

**ANNUAL
ASSESSMENT
REPORT
2004-2005**

***Southwestern Oklahoma
State University***

Annual Student Assessment Report
of
2004-2005

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

Reporting the 2005-2006 assessment activities has been modified by the Oklahoma State Regents for Higher Education in an effort to reduce the load on staff and environment. Lists and numerical information has been collected via an online survey. Answers to narrative questions are available in this report as well as electronically.

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 (Sentence Skills)

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

MATHEMATICS (Elementary Algebra)

ACT sub-scores below 19 and/or CPT scores below 65 0123 Basic Algebra

READING (Reading Comprehension)

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 56 percent (647) 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. Students may 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 2004-2005 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	73%	58%	67%	56%
Mathematics	33%	27%	18%	52%
Reading	44%	35%	44%	25%

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 current tracking study involves collecting data on the success of 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 2004-2005 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 current 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 in all three areas were raised beginning Fall 2002. An additional cut score increase in math will take effect for Fall 2006.

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 began 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 will be re-structured for the 2006-2007 academic year. Standard lectures will be regularly integrated and balanced with computerized instruction designed to give students immediate feedback in solving problems. The three-hour course will become a four-hour course to provide more sufficient time to work with the software.

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 (3,917 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 to track Fall 2001, Fall 2002, and Fall 2003 freshmen. Success is being tracked annually for four to six years in subsequent courses following remediation. 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	41	84%
	Math	104	36%
	Reading	50	75%
Fall 2002	English	70	78%
	Math	150	55%
	Reading	91	71%
Fall 2003	English	95	61%
	Math	115	38%
	Reading	124	56%

Math faculty continue to refine the remedial math course in order to promote increased success.

MID-LEVEL ASSESSMENT

10. What were the analyses and findings from the 2004-2005 mid-level assessment?

According to local assessment data, students continue to perform satisfactorily. The 2004-2005 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 launched a revised General Education Program. The General Education Committee and the University Assessment Committee monitor student progress and success throughout the general education curriculum 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/Commercial</i>	Senior Exhibition, Portfolio	4
Biology	ETS Major Field Test, Term Paper, Poster Paper Presentation, Senior Seminar course	16
Chemistry	American Chemical Society Exams, Exit Interviews, Term Papers, Oral Presentations Job or Graduate/ Professional School Placement	12
Language Arts		
<i>English</i>	Exit interview	3
<i>Speech/Communication Arts</i>	Exit interview, Portfolio	37
Mathematics	Exit interview	4
Music	Proficiency Exams, Senior Recital	8
<i>Music Therapy</i>	Proficiency Exams, Senior Recital	12
Physics		
<i>Biophysics</i>	Term Papers, Oral Presentations, Exit Interviews	1
<i>Engineering Physics</i>	Course exams, Term Papers, Exit Interview, Job or Graduate/Professional School Placement	2
Social Sciences		
<i>Criminal Justice</i>	ACAT	8
<i>History</i>	Departmental exam, Research paper	9
<i>Political Science</i>	Registrar statistics, Discipline participation/activities	8
<u>College of Pharmacy</u>		
Pharmacy Pharm.D.	North American Pharmacist Licensure Examination (NAPLEX), Professional Portfolio	70
<u>College of Professional & Graduate Studies</u>		
School of Allied Health		
<i>Athletic Training</i>	"Mock" Certification Exam, Exit Questionnaire, Certification Exam	9
<i>Health Care Administration</i>	State Licensure Test	11
<i>Health Info. Management</i>	Certification exam	9
<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	5
	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	77
<i>Education, English</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	7
<i>Education, Health, P.E. & Rec.</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	20
	Methods & Materials Assessment	17
<i>Education, Math</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	4
<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	9
<i>Education, Soc. Sc./History</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	31
<i>Education, Special Ed.</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	35
<i>Education, Technology</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Professional Portfolio Assessment, EBTE Interview	6
<i>Parks and Rec. Management</i>	Departmental exams, Internship evaluation	1
<i>Psychology</i>	Value Added Comprehensive exams	8
<i>Social Work</i>	BEAP, Practicum, Exit Interview	25

PROGRAM OUTCOMES ASSESSMENT

12. continued

School of Business and Technology		
<i>Accounting</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	23
<i>Business Information Systems</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	1
<i>Finance</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	14
<i>General Business</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	12
<i>Management</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	45
<i>Management Info. Systems</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	4
<i>Marketing</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	27
<i>Engineering Technology</i>	A+ Computer Certification Exam, Associate Environmental Professional Exam, SME Certification Exam	10
<i>Industrial Technology</i>	National Association of Industrial Technology Exam	2
School of Nursing	Critical Thinking test, ERI Achievement tests, NCLEX, RN-CAT Diagnostic Profile, Senior Exit Survey	24

