

**ANNUAL
ASSESSMENT
REPORT
2009-2010**

***Southwestern Oklahoma
State University***

Annual Student Assessment Report
of
2009-2010

for

Oklahoma State Regents
For Higher Education

*SOUTHWESTERN OKLAHOMA
STATE UNIVERSITY*

Weatherford and Sayre Campuses

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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, 1093 pretest CPT's were administered for the 2009-10 academic year with a 41 percent pass rate; 407 were administered at the Sayre Campus with a 39 percent pass rate. Students are allowed an opportunity for one re-test in each subject area. During 2009-10, 67 percent who re-tested cleared remedial English; 17 percent cleared mathematics remediation; and 35 percent cleared remedial reading.

In Fall 2009, there were about 726 enrollments in remedial classes by SWOSU's 4,589 students on both the Weatherford and Sayre campuses: 150 (20.7 percent) in English, 426 (58.7 percent) in mathematics, and 150 (20.7 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. A new tracking study is utilizing attendance data to compare with remediation success in English and math.

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 about 320 students invited to participate in the CAAP this year, 36 (11 percent) actually contributed to this important project. The impressive results of the efforts from our examinees were slightly better than the national average as well as improved over

last year's results. On a scale of 40-80, Southwestern juniors received an average score of 65.4 on the Critical Thinking objective test compared to the national average of 62.0. In Reading, our students earned an average score of 66.6; the national average was 62.5. Our juniors again 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 67.8 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 3.2.

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 more than 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 100 percent pass rate on the national licensure exam.

Student Satisfaction Assessment

Instructional quality and university services are assessed using various evaluation and survey instruments. Some degree programs have administered specialized surveys and focus group interviews.

This year, results from over 24,000 Course/Instructor Evaluation responses have shown that respondents generally hold a flattering impression. On a scale of 1 to 5 (favorable to unfavorable), courses and instruction rated at an average score of 1.60

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* (54 percent) or *good* (39 percent) for 93 percent. In general, 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 indicated a little more than students at other institutions that their educational experience was *good* to *excellent*, and that if starting over, they would choose SWOSU again.

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.

Psychometry, School Counseling, Educational Administration, and Reading Specialist students took about two hundred OSAT exams; there was an 84 percent pass rate.

Four of the six School Psychology graduates passed the Capstone 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	< 70	0123 Fundamentals of English
Accuplacer CPT	Sentence Skills	70	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 from 75 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 12 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 48 percent (505) 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 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	70%	79%	73%	47%
Mathematics	13%	18%	5%	15%
Reading	44%	32%	39%	41%

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 new tracking study is utilizing attendance data to compare with remediation success in English and math.

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.

One hundred percent of the English remedial students that had only 0-4 absences passed the course:

Language & Literature Department, Fundamentals of English
Fall 2009 & Spring 2010 CUMULATIVE

Grade	# of Students	%	0-4 Absences			5-8 Absences			9 or more Absences		
			#	% of 0-4 Absences	% of Total	#	% of 5-8 Absences	% of Total	#	% of 9 or more Absences	% of Total
S	41	41.84%	28	100.00%	28.57%	13	59.09%	13.27%	33	40.74%	33.67%
U	20	20.41%	0	0.00%	0.00%	3	13.64%	3.06%	17	20.99%	17.35%
W*	37	37.76%	0	0.00%	0.00%	6	27.27%	6.12%	31	38.27%	31.63%
TOTAL	98	100.00%	28	100.00%	28.57%	22	100.00%	22.45%	81	100.00%	82.65%

Almost 73% of the math remedial students that had only 0-4 absences passed the course:

Mathematics Department, Basic Algebra
Fall 2009 & Spring 2010 CUMULATIVE

Grade	# of Students	%	0-4 Absences			5-8 Absences			9 or more Absences		
			#	% of 0-4 Absences	% of Total	#	% of 5-8 Absences	% of Total	#	% of 9-12 Absences	% of Total
S	168	36.76%	82	72.57%	17.94%	53	49.53%	11.60%	33	13.92%	7.22%
U	102	22.32%	19	16.81%	4.16%	34	31.78%	7.44%	49	20.68%	10.72%
W*	187	40.92%	12	10.62%	2.63%	20	18.69%	4.38%	155	65.40%	33.92%
TOTAL	457	100.00%	113	100.00%	24.73%	107	100.00%	23.41%	237	100.00%	51.86%

Early assessments in the Improvement of Reading course have indicated that incoming freshmen are particularly low in word analysis. Specific emphasis is being placed on identification and meaning of prefixes, suffixes, and root words.

