

**ANNUAL
ASSESSMENT
REPORT
2003-2004**

***Southwestern Oklahoma
State University***

Annual Student Assessment Report
of
2003-2004

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, 1,177 Pretest CPTs were administered for the 2003-2004 academic year; 500 were administered at the Sayre Campus. Students are allowed an opportunity for one re-test in each subject area. During 2003-2004, 48 percent who re-tested cleared remedial English; 27 percent cleared mathematics remediation; and 34 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 2003-2004 academic year shows 982 enrollments in remedial courses with a 40 percent 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 about 900 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 100 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. Overall, 94% felt prepared for further education; 83% felt prepared for a career.

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 2003-2004 compared favorably with data from previous years. Seventy assessments were completed in the field of Education with a 94 percent 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 0123 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 57 percent (720) 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. Student Counseling Services offers advisement and counseling. Academic departments also provide advisement as well as tutoring assistance in special labs by student tutors and faculty.

Re-testing on the CPT was available by student request beginning Spring 1999. One re-test will be allowed before enrolling and completing the remedial course(s), but students must wait a minimum of two weeks before re-testing. A last re-test has been allowed for students failing the initial CPT test, first re-test, and subsequently failing the course. However, a policy revision effective Fall 2004 allows students to take one additional re-test after each failed attempt to pass the remedial course.

ENTRY-LEVEL ASSESSMENT

3. *What were the analyses and findings from the 2003-2004 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	64%	52%	69%	33%
Mathematics	24%	29%	10%	15%
Reading	39%	33%	54%	44%

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 review 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, Fall 2002 and Fall 2003.

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 2003-2004 has remained fairly 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 most recent study will track success of Fall 2001, Fall 2002, and Fall 2003 entering freshmen for up to six years in subsequent courses following remediation.

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 was re-structured for the 2003-2004 academic year. The five-hour course became a three-hour interactive computer-based course using ALEKS, an artificial intelligence-based system for individualized learning. However, the ALEKS program alone did not prove to be satisfactory for the success of our students. A drop in the success rate of the Basic Algebra course has prompted further structural changes. Basic Algebra will continue as a three-hour course for the 2004-2005 academic year using computerized instruction as a tool rather than the dominating substance of the course.

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, standardized exams, oral presentations, videos
2) mastery of core mathematics concepts and understanding of math principles, symbols, and logic	curriculum-embedded methods, 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 (3,919 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. Some faculty in various disciplines administer common exams.

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?

When compared to a 1993 freshmen cohort (the year prior to implementation of required remediation) students who successfully completed remedial courses performed better overall than the 1993 freshmen.

Data is currently being gathered for a new study to track Fall 2001, Fall 2002, and Fall 2003 freshmen. Success is being tracked in subsequent courses following remediation annually for four to six years. As shown below, data is revealing varied student success.

First-time Freshmen	Students completing required remediation course	Number of students	Success rate in subsequent courses
Fall 2001	English	40	84%
	Math	101	34%
	Reading	47	74%
Fall 2002	English	68	72%
	Math	142	48%
	Reading	88	71%

Recently, math faculty have very admirably improved math advisement information as well as made structural changes to the remedial math course in order to promote increased success.

MID-LEVEL ASSESSMENT

10. What were the analyses and findings from the 2003-2004 mid-level assessment?

According to local assessment data, students continue to perform satisfactorily. The 2003-2004 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. Beginning Fall 2004, this will be done on a rotating basis.

Faculty change text books and 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	6
Biology	ETS Major Field Test, Term Paper, Poster Paper Presentation, Senior Seminar course	30
Chemistry	American Chemical Society Exams, Exit Interviews, Term Papers, MCAT, GRE, Job or Graduate/Professional School Placement	6
Language Arts		
<i>English</i>	Exit interview	0
<i>Speech/Communication Arts</i>	Exit interview, Portfolio	25
Mathematics	Exit interview	9
Music	Proficiency Exams, Senior Recital	8
<i>Music Therapy</i>	Proficiency Exams, Senior Recital	2
Physics		
<i>Engineering Physics</i>	Course exams, Term Papers, Exit Interview, Job or Graduate/Professional School Placement	1
Social Sciences		
<i>Criminal Justice</i>	ACAT	2
<i>History</i>	Departmental exam, Research paper	9
<i>Political Science</i>	Registrar statistics, Discipline participation/activities	2
<u>College of Pharmacy</u>		
Pharmacy Pharm.D.	North American Pharmacist Licensure Examination (NAPLEX), Professional Portfolio	73
<u>College of Professional & Graduate Studies</u>		
School of Allied Health		
<i>Athletic Training</i>	"Mock" Certification Exam, Exit Questionnaire	7
	Certification Exam	6
<i>Health Care Administration</i>	State Licensure Test	3
<i>Health Info. Management</i>	Certification exam	8
	Minimum GPA and grade in professional courses, Exit Interview	12
	Graduate Follow Up	28
<i>Medical Technology</i>	Certification exam	4

