

**ANNUAL
ASSESSMENT
REPORT
2008-2009**

***Southwestern Oklahoma
State University***

Annual Student Assessment Report
of
2008-2009

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 campus for secondary placement testing. Tests are administered in testing labs by appointment or on a drop-in basis. At the Weatherford Campus, 638 pretest CPT's were administered for the 2008-09 academic year with a 41 percent pass rate; 352 were administered at the Sayre Campus with a 38 percent pass rate. Students are allowed an opportunity for one re-test in each subject area. During 2008-09, 56 percent who re-tested cleared remedial English; 18 percent cleared mathematics remediation; and 37 percent cleared remedial reading.

In Fall 2008, there were about 647 enrollments in remedial classes by SWOSU's 5,127 students on both the Weatherford and Sayre campuses: 153 (24 percent) in English, 360 (55 percent) in mathematics, and 134 (21 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. Final data 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, ACT's Collegiate Assessment of Academic Proficiency (CAAP) has been utilized annually since Fall 2007. Out of 403 students invited to participate in the CAAP this year, 40 (10 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 64.3 on the Critical Thinking objective test compared to the national average of 62.3. In Reading, our students earned an average score of 64.0; the national

average was 62.5. 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 66.2 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 3.3 on the Writing Essay test; the national average was 3.2.

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 700 students, which include portfolios, focused interviews, pre- and post-tests, research projects, standardized tests, locally developed tests, student performance on licensure and certification exams, and evaluation of entry-year teaching 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 97 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 about 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* (46 percent) or *good* (40 percent) for 86 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. According to NSSE results, Southwestern seniors rank significantly higher than comparison groups in the areas of student-faculty interaction and feeling of a supportive campus environment.

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

There was a 100 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.

Four of those taking the MFAT were MBA graduates. Students received an average score of 255, which is 102% of the national mean.

Psychometry, School Counseling, Educational Administration, and Reading Specialist students took two hundred four OSAT exams; there was a 79 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 2008-2009 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	Sentence Skills	75	1113 English Composition I
Accuplacer CPT	Elementary Algebra	< 75	0124 Basic Algebra
Accuplacer CPT	Elementary Algebra	75-84	0124 Basic Algebra recommended
Accuplacer CPT	Elementary Algebra	85-94	1143 Math Concepts recommended OR
Accuplacer CPT	Elementary Algebra	85-94	1103 Intermediate Algebra recommended
Accuplacer CPT	Elementary Algebra	95	1513 College Algebra recommended
Accuplacer CPT	Reading	< 75	0122 Improvement of Reading

English faculty feel that the knowledge and skills of some students enrolled in 0123 Fundamentals of English were high enough to succeed in 1113 English Composition. They recommended and received approval to lower the CPT cut-score to 70 beginning Fall 2009.

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 40 times each academic year. The Sayre Campus Assessment Center also administers residual ACT exams approximately 11 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 49 percent (493) 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 2008-2009 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	65%	58%	68%	53%
Mathematics	16%	23%	6%	9%
Reading	45%	35%	45%	39%

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 recent study tracked the success of Fall 2001, Fall 2002, and Fall 2003 entering freshmen in subsequent courses following remediation.

The Assessment Committee is initiating a new tracking study utilizing attendance data to compare with remediation success in math. Data collection is expected to begin with the Fall 2009 semester.

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 2008-2009 is described in the following table:

REMEDATION SUCCESS RATE	English	Math	Reading
2008-2009 (withdrawals have been excluded)	83%	59%	88%
2008-2009	63%	42%	67%
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.

Southwestern's NSSE results from first-year students:

- A. Highest performing benchmark items relative to comparison groups:
 1. Worked with other students on projects during class
 2. Did a practicum, internship, field experience, clinical assignment
 3. Spent more than five hours/week participating in co-curricular activities
 4. Positively rated their relationships with other students
 5. Positively rated their relationships with administrative personnel and offices
- B. Lowest performing benchmark items relative to comparison groups:
 1. Said courses emphasized analyzing ideas, experiences, or theories
 2. Spent more than 10 hours/week preparing for class
 3. Asked questions/contributed to class discussions
 4. Made a class presentation
 5. Participated in community service or volunteer work

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

Faculty continually evaluate and experiment with instructional strategies for the Basic Algebra course. The department has also studied pass rates and attendance rates, and found a strong correlation between failure and nonattendance. Attendance policies are continually evaluated and revised in an effort to maintain active student participation in the learning process.