COLLEGE OF ASSOCIATE AND APPLIED PROGRAMS—SAYRE CAMPUS

Computer Science	Student Satisfaction Survey	4
Criminal Justice	Curriculum-embedded, Student Satisfaction Survey	4
General Business	Curriculum-embedded, Student Satisfaction Survey	10
General Studies	Curriculum-embedded, Student Satisfaction Survey	37
Medical Lab Technician	American Medical Technologists Registry Exam, Student Satisfaction Survey	4
Occupational Therapy Asst.	National & State Licensure, Student Satisfaction Survey	13
Physical Therapist Asst.	National & State Licensure Exam, Student Satisfaction Survey	10
Pre-Nursing	Curriculum-embedded, Student Satisfaction Survey	2
Radiologic Technologies	American Registry of Radiologic Technologists Exam	16
Technology	Student Satisfaction Survey	1

PROGRAM OUTCOMES ASSESSMENT

13. What were the analyses and findings from the 2004-2005 program outcomes assessment?

College of Arts and Sciences

Art: Students' physical and digital portfolio of produced work is a visual record of their competencies that will be suitable for a job interview.

Biology: The scores of Southwestern's 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 cellular biology, organismal biology, analytical skills, and molecular biology and genetics. Seventy percent of the graduates were awarded a B or better on the Senior Seminar. It is noted that many students are inexperienced at searching and using scientific literature and at interpreting statistically analyzed data; many students' writing skills need improvement.

Chemistry: Students perform consistently at or above the national average on the American Chemical Society exam. At least ten of this year's twelve graduates (83%) have been accepted to graduate/professional school or are employed in a chemistry-related job.

Music: All 20 graduates passed piano proficiencies, 96% passed vocal proficiencies, and 81% passed instrumental proficiencies.

Social Sciences

Criminal Justice: Graduates' scores on the ACAT are inconsistent with GPA. Two performed in excess of the 50th percentile, and one at the 2nd percentile.

History: Students succeeded in meeting learner outcomes. Graduates scored significantly higher on the post-test than on the pre-test. Three papers were chosen from the Capstone course to be presented at a regional conference.

Political Science: Five of eight students graduated with honors.

College of Pharmacy

The pass rate on the North American Pharmacist Licensure Examination (NAPLEX) was 98.6% percent, which is above the national average of 90 percent. The average pass rate over the last five years is 96.5 percent.

PROGRAM OUTCOMES ASSESSMENT

13. continued

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 indicates that curricular adjustments have had a positive effect in the ability of students to practically apply skills in the examination setting. One out of two passed the certification exam, yielding a 50% pass rate for the first of this program’s certification results. This exceeds the national average by 5%.

Health Information Management and Medical Technology: Graduates continue to enjoy a 100 percent pass rate on certification examinations.

School of Behavioral Sciences & Education

Education: Test results reveal an 87% pass rate overall.

Education, Health & Physical Education: The institutional mean overall is higher than the statewide mean on the certification exam; Southwestern graduates had a pass rate of almost 95%.

Math Education: Exit interviews indicate that graduates consistently comment on a desire to be able to present lessons to students who are not familiar with the math content, but that they feel adequately prepared for the job market.

Park/Recreation Management: Assessment reveals that Southwestern students are well-prepared and fully qualified for positions in professional parks, recreation, wildlife management, and leisure service settings. Exam results suggest that the students are gaining a solid foundation in this field.

Psychology: The mean score of graduates on the comprehensive exam 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. Sixty-three percent had a professional position within the first 60 days of graduation; one hundred percent of those applying for their MSW were accepted.

PROGRAM OUTCOMES ASSESSMENT

13. continued

School of Business & Technology

Business: Graduates' ratings show that faculty have demonstrated quality in teaching, especially in the areas of effectiveness and professionalism. The rating score was slightly low in the area of relevance of material to the "real world." The goal that graduates develop a depth of understanding of their major area and acquire the academic and social capabilities necessary for successful careers in their professional field have been met, as evidenced by all five of the following intended outcomes:

Intended Outcome #1—More than 85% of graduates indicate that they have accepted a career job or had an offer.

Intended Outcome #2—Eighty-seven percent of graduates who participated in various business clubs and student organizations believe their involvement was beneficial or highly beneficial.

Intended Outcome #3—Fall 2004 MFAT results revealed Southwestern graduates with scores 96% of the national average; Spring 2005 with scores almost 96% of the national average.

Intended Outcome #4—Exit questionnaires found that graduates believe that their business degree prepared them for their careers in business with an average rating of 3.57 on a scale of five (best) to one (worst).

Intended Outcome #5—Graduates believe their business degree was intellectually challenging, as indicated by a mean score of 3.7.

Engineering Technology: There was an impressive 100 percent pass rate of graduates participating in the SME Certification exam; this was on their first attempt. 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. Two of four students passed the A+ Computer Certification Exam. One of three students passed the Associate Environmental Professional Exam this year. Between 1999 and 2003, about half of the students taking this exam passed.

Industrial Technology: The two students (100 percent) taking the National Association of Industrial Technology Exam have passed.