PROGRAM OUTCOMES ASSESSMENT

12. *continued*

School of Behavioral Sciences & Education		
<i>Education, Art</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	12
	Art Exhibit	6
<i>Education, Early Childhood</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	1
<i>Education, Elementary</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	86
<i>Education, English</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	3
<i>Education, Health, P.E. & Rec.</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	19
	Methods & Materials Assessment	26
<i>Education, Math</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	17
<i>Education, Music</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview, Proficiency Exams	12
<i>Education, Natural Science</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	7
<i>Education, Soc. Sc./History</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	28
<i>Education, Special Ed.</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	41
<i>Education, Technology</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	1
<i>Parks and Rec. Management</i>	Departmental exams, Internship evaluation	22
<i>Psychology</i>	Comprehensive exams	17
<i>Social Work</i>	BEAP	22
	Practicum	17
	Exit Interview	13

PROGRAM OUTCOMES ASSESSMENT

12. continued

School of Business		
<i>Accounting</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	23
<i>Business Information Systems</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	6
<i>Finance</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	18
<i>General Business</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	9
<i>Management</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	26
<i>Management Info. Systems</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	8
<i>Marketing</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	32
School of Computer Science & Technology		
<i>Computer Science</i>	Senior Exit interview	8
<i>Engineering Technology</i>	A+ Computer Certification Exam, Environmental Engineering Certification Exam, SME Certification Exam	14
<i>Industrial Technology</i>	National Association of Industrial Technology Exam	1
School of Nursing	Critical Thinking test, ERI Achievement tests, NCLEX, RN-CAT Diagnostic Profile, Senior Exit Survey	20

COLLEGE OF ASSOCIATE AND APPLIED PROGRAMS—SAYRE CAMPUS

Computer Science	Student Satisfaction Survey	1
Computer Information Systems	Student Satisfaction Survey	2
Criminal Justice	Curriculum-embedded, student survey	4
General Business	Curriculum-embedded, student survey	12
General Studies	Curriculum-embedded, student survey	49
Medical Lab Technician	American Medical Technologists Registry Exam	3
Occupational Therapy Asst.	National & State Licensure	10
Physical Therapist Asst.	National & State Licensure Exam	10
Pre-Nursing	Curriculum-embedded, student survey	4
Radiologic Technologies	American Registry of Radiologic Technologists Exam	11
Technology	Student Satisfaction Survey	1

PROGRAM OUTCOMES ASSESSMENT

13. What were the analyses and findings from the 2003-2004 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 slightly above national norms on the ETS Major Field Test. Examination of subscores and assessment indicators show that Southwestern Biology majors are statistically within national norms with strengths in the areas of analytical skills and molecular biology and molecular genetics. Seventy-five percent of the graduates were awarded a B or better on the Senior Seminar.

Chemistry: Students perform consistently well above the national average. Five of this year's six graduates (83%) have been accepted to graduate/professional school or are employed in a chemistry-related job.

Language Arts: Graduates in Communication Arts are satisfied with their excellent training and experience in the program. There is evidence of a need for a program with emphasis in Public Relations as well as for improved advisement.

Physics: The graduate was accepted into the Nuclear Propulsions Program in the U.S. Navy.

Social Sciences

Criminal Justice: Graduates' scores on the ACAT are inconsistent with GPA. It is currently not clear that students are sufficiently motivated to perform at their highest potential on the ACAT.

History: Students succeeded in meeting learner outcomes. Graduates scored significantly higher on the post-test than on the pre-test. Several have been admitted to graduate/law school.

Political Science: Both graduates had very positive registrar statistics and discipline participation.

College of Pharmacy

The pass rate on the North American Pharmacist Licensure Examination (NAPLEX) was 100 percent, which is above the national average of 89 percent. Since 1999, Southwestern graduates' average pass rate is 96 percent.

