how students were selected.

Faculty employ many methods for assessment of student achievement within their courses. Special quizzes, exams, reports, papers, presentations, and projects were administered as a part of the curriculum to all of the students. Pre- and post standardized exams for assessment of critical thinking are also administered as course requirements.

c) Describe strategies to motivate students to participate meaningfully.

Since assessments are integrated into course requirements, students participate willingly.

MID-LEVEL ASSESSMENT

9. How was student progress tracked into future semesters and what were the findings?

In the recent past, incoming freshmen were selected as cohorts each fall semester, and cumulative grade point averages were analyzed. Findings indicated that students are performing satisfactorily. In addition, students who successfully completed remedial and developmental courses also continued to perform satisfactorily. When compared to the 1993 cohort (the year prior to implementation of required remediation) the students who successfully completed remedial courses performed better overall than 1993 freshmen.

We are currently gathering data for a new study to track Fall 2001 freshmen. We will track student success in subsequent courses following remediation annually for four to six years.

MID-LEVEL ASSESSMENT

10. What were the analyses and findings from the 2001-2002 mid-level assessment?

According to local assessment data, students continue to perform satisfactorily. For example, scores on ERI Critical Thinking and PPST exams compared favorably to national norms. A small cohort selected for testing for an indication of critical thinking ability succeeded with a 94% pass rate.

The 2001-2002 mid-level assessment also revealed that faculty had modified their curriculum-embedded assessments. Many re-stated their learner outcomes in more measurable terms while others selected different, more meaningful measures to document student achievement.

MID-LEVEL ASSESSMENT

11. What instructional changes occurred or are planned in the general education program due to mid-level assessment?

The present program was adopted in 1994. The General Education Committee and the University Assessment Committee continue to monitor student progress and success throughout the general education curriculum. Faculty have changed instructional delivery methods, modified learner outcomes, and made changes in test banks as a result of the analyses and feedback from their curriculum-embedded assessments. Flexibility is one of the assets of the curriculum-embedded approach to general education assessment. Program revision is under consideration.

The general education program and assessment were cited as strengths by the North Central Evaluation Team.

PROGRAM OUTCOMES ASSESSMENT

12. Attach a table listing the assessment measures and number of individuals assessed for the degree program or department.

<u>Degree Program</u>	<u>Assessment Measures</u>	<u>No.</u>
BACCALAUREATE DEGREE PROGRAMS:		
<u>School of Arts and Sciences</u>		
Art		
<i>Graphic Design</i>	Senior Exhibition, Exit Interview	4
Biology	ETS Major Field Test, Term Paper, Poster Paper Presentation	21
Chemistry	American Chemical Society Exams, Exit Interviews, Job/Graduate School Placement	12
Computer Science	Portfolio, Internship Evaluation, Senior Exit interview	13
Health, P.E., & Recreation		
<i>Recreation Leadership</i>	Departmental exam, Internship evaluation	23
Language Arts		
<i>English</i>	Exit interview, Portfolio	7
<i>Speech/Communication Arts</i>	Exit interview, Portfolio	20
Math	Exit interview	13
Music	Proficiency Exams, Senior Recital	6
<i>Music Therapy</i>	Proficiency Exams, Senior Recital	7
Physics		
<i>Engineering Physics</i>	Exit Interviews, Job/Graduate School Placement & Performance	0
Psychology	Comprehensive exams	19
Social Sciences		
<i>Criminal Justice</i>	ACAT	7
<i>History</i>	Departmental exam, Research paper	8
<i>Political Science</i>	Registrar statistics	1
<i>Social Work</i>	BEAP, Practicum, Exit Interview	18
Technology		
<i>Engineering Technology</i>	A+ Computer Networking Certification Test, Environmental Engineering Certification test, SME Certification Test	18
<i>Industrial Technology</i>	A+ Computer Networking Certification Test, Electronics test, Manufacturing test, Umbrella	12
<u>School of Business</u>		
Accounting	Major Field Ach. Test (MFAT), Exit Questionnaire	29
Bus. Admin./Gen. Bus. & Info. Proc. Sys./Bus. Info.	Major Field Ach. Test (MFAT), Exit Questionnaire	30
Finance	Major Field Ach. Test (MFAT), Exit Questionnaire	26
Management	Major Field Ach. Test (MFAT), Exit Questionnaire	19
Marketing	Major Field Ach. Test (MFAT), Exit Questionnaire	17

