

**ANNUAL
ASSESSMENT
REPORT
2007-2008**

***Southwestern Oklahoma
State University***

Annual Student Assessment Report
of
2007-2008

for

Oklahoma State Regents
For Higher Education

*SOUTHWESTERN OKLAHOMA
STATE UNIVERSITY*

Weatherford and Sayre Campuses

Number of staff hours to complete the report: 35

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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 campus for secondary placement testing. Tests are administered in testing labs by appointment or on a drop-in basis. At the Weatherford Campus, 820 pretest CPT's were administered for the 2007-08 academic year with a 37 percent pass rate; 300 were administered at the Sayre Campus with a 40 percent pass rate. Students are allowed an opportunity for one re-test in each subject area. During 2007-08, 50 percent who re-tested cleared remedial English; 18 percent cleared mathematics remediation; and 37 percent cleared remedial reading.

In Fall 2007, 283 of SWOSU's 917 first-time freshmen on both the Weatherford and Sayre campus (31 percent) enrolled in one or more remedial courses as follows: 106 (12 percent) in English, 231 (25 percent) in mathematics, and 97 (11 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 tracking study of a cohort of Fall 2001, Fall 2002 and Fall 2003 entering freshmen reveals more specific success in following academic years. Current data for the 2007-08 academic year shows Fall 2001 first time freshmen with a 50 percent success rate, including withdrawals, in remedial courses; and a 63 percent success rate, excluding withdrawals, in remedial courses.

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. Out of 327 students invited to participate in the CAAP, 49 (15 percent) actually contributed to this important project. The impressive results of the efforts from our examinees were slightly better than the national average. On a scale of 40-80, Southwestern juniors received an average score of 63.3 on the Critical

Thinking objective test compared to the national average of 62.6. In Reading, our students earned an average score of 62.9; the national average was 62.6. Our juniors did slightly better in the reading content area of Social Sciences than in the Arts and Literature portion of the Reading test. Southwestern students received an average score of 64.3 on the Writing Skills objective test compared to the national average of 64.1. On a scale of 1-6, Southwestern juniors received an average score of 3.5 on the Writing Essay test; the national average was 3.1.

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 almost 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 94 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 almost 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 1.57.

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 is a set of items related to students' impressions of, and experiences at, the college. Southwestern ratings are impressive throughout this survey; there were very few areas where Southwestern scored less than the national average. The overall impression of the quality of education at Southwestern is *excellent* (45 percent) or *good* (43 percent) for 89 percent. Students feel that Southwestern has made a *Great* or *Very Great* contribution to their experiences in intellectual growth, preparation for career, preparation for further study, and personal growth.

The National Survey of Student Engagement (NSSE) requires that first-year students and seniors be invited to participate. NSSE results revealed that Southwestern Seniors are generally more engaged in their college experience than our first-year students as well as the seniors of our peer institutions and nationally in almost every area.

The Alumni Survey is administered to all Southwestern graduates within the previous five years. Ninety-five percent of the respondents of the 2008 Alumni Survey indicate that they use the knowledge and skills gained in their area of study. Generally, respondents feel their investment in their degree(s) at Southwestern was worthwhile (97 percent) and that the quality of overall education received was high or fairly high, especially in the area of their major (87 percent).

Graduate Assessment

More than 90 students completed admissions testing for graduate school at Southwestern, primarily participating in the GRE (Graduate Record Examinations).

There was a 67 percent pass rate on the Graduate Entrance Advisory Examination in Music History and Music Theory. Master of Music graduates had a 100 percent pass rate on recitals and comprehensive exams.

Nineteen of those taking the MFAT were MBA graduates. Students came within one or two percentage points of scoring the national average.

One hundred seven Psychometry, School Counseling, and Educational Administration students took the OSAT; there was a 90 percent pass rate.

The Parks and Recreation Management M.Ed. and the Sports Management M.Ed. programs were started in Fall 2004. Fifteen individuals graduated with these degrees during the 2007-2008 academic year. Cooperating outside agencies are universally pleased with the performance of graduates and students seem pleased with their graduate experience.

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.

ADMINISTRATION OF ASSESSMENT

I-1. How were instruments administered?