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 data from the 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 participates in the National Survey of Student Engagement (NSSE), which includes 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 reveal strengths of our first-year students from their own perspective:

Academic and Intellectual Experiences

- Used e-mail to communicate with an instructor.
- Prepared two or more drafts of a paper or assignment before turning it in.

Institutional Environment

- Using computers in academic work.
- Spending significant amounts of time studying and on academic work.
- Providing the support you need to help you succeed academically.

Educational and Personal Growth

- Thinking critically and analytically.
- Acquiring a broad general education.
- Writing clearly and effectively.

According to the NSSE, Southwestern first-year students rate the following items as *good to excellent*:

- Quality of academic advising at this institution.
- Entire educational experience at this institution.

Southwestern first-year students would *probably* or *definitely* go to this same institution if starting over again.

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

Instructors meet together once a week to discuss assignments and strategies, emphasizing getting students to come to class. This is a major change in approach. No textbook is used; student assignments focus on real-life writing, modeling sentences and paragraphs, and working up to a full essay. The hope is that this approach will be more successful in retaining students and preparing them for success.

SECTION I—ENTRY-LEVEL

I-9. continued

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. Incoming freshmen are particularly low in word analysis. Specific emphasis is being placed on identification and meaning of prefixes, suffixes, and root words.

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	1897	Enrollment in 1103 Am. Gov. & Politics and 1063 U.S. History (curriculum-embedded assessments)
Essays to measure Writing competency	880	Enrollment in 1113 English Comp. I and 1213 English Composition II (curriculum-embedded assessments)
Exams to measure Mathematics competency	1096	Enrollment in 1143 Math Concepts and 1513 College Algebra (curriculum-embedded assessments)
Exams to measure Critical Thinking competency	655	Enrollment in 1004 Biological Concepts or 1054 Principles of Biology (curriculum-embedded assessments)
Lab assignments and exams to measure Computer Literacy	985	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 and Writing Essay 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 test, twenty-eight took the Writing Skills test, thirty-three took the Reading test and thirty-one took Writing Essay test. 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 1213 English Composition II.
- ◆ Grade for 1213 English Composition II must be an A, B, C, or S.

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 \$50 - \$150, cash for achieving highest scores on each assessment taken (48 chances to win)

II-4. What instructional changes occurred or are planned in the programs due to mid-level assessment?

Since 2004, the English faculty has worked to expand curriculum embedded assessments. In addition, adjunct faculty has become a part of the assessment process. Outcome #3 has been revised. Beginning in the Fall of 2008, "norming sessions" have been convened and the faculty continues to work on a common rubric.

On-line tests have been introduced in College Algebra. Math faculty concludes that Methods for problem solving still need work.

The Computer Science faculty concludes that PowerPoint remains the major area where significant improvement needs to be done.

Introduction to Philosophy seeks greater emphasis on Descartes and is concerned how to assess logic appropriately. The faculty of Introduction to Literature is concerned that students continue to have difficulty with terminology and technical terms. The introduction of LCD Projectors in the classroom has helped students in Introduction to Public Speaking.

In United States History, the continued weakness of students relates to social and cultural history. The faculty plans to introduce more essays.

SECTION II—MID-LEVEL/GENERAL EDUCATION

II-4. continued

Sociology faculty expresses concern that students are weak in methodology and critical thinking. The faculty for Technology & Society reports that the students have difficulty distinguishing science from technology, but that students can use technology to solve some technological problems. The reports from the Kinesiology faculty regarding the Wellness course stress the need to educate students more on how to apply problem solving skills towards developing healthy lifestyles and making positive wellness decisions.

ANALYSES AND FINDINGS

II-5. 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.

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.

SECTION II—MID-LEVEL/GENERAL EDUCATION

II-6. What were the analyses and findings from the 2009-2010 mid-level/general education assessment?