Annual Student Assessment Report of 2001-2002 Activity Southwestern Oklahoma State University

PROGRAM OUTCOMES ASSESSMENT

12. continued

School of Education

Art Education	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview, Art Exhibit	2
Business	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	3
Early Childhood	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	2
Elementary Education	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	68
English Education	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	11
Health, P.E. & Recreation Ed.	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	17
Math Education	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	13
Music Education	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	7
Natural Science Education	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	11
Social Sciences/History Ed.	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	19
Special Education	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	21
Technology Education	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	1

PROGRAM OUTCOMES ASSESSMENT

12. continued

School of Health Sciences

Allied Health

<i>Adm. Of Allied Health Serv.</i>	Minimum GPA, internship	11
<i>Health Info. Management</i>	Exit interview, certification exams	8
<i>Medical Technology</i>	Clinical evaluation, certification exams	1
<i>Health Sciences</i>	Admission to professional programs, employment in health services institutions, clinical evaluation	16

Nursing	Critical Thinking test, ERI Achievement tests, NCLEX, RN-CAT Diagnostic Profile, Senior Exit Survey	19
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Pharmacy

<i>Pharmacy Pharm.D.</i>	North American Pharmacist Licensure Examination (NAPLEX), Professional Portfolio	59
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ASSOCIATE DEGREE PROGRAMS:

Sayre Campus

Computer Science	Curriculum-embedded, student survey, portfolio	5
Criminal Justice	Curriculum-embedded, student survey, portfolio	2
General Business	Curriculum-embedded, student survey	14
General Studies	Curriculum-embedded, student survey	40
Medical Lab Technician	American Medical Technologists Registry Exam	1
Occupational Therapy Asst.	National Board for Certification in Occupational Therapy	5
Physical Therapist Asst.	State Board of Medical Licensure and Supervision Exam	11
Pre-Nursing	Admission to advanced programs, student survey	0
Radiologic Technologies	American Registry of Radiologic Technologists Exam	21

PROGRAM OUTCOMES ASSESSMENT

13. What were the analyses and findings from the 2001-2002 program outcomes assessment?

Art: Assessment results have been very high for all students. Students are being well prepared and successful in seeking employment.

Biology: The scores of our seniors on the ETS Major Field Test exceeded average national scores reported by ETS.

Computer Science: Assessment measures indicate that we are doing well in most areas of the program and that graduating seniors are largely pleased with their instructional experience. Most students are readily employed before they graduate, and prospective employers relate that our students are very well prepared as entry-level computer programmers.

Chemistry: Students perform consistently at or above the national average. All but one of this year's graduates have been accepted or are attending graduate/professional school.

Health, P.E., and Recreation: This is a very strong program; however, improvements are desired in methodology and practical application skills.

Language Arts: Strengths of the programs include instructors, classes, and university support for speech tournaments. Weaknesses include equipment, class choices, and training in writing literary analyses.

Math: Students would like to see more technology (graphing calculators, computers, internet, etc.) integrated in the teaching and learning of mathematics.

Social Sciences: Graduates of the Criminal Justice Program demonstrated strengths in criminology and research methods. Improvement is desired in the content areas of legal aspects and law enforcement. Graduating History students perform well in the program areas taught at Southwestern. Social Work graduates are achieving a high level of professional success.

School of Business: For the last four semesters, MFAT scores generally exceeded the intended outcome in most areas (Accounting, Finance, Management, General Business, and Information Systems). Further study is needed to determine factors related to lower test scores by Marketing majors.

