

**ANNUAL
ASSESSMENT
REPORT
2006-2007**

***Southwestern Oklahoma
State University***

Annual Student Assessment Report
of
2006-2007

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 Oklahoma State University (SWOSU) uses Accuplacer Computerized Placement Tests (CPT) on both the Weatherford and Sayre campuses for secondary placement testing. Tests are administered in testing labs by appointment or on a drop-in basis. At the Weatherford Campus, 822 pretest CPT's were administered for the 2006-07 academic year; 301 were administered at the Sayre Campus. Students are allowed an opportunity for one re-test in each subject area. During 2006-07, 52 percent who re-tested cleared remedial English; 17 percent cleared mathematics remediation; and 32 percent cleared remedial reading.

In fall 2006, 267 of SWOSU's 883 first-time freshmen on both the Weatherford and Sayre campuses (30.2 percent) enrolled in one or more remedial course as follows: 91 (10.3 percent) in English, 217 (24.6 percent) in mathematics, and 98 (11.1 percent) in 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 current 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 shows a 51percent success rate in remedial courses.

Faculty and administration re-visited and raised the math CPT cut-score from 65 to 75 effective for Fall 2006 in order to further increase student success.

Mid-Level (General Education) Assessment

Curriculum-embedded methods that are used in all general education courses on the 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 members 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.

While our current reporting of mid-level assessment is based on a two-year course rotation of curriculum-embedded assessments, the Assessment Committee, General Education Committee and key faculty and administrators have agreed to assign the administration of ACT's Collegiate Assessment of Academic Proficiency (CAAP) beginning with the 2007-2008 academic year.

Program Outcomes Assessment

Outcomes assessment at SWOSU is faculty-driven. Faculty members design, select, administer, and report findings collectively to the Assessment Center by majors for associate, baccalaureate, and graduate degree programs. Faculty members use many measures for over 800 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 and internships.

Outcomes assessment in many forms reflects the levels of student achievement. An example is SWOSU students' excellent track record on licensure and certification exams. In most instances, pass rates exceed state, regional, or national pass rates. Several degree programs utilize standardized exams for external measures of academic achievement. Students' scores on nationally normed exams help determine needed curricular revisions. Pharmacy graduates are an excellent example of graduates in health related majors who excel on registry exams. During this academic year, SWOSU pharmacy graduates earned a 92 percent pass rate on the national licensure exam.

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.

This year, results from over 24,000 Course/Instructor Evaluation responses have shown that respondents generally hold a flattering impression. On a scale of 1 to 5 (favorable to unfavorable), courses and instruction rated at an average score of 1.62.

The ACT Survey of Student Opinions (SOSO) assesses students' perceptions of the importance of, and satisfaction with, a full range of programs, services, and environmental factors at the college they are attending. Also included are an extended set of background items and a set of items related to students' impressions of, and experiences at, the college. The SOSO was utilized for the first time this year to replace the Southwestern Senior Survey, Graduate Degree Survey and Student Satisfaction Survey (Sayre Campus). A stratified randomly selected group of SWOSU students were asked to complete the SOSO that was made available via the internet. The online survey was accessible to 1001 students; it was completed by 306 respondents (30.57 percent). By comparison, the most recent Senior Survey (from 2003-2004) had a return rate of almost 36 percent. Southwestern ratings are impressive throughout this survey; there were very few areas where Southwestern scored below the national average. The overall impression of the quality of education at Southwestern is *excellent* (47%) or *good* (43%) for almost 90%. Students feel that Southwestern has made a *Great* or *Very Great* contribution to their experiences at Southwestern in intellectual growth, preparation for career, preparation for further study, and personal growth.

Graduate Assessment

More than 70 students completed admissions testing for graduate school at Southwestern, primarily participating in the GRE (Graduate Record Examinations). The twenty-four graduates taking the MFAT averaged a score slightly above the national average. Forty-five Psychology, Psychometry, and School Counseling students took the OSAT; there was a 100% pass rate.