While mid-level assessment reveals a great deal of success, following are a few areas that could show improvement: Math faculty concludes that Methods for problem solving still need work. The Computer Science faculty concludes that PowerPoint remains the major area where significant improvement needs to be done. The faculty of Introduction to Literature is concerned that students continue to have difficulty with terminology and technical terms. The introduction of LCD Projectors in the classroom has helped students in Introduction to Public Speaking. In United States History, the continued weakness of students relates to social and cultural history. Sociology faculty expresses concern that students are weak in methodology and critical thinking. The faculty for Technology & Society reports that the students have difficulty distinguishing science from technology, but that students can use technology to solve some technological problems. The reports from the Kinesiology faculty regarding the Wellness course stress the need to educate students more on how to apply problem solving skills towards developing healthy lifestyles and making positive wellness decisions.

According to local assessment data, students continue to perform satisfactorily. The 2009-2010 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, over last year's results. On a scale of 40-80, Southwestern juniors received an average score of 65.4 on the Critical Thinking objective test compared to the national average was 62.0. In Reading, our students earned an average score of 66.6; the national average was 62.5. Southwestern students received an average score of 67.8 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 3.2.

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
Master of Ed. in Educational Administration	92	74	71 (96%)
Pharm.D.	77	82	82 (100%)
Nursing	50	37	37 (100%)
Elementary Education	29	52	34 (65%)
Occupational Therapy Assistant	16	10	10 (100%)
Radiologic Technologies	14	13	12 (92%)
Special Education	13	11	9 (82%)
History Education	12	11	6 (55%)
Health, Physical Ed., and Recreation Education	11	16	15 (94%)
Early Childhood Education	11	18	12 (67%)

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		
Graphic Design/2D/3D Studio	Senior Exhibit, Portfolio	5
Biology	ETS Major Field Test, Term Paper, Poster Paper Presentation	23
Chemistry	American Chemical Society Exams, Exit Interviews, Research & Term Papers, Oral Presentations, Capstone, Senior Seminar	10
Communication Arts Language & Literature	Senior Exit Survey	20
English	Capstone portfolio	6
Spanish	Capstone course requirements	3
Mathematics	Exit exams and interviews	3
Music	Proficiency Exams, Senior Recital	5
Music Therapy	Proficiency Exams, Certification Exam	2

SECTION III—PROGRAM OUTCOMES

III-1. continued

Physics	Term Papers, Oral Presentations, Exit Interviews	7
Social Sciences		
<i>Criminal Justice</i>	Grade performance in targeted courses	10
<i>History</i>	Departmental exams	8
<i>Political Science</i>	Registrar statistics, Law School Admission Test	5

College of Pharmacy

Pharmacy Pharm.D.	North American Pharmacist Licensure Examination (NAPLEX), Professional Portfolio	82
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College of Professional & Graduate Studies

School of Allied Health		
<i>Athletic Training</i>	Certification Exam	5
<i>Clinical Laboratory Science</i>	Certification Exam	3
<i>Health Care Administration</i>	State Licensure Test	7
<i>Health Info. Management</i>	Certification exam	6
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	4
<i>Education, Early Childhood</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	15
<i>Education, Elementary</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	52
<i>Education, English</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Exit Exam, Capstone Portfolio	8
<i>Education, Health, P.E. & Rec.</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Methods & Materials Assessment	16
<i>Education, History</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	11
<i>Education, Math</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Capstone Exam, Exit Interview	2
<i>Education, Music</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Proficiency Exams	4
<i>Education, Natural Science</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	1
<i>Education, Special Ed.</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	13
<i>Education, Technology</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	1