School of Education: The Oklahoma Professional Teaching Examination resulted in an 82% pass rate, and the Oklahoma Subject Area Test resulted in a 95% pass rate in all areas except Social Science/History and Special Education. These areas are being reviewed to determine how they can be strengthened.

Nursing: Pass rates ranged from 95% on the RN-CAT to 100% on the PreRn, RN, and NCLEX.

PROGRAM OUTCOMES ASSESSMENT

13. continued

Pharmacy: The pass rate on the North American Pharmacist Licensure Examination (NAPLEX) was 91.5%, which is above the national average of about 89%.

Sayre Campus: The Medical Laboratory Technician, and Physical Therapist Assistant graduates had a 100% pass rate; and the Radiologic Technology graduates, a 67% pass rate.

PROGRAM OUTCOMES ASSESSMENT

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

Many changes have been initiated or planned during the 2001-2002 academic year. A few are listed in the following paragraphs:

Biology: Room for improvement has been noted with regard to the use of scientific literature and writing skills. Faculty will examine how these may be better incorporated into Biology courses.

Chemistry: In Spring 2002, we began to assess graduating seniors using a comprehensive exam. Instructors make appropriate changes to teaching style or content.

Health, P.E., and Recreation: Faculty are considering various changes.

Language Arts: A grant is being prepared to finance updated equipment. Faculty are making efforts to improve class selection as well as quality of certain courses.

Math: A new Technology and Programming in Mathematics course has been introduced that addresses integrating technology in the teaching and learning of mathematics. In addition, a new math software will be installed in computer labs to integrate technology in learning mathematics.

Social Sciences: Faculty of the Criminal Justice Program expect to increase focus of legal aspects and law enforcement in curriculum. The Social Work program will include modification to the practicum structure and initiation of a senior portfolio project.

School of Education: Faculty attended Pathwise and Teacher Work Sample Training, and plans are underway to implement the Teacher Work Sample into an appropriate professional education course. Also, an expansion of field trips and "on-site" student experiences will be implemented.

STUDENT SATISFACTION ASSESSMENT

15. What assessment activities were used to measure student satisfaction? Describe the measures used, which students were assessed, how many students, and how they were selected.

The chairs of all academic departments indicate courses/instructors to be evaluated each semester. During the second half of these classes, students have the opportunity to complete evaluations under non-threatening conditions. Over 25,000 course/instructor evaluations were completed by almost 5,000 students.

Various customized surveys are used as a means of determining student satisfaction with programs and services at Southwestern campuses. Every other year seniors in baccalaureate programs participate in the Southwestern Senior Survey, and graduate degree recipients complete the Graduate Degree Survey. This year, 492 students have completed the Senior Survey and 21 students have completed the Graduate Degree Survey. Graduating students in associate degree programs are asked their opinions on the annual Student Satisfaction Survey (Sayre Campus), and 22 voluntarily completed it this year. Various committee meetings provide another avenue for collecting information concerning student satisfaction (or dissatisfaction). Some programs conduct exit interviews with all of their graduates. University-wide alumni surveys are conducted at five-year intervals.

STUDENT SATISFACTION ASSESSMENT

16. What were the analyses and findings from the 2001-2002 student satisfaction assessment?

Semester Course/Instructor Evaluations completed by students reveal that respondents generally agreed that the course and the instructor “ranked among the best.” On a scale of 1 to 5 (favorable to unfavorable), courses rated at a 2.18 and instructors rated at a 1.83.

This year’s data from the Senior Survey reveals that, overall, the experiences at Southwestern met the needs of the survey respondents *well to very well* in intellectual and personal growth as well as preparation for further education and career. Their overall satisfaction with academic experiences and student services at Southwestern was *high to very high*. Eighty-six percent of the respondents would *definitely* or *probably* recommend Southwestern to someone who wanted to major in their field.