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

SECTION I—ENTRY-LEVEL

Methods used for entry-level course placement:

- ◆ ACT Subscore
- ◆ Secondary Test
- ◆ Academic Advisement

Instruments and cut-scores used as secondary tests for each subject area and course:

TEST BATTERY	TEST	CUT-SCORE	COURSE
Accuplacer CPT	Sentence Skills	< 75	0123 Fundamentals of English
Accuplacer CPT	Elementary Algebra	< 75	0124 Basic Algebra
Accuplacer CPT	Reading	< 75	0122 Improvement of Reading

Enrollment in 0124 Basic Algebra OR 1143 Math Concepts is strongly recommended for Accuplacer Elementary Algebra test scores of 75-84. Enrollment in 1143 Math Concepts OR 1103 Intermediate Algebra is strongly recommended for test scores of 85-94. Enrollment in 1143 Math Concepts OR 1513 College Algebra is recommended for test scores above 94. Effective Fall 2006, the Basic Algebra course was structured as a four-hour course.

ADMINISTRATION OF ASSESSMENT

I-1. How were instruments administered?

The Weatherford Campus Assessment Center administers the ACT on national test dates and administers residual ACT exams approximately 20 times each academic year. The Sayre Campus Assessment Center also administers residual ACT exams approximately 10 times each academic year. CPTs are administered in the computer testing labs on both campuses daily. Both periodic scheduling and testing by appointment are utilized to meet students' needs.

I-2. Which students were assessed?

Entering freshmen at Southwestern who have deficiencies in one or more of the basic skill areas are informed of their options for second-level testing. Approximately 45 percent (450) of those students chose second level testing rather than enrolling in remedial courses based on their ACT sub-scores.

I-3. 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.

SECTION I—ENTRY-LEVEL

I-3. continued

Students are advised of academic support through notification in various handbooks, bulletins, and Southwestern websites 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 is 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.

ANALYSES AND FINDINGS

I-4. What were the analyses and findings from the 2006-2007 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	62%	58%	71%	35%
Mathematics	13%	21%	8%	6%
Reading	45%	37%	47%	20%

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

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

I-5. 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 study tracks the success of Fall 2001, Fall 2002, and Fall 2003 entering freshmen for up to six years in subsequent courses following remediation.

I-6. 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 2006-2007 is described in the following table:

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SECTION I—ENTRY-LEVEL

I-6. continued

REMEDICATION SUCCESS RATE	English	Math	Reading
2006-2007	41%	34%	65%
2005-2006	50%	33%	67%
2004-2005	46%	30%	73%
2003-2004	55%	23%	73%
2002-2003	54%	45%	67%

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).

The following table illustrates the most recent data from the current tracking study demonstrating success in subsequent courses following required remediation.

FIRST-TIME FRESHMEN	REMEDICATION COURSE	SUCCESS RATE IN REQUIRED REMEDIATION COURSE	SUCCESS RATE IN SUBSEQUENT COURSES
Fall 2001	English	68%	84%
	Math	57%	43%
	Reading	75%	75%
Fall 2002	English	68%	74%
	Math	56%	57%
	Reading	78%	73%
Fall 2003	English	66%	67%
	Math	39%	42%
	Reading	79%	57%

OTHER ASSESSMENT PLANS

I-7. What other studies of entry-level assessment have been conducted at the institution?

The entry-level assessment instrument (Accuplacer) was reviewed during 2001-2002.

Southwestern is voluntarily planning to participate in a survey of student engagement, which will include entry-level students along with University seniors.

SECTION I—ENTRY-LEVEL

I-8. Describe results.

After a comparison of Accuplacer with ACT's Compass, no change was recommended.

I-9. What instructional changes occurred or are planned due to entry-level assessment?

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

SECTION II—MID-LEVEL/GENERAL EDUCATION

Measures used to assess reading, writing, mathematics, critical thinking, and other institutionally recognized general education competencies:

MEASURE	# OF STUDENTS ASSESSED	HOW WERE STUDENTS SELECTED
Exams to measure Reading competency	1576	Enrollment in 1103 Am. Gov. & Politics and 1063 U.S. History (curriculum-embedded assessments)
Essays to measure Writing competency	1280	Enrollment in 1113 English Comp. I and 1213 English Composition II (curriculum-embedded assessments)
Exams to measure Mathematics competency	696	Enrollment in 1143 Math Concepts and 1513 College Algebra (curriculum-embedded assessments)
Exam to measure Critical Thinking competency	734	Enrollment in 1004 Biological Concepts (curriculum-embedded assessments)
Lab assignments and exams to measure Computer Literacy	794	Enrollment in 1022 Computers & Information Access (curriculum-embedded assessments)

While our current reporting of mid-level assessment is based on a two-year course rotation of curriculum-embedded assessments, the Assessment Committee, General Education Committee and key faculty and administrators have agreed to assign the administration of ACT's Collegiate Assessment of Academic Proficiency (CAAP) beginning with the 2007-2008 academic year.