Improvement of Reading faculty are reviewing textbooks to adopt for the Fall 2010 semester.

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	1532	Enrollment in 1103 Am. Gov. & Politics and 1063 U.S. History (curriculum-embedded assessments)
Essays to measure Writing competency	1316	Enrollment in 1113 English Comp. I and 1213 English Composition II (curriculum-embedded assessments)
Exams to measure Mathematics competency	715	Enrollment in 1143 Math Concepts and 1513 College Algebra (curriculum-embedded assessments)
Exams to measure Critical Thinking competency	716	Enrollment in 1004 Biological Concepts (curriculum-embedded assessments)
Lab assignments and exams to measure Computer Literacy	781	Enrollment in 1022 Computers & Information Access (curriculum-embedded assessments)

Our current reporting of mid-level assessment is based on a two-year course rotation of curriculum-embedded assessments. The Critical Thinking, Reading, Writing Essay, and Writing Skills modules of ACT's Collegiate Assessment of Academic Proficiency (CAAP) have been utilized since Fall 2007.

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's eligible Juniors took up to four CAAP assessments on a voluntary basis. Twenty-nine examinees took the Critical Thinking and Writing Skills tests; thirty took Reading and Writing Essay. The Reading and Writing Skills test scores are linked to those students' Reading and English ACT scores. Eligibility for CAAP participation was based on the following criteria:

- ◆ Earned 60-89 credit hours
- ◆ Earned at least 22 General Education hours at Southwestern (credit from advanced placement exams acceptable)
- ◆ General Education hours earned at Southwestern 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:

- ◆ \$20 cash award for each appointment to take two tests (up to two appointments)
- ◆ Chance to win \$25, \$50, \$100, \$200, or \$300 cash for achieving one of the five highest scores on each assessment taken (20 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, final 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 2008-2009 mid-level/general education assessment?

According to local assessment data, students continue to perform satisfactorily. The 2008-2009 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 as well as improved, for the most part, over last year's results. On a scale of 40-80, Southwestern juniors received an average score of 64.3 on the Critical Thinking objective test compared to the national average was 62.3. In Reading, our students earned an average score of 64.0; the national average was 62.5. Southwestern students received an average score of 66.2 on the Writing Skills objective test compared to the national average of 64.0. On a scale of 1-6, Southwestern juniors received an average score of 3.3 on the Writing Essay test; the national average was 3.2.

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
Pharm.D.	80	84	82 (97%)
Master of Ed. in Educational Administration	72	183	140 (77%)
Elementary Education	51	126	93 (74%)
Nursing	39	33	32 (97%)
Technology (Engineering & Industrial)	24	19	10 (53%)
School Counselor	18	18	18 (100%)
Occupational Therapy Assistant	13	10	10 (100%)
Early Childhood	13	10	3 (30%)
Music Education	13	12	12 (100%)
Physical Therapist Assistant	12	10	10 (100%)

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>
BACCALAUREATE DEGREE PROGRAMS:		
<u>College of Arts and Sciences</u>		
Art		
<i>Fine Arts/Graphic Design/ 2D/3D Studio</i>	Senior Exhibit, Portfolio	10
Biology	ETS Major Field Test, Term Paper, Poster Paper Presentation	17
Chemistry	American Chemical Society Exams, Exit Interviews, Research & Term Papers, Oral Presentations, Capstone, Senior Seminar	14
Communication Arts	Senior Exit Survey	31
Language & Literature		
<i>English</i>	Exit Exam	9
<i>Spanish</i>	Capstone and AATSP standardized test	5
Mathematics	Exit interview	1
Music	Proficiency Exams, Senior Recital	4
<i>Music Therapy</i>	Proficiency Exams, Certification Exam	3
Physics	Term Papers, Oral Presentations, Exit Interviews	2

SECTION III—PROGRAM OUTCOMES

III-1. continued

Social Sciences		
<i>Criminal Justice</i>	Grade performance in targeted courses	7
<i>History</i>	Departmental exams	9
<i>Political Science</i>	Registrar statistics, Law School Admission Test	14