SECTION III—PROGRAM OUTCOMES

III-1. continued

<i>Exercise Science</i>	Pre & Post Assessments	0
<i>Park Law Enforcement</i>	Departmental exams, Internship evaluation	11
<i>Parks and Rec. Management</i>	Capstone, Internship evaluation	32
<i>Psychology</i>	Value Added Comprehensive exams	9
<i>Social Work</i>	BEAP, Practicum, Exit Interview, ACAT, Practicum Eval.	18
School of Business and Technology		
<i>Accounting</i>	Major Field Ach. Test (MFAT), Business Exam, Certification Exam	37
<i>Finance</i>	Major Field Ach. Test (MFAT), Business Exam	24
<i>Entrepreneurship</i>	Major Field Ach. Test (MFAT), Business Exam	15
<i>Management</i>	Major Field Ach. Test (MFAT), Business Exam	35
<i>Marketing</i>	Major Field Ach. Test (MFAT), Business Exam	19
<i>Engineering Technology</i>	Certification and Professional Exams	9
<i>Industrial Technology</i>	National Association of Industrial Technology Exam	3
School of Nursing	Nat. council Licensure Exam for Reg. Nurses (NCLEX-RN), PreRN Examination	37

COLLEGE OF ASSOCIATE AND APPLIED PROGRAMS—SAYRE CAMPUS

Computer Science	Curriculum-embedded	3
Criminal Justice	Curriculum-embedded	2
General Business	Curriculum-embedded,	6
General Studies	Curriculum-embedded	25
Medical Lab Technician	American Medical Technologists Registry Exam	2
Occupational Therapy Asst.	National & State Licensure	12
Physical Therapist Asst.	National & State Licensure Exam	14
Pre-Nursing	Curriculum-embedded	2
Radiologic Technologies	American Registry of Radiologic Technologists Exam	13

ANALYSES AND FINDINGS

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

College of Arts and Sciences

Art: Outcome assessment measures saw a one hundred percent pass rate.

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

SECTION III—PROGRAM OUTCOMES

III-2. continued

Communication & Theatre: The senior exit survey revealed a great deal of student satisfaction. Faculty and skills acquisition were the two common strengths portrayed by graduating seniors. Students gave useful input for program improvement, recommending more classes in areas such as radio, print journalism and broadcasting, as well as a senior capstone course that might encompass research and preparation for graduate school.

Language and Literature: There was a 100% pass rate on the English Education certification test.

Math: The comparison of exam scores indicates the benefit of exercising mathematical skills beyond coursework. The exit Interview revealed satisfaction. There was some indication that employers for our double majors in Mathematics and Engineering Physics would prefer they had some experience with MatLab, a mathematical and engineering software package.

Music: Students had a 100% pass rate on the Music Therapy Board Certification Exam, and also had a 100% pass rate on the Oklahoma Subject Area Test (OSAT) for both Instrumental and Vocal music education students.

Social Sciences: Most *Criminal Justice* students made A's & B's in four difficult courses. The average score increased from 43% to 72% on the U.S. *History* post-test, and from 39% to 68% on the *World History* post-test. Sixty percent of our *Political Science* majors have a GPA of 3.00 or above; 7 earned LSAT scores between 146-158.

College of Pharmacy

The pass rate on the North American Pharmacist Licensure Examination (NAPLEX) was an impressive 100 percent, which is above the national average of 96.5 percent. The average pass rate at Southwestern over the last five years is 95.6 percent.

College of Professional & Graduate Studies

School of Allied Health

Athletic Training: There was an 80 percent pass rate on the certification exam.

Clinical Laboratory Science: There was a 100 percent pass rate on the certification exam.

Health Information Management: There was an 83% pass rate in 2009 and a 100% pass rate in 2010 on the credentialing exam.

Health Science: Over the last couple of years, 69% of our Health Science majors that have applied have been accepted for employment and/or admission into Professional Health Programs.

School of Behavioral Sciences & Education

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

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

Education, Elementary Education: Certification test results reveal a 66 percent pass rate.

Education, English: Students took English Education assessments with a 100 percent pass rate.

SECTION III—PROGRAM OUTCOMES

III-2. continued

Education, Health & Physical Education: There was a 94 percent success rate on the certification exam.

Education, History: Certification test results reveal a 48 percent pass rate.

Education, Math: Students passed two out of three (67 percent) certification exams.

Education, Music: Graduates earned a 100 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 79 percent success rate.

Psychology: Test results demonstrate increased knowledge bases of graduating seniors. Seventy-eight percent passed the written exit exam.

School of Business & Technology

Business: The Fall 2009 semester 37 students took the ETS exam with a mean score of 148, the national mean was 153.1; therefore, our students scored 96.7% of the national average. The Spring 2010 semester 64 students took the exam with an average score of 150, which is 97.9% of the national average.