The Weatherford Campus Assessment Center administered 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 47 percent (463) 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 2007-2008 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%	42%	52%	68%
Mathematics	12%	20%	11%	11%
Reading	40%	28%	57%	58%

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.

SECTION I—ENTRY-LEVEL

I-6. Describe analyses of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process as a result of findings.

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 2007-2008 is described in the following table:

REMEDICATION SUCCESS RATE	English	Math	Reading
2007-2008 (withdrawals have been excluded)	46%	60%	88%
2007-2008	39%	35%	64%
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.

SECTION I—ENTRY-LEVEL

I-6. continued

First-time Freshmen	Content Area	Courses	Including Withdrawals	Excluding Withdrawals	Excluding Withdrawals/ Including Ds
Fall 2001	English	Remedial	70%	96%	96%
		Subsequent following Remediation	84%	94%	100%
		Subsequent--No Remediation	84%	93%	96%
	Math	Remedial	39%	48%	48%
		Subsequent following Remediation	43%	59%	86%
		Subsequent--No Remediation	65%	80%	91%
	Reading	Remedial	77%	94%	94%
		Subsequent following Remediation	75%	81%	96%
		Subsequent--No Remediation	82%	90%	96%
	All	Remedial	50%	63%	63%
		Subsequent following Remediation	82%	88%	98%
		Subsequent--No Remediation	82%	89%	95%
Fall 2002	English	Remedial	68%	88%	88%
		Subsequent following Remediation	75%	89%	96%
		Subsequent--No Remediation	84%	93%	97%
	Math	Remedial	49%	56%	56%
		Subsequent following Remediation	58%	74%	89%
		Subsequent--No Remediation	70%	82%	91%
	Reading	Remedial	77%	94%	94%
		Subsequent following Remediation	88%	92%	97%
		Subsequent--No Remediation	83%	90%	96%
	All	Remedial	59%	70%	70%
		Subsequent following Remediation	70%	83%	93%
		Subsequent--No Remediation	82%	90%	96%
Fall 2003	English	Remedial	66%	79%	79%
		Subsequent following Remediation	66%	75%	92%
		Subsequent--No Remediation	80%	91%	96%
	Math	Remedial	40%	47%	47%
		Subsequent following Remediation	44%	66%	82%
		Subsequent--No Remediation	62%	76%	88%
	Reading	Remedial	80%	100%	100%
		Subsequent following Remediation	58%	67%	91%
		Subsequent--No Remediation	78%	87%	94%
	All	Remedial	56%	67%	67%
		Subsequent following Remediation	56%	68%	89%
		Subsequent--No Remediation	76%	87%	94%

SECTION I—ENTRY-LEVEL

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 voluntarily participated in the National Survey of Student Engagement (NSSE), which included entry-level students along with University seniors.

I-8. Describe results.

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

NSSE results revealed that Southwestern Seniors are generally more engaged in their college experience than our first-year students in every area. Southwestern first-year students have strong NSSE scores in the areas of Quality of Relationships, Academic Advising, and Satisfaction.

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

Fundamentals of English faculty indicate that success is based on attendance. The remedial team of instructors has agreed, among other things, to:

- phone and e-mail students who miss class
- avoid workbook-style approaches that have not worked in the past
- work to develop the "total student" since many remedial students have more problems with time management, life stresses, or study skills than they do with the actual course content.
- Track students in subsequent courses as a measure of the program's success

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.

Improvement of Reading faculty have added stronger vocabulary development to the course to assist students in reading comprehension.

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	1750	Enrollment in 1103 Am. Gov. & Politics and 1063 U.S. History (curriculum-embedded assessments)
Essays to measure Writing competency	1636	Enrollment in 1113 English Comp. I and 1213 English Composition II (curriculum-embedded assessments)
Exams to measure Mathematics competency	1,036	Enrollment in 1143 Math Concepts and 1513 College Algebra (curriculum-embedded assessments)
Exams to measure Critical Thinking competency	919	Enrollment in 1004 Biological Concepts (curriculum-embedded assessments)
Lab assignments and exams to measure Computer Literacy	979	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 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.