ADMINISTRATION OF ASSESSMENT

II-1. Describe how assessment activities were linked to the institutional general education program competencies.

The General Education (GE) Committee analyzes faculty reports of student achievement measured by curriculum-embedded assessments and standardized exams on a two-year rotation basis. The GE Committee also reviews modifications of course objectives to ensure that objectives lead to the achievement of the goals of the GE Program as well as support the University's mission.

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

Faculty employ many methods for assessment of student achievement within their general education courses. Special quizzes, exams, reports, papers, presentations, and projects were administered as a part of the curriculum to all of the students.

Southwestern committee members, key faculty, and administrators have commissioned the administration of the following four CAAP modules: Critical Thinking, Reading, Writing Essay, and Writing Skills. Eligible Juniors volunteer to take two of the four assessments. Group A will take Critical Thinking and Writing Skills. The Writing Skills test scores will link to those students' English ACT score.

SECTION II—MID-LEVEL/GENERAL EDUCATION

II-2. continued

Group B will take Reading and Writing Essay. The Reading test scores will link to those students' Reading ACT score. Eligibility is based on the following criteria:

- ◆ Earned 60-89 credit hours
- ◆ Earned at least 22 General Education hours at Southwestern (not including credit hours awarded through advanced placement testing)
- ◆ General Education hours must include 1113 English Composition I and 1213 English Composition II.
- ◆ Grade for 1213 English Composition II must be an A, B, or C.

II-3. Describe strategies to motivate students to participate meaningfully.

Students participate willingly in assessments integrated into course requirements.

Incentives for Juniors to voluntarily participate in CAAP assessments include:

- ◆ Refreshments following testing time
- ◆ \$10 Coupon to exchange for a Panorama ticket to attend a scheduled entertaining event.
- ◆ Participation in a cash drawing of twelve winners receiving \$25, \$50, or \$100
- ◆ Chance to win \$25, \$50, \$100, \$200, or \$300 cash for achieving one of the five highest scores on each of the two assessments taken (10 chances to win)

ANALYSES AND FINDINGS

II-4. 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 first-time freshmen. Success is being tracked annually for four to six years in subsequent courses following remediation. As shown below, most recent data reveals the following comparison of student success following remediation with success in courses with no remediation requirement.

SUBJECT AREA	SUCCESS FOLLOWING REMEDIATION	SUCCESS WITH NO REMEDIATION REQUIREMENT	DIFFERENCE
English	73%	83%	10%
Math	49%	64%	15%
Reading	67%	81%	14%

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

SECTION II—MID-LEVEL/GENERAL EDUCATION

II-5. What were the analyses and findings from the 2006-2007 mid-level/general education assessment?

According to local assessment data, students continue to perform satisfactorily. The 2006-2007 mid-level assessment revealed that faculty modify their curriculum-embedded assessments as needed. Many re-state their learner outcomes in more measurable terms while others select different, more meaningful measures to document student achievement.

SECTION III—PROGRAM OUTCOMES

ADMINISTRATION OF ASSESSMENT

Exam and number of individuals assessed for the ten degree programs requiring license or certification and with the largest number of graduates:

PROGRAM	# OF GRADUATES	# OF INDIVIDUALS ASSESSED	# PASSING
Pharm.D.	90	88	81 (92%)
Master of Ed. in Educational Administration	88	60	40 (67%)
Elementary Education	60	119	77 (65%)
Nursing	41	36	34 (94%)
Technology (Engineering & Industrial)	23	22	13 (59%)
Radiologic Technology	16	10	10 (100%)
Special Education	14	16	14 (88%)
Physical Therapist Assistant	12	12	10 (83%)
Occupational Therapy Assistant*	12	11	10 (91%)
Music Education	12	19	11 (58%)

*Occupational Therapy Assistant data is from the 2005-2006 graduating class.

III-1. List, in table format, assessment measures and number of individuals assessed for each major field of study.