Engineering Technology: There was an overall 38 percent pass rate of graduates participating in certification exams.

Industrial Technology: Zero students out of three passed the National Association of Industrial Technology Exam.

School of Nursing

There was an impressive 100 percent pass rate on the NCLEX-RN—84 percent on the first attempt. This is a lower pass rate than last year (91%), but the national exam was changed and test scores were expected to fall an average of 5%. National and state statistics are not yet available.

College of Associate and Applied Programs—Sayre Campus

Medical Laboratory Technician: Of three graduates, two were successfully placed in the field, and one is continuing education. One has passed the credentialing exam, and one has not.

Occupational Therapy Assistant: Over the last couple of years there has been a 100 percent pass rate on the Certified Occupational Therapy Assistant Exam.

Physical Therapist Assistant Program: Over the last couple of years there has been a 100 percent pass rate on the State Board of Medical Licensure & Supervision Exam.

Radiologic Technology Program: The self study was completed in 2008, and there was a site visit in 2009. After program review the JRCERT awarded our program full accreditation for 8 years. Graduates have a 92 percent pass rate on 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

Art: The department has 1) added an associate's degree to create a feeder system for our program which will focus on good technical skill training; 2) upgraded the software and hardware in graphic design; and 3) implemented new classes in photography, video and advanced web site development. Faculty are working to create an improved Foundations program and to revise the graphic design program. The department also hopes to establish a digital repository for student art and also for study purposes.

Biology: Faculty are addressing identified deficiencies in content by reconstructing the core as well as reinforcing core content and skills in upper level courses to improve retention of content and raise skill levels.

Communication & Theatre: The department added more courses in broadcasting and plans to add courses in the speech emphasis. The Bulldog Broadcasting Network received student allocation monies and plans to purchase more broadcasting equipment based on student needs and wants.

Language and Literature: Faculty added 1) a lab element to the English Grammar course, and now the class meets four times a week; and 2) a Writing in the Disciplines course while parking the Writing in the Workplace and Technical Writing and Editing course.

Math: An elective Capstone course gives "refreshers" by solving problems which individually require knowledge and skills from multiple areas of mathematics. Faculty are considering making the Capstone permanent. Faculty are also considering including some MatLab component in the Technology and Programming course.

Music: Applied music faculty employ a process of continuous monitoring and modification based on proficiency exam results. Faculty have instituted a system of department-wide emphasis of music fundamentals for freshman students to reinforce in applied lessons what is being taught in Music Theory I.

Social Sciences: *Criminal Justice* faculty hope to recruit more highly qualified students as well as begin using a nationally-normed test.

College of Pharmacy

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

SECTION III—PROGRAM OUTCOMES

III-3. continued

College of Professional & Graduate Studies

School of Allied Health

Assessment criteria are extensive, prescriptive, and directly linked to student outcomes. Continual re-evaluation of student outcome performance is imbedded in the updating and design of curriculum and content.

Health Information Management: Plans include 1) clinical practice activities restructured to allow more diverse clinical assignments; 2) inclusion of more project-center activities focusing on information systems; 3) enhancement of computer applications.

Health Science: This major is being reviewed for two possible tracts: a General Health Science tract and a Medical Health Science Tract. The latter tract is more specific for Pre-Medical students.

School of Behavioral Sciences and Education

Education, Health & Physical Education: Faculty will stress the importance of writing skills and assign writing activities.

Education, Math: Faculty are instituting a required Capstone course to reintroduce students to earlier material at a more sophisticated level, and to demand that they work problems which require them to use techniques from their entire undergraduate mathematics curriculum. There are also plans to use either independent studies or “by arrangement” classes to allow the methods course to be taught by Mathematics faculty rather than faculty in other fields. Students have been recruited to take it early to fill a section sufficiently at least every other year.

Exercise Science: Students are doing well with the availability of a lab now, and the program can make improvements through more practical application skills.

Psychology: The department strives to update course content and teaching technologies.