SECTION II—MID-LEVEL/GENERAL EDUCATION

II-2. continued

Southwestern committee members, key faculty, and administrators commissioned the administration of the following four CAAP modules: Critical Thinking, Reading, Writing Essay, and Writing Skills. Eligible Juniors took two of the four assessments on a voluntary basis. Group A (24 examinees) took Critical Thinking and Writing Skills. The Writing Skills test scores would have linked to those students' English ACT score with two additional volunteers (more than 25 examinees are required for this advantage).

Group B (25 examinees) took Reading and Writing Essay. The Reading test scores would have linked to those students' Reading ACT score with one additional volunteer (more than 25 examinees are required for this benefit). Eligibility for CAAP participation was 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 included:

- ◆ 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 has been gathered to track Fall 2001, Fall 2002, and Fall 2003 first-time freshmen. Success has been tracked in subsequent courses following remediation. As shown in the table below, most recent data reveals the comparison of student success following remediation with success in courses with no remediation requirement.

SECTION II—MID-LEVEL/GENERAL EDUCATION

II-4. continued

First-time Freshmen	Content Area	SUCCESS FOLLOWING REMEDIATION (Including Withdrawals)	SUCCESS FOLLOWING REMEDIATION (Excluding Withdrawals)	SUCCESS WITH NO REMEDIATION REQUIREMENT (Excluding Withdrawals)	DIFFERENCE
Fall 2001	English	84%	94%	93%	1%
	Math	43%	59%	80%	21%
	Reading	75%	81%	90%	9%
Fall 2002	English	75%	89%	93%	4%
	Math	58%	74%	82%	8%
	Reading	88%	92%	90%	2%
Fall 2003	English	66%	75%	91%	16%
	Math	44%	66%	76%	10%
	Reading	58%	67%	87%	20%

Faculty continually refine remedial courses in order to promote increased success.

II-5. What were the analyses and findings from the 2007-2008 mid-level/general education assessment?

According to local assessment data, students continue to perform satisfactorily. The 2007-2008 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.

The impressive CAAP results of the efforts from our examinees were slightly better than the national average. On a scale of 40-80, Southwestern juniors received an average score of 62.9; the national average was 62.6. Our students received an average score of 64.3 on the Writing Skills objective test compared to the national average of 64.1. On a scale of 1-6, Southwestern juniors received an average score of 3.5 on the Writing Essay test; the national average was 3.1.

SECTION III—PROGRAM OUTCOMES

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

PROGRAM	# OF GRADUATES	# OF INDIVIDUALS ASSESSED	# PASSING
Master of Ed. in Educational Administration	101	185	143 (77%)
Pharm.D.	85	96	90 (94%)
Elementary Education	57	152	99 (65%)
School Counselor	34	23	21 (91%)
Nursing	32	23	23 (100%)
Technology (Engineering & Industrial)	16	10	6 (60%)
Athletic Training	14	5	5 (100%)
Occupational Therapy Assistant	13	7	6 (86%)
Physical Therapist Assistant	12	12	10 (83%)
Radiologic Technologies	12	12	11 (92%)

ADMINISTRATION OF ASSESSMENT

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>
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BACCALAUREATE DEGREE PROGRAMS:

College of Arts and Sciences

Art		
<i>Graphic Design</i>	Senior Exhibit, Portfolio	9
Biology	ETS Major Field Test, Term Paper, Poster Paper Presentation	23
Chemistry	American Chemical Society Exams, Exit Interviews, Research & Term Papers, Oral Presentations	6
Communication Arts	Senior Exit Survey	25
Language & Literature		
<i>English</i>	Exit Exam	5
<i>Spanish</i>	Capstone and AATSP standardized test	6
Mathematics	Exit interview	5
Music	Proficiency Exams, Senior Recital	5
<i>Music Therapy</i>	Proficiency Exams	1
Physics	Term Papers, Oral Presentations, Exit Interviews	0
Social Sciences		
<i>Criminal Justice</i>	Grade performance in targeted courses	9
<i>History</i>	Departmental exams	9
<i>Political Science</i>	Registrar statistics, Law School Admission Test	15

**Annual Student Assessment Report of 2007-2008 Activity
Southwestern Oklahoma State University**

SECTION III—PROGRAM OUTCOMES

III-1. continued

College of Pharmacy

Pharmacy Pharm.D.	North American Pharmacist Licensure Examination (NAPLEX), Professional Portfolio	96
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College of Professional & Graduate Studies