<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	10
Biology	ETS Major Field Test, Term Paper, Poster Paper Presentation	20
Chemistry	American Chemical Society Exams, Exit Interviews, Research & Term Papers, Oral Presentations	12
Communication Arts	Senior Exit Survey	23
English	Capstone Interview	1
Mathematics	Exit interview	5
Music	Proficiency Exams, Senior Recital	14
<i>Music Therapy</i>	Proficiency Exams, Senior Recital	4
Physics	Term Papers, Oral Presentations, Exit Interviews	3
Social Sciences		
<i>Criminal Justice</i>	Grade analysis for three targeted, required courses	9
<i>History</i>	Departmental exam, Senior Research Seminar	8
<i>Political Science</i>	Registrar statistics, Discipline participation/activities	5

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SECTION III—PROGRAM OUTCOMES

III-1. continued

College of Pharmacy

Pharmacy Pharm.D.	North American Pharmacist Licensure Examination (NAPLEX), Professional Portfolio	88
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College of Professional & Graduate Studies

School of Allied Health		
<i>Athletic Training</i>	Certification Exam	4
<i>Clinical Laboratory Science</i>	Certification Exam	6
<i>Health Care Administration</i>	State Licensure Test	2
<i>Health Info. Management</i>	Certification exam	6
Health Sciences	Admission into professional health programs	41
School of Behavioral Sciences & Education		
<i>Education, Art</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	5
<i>Education, Early Childhood</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	18
<i>Education, Elementary</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	119
<i>Education, English</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Exit Exam, Teaching Activity, Capstone Interview	5
<i>Education, Health, P.E. & Rec.</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	11
<i>Education, Math</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Capstone Exam	7
<i>Education, Music</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Proficiency Exams	19
<i>Education, Natural Science</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	15
<i>Education, History</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	7
<i>Education, Special Ed.</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	14
<i>Education, Technology</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	1
<i>Parks and Rec. Management</i>	Departmental exams, Internship evaluation	58
<i>Psychology</i>	Value Added Comprehensive exams	11
<i>Social Work</i>	BEAP, Practicum, Exit Interview	20
School of Business and Technology		
<i>Accounting</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	54
<i>Finance</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	58
<i>General Business/Bus. Adm.</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	8

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SECTION III—PROGRAM OUTCOMES

III-1. continued

<i>Management</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	55
<i>Management Info. Systems</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	1
<i>Marketing</i>	Major Field Ach. Test (MFAT), Exit Questionnaire	16
<i>Engineering Technology</i>	A+ Computer Certification Exam, Certified Manufacturing Engineering Technologist Exam, National Registry of Environmental Professionals Exam	15
<i>Industrial Technology</i>	National Association of Industrial Technology Certified Industrial Technologist Exam	7
School of Nursing	Nat. council Licensure Exam for Reg. Nurses (NCLEX-RN), PreRN Examination	36

COLLEGE OF ASSOCIATE AND APPLIED PROGRAMS—SAYRE CAMPUS

Criminal Justice	Curriculum-embedded	6
General Business	Curriculum-embedded,	17
General Studies	Curriculum-embedded	49
Medical Lab Technician	American Medical Technologists Registry Exam	6
Occupational Therapy Asst.	National & State Licensure	12
Physical Therapist Asst.	National & State Licensure Exam	12
Pre-Nursing	Curriculum-embedded	2
Radiologic Technologies	American Registry of Radiologic Technologists Exam	10

ANALYSES AND FINDINGS

III-2. What were the analyses and findings from the 2006-2007 program outcomes assessment?

College of Arts and Sciences

Biology: Student posters and term papers were very well done. At least three faculty grade each poster and most indicated that the student posters get better every year. Class averages for the year were 85% during the fall semester and 82% during the spring semester.

Chemistry: Students perform consistently at or above the national average on the American Chemical Society exam. At least 11 of this year's 13 graduates have been accepted to graduate/professional school or are employed in a chemistry-related job.

Communication & Theatre: The exit survey clearly indicates a positive attitude regarding the quality of faculty, curriculum, and outcome. Suggestions for improvement were not criticisms of the current offerings and program, but growth toward more courses, internships, equipment, emphasis areas, funding, and space.

SECTION III—PROGRAM OUTCOMES

III-2. continued

Language & Literature (English Education): Five out of five students (100%) passed all assessments including the Oklahoma Subject Area Licensure Exam.

Math: Exit Interviews revealed that students were satisfied, well prepared, and either already had jobs or were interviewing for jobs.

Music: Students had a 90% pass rate on proficiency exams, a 92% pass rate on recitals and a 100% pass rate on comprehensive and graduate entrance exams. There was a 58% success rate on instrumental and vocal certification exams for Oklahoma educators.