College of Professional & Graduate Studies

School of Allied Health

Athletic Training: According to qualitative data obtained from the exit questionnaire, students feel well prepared for their chosen field and satisfied with and rewarded by their experience. Feedback from "mock" certification exams indicate that curricular adjustments have had a positive effect in the ability of students to practically apply skills in the examination setting. Actual certification exam results will be available next year.

PROGRAM OUTCOMES ASSESSMENT

13. continued

Health Information Management: Graduates continue to enjoy a 100 percent pass rate on the certification examination. Exit interviews were positive. Suggestions include revisions to the coding course. Responses to the Graduate Follow Up indicate general program satisfaction.

Medical Technology: There is a 100 percent pass rate on the certification examination.

School of Behavioral Sciences & Education

Education: Test results reveal an 85% pass rate overall.

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

Psychology: Graduating seniors scored higher than the lowest score of students enrolled in the General Psychology course. The mean score of graduates doubled the mean score for General Psychology students, demonstrating increased knowledge bases of graduating seniors.

Social Work: Graduates are achieving a high level of professional success through either acceptance into graduate school or being hired into a professional position.

School of Business: Fall 2003 MFAT results revealed scores 94.67% of the national average, and Spring 2004 exposed 95.92% of the national average. These are slightly below and slightly above the goal that Southwestern graduates will score at least 95% of the national average. The School of Business faculty also closely monitor quality in teaching. On a scale of one to five, with one signifying the highest quality, the School of Business instructors received a score of 1.90 for Fall 2003 and 1.84 for Spring 2004; Southwestern instructors as a whole obtained a 1.84 and 1.83. When rating School of Business courses, scores were 2.36 for Fall and 2.24 for Spring. All Southwestern courses were rated at a 2.18 and 2.12. The lower performance scores for the School of Business compared to the University scores were expected due to the complexity and higher degree of difficulty associated with upper level business courses.

School of Computer Science & Technology

Computer Science: More than 75 percent of graduate respondents to the Senior Class Questionnaire are satisfied with the number and frequency of course offerings, the facilities, and faculty concern about the welfare of students. About half of the respondents indicated that the program could be strengthened and made more job market responsive by adding a few new courses to the curriculum. There is a sense that Southwestern should do more in the area of career counseling and placement support. Although graduates are positive about the program, 35 percent indicated that they are reluctant to recommend the program to others.

Engineering Technology: There was a forty-four percent pass rate of graduates participating in the SME Certification exam. It is common for students to take the exam a second time and to pass it, often after graduating. Subsequent results are not directly reported to the department. 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. One of three students passed the A+ Computer Certification Exam. One of two students passed the Associate Environmental Professional Exam this year. Between 1999 and 2003, about half of the students taking this exam passed.

PROGRAM OUTCOMES ASSESSMENT

13. continued

Industrial Technology: One student took and passed the National Association of Industrial Technology Exam this year.

School of Nursing

Pass rates ranged from 100 percent on the RN, to 82 percent on the Pre RN, and 100 percent on the RN-CAT. There was a 90 percent first time pass rate on the NCLEX this year.

College of Associate and Applied Programs—Sayre Campus

Medical Technology Program: There is a 100 percent pass rate on the National Certification Exam.

Occupational Therapy Assistant Program: Graduates have an 80 percent pass rate for National & State Licensure.

Physical Therapist Assistant Program: There is a 90 percent pass rate on the National & State Licensure exam.

Radiologic Technology Program: Graduates have an 82 percent pass rate on the American Registry of Radiologic Technologists Exam.

PROGRAM OUTCOMES ASSESSMENT

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

Various changes have been initiated or planned during the 2003-2004 academic year. Many are listed in the following paragraphs:

College of Arts and Sciences

Art: The Graphic Design program is improving every year with the direction of the faculty.

Biology: In 1998, a new curriculum was implemented with increased chemistry, physics, and mathematics requirements. Many students are inexperienced at searching and using scientific literature and at interpreting statistically analyzed data. Writing skills and literature research need improvement because graduate and professional schools expect proficiency in these areas.

Chemistry: Students are educated and trained with state of the art instrumentation. Courses are continually updated to include current discoveries and theories related to Chemistry.

Language Arts—*Communication Arts*: A new faculty member will help Mass Communications majors. A new Public Relations minor is being designed in collaboration with the Marketing program. There are plans to improve advisement.

