

**ANNUAL
ASSESSMENT
REPORT
2002-2003**

***Southwestern Oklahoma
State University***

Annual Student Assessment Report
of
2002-2003

for

Oklahoma State Regents
For Higher Education

*SOUTHWESTERN OKLAHOMA
STATE UNIVERSITY*

Weatherford and Sayre Campuses

Number of staff hours to complete the report: 32

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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, 1,283 Pretest CPTs were administered for the 2002-2003 academic year; 493 were administered at the Sayre Campus. Students are allowed an opportunity for one re-test in each subject area. During 2002-2003, 55 percent who re-tested cleared remedial English; 19 percent cleared mathematics remediation; and 33 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, Fall 2002 and Fall 2003 entering freshmen will reveal more specific success and retention rates in following academic years. Current data for the 2002-2003 academic year shows 775 enrollments in remedial courses with a 51percent success rate.

Faculty and administration re-visited and raised cut scores for each of the three subject areas effective Fall 2002 in order to further increase student success.

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 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 95.9 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 26,000 Course/Instructor Evaluation responses have shown that Southwestern students agree that their instructors demonstrate positive teaching habits. Other various satisfaction surveys indicate that Southwestern students are satisfied with faculty and that satisfaction with their academic experience at Southwestern is *high* or *very high*.

The intellectual and personal growth needs as well as the educational and career preparation needs of students on the Sayre campus were met according to Sayre graduates. Twenty percent of the Sayre students 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 2002-2003 compared favorably with data from previous years. One hundred five assessments were completed in the field of Education with a 97percent pass rate.

Due to licensure, certification, and professional accrediting agency requirements, appropriate assessment goals and methods are revisited and revised as needed.

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 (AP) 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 AP 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 administers 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 58 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 2002-2003 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	68%	55%	68%	39%
Mathematics	21%	19%	11%	18%
Reading	43%	33%	51%	32%

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. The study has been broadened to include Fall 2002 and Fall 2003 entering freshmen because of CPT cut score revisions as well as a structural change to the remedial Basic Algebra course.

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 2002-2003 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, Fall 2002, and Fall 2003 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?

The Basic Algebra course has been re-structured effective Fall 2003. This five-hour course will become a three-hour interactive computer-based course using ALEKS. This program is described on the <http://www.highed.aleks.com/guest-ENGLISH.html> website as “an artificial intelligence-based system for individualized learning...ALEKS delivers precise, qualitative diagnostic assessments of students’ math knowledge, guides them in the selection of appropriate new study material, and records their progress toward mastery of curricular goals in a robust classroom management system. It interacts with the student, moving between explanation and practice as needed, correcting and analyzing errors, defining terms, and changing topics on request... ALEKS can focus clearly on what the student is most ready to learn next, thereby building a learning momentum that fuels success.”

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 Test
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 as well as 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, Fall 2002, and Fall 2003 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 2002-2003 mid-level assessment?

According to local assessment data, students continue to perform satisfactorily. The 2002-2003 mid-level assessment 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; Fall 2004 will launch a revised General Education Program. The General Education Committee and the University Assessment Committee continue to monitor student progress and success throughout the general education curriculum. Faculty change instructional delivery methods, modify learner outcomes, and make 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.

During its accreditation visit to Southwestern in 2000, the North Central Evaluation Team commended the general education program and assessment as strengths of the University.

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>College of Arts and Sciences</u>		
Art		
<i>Graphic Design</i>	Senior Exhibition, Exit Interview	5
Biology	ETS Major Field Test, Term Paper, Poster Paper Presentation	21
Chemistry	American Chemical Society Exams, Exit Interviews, Term Papers, Job or Graduate/Professional School Placement	7
Language Arts		
<i>English</i>	Exit interview	0
<i>Speech/Communication Arts</i>	Exit interview, Portfolio	17
Mathematics	Exit interview	11
Music	Proficiency Exams, Senior Recital	5
<i>Music Therapy</i>	Proficiency Exams, Senior Recital	3
Physics		
<i>Engineering Physics</i>	Exit Interviews, Job/Graduate School Placement & Performance	2
Social Sciences		
<i>Criminal Justice</i>	ACAT	8
<i>History</i>	Departmental exam, Research paper	8
<i>Political Science</i>	Registrar statistics	2
<u>College of Pharmacy</u>		
Pharmacy Pharm.D.	North American Pharmacist Licensure Examination (NAPLEX), Professional Portfolio	74
<u>College of Professional & Graduate Studies</u>		
School of Allied Health		
<i>Athletic Training</i>	Certification Exam	5
<i>Health Care Administration</i>	Minimum GPA, internship	7
<i>Health Info. Management</i>	Exit interview, certification exams	8
<i>Health Sciences</i>	Admission to professional programs, employment in health services institutions, clinical evaluation	14
<i>Medical Technology</i>	Clinical evaluation, certification exams	1