School of Allied Health		
<i>Athletic Training</i>	Certification Exam	14
<i>Clinical Laboratory Science</i>	Certification Exam	7
<i>Health Care Administration</i>	State Licensure Test	7
<i>Health Info. Management</i>	Certification exam	7
Health Sciences	Admission into professional health programs	38
School of Behavioral Sciences & Education		
<i>Education, Art</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	9
<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	152
<i>Education, English</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Exit Exam, Teaching Activity, Capstone Interview	4
<i>Education, Health, P.E. & Rec.</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Methods & Materials Assessment	4
<i>Education, Math</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Capstone Exam	6
<i>Education, Music</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Proficiency Exams	10
<i>Education, Natural Science</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	5
<i>Education, History</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	8
<i>Education, Special Ed.</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	4
<i>Education, Technology</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	3
<i>Park Law Enforcement</i>	Departmental exams, Internship evaluation	11
<i>Parks and Rec. Management</i>	Departmental exams, Internship evaluation	42
<i>Psychology</i>	Value Added Comprehensive exams	16
<i>Social Work</i>	BEAP, Practicum, Exit Interview, ACAT	24

SECTION III—PROGRAM OUTCOMES

III-1. continued

School of Business and Technology		
<i>Accounting</i>	Major Field Ach. Test (MFAT), Exit Questionnaire, Capstone	29
<i>Finance</i>	Major Field Ach. Test (MFAT), Exit Questionnaire, Capstone	30
Entrepreneurship	Major Field Ach. Test (MFAT), Exit Questionnaire, Capstone	11
<i>Management</i>	Major Field Ach. Test (MFAT), Exit Questionnaire, Capstone	26
<i>Marketing</i>	Major Field Ach. Test (MFAT), Exit Questionnaire, Capstone	20
<i>Engineering Technology</i>	Certification and Professional Exams	9
<i>Industrial Technology</i>	National Association of Industrial Technology Exam	1
School of Nursing	Nat. council Licensure Exam for Reg. Nurses (NCLEX-RN), 23 PreRN Examination	

COLLEGE OF ASSOCIATE AND APPLIED PROGRAMS—SAYRE CAMPUS

Criminal Justice	Curriculum-embedded	0
General Business	Curriculum-embedded,	0
General Studies	Curriculum-embedded	0
Medical Lab Technician	American Medical Technologists Registry Exam	4
Occupational Therapy Asst.	National & State Licensure	12
Physical Therapist Asst.	National & State Licensure Exam	12
Pre-Nursing	Curriculum-embedded	0
Radiologic Technologies	American Registry of Radiologic Technologists Exam	10

ANALYSES AND FINDINGS

III-2. What were the analyses and findings from the 2007-2008 program outcomes assessment?

College of Arts and Sciences

Chemistry: Students perform consistently at or above the national average on the American Chemical Society exam. All six graduates have either been accepted to graduate/professional school or are employed in a chemistry-related job.

Communication & Theatre: The senior exit survey revealed a great deal of student satisfaction and gave useful input for program improvement.

SECTION III—PROGRAM OUTCOMES

III-2. continued

Language & Literature: All four English Education seniors passed all assessments including the Oklahoma Subject Area Licensure Exam (100 percent pass rate). All six Spanish majors passed the AATSP (100 percent pass rate).

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

Music: Students had a 93 percent pass rate on proficiency exams, a 100 percent pass rate on recitals, and a 71 percent pass rate on comprehensive and graduate entrance exams. There was an 80 percent success rate on instrumental and vocal certification exams for Oklahoma educators.

College of Pharmacy

The pass rate on the North American Pharmacist Licensure Examination (NAPLEX) was 93.8 percent, which is above the national average of 89 percent. The average pass rate at Southwestern over the last four years is 95.6 percent.

College of Professional & Graduate Studies

School of Allied Health

Athletic Training: Five of the 14 graduates completed the certification test with a 100 percent pass rate.

Clinical Laboratory Science: Three took the licensure and certification exam; there was a 100 percent pass rate.

Health Information Management: Two took the certification exam; one passed (50 percent).

School of Behavioral Sciences & Education

Education: Overall there is a 66 percent success rate on certification tests.

Education, Early Childhood: Graduates earned a 67 percent pass rate.