Respondents to the Graduate Degree Survey continue to reveal a great deal of satisfaction with faculty, major field of study, faculty advisement/mentoring, library and instructional facilities, campus environment, campus facilities (with the exception of parking), and various student services. Seventy to eighty-six percent of the respondents indicate that Southwestern had prepared them for employment and that, if choosing a university again, they would choose Southwestern.

Of the 80 Sayre graduates of associate’s degrees, 22 (almost 28 percent) completed the Student Satisfaction Survey. Respondents expressed satisfaction with their educational experience at the Sayre Campus. Ninety-five percent would *definitely* or *probably* recommend SWOSU at Sayre to someone who wanted to major in their field. Sixty-eight percent of the respondents plan to continue toward a Bachelor’s degree at the Weatherford Campus.

Students reported on these surveys that their experiences at Southwestern developed skills and knowledge, especially in areas of self-reliance, using computers, working cooperatively, making informed decisions, life-long learning, and analyzing and evaluating ideas. Southwestern experiences helped the average respondent to understand *satisfactorily, well, or very well* areas such as the sciences, computers and other technologies, and morals and ethics. On the average, dissatisfaction with student services was felt by less than eight percent of respondents. The greatest satisfaction was found with services in enrollment and transcripts, the library, campus computer labs, and the business office (cashier). At least 69 percent of respondents indicated that academic advisement was *excellent or good*.

STUDENT SATISFACTION ASSESSMENT

17. What changes occurred or are planned due to student satisfaction assessment?

Budget units utilize data from student satisfaction surveys to plan their goals for improvement of support services. Institutional effectiveness has become even more crucial as Southwestern's strategic visioning goals require an assessment focus. Student satisfaction is a large part of that focus.

GRADUATE STUDENT ASSESSMENT

18. *What assessment activities were used to measure graduate students? Describe the measures used, which students were assessed, how many students, and how they were selected.*

More than 130 students completed admissions testing for graduate school at Southwestern. All applicants for the Master of Business Administration program must meet a satisfactory minimum score on the GMAT with respect to the combination of GPA and GMAT score. The scores of almost 60% of all GMAT examinees fall between 400 and 600. Consistent with this, the average GMAT score of Southwestern students was about 470.

Master of Education applicants with an undergraduate GPA of less than 3.00 must meet a satisfactory minimum score on the GRE with respect to the combination of GPA and GRE score. While these average scores were lower than the national average, the School of Education continues to have an impressive pass rate on certification tests.

The 64 students completing requirements for graduate degrees during the 2001-2002 academic year participated in assessment. They responded in exit interviews; were involved in capstone experiences, internships and clinicals; prepared portfolios; and sat for comprehensive exams (for assessment purposes). They also tested for state, regional and national certification and licensing.

GRADUATE STUDENT ASSESSMENT

19. What were the analyses and findings from the 2001-2002 graduate student assessment?

Education graduates continued to do well on state certification exams. Since 1996, pass rates on Teacher Subject Tests have generally exceeded the state averages. Based on a review of the capstone examination results, as well as the low enrollment in several of the Master of Education programs, revisions in the degree program will be discussed and implemented.

Currently, the Master of Business Administration program is without a nationally-normed exam. Although the Educational Testing Service (ETS) is developing a graduate-level business test, it is not a perfect fit for Southwestern's program. The School of Business continues to search for an appropriate assessment measure.

Faculty from the Master of Music programs boast of students who perform with a 100% pass rate on comprehensive exams.

GRADUATE STUDENT ASSESSMENT

20. What changes occurred or are planned due to graduate student assessment?

A new 150-hour Accounting BBA/MBA program was implemented in January 2001.

Review of the M.Ed. programs in secondary education (math, English, social sciences, natural sciences, and technology education) was conducted in 2001; however, no changes are being implemented at this time. The School of Education is preparing curriculum changes in the Counseling Master's Degree to comply with the guidelines to receive consideration for CACREP accreditation during the 2002-2003 academic year.