PROGRAM OUTCOMES ASSESSMENT

12. continued

School of Behavioral Sciences		
<i>Park/Recreation Management</i>	Departmental exam, Internship evaluation	29
<i>Psychology</i>	Comprehensive exams	22
<i>Social Work</i>	BEAP, Practicum, Exit Interview	28
School of Business		
<i>Accounting</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	25
<i>Business Information Systems</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	12
<i>Finance</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	27
<i>General Business</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	12
<i>Management</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	26
<i>Management Info. Systems</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	2
<i>Marketing</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	17
School of Computer Science & Technology		
<i>Computer Science</i>	Portfolio, Internship Evaluation, Senior Exit interview	15
<i>Engineering Technology</i>	A+ Computer Certification Exam, Environmental Engineering Certification Exam, SME Certification Exam	26
<i>Industrial Technology</i>	National Association of Industrial Technology Exam,	5
School of Education		
<i>Art Education</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview, Art Exhibit	3
<i>Business</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	3
<i>Early Childhood</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	3
<i>Elementary Education</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	60
<i>English Education</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	8
<i>Health, P.E. & Recreation Ed.</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Comprehensive Course Examination, Professional Portfolio Assessment, EBTE Interview	24
<i>Math Education</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	9

PROGRAM OUTCOMES ASSESSMENT

12. continued

<i>Music Education</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	8
<i>Natural Science Education</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	25
<i>Social Sciences/History Ed.</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	12
<i>Special Education</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	25
<i>Technology Education</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	0
School of Nursing	Critical Thinking test, ERI Achievement tests, NCLEX, RN-CAT Diagnostic Profile, Senior Exit Survey	17

COLLEGE OF ASSOCIATE AND APPLIED PROGRAMS—SAYRE CAMPUS

Computer Science	Curriculum-embedded, student survey, portfolio	4
Computer Information Systems	Student Satisfaction Survey	3
Criminal Justice	Curriculum-embedded, student survey, portfolio	4
General Business	Curriculum-embedded, student survey	11
General Studies	Curriculum-embedded, student survey	48
Medical Lab Technician	American Medical Technologists Registry Exam	4
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	1
Radiologic Technologies	American Registry of Radiologic Technologists Exam	12
Technology	Student Satisfaction Survey	1

PROGRAM OUTCOMES ASSESSMENT

13. What were the analyses and findings from the 2002-2003 program outcomes assessment?

College of Arts and Sciences

Art: Assessment results indicate that students are well prepared for the commercial art profession with an expertise in the area of graphic design.

Biology: The scores of our seniors were within national norms on the ETS Major Field Test. The majority of this group of students represents the first graduating class since implementing a new curriculum in 1998 with increased chemistry, physics, and mathematics requirements.

Chemistry: Students perform consistently at or above the national average. Five of this year's seven graduates are employed in a chemistry-related job. The other two have been accepted or are attending graduate/professional school.

Math: Students would like to see more technology integrated in the teaching and learning of mathematics.

Social Sciences: *Criminal Justice* graduates' combined test scores ranked in the 29th percentile, performing well in some areas and poorly in other areas. Both *Political Science* graduates were consistently on the Dean's Honor Roll, received Cum Laude or higher, and participated in organizations and conferences.

College of Pharmacy

The pass rate on the North American Pharmacist Licensure Examination (NAPLEX) was almost 96 percent, which is above the national average of about 90 percent. Since 1999, Southwestern graduates' average pass rate is 95 percent.

College of Professional & Graduate Studies

School of Allied Health

Athletic Training: In this new program, Southwestern graduates are above or at the national mean on two of three test sections.

Health Information Management: While graduates enjoyed a 100 percent pass rate on the certification examination, other assessment indicates the desire for some program revisions.

School of Behavioral Sciences

Park/Recreation Management: Assessment reveals that Southwestern students are well-prepared and fully qualified for positions in professional parks and recreation settings.

Social Work: Graduates are achieving a high level of professional success.

PROGRAM OUTCOMES ASSESSMENT

13. continued

School of Computer Science & Technology

Engineering Technology: Seventy-three percent of the graduates passed certification and professional exams. We expect students not passing the SME Certification Exam to pass a second attempt, often after graduating. According to examination results, the weakest areas are those covered only briefly in the program. Discussions during our last ABET visit indicated that the department does very well to cover as many areas included on the SME exam as we do. The Associate Environmental Professional Exam yielded a 100 percent pass rate. This is twice the success rate over the past four years.

School of Education

The Oklahoma Professional Teaching Examination resulted in an 89 percent pass rate, and the Oklahoma Subject Area Test resulted in an average pass rate of 93 percent in all areas except Elementary Sub Test 1, Social Science/History, and Special Education. These areas are being reviewed to determine how they can be strengthened.

School of Nursing

Pass rates ranged from 53 percent on the RN, to 59 percent on the Pre RN, and 100 percent on the RN-CAT. "At risk" students re-tested and were required to demonstrate higher scores before sitting for the NCLEX. This resulted in an 82 percent pass rate on the NCLEX this year.