Education, Elementary Education: Certification test results reveal a 65 percent pass rate.

Education, English: Three out of the four students (75 percent) passed the certification exam.

Education, Health & Physical Education: There was a 75 percent success rate on the certification exam.

Education, Math: Students passed five out of six (83 percent) certification exams.

Education, Music: Graduates earned an 83 percent pass rate.

Education, Special Education: Certification test results reveal a 75 percent success rate.

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.

SECTION III—PROGRAM OUTCOMES

III-2. continued

Psychology: The mean score of graduates on the comprehensive exam more than 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: Southwestern graduates came within one or two percentage points of scoring the national average on the MFAT.

Engineering Technology: There was an overall 56 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: One student took and passed the National Association of Industrial Technology Exam.

School of Nursing

There was an impressive 100 percent pass rate on the NCLEX-RN. This exceeds the national pass rates of 87 percent.

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 percent pass rate on the State Board of Medical Licensure & Supervision Exam.

Occupational Therapy Assistant: So far, results indicate an 86 percent pass rate on the Certified Occupational Therapy Assistant Exam.

Radiologic Technology Program: Graduates have a 92 percent pass rate for the American Registry of Radiologic Technologists Exam.

SECTION III—PROGRAM OUTCOMES

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: The program utilizes new courses and equipment, a new broadcasting network for hands on experience, and a beautiful newly built theatre. Increased recruitment efforts are planned as well as new courses including a capstone class.

Language & Literature: In the future, a portfolio will be required of English and English Education majors. The new Spanish major was instituted in Fall 2007.

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 and Education

Psychology: The department strives to update course content and teaching technologies. There will be continued evaluation of courses currently offered and consideration given to adding courses to the program as it seems beneficial.

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: A new course requirement was added to several of the programs.

Technology: A certification course is now required for all majors. Passing the appropriate certification exam is now a requirement for completing this course. This requirement is expected to encourage students to take test preparation much more seriously.

School of Nursing: The School of Nursing identifies gaps in the curriculum or changes that need to be made as a result of changes in healthcare. Faculty monitor program admission requirements to try to ensure admission to students most likely to benefit from the program.

College of Associate and Applied Programs—Sayre Campus

Medical Laboratory: There are increased efforts in recruiting candidates.

Radiologic Technology: Faculty are currently teaching about developing technologies and information in the field.

SECTION III—PROGRAM OUTCOMES

III-3. continued

Occupational Therapist Assistant: A plan is in place to increase student ability to relate evidence-based practice to treatment interventions and increase the amount of occupation-based activities for long-term care.

SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT

ADMINISTRATION OF ASSESSMENT

ACTIVITY	# OF STUDENTS
Course/Instructor Evaluations	5,103
ACT Survey of Student Opinion	144
National Survey of Student Engagement	624
2008 Alumni Survey	543

Almost 24,000 Course/Instructor Evaluations were completed by about 5,103 students. A stratified randomly selected group of SWOSU students were asked to complete ACT's Survey of Student Opinions that was made available via the internet. This online survey was accessible to 916 students. First-year and Senior students were asked to complete the National Survey of Student Engagement for the first time this year. Invitations to participate were sent to 2,355 students. The Alumni Survey is administered every five years. 4,370 surveys were mailed to 2002-2007 graduates of both Weatherford and Sayre campuses.

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. Almost 24,000 Course/Instructor Evaluations were completed by about 5,103 students. Students enrolled in an interactive television course are asked to also 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 second 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 916 students; it was completed by 144 respondents (16 percent). Last year's response rate was 31 percent.

The National Survey of Student Engagement (NSSE) requires that first-year students and seniors be invited to participate. The Alumni Survey is administered every five years to alumni graduating within the most recent five year span.

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.

SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT

IV-2. What were the analyses and findings from the 2007-2008 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 1.58.