School of Nursing

The School of Nursing average was above pass on all exams of the Pre-RN National Board Licensing predictor exam for the NCLEX. Graduates scored very well (sometimes above average) on the majority of the indicators assessed.

PROGRAM OUTCOMES ASSESSMENT

13. continued

College of Associate and Applied Programs—Sayre Campus

Medical Laboratory Technician Program: There is a 100 percent pass rate on the American Medical Technologists Registry Exam.

Physical Therapist Assistant Program: Results to date show a 100 percent pass rate on the State Board of Medical Licensure & Supervision Exam.

Occupational Therapy Asst.: There is a 91% pass rate on the certification exam.

Radiologic Technology Program: Graduates have a 75 percent pass rate on the American Registry of Radiologic Technologists Exam.

Of the 21% of all Sayre graduates that returned the Student Satisfaction Survey, 95% of the graduates would recommend Southwestern at Sayre to someone in their major. Ninety-one percent indicated very high or high ratings of satisfaction with academic experiences.

PROGRAM OUTCOMES ASSESSMENT

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

College of Arts and Sciences

Art: The Graphic Design program has been modified into a Bachelor of Fine Arts degree with an area of specialization in Graphic Design. Career experiences will be available through field visits. Graphic designers will be invited to campus, and additional job fairs will be introduced.

Biology: In 1998, a new curriculum was implemented with increased chemistry, physics, and mathematics requirements. The department has a need to emphasize writing and literature research across the curriculum because graduate and professional schools expect proficiency in these areas. Limited budget and staff make a significant response to these needs problematic.

Social Sciences: The *Criminal Justice* assessment instrument is being thoroughly reviewed.

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 Behavioral Sciences & Education

Education, Health & Physical Education: The Methods & Materials assessment will be upgraded so that it reflects more content and methodology techniques. A goal is set to increase field experiences.

Education, Math: The student teaching experience, methods class, and tutoring opportunities offer chances to present lessons to students unfamiliar with math content.

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.

Psychology: Attempts will be made to increase the testing pool.

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 Social Work Program Director and new 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 Business: The faculty goals committee has decided on a delay in the timing and administration of the exit questionnaire since it was noted that most graduates do not actively start their job search until graduation, and many employers hire those who can begin work immediately. Faculty need to remain actively involved in promoting various clubs and organizations and will continue their efforts to integrate "real world" applications with business theory.

PROGRAM OUTCOMES ASSESSMENT

14. continued

School of Computer Science & Technology

Technology: The MFET 4020 Professional Certification course is now required in the core for all Engineering and Industrial Technology majors; passing the appropriate certification exam is a requirement for completing the course.

School of Nursing: Occasional students require additional help in certain areas. Faculty regularly meet to review how the Nursing Process is presented to students in order to optimize scores and prepare students for the NCLEX.

College of Associate and Applied Programs—Sayre Campus

Childhood Development, Computer Science, Criminal Justice, General Business, General Studies, and Pre-Nursing: Degree programs were reduced from a 64 credit hour to a 60 credit hour degree.

Medical Laboratory: There are increased efforts in recruiting candidates.

Radiologic Technology: More emphasis is placed on previous academics. Anatomy and Physiology must be passed before progressing.

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 23,000 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. The most recent data shows that 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 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 2004-2005 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 2.17 and instructors at a 1.87.

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 103 Sayre graduates of associate’s degrees, 22 (about 21 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. An impressive 95 percent would *definitely* or *probably* recommend SWOSU at Sayre to someone who wanted to major in their field. More than half 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 83 students (GRE, GMAT, MM entrance) 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 88 students completing requirements for graduate degrees during the 2004-2005 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.

All entering students into the Master of Music program are required to take Entrance Advisory Examinations. Graduating students must take Graduate Comprehensive Examinations.

19. What were the analyses and findings from the 2004-2005 graduate student assessment?

The School of Business has three primary objectives relating directly to graduates for a quality MBA program. Assessment indicates that goals have been met in the following ways:

Objective #1—Graduates demonstrate a depth and breadth of understanding in business with an average score of at least 95% of the national average on the Educational Testing Service's Major Field Test in Business. Fall 2004 and Spring 2005 graduates scored 98.0% and 99.5% respectively of the national average. One student placed in the top 5% in the country.

Objective #2—Graduates believe they are well prepared for their careers by awarding the School of Business a score of 3.5 or higher (with 5 being the best and 1 the worst) on the exit questionnaire. The school attained scores of 3.67 to 3.83 in preparing them for and enhancing their career and being intellectually challenging.

Objective #3—Graduates received quality teaching in the classroom as evidenced by ratings of 3.5 or higher. Responses from the Exit Questionnaire indicate effective teachers with a score of 4.17, professionalism in the classroom with a 4.33, and relevance of material to the "real world" with a 3.67.

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

All five students entering the Master of Music program passed their entrance exam with a score of 60% or higher. The four graduating music students successfully passed their comprehensive exams to complete their degree programs.

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.