Social Sciences

Criminal Justice: Graduates performed at an average of a “B” level on three targeted required courses.

History: Students succeeded in meeting learner outcomes. They also scored significantly higher on their post-test than on their pre-test.

Political Science: Graduates showed positive academic achievement.

College of Pharmacy

The pass rate on the North American Pharmacist Licensure Examination (NAPLEX) was 92.0 percent, which is above the national average of 85 percent. The average pass rate at Southwestern over the last four years is 96.2 percent.

College of Professional & Graduate Studies

School of Allied Health: Assessment indicates that the programs and courses are of benefit for students preparing for professional certification and admission into professional health care programs, including medicine and physician’s associate, dentistry and dental hygiene, pharmacy, nursing, physical and occupational therapy, ATEP, HIM, radiology, speech pathology and dietetics.

Athletic Training: Of the 10 graduates, eight completed the certification test with a 50% pass rate.

Clinical Laboratory Science & Health Information Management: Graduates continue to enjoy a 100 percent pass rate on certification examinations.

Health Care Administration: The two graduates completing the licensure exam passed (100%).

Health Sciences: Forty-one students (84%) placed in professional health care programs.

School of Behavioral Sciences & Education

Education: Overall there is a 72% success rate on certification tests.

Education, Early Childhood: Graduates earned a 77% pass rate.

Education, Elementary Education: Certification test results reveal a 74% pass rate.

Education, Health & Physical Education: There was a 91% success rate on the Certification Examination for Oklahoma Educators.

Education, History: Certification test results reveal a 76% pass rate.

SECTION III—PROGRAM OUTCOMES

III-2. continued

Education, Special Education: Certification test results reveal an 87% success rate again this year.

Park/Recreation Management: The program is again experiencing tremendous growth. Internship evaluations reveal that Southwestern students are well-prepared and fully qualified for positions in professional parks, recreation, wildlife management, and leisure service settings. Many graduates found employment with their internship providing agency. Exam results suggest that the students are gaining a solid foundation in this field.

Psychology: The mean score of graduates on the comprehensive exam almost doubled the mean score for General Psychology students, demonstrating increased knowledge bases of graduating seniors.

Social Work: Graduates are recognized with academic honors as well as achieving a high level of professional success through acceptance into graduate studies or being hired into a professional position.

School of Business & Technology

Business: Graduates' ratings show that faculty have fully demonstrated quality in teaching. 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 assessment of the following intended outcomes:

Intended Outcome #1—Sixty-eight percent of graduates indicate that they have accepted a career job or had an offer. Since the goal of 75% has consistently not been met, faculty have agreed to wait a month before administering the exit interview since graduates may not actively start their job search or be hired until after graduation.

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

Intended Outcome #3—Fall 2006 and Spring 2007 MFAT results revealed Southwestern graduates with scores 97% 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 3.7 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 3.8.

Engineering Technology: There was an overall 47 percent pass rate of graduates participating in certification exams. 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. The Manufacturing area has recently seen a downturn in the competency evaluations for the past semester.

Industrial Technology: Six out of seven students (86 percent) taking the National Association of Industrial Technology Exam have passed.

SECTION III—PROGRAM OUTCOMES

III-2. continued

School of Nursing

There is a 94% pass rate on the NCLEX-RN so far. This exceeds last year's state and national average pass rates of 84%.

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 indicate a 92% pass rate on the State Board of Medical Licensure & Supervision Exam.

Occupational Therapy Assistant: Due to the late timing of certification test administration and reporting, 2005-2006 test results are utilized showing an 83% pass rate.

Radiologic Technology Program: Graduates have a 100 percent pass rate for the first time on the American Registry of Radiologic Technologists Exam.

OTHER ASSESSMENT PLANS

III-3. What instructional changes occurred or are planned in the programs due to program outcomes assessment?

College of Arts and Sciences

Communication & Theatre: Two new courses have been added to the program. A grant awarded to faculty is allowing the purchase of additional equipment. New equipment and a new campus group, Bulldog Broadcasting Network, produces a 30 minute weekly broadcast providing hands on experience. In addition, a new theatre is currently under construction. Increased recruitment efforts are planned as well as new courses such as a capstone class.

Language & Literature: More emphasis will be placed on adolescent literature required by Education majors. A new Spanish major will be instituted in Fall 2007.

Social Sciences: There are increased efforts toward recruitment of more competent students in the *Criminal Justice program*.