School of Business & Technology

Technology: The data are reviewed by the faculty of the Department each semester to improve course instruction. The Manufacturing exam provides prominent data concerning the ABET-accredited Manufacturing Engineering Technology BS degree program. This data is incorporated into the plan for improvement of several ABET criteria areas. The data from last year was recently reviewed in a documented faculty meeting with plans for improvement accompanying the discussion. Examples of the changes that occurred because of this discussion are:

1. Objectives for several metals courses are being evaluated by Mr. White to be more congruent with SME Exam criteria.
2. Changes are being made in other courses to emphasize the importance of certification and licensure in the professional technical career fields.

As previously mentioned, the Department has begun using the ETA certification exams instead of the Comp TIA exams. It is felt the ETA exams are more comprehensive in assessing electronics programs rather than just focusing on microcomputer troubleshooting and operation. The course objectives of the electronics courses are now also aligned with ETA objectives and outcomes. It is hoped this will provide a more guided program of instruction.

SECTION III—PROGRAM OUTCOMES

III-3. continued

School of Nursing: The School of Nursing faculty 1) conducted a concept mapping of the nursing curriculum with the new NCLEX blueprint to ensure all content is taught in our program. Some content was added and/or rearranged as a result of the mapping. 2) Are reviewing data from the eight content areas of NCLEX for scores below the passing standard of graduates who did not pass boards. A spreadsheet was developed and trending will be done for the past three years to see if there needs to be some areas of the curriculum strengthened.

College of Associate and Applied Programs—Sayre Campus

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

SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT

ADMINISTRATION OF ASSESSMENT

ACTIVITY	# OF STUDENTS
Course/Instructor Evaluations	5,000
Interactive Television Course Survey	199
ACT Survey of Student Opinion	422
National Survey of Student Engagement	258
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 fourth time this year to replace the Southwestern Senior Survey, Graduate Degree Survey and Student Satisfaction Survey (Sayre Campus). This year, all students except freshmen were asked to complete the SOSO that was made available via the internet. The online survey was accessible to 2,876 students; it was completed by 422 respondents (15 percent). Last year's response rate was 18 percent.

First-year and Senior students were asked to complete the National Survey of Student Engagement for the third time this year. Invitations to participate were sent to 848 students.

Various committee meetings provide another avenue for collecting information concerning student satisfaction (or dissatisfaction). Some programs conduct exit interviews with all of their graduates. The Alumni Survey is administered every five years to alumni graduating within the most recent five year span.

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

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

SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT

IV-2. continued

Respondents completing the Interactive Television Course Survey indicate that they were satisfied overall with the course (94 percent), could hear clearly all or most of the time (97 percent), felt the instructor was eventually comfortable using the equipment (93 percent), felt comfortable with the technology involved in this type of classroom setting (93 percent), felt included in discussions and other activities (93 percent), were satisfied with written material presented in class (96 percent), were able to forget about the cameras and microphones (73 percent), and were satisfied with the viewing of demonstrations (89 percent). Fifty-nine percent felt there was not too much noise from the other locations, but 34 percent felt there was occasionally. Ninety-nine 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 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 academic advising. Students would like to see improvements made to parking facilities. 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, and this college in general. Students would like to see improvements made to availability of courses, availability of financial aid info., and variety of courses offered. Ninety-four percent of respondents indicated that Southwestern was their *first* (71 percent) or *second* (23 percent) *choice*. If they could start over, 86 percent would *definitely* (57 percent) or *probably* (29 percent) *choose Southwestern again*. The overall impression of the quality of education at Southwestern is *excellent or good* for 93 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 highlights revealed the following:

Academic and Intellectual Experiences

- Our seniors *often* asked questions in class or contributed to class discussions.
- Southwestern respondents *Never* or *Sometimes* come to class without completing readings or assignments.
- Seniors participated in a community-based project as part of a regular course a little more often than students at other institutions.

Mental Activities

- Southwestern seniors did the following a little more often than students at other institutions:
 1. Make judgments about the value of information, arguments, or methods.
 2. Apply theories or concepts to practical problems or in new situations.

SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT

IV-2. continued

Enriching Educational Experiences

More Southwestern seniors did community service or volunteer work compared to students from other institutions.

Quality of Relationships

Southwestern seniors and freshmen found the quality of the university relationships (other students, faculty members, and administrative personnel) to be a little more friendly and supportive than students found at other institutions.