College of Pharmacy

Pharmacy Pharm.D.	North American Pharmacist Licensure Examination (NAPLEX), Professional Portfolio	84
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College of Professional & Graduate Studies

School of Allied Health		
<i>Athletic Training</i>	Certification Exams	21
<i>Clinical Laboratory Science</i>	Certification Exam	5
<i>Health Care Administration</i>	State Licensure Test	8
<i>Health Info. Management</i>	Certification exam	6
Health Sciences	Admission into professional health programs	51
School of Behavioral Sciences & Education		
<i>Education, Art</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	4
<i>Education, Early Childhood</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	10
<i>Education, Elementary</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	55
<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, Methods & Materials Assessment	15
<i>Education, History</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	20
<i>Education, Math</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Capstone Exam	4
<i>Education, Music</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Proficiency Exams	12
<i>Education, Natural Science</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	4
<i>Education, Special Ed.</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	10
<i>Education, Technology</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	8

SECTION III—PROGRAM OUTCOMES

III-1. continued

<i>Park Law Enforcement</i>	Departmental exams, Internship evaluation	10
<i>Parks and Rec. Management</i>	Capstone, Internship evaluation	42
<i>Psychology</i>	Value Added Comprehensive exams	15
<i>Social Work</i>	BEAP, Practicum, Exit Interview, ACAT, Practicum Eval.	11
 School of Business and Technology		
<i>Accounting</i>	Major Field Ach. Test (MFAT), Business Exam, Certification Exam	35
<i>Finance</i>	Major Field Ach. Test (MFAT), Business Exam	21
<i>Entrepreneurship</i>	Major Field Ach. Test (MFAT), Business Exam	23
<i>Management</i>	Major Field Ach. Test (MFAT), Business Exam	35
<i>Marketing</i>	Major Field Ach. Test (MFAT), Business Exam	24
<i>Engineering Technology</i>	Certification and Professional Exams	16
<i>Industrial Technology</i>	National Association of Industrial Technology Exam	3
 School of Nursing		
	Nat. council Licensure Exam for Reg. Nurses (NCLEX-RN), 33 PreRN Examination	33

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	6
Occupational Therapy Asst.	National & State Licensure	10
Physical Therapist Asst.	National & State Licensure Exam	10
Pre-Nursing	Curriculum-embedded	0
Radiologic Technologies	American Registry of Radiologic Technologists Exam	14

ANALYSES AND FINDINGS

III-2. What were the analyses and findings from the 2008-2009 program outcomes assessment?

College of Arts and Sciences

Biology: Most poster presentations included statistically analyzed data, and performance on the ETS Major Field Test is comparable to peer institutions.

Chemistry: Students perform consistently at or above the national average on the American Chemical Society exam. Twelve out of 14 graduates have either been accepted to graduate/professional school or are employed in a chemistry-related job. The other two graduates are waiting to hear for admission to professional schools this year.

SECTION III—PROGRAM OUTCOMES

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

III-2. continued

Math: Exit Interview revealed satisfaction.

Music: Students had a 91 percent pass rate on proficiency exams, a 100 percent pass rate on recitals, and a 100 percent pass rate on comprehensive and graduate entrance exams. There was a 100 percent success rate on instrumental and vocal certification exams for Oklahoma educators.

Social Sciences: Most *Criminal Justice* students made A's & B's in this challenging program. *History* students made significantly higher scores on the Formal Exam than the 2006 baseline.

College of Pharmacy

The pass rate on the North American Pharmacist Licensure Examination (NAPLEX) was 97.6 percent, which is above the national average of 96.5 percent. The average pass rate at Southwestern over the last five years is 95.4 percent.

College of Professional & Graduate Studies

School of Allied Health

Athletic Training: There was a 43 percent pass rate on the certification exam, and a 100 percent pass rate on the Texas Athletic Trainer Exam.

Clinical Laboratory Science: Five 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). There is now a 75% pass rate for 2007-2008.

School of Behavioral Sciences & Education

Education: Overall there is a 71 percent success rate on certification tests.

Education, Art: There was a 100 percent pass rate on the certification exam.

Education, Early Childhood: Graduates earned a 30 percent pass rate.