College of Pharmacy

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

SECTION III—PROGRAM OUTCOMES

III-3. continued

College of Professional & Graduate Studies

School of Allied Health: Curriculum is evaluated each semester and any perceived weaknesses are addressed. Terminal assessment exams are used to determine areas that might be strengthened and provide improved performance. Preparation reviews for certification exams are an integral component of accredited programs.

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

Psychology: Dramatic 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 within the limitations imposed by available resources.

School of Business & Technology

Business: Since the goal of Outcome #1 (that 75% of graduates should have accepted a career job or had an offer) has consistently not been met, faculty have agreed to wait a month before administering the exit interview since graduates may not actively start their job search or be hired until after graduation.

Technology: The Curriculum Committee has begun addressing concerns regarding competency evaluation results. Some course content has been revised or expanded, for instance, to include the NAIT Body of Knowledge and the NAIT Certification Exam Study Guide.

School of Nursing: The School of Nursing is strengthening program content areas on prioritization and delegation. There will be a change in the PreRN exam testing company, and the School of Nursing continues to change exams in all courses of the program to computerized testing instead of paper and pencil tests. This better prepares the graduates for taking the computerized NCLEX-RN®.

College of Associate and Applied Programs—Sayre Campus

Medical Laboratory: There are increased efforts in recruiting candidates.

Radiologic Technology: Didactic and clinical competency requirements from ARRT have been implemented into the curriculum.

SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT

ADMINISTRATION OF ASSESSMENT

ACTIVITY	# OF STUDENTS
Course/Instructor Evaluations	5260
ACT Survey of Student Opinion	306

IV-1. How were students 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 24,000 Course/Instructor Evaluations were completed by about 5,260 students. Students enrolled in an interactive television course are asked to complete a separate satisfaction survey.

The ACT Survey of Student Opinions (SOSO) assesses students' perceptions of the importance of, and satisfaction with, a full range of programs, services, and environmental factors at the college they are attending. Also included are an extended set of background items and a set of items related to students' impressions of, and experiences at, the college. The SOSO was utilized for the first time this year to replace the Southwestern Senior Survey, Graduate Degree Survey and Student Satisfaction Survey (Sayre Campus). A stratified randomly selected group of SWOSU students were asked to complete the SOSO that was made available via the internet. The online survey was accessible to 1001 students; it was completed by 306 respondents (30.57 percent). By comparison, the most recent Senior Survey (from 2003-2004) had a return rate of almost 36 percent.

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.

IV-2. What were the analyses and findings from the 2006-2007 student satisfaction assessment?

Semester Course/Instructor Evaluations completed by students reveal that respondents generally hold a flattering impression. On a scale of 1 to 5 (favorable to unfavorable), courses and instruction rated at an average score of 1.62.

Eighty-three percent or more of respondents completing the Interactive Television Course Survey indicate that they were satisfied overall with the course (96%), could hear clearly all or most of the time (96%), felt comfortable with the technology involved in this type of classroom setting (96%), felt included in discussions and other activities (95%), felt the instructor was eventually comfortable using the equipment (95%), were satisfied with written material presented in class (89%), were satisfied with the viewing of demonstrations (83%), and were able to forget about the cameras and microphones (83%). Sixty-five percent felt there was not too much noise from the other locations, but 30% felt there

SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT

IV-2. continued

was occasionally. Ninety-eight percent were able to contact the instructor for additional assistance in the course all or most of the time and 99% would take another interactive television course.

Southwestern results of the SOSO have been compared nationally through ACT, Inc. Southwestern ratings are impressive throughout this survey; there were very few areas where Southwestern scored below the national average. According to data, SWOSU students are satisfied with most of the services that are of importance or great importance to them such as financial aid and library programs. Students would like to see improvements made to parking facilities. Students are also satisfied with most aspects of college environment that are of great or very great importance to them such as quality of instruction in major field, course content in major field, attitude of faculty toward students, this college in general, testing/grading system, class size relative to type of course, academic calendar, availability of computers when needed, computer labs, general registration procedures, attitude of college non-teaching staff toward students, racial harmony, computer support, and student union/community center. Students would like to see improvements made to availability of courses at times you want to take them, variety of courses offered, and the campus bookstore. Ninety three percent of respondents indicated that Southwestern was their *first* (71%) or *second* (22%) choice. If they could start over, 80% would *definitely* (47%) or *probably* (33%) choose Southwestern again. The overall impression of the quality of education at Southwestern is *excellent* (47%) or *good* (43%) for almost 90%. Students feel that Southwestern has made a *Great* or *Very Great* contribution to their experiences at Southwestern in intellectual growth, preparation for career, preparation for further study, and personal growth.