College of Associate and Applied Programs—Sayre Campus

The Medical Laboratory Technician and Occupational Therapist Assistant graduates had a 100 percent pass rate on registry and certification exams. The Physical Therapist Assistant had a 92 percent pass rate on the licensure exam, and the Radiologic Technology graduates had a 67 percent pass rate on the registry exam. (Results are indicative of 2001-2002 graduates.)

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 2002-2003 academic year. A few are listed in the following paragraphs:

College of Arts and Sciences

Biology: The department has a need to emphasize writing and literature research across the curriculum because graduate and professional schools expect proficiency in these areas. Recent budget and staffing cuts make a significant response to these needs problematic.

Health, P.E., and Recreation—Recreation Leadership: The department is in the process of submitting a program change. The updated degree program, entitled Parks and Recreation Management, will offer a more current content-specific plan of study.

Language Arts—Communication Arts: Students' experiences in mass communications have been broadened. Receipt of \$58,000 in grant funds has provided all new computers for the journalism lab.

Math: For several years, students have requested more technology in the teaching and learning of mathematics. To address this, the Math Department has introduced a new Technology and Programming in Mathematics course; math software packages have also been installed in upgraded campus computer labs. In addition, the remedial five-hour Basic Algebra course will be replaced by a three-hour Basic Algebra beginning Fall 2003. The course will be taught over the World Wide Web using ALEKS, an interactive program.

Social Sciences: The *Criminal Justice* program revision, now completed and implemented as of Fall 2002, should strengthen the program. *Social Work* faculty have received favorable feedback regarding recent modifications to the senior seminar format, practicum orientation, and senior portfolio.

College of Professional & Graduate Studies

School of Allied Health

Athletic Training: Changes have been made to the suggested course sequence, two courses have been increased by one credit hour (lab), and senior level courses have been more adapted to "capstone" style.

Health Information Management: While graduates enjoyed a 100 percent pass rate on the certification examination, other assessment indicates the need for some program revisions. For example, in Spring 2004, Statistics will change from a two-hour to a three-hour course.

PROGRAM OUTCOMES ASSESSMENT

14. continued

School of Business

The required School of Business Core (BBA) has changed by deleting Computer Business Applications and adding Management Information Systems.

School of Computer Science & Technology

Engineering Technology: The 100 percent pass rate on the Associate Environmental Professional Exam may be a reflection of changing Environmental Regulations from a two-hour to a three-hour course.

School of Education

Faculty have attended training such as Pathwise and Teacher Work Sample. 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.

English Education: A new Writing Center opening Fall 2003 should provide valuable hands-on experience in teaching writing skills. In response to student assessment results over the past few years, completely new curriculum will be instituted in Fall 2004. This is expected to strengthen course offerings and provide more experience and theory related to teaching writing and literature.

College of Associate and Applied Programs—Sayre Campus

Radiologic Technology: Students will take a new course to adequately prepare for the American Registry of Radiologic Technologists Exam.

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 26,000 course/instructor evaluations were completed by about 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. Last year, 492 students completed the Senior Survey and 21 students completed the Graduate Degree Survey. Graduating students in associate degree programs are asked their opinions on the annual Student Satisfaction Survey (Sayre Campus), and 47 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 2002-2003 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 an average score of 2.14 and instructors at a 1.79.

The most recent 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 express 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.

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*.

Of the 98 Sayre graduates of associate’s degrees, 47 (almost 48 percent) completed the Student Satisfaction Survey. The intellectual and personal growth needs as well as the educational and career preparation needs of students on the Sayre campus were met at a high level of satisfaction. Most also highly rated their overall satisfaction with academic experiences and student services. Seventy-three percent would *definitely* or *probably* recommend SWOSU at Sayre to someone who wanted to major in their field. Sixty-four percent of the respondents who plan to continue toward a Bachelor’s degree intend to do so at the Weatherford Campus.

The 2003 Alumni Survey has yielded evaluative information from 594 Southwestern graduates. More than 90 percent of the respondents indicate that they use the knowledge and skills gained in their area of study; more than 70 percent are employed in the area they studied at Southwestern. From the schools of Arts and Sciences, Business, Education, and on the Sayre Campus, 44-66 percent of the graduates earn an annual salary from \$20,000-\$39,999; in Health Sciences, 47 percent earn at least \$70,000 annually. Generally, respondents feel their investment in their degree(s) at Southwestern was worthwhile and that the quality of overall education received was high or fairly high, especially in the area of their major. Although students felt they received fairly low assistance locating a job, other services were rated fairly high.

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. 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.

The 76 students completing requirements for graduate degrees during the 2002-2003 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 2002-2003 graduate student assessment?

Education graduates continued to do well on state certification exams with a pass rate of about 87 percent. 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 that is adequate for Southwestern's program.

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

GRADUATE STUDENT ASSESSMENT

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

Review of the M.Ed. programs in secondary education (math, English, social sciences, natural sciences, and technology education) was conducted in 2001. A Master of Education degree in Secondary Education is planned for implementation in 2003-2004. This will be an “umbrella” degree that will include several of the secondary areas in which there are low graduation rates. Curriculum changes to the Master of Education in Community/School Counseling are delayed due to low funding complications.