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

Education, English: Students took English Education assessments with an 80 percent pass rate.

Education, Health & Physical Education: There was a 73 percent success rate on the certification exam.

Education, History: Certification test results reveal a 60 percent pass rate.

Education, Math: Students passed three out of four (75 percent) certification exams.

Education, Music: Graduates earned a 93 percent pass rate.

Education, Natural Science: There was a 75 percent success rate on the certification exams.

Education, Special Education: Certification test results reveal a 70 percent success rate.

Park/Recreation Management: Consultation with the outside agencies involved revealed that they were universally pleased with the performance of Southwestern students.

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SECTION III—PROGRAM OUTCOMES

III-2. continued

Psychology: Test results demonstrate 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: All program outcomes objectives were met or exceeded (in communication, knowledge, ethics, and leadership/teamwork/collaboration). Also, at least three graduates have passed the Certified Public Accountancy Exam.

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 passed out of three taking the National Association of Industrial Technology Exam.

School of Nursing

There was an impressive 97 percent pass rate on the NCLEX-RN—91 percent on the first attempt. The national pass rate on the first attempt is 90 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 100 percent pass rate on the State Board of Medical Licensure & Supervision Exam.

Occupational Therapy Assistant: So far, results indicate a 100 percent pass rate on the Certified Occupational Therapy Assistant Exam.

Radiologic Technology Program: Graduates have a 79 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

Biology: Improved instruction is expected next year. Also, more students are participating in research experiences on and off campus, which should transfer to the quality of poster presentations and term papers. Establishing performance benchmarks for the ETS Major Field Test and including test scores in grade calculation are under consideration.

Communication & Theatre: The department is offering more hands on opportunities to learn, has added opportunities for students to enroll in a broadcast production course, has added more service learning opportunities in the core curriculum, and has added the Southwestern Communication Association as a new communication group.

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

Technology: The Curriculum Committee has begun addressing concerns and changes have already been made. The department is beginning a policy of requiring embedded assessment or pre-test/post-test criterion reference assessment based upon the learning objectives established by the Body of Knowledge. Faculty expertise is being better aligned with course responsibility. Graduate surveys are being updated and administered more regularly. Program and outcomes review is in process.

School of Nursing: The School of Nursing faculty 1) identifies gaps in the curriculum or changes that need to be made as a result of changes in healthcare; 2), seeks to incorporate instructional strategies and practices that encourage critical thinking and include more simulated case studies; and 3) monitors program admission requirements to try to ensure admission to students most likely to benefit from the program.

SECTION III—PROGRAM OUTCOMES

College of Associate and Applied Programs—Sayre Campus

Computer Science: In an effort to increase program enrollment, faculty attended various recruiting events.

Medical Laboratory: There are increased efforts in recruiting candidates.

Radiologic Technology: New didactic and clinical competency requirements from ARRT were implemented into curriculum provided by the ASRT.

Occupational Therapist Assistant: Two faculty earned new Master's degrees.

SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT

ADMINISTRATION OF ASSESSMENT

ACTIVITY	# OF STUDENTS
Course/Instructor Evaluations	5,000
ACT Survey of Student Opinion	146
National Survey of Student Engagement	245
2008 Alumni Survey (every five years)	543

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. About 24,000 Course/Instructor Evaluations were completed by about 5,000 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 third 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 810 students; it was completed by 146 respondents (18 percent). Last year's response rate was 16 percent.

First-year and Senior students were asked to complete the National Survey of Student Engagement for the second time this year. Invitations to participate were sent to 925 students.

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.

IV-2. What were the analyses and findings from the 2008-2009 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 1.57.

SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT

IV-2. continued

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 (97 percent), felt the instructor was eventually comfortable using the equipment (96 percent), felt comfortable with the technology involved in this type of classroom setting (94 percent), felt included in discussions and other activities (94 percent), were satisfied with written material presented in class (86 percent), were able to forget about the cameras and microphones (81 percent), and were satisfied with the viewing of demonstrations (76 percent). Sixty-seven percent felt there was not too much noise from the other locations, but 26 percent felt there was occasionally. Ninety-seven percent were able to contact the instructor for additional assistance in the course all or most of the time and 95 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 many services that are of importance or great importance to them such as financial aid, library programs, and student health/wellness. Students would like to see improvements made to parking facilities and job placement. Students are also satisfied with the aspects of college environment that are of great or very great importance to them such as quality of instruction in major, course content in major, attitude of faculty toward students, preparation for future occupation, availability of courses at times you want to take them, and this college in general. Students would like to see improvements made to purposes for student activity fee and residence hall rules and regulations. Ninety-three percent of respondents indicated that Southwestern was their *first* (72 percent) or *second* (21 percent) *choice*. If they could start over, almost 78 percent would *definitely* (42 percent) or *probably* (36 percent) *choose Southwestern again*. The overall impression of the quality of education at Southwestern is *excellent or good* for 86 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.

Southwestern's NSSE results from first-year students:

- A. Highest performing benchmark items relative to comparison groups:
 1. Worked with other students on projects during class
 2. Did a practicum, internship, field experience, clinical assignment
 3. Spent more than five hours/week participating in co-curricular activities
 4. Positively rated their relationships with other students
 5. Positively rated their relationships with administrative personnel and offices

SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT

IV-2. continued

- B. Lowest performing benchmark items relative to comparison groups:
 - 1. Said courses emphasized analyzing ideas, experiences, or theories
 - 2. Spent more than 10 hours/week preparing for class
 - 3. Asked questions/contributed to class discussions
 - 4. Made a class presentation
 - 5. Participated in community service or volunteer work

Southwestern's NSSE results from seniors:

- A. Highest performing benchmark items relative to comparison groups:
 - 1. Discussed grades or assignments with an instructor
 - 2. Talked about career plans with a faculty member or advisor
 - 3. Worked with faculty members on activities other than coursework
 - 4. Participated in community service or volunteer work
 - 5. Positively rated their relationships with administrative personnel and offices
- B. Lowest performing benchmark items relative to comparison groups:
 - 1. Read more than 10 assigned books or book-length packs of readings
 - 2. Wrote at least on paper or report of 20 pages or more
 - 3. Wrote more than 4 papers or reports between 5 and 19 pages
 - 4. Made a class presentation
 - 5. Completed a culminating senior experience

According to NSSE results, Southwestern seniors rank significantly higher than comparison groups in the areas of student-faculty interaction and feeling of a supportive campus environment.

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 (145) / Proficiency Recital (1)	146
Exam	375
Internship Evaluation	80
Portfolio	21

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 (1) and/or take a final comprehensive exam (0).

The MFAT in Business is administered to graduates in that program. During the 2008-2009 academic year, 4 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 (about 80); the Graduate Level e-Portfolio and accompanying capstone (85); the OSAT (183 exams completed); and, the Post-Graduate Administrator Survey completed by employer supervisors (data not yet available).

Graduate students in the Department of Kinesiology must pass a general capstone exam. During the 2008-2009 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 2008-2009 graduate student assessment?

Music: Four of six incoming graduates students passed the Graduate Entrance Advisory Examinations in Music History and Music Theory. One graduate student attempted and passed the Final Comprehensive Examination for the Master of Music in Performance.

Business: The four students taking the ETS Major Field Test received an average score of 255, which is 102% of the national mean. Students give the impression that low MBA enrollment is because of strict admission standards.

SECTION V—GRADUATE STUDENT

V-2. continued

Educational Administration: Graduates taking the Principal Common Core test had an average pass rate of 85 percent. Students completing other OSAT exams had a 70 percent 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. Student satisfaction is assessed by student interview. Students seem to be universally pleased with their graduate experience.

Psychometry and School Counseling: Eighteen students took the OSAT; there was a 100 percent pass rate. New focused assignments have been added to the Psychometry and School Counseling programs.

OTHER ASSESSMENT PLANS

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

The M.Ed. in Community Counseling program was modified and changed to a M.S. in Community Counseling degree. The Psychology Department continues to work on the implementation of electronic portfolios and plans to put this into effect during the Fall 2010 semester. The department also instituted an interview and OSBI background check for admittance into programs.

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

Business: Revised admission standards are effective for the Fall 2009 semester in an effort to boost enrollment. Faculty plan to develop an assessment plan for the new MS in Management degree.

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.

Three Business graduate students scored below the minimum admission standard in 2008-2009 and were admitted provisionally to graduate programs.