Institutional Environment

Our seniors seem to have a little stronger feeling than seniors at other institutions that Southwestern emphasizes spending significant amounts of time on the following:

1. Studying and on academic work.
2. Providing the support you need to help you succeed academically.
3. Encouraging contact among students from different backgrounds.
4. Helping you cope with non-academic responsibilities.

Educational and Personal Growth

SWOSU seniors seem to feel more strongly than students at other institutions that their college experiences contributed to all areas of knowledge, skills, and personal development...especially in the following areas:

1. Developing a deepened sense of spirituality.
2. Contributing to the welfare of your community.
3. Acquiring job or work-related knowledge and skills.

Satisfaction

Southwestern seniors indicated a little more than students at other institutions that their educational experience was *good to excellent*, and that if starting over, they would choose SWOSU again.

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. 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).

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 (47) / Proficiency Recital (5)	52
Exam	330
Internship Evaluation	80
Portfolio	107
Survey	127

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

Master of Business Administration: The MFAT in Business is administered to graduates in that program. During the 2009-2010 academic year, three graduate students participated in the exam.

Master of Education

Educational Administration: Graduating students participate in four major assessments to evaluate student progress and overall program effectiveness: the Internship Evaluation completed by cooperating administrators for 98 students; the Graduate Level e-Portfolio and accompanying capstone completed by 91 students; the Oklahoma Subject Area Test (OSAT) (199 exams completed); and, the Post-Graduate Administrator Survey completed by employer supervisors for 36 students.

Agency/Community Counseling: Fifteen students completed the Capstone Experience.

Reading Specialist: Two students completed a Final Graduate Level Portfolio.

School Counselor: Ten graduates participated in the Capstone Experience and Culminating Portfolio; nine took the OSAT.

School Psychometrist: Four students completed the Capstone Experience and Culminating Portfolio; two took the OSAT.

Master of Music: Graduates of the Master of Music degree participate in a proficiency recital (5) and/or take a final comprehensive exam (4).

Master of Science

School Psychology: Graduates participate in a Capstone Experience (6).

SECTION V—GRADUATE STUDENT

ANALYSIS AND FINDINGS

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

Master of Education

Educational Administration: Graduates earned a 96% pass rate on the OSAT Common Core exam. Scores on all other assessments were very high. In addition, eleven of thirteen responses to the Follow-up Study were from Education Administration graduates. Data shows a great deal of satisfaction, especially in the areas of: 1) development of critical thinking, problem solving, and performance capabilities; 2) understanding the school's role in a democratic society; 3) exhibiting professional attitudes; 4) demonstrating knowledge, attitudes, and skills; 5) collaborating in planning the instructional program of the school; and 6) preparing learning activities that engage from diverse, social, and ethnic environments. All respondents indicated that these areas are *Excellent*.

Agency/Community Counseling: There was an 80% pass rate on the Capstone Experience.

School Counselor: There was a 100% pass rate on the OSAT.

School Psychometrist: One of the two graduates has passed the OSAT.

Master of Music: There was a 100% pass rate on all assessments, including recitals, certification exams and other exams.

Master of Science

School Psychology: Four of the six graduates passed the Capstone Experience.

OTHER ASSESSMENT PLANS

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

Master of Education

Educational Administration: Course content and instructional delivery systems are constantly revised and adjusted based on feedback. In spring 2010, a new Education Leadership Psychology course was added that will meet 24 of the 61 ELCC standard elements.

Health Science, Microbiology: Graduates will participate in an advisor-approved Capstone Experience in which the student integrates the components of his or her graduate training to perform at a professional level. This will be followed-up by an oral presentation on the experience.

School Counselor: Data shows that students need more content on the ASCA National model, which has now been incorporated into two courses.

School Psychometrist: Assessment results indicate that students are not fully understanding the consultation role of a psychometrist. An extensive assignment on consultation has been added to the Psychometrical Services course.

Master of Music: Faculty have instituted a system of department-wide emphasis of music fundamentals for freshman to reinforce in applied lessons what is being taught in Music Theory I.

SECTION V—GRADUATE STUDENT

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.