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.

IV-3. 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.

The National Survey of Student Engagement (NSSE) will be administered for the first time during the Spring semester of 2008.

SECTION V—GRADUATE STUDENT

ADMINISTRATION OF ASSESSMENT

Graduate student assessment activities and number of students:

ACTIVITY	# OF STUDENTS
Capstone	51
Exam	126
Internship Evaluation	115
Portfolio	122
Proficiency Recital	2
Post-Graduate Administrator Survey	9

V-1. Describe how many and which students were assessed, the measures used, and how they were selected.

- ◆ Graduates of the Master of Music degree participate in a proficiency recital (2) and/or take a final comprehensive exam (2).
- ◆ The MFAT in Business is administered to all graduating seniors in that program. During the 2006-2007 academic year, 24 students participated in the exam.
- ◆ The Educational Administration Master's Degree Program uses four major assessments to evaluate student progress and overall program effectiveness. These assessments are: the Internship Candidates' Evaluation completed by cooperating administrators (119); the Graduate Level e-Portfolio and accompanying capstone (102); the OSAT (60 participated); and, the Post-Graduate Administrator Survey completed by employer supervisors (9 out of 13 were returned).
- ◆ Graduate students in the Department of Kinesiology must pass a general capstone exam. During the 2006-2007 academic year, one student participated in the exam.
- ◆ All 12 candidates of the Parks and Recreation Management M.Ed. degree and the Sports Management M.Ed. degree completed a final required capstone project.
- ◆ In the Department of Psychology Graduate Program, 20 students took the Oklahoma Subject Area Test (OSAT), 36 completed the Capstone comprehensive essay exam and 20 submitted a culminating portfolio.

ANALYSIS AND FINDINGS

V-2. What were the analyses and findings from the 2006-2007 graduate student assessment?

Business: Graduates taking the MFAT averaged a score slightly above the national average.

Education

Educational Administration: Graduates taking the Principal Common Core test had an average pass rate of 67%. Students completing other OSAT exams had a 59% pass rate. In addition, 100% of the graduates were assigned ratings of "Satisfactory" by cooperating administrators on 18 items representing all six ELCC Standards; they were also awarded high mean scores on the E-Portfolio.

SECTION V—GRADUATE STUDENT

V-2. continued

Psychometry and School Counseling: Twenty-five students took the OSAT; there was a 100% pass rate.

Parks and Recreation Management: Consultation with the outside agencies involved with the capstone projects found that they were universally pleased with the performance of our candidates. These cooperating agencies are all well respected federal, state, and private entities with significant experience and influence in the fields of parks, recreation and sports management.

Psychology: There was a 100% pass rate on the Oklahoma Subject Area Test (OSAT).

OTHER ASSESSMENT PLANS

V-3. What changes occurred or are planned due to graduate student assessment?

Educational Administration: After portfolio data in 2005-2006 identified a lack of performance assessment for Standard 5, additional assignments for Standard 5 were added to courses. The result was a 50% increase in numbers of portfolio artifacts and reflections for Standard 5 in 2006-2007. Faculty continue to integrate test preparation strategies into the curriculum in an effort to improve scores on the OSAT.

Parks and Recreation Management: Faculty will stress the value of the practical projects and encourage students to continue to engage in them with interested, high quality agencies.

Psychology

School Counseling: Some academic revisions include 1) candidates are now required to complete a case study in their practicum course, 2) additional role plays will be added to the curriculum to practice establishing rapport with student clients, and 3) a new assignment has been added to the Advanced Tests and Measurements course to allow for a better understanding of formal and informal assessment.

Psychometry: A thorough case study assignment has been added to a Psychometry program course to provide students more opportunity to practice in the area of interpretation.

GRADUATE ADMISSION POLICY

V-4. How many students who enroll in graduate school scored below the minimum admission standard?

The degree programs have different admission procedures for their programs. All graduate candidates that are allowed to enroll are qualified by one of the admission criteria in the program. Since there is no admission test, scoring is not a criterion for admission. In addition to the multifaceted admission criteria that we now have, we also have a policy that allows students to take 9 hours without being admitted. In this length of time the individuals may explore the access to admission to the programs.