Respondents completing the Interactive Television Course Survey indicate that they were satisfied overall with the course (95 percent), could hear clearly all or most of the time (98 percent), felt comfortable with the technology involved in this type of classroom setting (98 percent), felt included in discussions and other activities (94 percent), felt the instructor was eventually comfortable using the equipment (94 percent), were satisfied with written material presented in class (88 percent), were satisfied with the viewing of demonstrations (84 percent), and were able to forget about the cameras and microphones (90 percent). Seventy percent felt there was not too much noise from the other locations, but 25 percent felt there was occasionally. Ninety-six percent were able to contact the instructor for additional assistance in the course all or most of the time and 97 percent 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 course content in major, quality of instruction in major, attitude of faculty toward students, preparation for future occupation, and this college in general. Students would like to see improvements made to availability of courses, variety of courses offered, the campus bookstore, and availability of financial aid information. Ninety percent of respondents indicated that Southwestern was their *first* (65 percent) or *second* (25 percent) *choice*. If they could start over, almost 85 percent would *definitely* (61 percent) or *probably* (24 percent) *choose Southwestern again*. The overall impression of the quality of education at Southwestern is *excellent* (47 percent) or *good* (43 percent) for 89 percent. Students feel that Southwestern has made a *Great* or *Very Great* contribution to their experiences in intellectual growth, preparation for career, preparation for further study, and personal growth.

NSSE results revealed that Southwestern Seniors are generally more engaged in their college experience than our first-year students as well as when compared with seniors of our peer institutions and nationally in the following areas:

SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT

IV-2. continued

1. Academic and Intellectual Experiences
2. Mental Activities
3. Problem Sets
4. Examinations
5. Additional Collegiate Experiences
6. Quality of Relationships
7. Institutional Environment
8. Educational and Personal Growth
9. Academic Advising
10. Satisfaction

Southwestern first-year students have strong NSSE scores in the areas of Quality of Relationships, Academic Advising, and Satisfaction.

The 2008 Alumni Survey has yielded evaluative information from 543 Southwestern graduates (a response rate of 12.43 percent). Ninety-five percent of the respondents indicate that they use the knowledge and skills gained in their area of study; seventy percent are employed in the area they studied at Southwestern. From the colleges of Arts and Sciences, Professional and Graduate Studies, and on the Sayre Campus, more than half of the graduates earn an annual salary from \$30,000-\$49,999; in Pharmacy, 87 percent earn at least \$80,000 annually. Generally, respondents feel their investment in their degree(s) at Southwestern was worthwhile (97 percent) and that the quality of overall education received was high or fairly high, especially in the area of their major (87 percent). 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.

SECTION V—GRADUATE STUDENT

ADMINISTRATION OF ASSESSMENT

Graduate student assessment activities and number of students:

ACTIVITY	# OF STUDENTS
Capstone (109) / Proficiency Recital (3)	112
Exam	258
Exit Questionnaire	19
Internship Evaluation (96) / Post-Graduate Administrator Survey (9)	105
Portfolio	91

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 (3) and/or take a final comprehensive exam (1).

The MFAT in Business is administered to all graduating seniors in that program. During the 2007-2008 academic year, 19 graduate 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 (96); the Graduate Level e-Portfolio and accompanying capstone (91); the OSAT (185 exams completed); 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 2007-2008 academic year, three students participated in the exam.

All 15 candidates of the Parks and Recreation Management M.Ed. degree and the Sports Management M.Ed. degree completed a final required capstone project.

ANALYSIS AND FINDINGS

V-2. What were the analyses and findings from the 2007-2008 graduate student assessment?

Music: Graduates accomplished a 100 percent pass rate.

Business: Southwestern graduates came within one or two percentage points of scoring the national average on the MFAT.

SECTION V—GRADUATE STUDENT

V-2. continued

Educational Administration: Graduates taking the Principal Common Core test had an average pass rate of 89 percent. Students completing other OSAT exams had an 80 percent pass rate. In addition, 100 percent 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.

All three graduate students in the Department of Kinesiology passed the general capstone exam.

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. Student satisfaction is assessed by student interview. Students seem to be universally pleased with their graduate experience.

Psychometry and School Counseling: Thirty-one students took the OSAT; there was a 90 percent pass rate.

OTHER ASSESSMENT PLANS

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

Educational Administration: After portfolio data in 2005-2006 and in 2006-2007 identified a lack of performance assessment for Standards 2 and 5, additional assignments for those standards were added to courses. The result was a 60 percent increase in numbers of portfolio artifacts and reflections for Standards 2 and 5 by Spring 2008. Faculty continue to integrate test preparation strategies into the curriculum in an effort to improve scores on the OSAT.

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

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.