Physics: Students are educated and trained with state of the art instrumentation. Courses are continually updated to include current discoveries and theories related to Physics.

Social Sciences: Recent *Criminal Justice* program revisions as well as a new faculty member should strengthen the program. Thorough review of the assessment instrument and procedures reveal a need to improve recruitment in order to secure more academically capable students.

College of Pharmacy

Data obtained from professional portfolios of Pharmacy graduates has resulted in adjustments within various professional program courses.

College of Professional & Graduate Studies

School of Allied Health

Athletic Training: Changes have been made to the suggested course sequence and some courses now include a laboratory component.

Health Information Management: The coding course has been revised, 80 contact hours have been added, a course entitled "Introduction to Classification and Reimbursement" has been included in the program, and the Statistics course lab will be reinstated beginning Spring 2005.

PROGRAM OUTCOMES ASSESSMENT

14. continued

School of Behavioral Sciences & Education

Education, Art: Both senior art exhibit evaluation and student evaluation are incorporated in program review.

Education, Health, Physical Education, & Recreation: Methodology techniques will be more emphasized.

Education, Math: Faculty will explore ways to give students as much practical preparation for the classroom as possible.

Park/Recreation Management: There are plans to increase the numbers and variety of internship placements such as municipal, state, federal, private, and non-profit parks and recreation sites.

Social Work: Student suggestions for specific content in social work classes is currently being utilized for course planning with the limitations imposed by available resources. A new Social Work Program Director and faculty member are in place, and curriculum now allows students the opportunity to work directly with clients prior to entering the practicum setting.

School of Computer Science & Technology

Computer Science: Curriculum has been upgraded and eight new courses will be added beginning Fall 2004. The Communications/Networking Laboratory has been refurbished by adding new equipment and the cabling infrastructure was upgraded. The internship program has been expanded to enhance experience and placement opportunities. Beginning Fall 2005, there will be two degree programs rather than two options for one degree program. Alumni surveys are conducted and coordinating committees have been established for program recommendations. A Cyber-Security laboratory is expected to be operational by December 2005. Both degree programs are being presented for accreditation.

Technology: It has been proposed that the MFET 4020 Professional Certification course be required in the core for all Technology majors; passing the appropriate certification exam would be a requirement for completing the course.

School of Nursing

“At risk” students are given tutorial work and required to demonstrate higher scores in areas of weakness before they are eligible to sit for NCLEX.

College of Associate and Applied Programs—Sayre Campus

Computer Science: Additional course options were added to the degree program core and the guided electives area.

Criminal Justice: Additional course options were added to the degree program core and the guided electives area.

General Business: Additional course options were added to the degree program core and the guided electives area.

PROGRAM OUTCOMES ASSESSMENT

14. continued

General Studies: Additional course options were added to the degree program core and the guided electives area.

Medical Laboratory Technician: Increased efforts will be made in recruiting more candidates.

Occupational Therapist Assistant: There are no program changes at this time.

Physical Therapist Assistant: There are no program changes at this time.

Pre-Nursing: Additional course options were added to the degree program core and the guided electives area.

Radiologic Technology: There are no program changes at this time.

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 more than 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, 244 students completed the Senior Survey and 34 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 73 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 2003-2004 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 2.10 and instructors at a 1.77.

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 activities at Southwestern was *high* to *very high*. 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. Sixty-eight to seventy-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 ten 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 75 percent of respondents indicated that academic advisement was *excellent* or *good*.

Of the 109 Sayre graduates of associate’s degrees, 73 (about 67 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. Eighty-three percent would *definitely* or *probably* recommend SWOSU at Sayre to someone who wanted to major in their field. Sixty-seven 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 78 students completing requirements for graduate degrees during the 2003-2004 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 2003-2004 graduate student assessment?

Education graduates continued to do well on state certification exams with a pass rate of about 94 percent. Since 1996, pass rates on Teacher Subject Tests have generally exceeded the state averages.

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. Changes occurring because of graduate student assessment include the following:

- Addition of options in the Master of Education Degree to accommodate student needs.
- Dropping of a capstone examination due to the benchmarking of other universities.
- Redesigning of the Education Administration Degree course offerings to accommodate student needs.
- Proposals under consideration for introduction of a Master of Education degree in School Psychology, Master of Teaching degree, and appropriate courses offered through Distance Learning at specified sites.