

**ANNUAL
ASSESSMENT
REPORT
2010-2011**

***Southwestern Oklahoma
State University***

Annual Student Assessment Report
of
2010-2011

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, 939 pretest CPT's were administered for the 2010-11 academic year with a 40 percent pass rate; 267 were administered at the Sayre Campus with a 42 percent pass rate. Students are allowed an opportunity for one re-test in each subject area. During 2010-11, 48 percent who re-tested cleared remedial English; 17 percent cleared mathematics remediation; and 37 percent cleared remedial reading.

In Fall 2010, there were about 1295 enrollments in remedial classes by SWOSU's 4,845 students on both the Weatherford and Sayre campuses: 230 (17.8 percent) in English, 783 (60.5 percent) in mathematics, and 282 (21.8 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. The most recent tracking study is utilizing attendance data to compare with remediation success.

Mid-Level (General Education) Assessment

Curriculum-embedded methods that are used in all general education courses on the Weatherford and Sayre campuses assess four main goals: (1) competency in written and oral communications; (2) mastery of core mathematics concepts and understanding of mathematics principles, symbols, and logic; (3) skills in problem solving and critical and creative thinking; and (4) understanding and competency in use of technology, computer literacy, and information systems.

Faculty members rely on feedback from formative methods to improve instruction and modify activities. Sharing the information with students and making the assessment part of the course requirements create an environment for meaningful participation of students.

Data indicate that benchmarks for student achievement are being met in the general education courses. Faculty reported revisions in methods of assessment and instruction as well as refinements of course objectives. The flexibility of curriculum-embedded assessment allows changes to be made and efficacy of changes to be assessed more efficiently.

While our current reporting of mid-level assessment is based on a two-year course rotation of curriculum-embedded assessments, ACT's Collegiate Assessment of Academic Proficiency (CAAP) has been utilized annually since Fall 2007. For the first time, Freshmen were asked to complete one of the two tests during English Composition I class periods. Four hundred forty-three freshmen participated; 207 took the Critical Thinking test, and 236 took the Writing Essay. Eligible Southwestern

Seniors were asked to volunteer to complete both CAAP tests. Out of about 387 seniors invited to participate, 28 (7%) actually contributed to this important project; 11% participated last year (36 juniors). While scores of our freshmen were slightly below the national average, the impressive scores of our juniors and seniors since 2007 are slightly above the national average. In addition, Southwestern takes pride in the fact that our junior and senior examinees exceed the Critical Thinking scores of our freshmen by five points, and the Essay scores of our freshmen by 0.5 points. This is an indication of the value-added performance gain that our students achieve while enrolled in our general education program.

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 500 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 93 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. The most recent 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 the most recent 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 an 83 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.

Educational Administration, Psychometry, Reading Specialist, and School Counseling students took close to two hundred OSAT exams; there was an 80 percent pass rate.

There was a 100 percent pass rate on all Community Counseling assessments (Capstone, Practicum Evaluation, and final project).

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

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 30-40 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 68 percent (510) 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.

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.

SECTION I—ENTRY-LEVEL

I-3. continued

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	72%	52%	71%	33%
Mathematics	18%	16%	10%	19%
Reading	47%	18%	40%	37%

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.

Almost eighty-eight percent of the English remedial students that had only 0-4 absences passed the course:

Language & Literature Department, Fundamentals of English, CUMULATIVE (Fall 2009 - Spring 2011)

Grade	# of Students	%	0-4 Absences			5-8 Absences			More than 8 Absences		
			#	% of 0-4 Absences	% of Total	#	% of 5-8 Absences	% of Total	#	% of More than 8 Absences	% of Total
S	88	43.56%	50	87.72%	24.75%	32	51.61%	15.84%	6	7.23%	2.97%
U	27	13.37%	0	0.00%	0.00%	8	12.90%	3.96%	19	22.89%	9.41%
W*	87	43.07%	7	12.28%	3.47%	22	35.48%	10.89%	58	69.88%	28.71%
TOTAL	202	100.00%	57	100.00%	28.22%	62	100.00%	30.69%	83	100.00%	41.09%

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

Mathematics Department, Basic Algebra, CUMULATIVE (Fall 2009 - Spring 2011)

Grade	# of Students	%	0-4 Absences			5-8 Absences			More than 8 Absences		
			#	% of 0-4 Absences	% of Total	#	% of 5-8 Absences	% of Total	#	% of More than 8 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%	23.42%	237	100.00%	51.86%

Reading instructors attempt to actively engage the students by incorporating textbook instruction with daily life-skills such as reading and summarizing newspaper articles and magazine articles. A variety of silent, small-group, and oral reading techniques are used. Instructors also attempt to reinforce study habits across the curriculum. It is felt that this is a course in which students can be successful and can regain the confidence needed to be successful in future endeavors.

Education Department, Improvement of Reading, CUMULATIVE (Fall 2010 - Spring 2011)

Grade	# of Students	%	0-4 Absences			5-8 Absences			More than 8 Absences		
			#	% of 0-4 Absences	% of Total	#	% of 5-8 Absences	% of Total	#	% of More than 8 Absences	% of Total
S	140	60.61%	111	100.00%	48.05%	18	16.51%	7.79%	11	100.00%	4.76%
U	0	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%
W*	91	39.39%	0	0.00%	0.00%	91	83.49%	39.39%	0	0.00%	0.00%
TOTAL	231	100.00%	111	100.00%	48.05%	109	100.00%	47.18%	11	100.00%	4.76%

SECTION I—ENTRY-LEVEL

I-6. continued

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.

First-time Freshmen	Content Area	Courses	Including Withdrawals	Excluding Withdrawals	Excluding Withdrawals/ Including Ds
Cumulative Fall 2001 - Fall 2003	English	Remedial	68%	88%	88%
		Subsequent following Remediation	75%	86%	96%
		Subsequent--No Remediation	83%	92%	96%
	Math	Remedial	43%	50%	50%
		Subsequent following Remediation	48%	66%	86%
		Subsequent--No Remediation	66%	79%	90%
	Reading	Remedial	78%	96%	96%
		Subsequent following Remediation	74%	80%	95%
		Subsequent--No Remediation	81%	89%	95%
	All	Remedial	55%	67%	67%
		Subsequent following Remediation	69%	80%	93%
		Subsequent--No Remediation	80%	89%	95%

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 Collegiate Assessment of Academic Proficiency (CAAP) testing. For the first time this year we tested entry-level students.

Southwestern also voluntarily participates in the National Survey of Student Engagement (NSSE), which includes surveying entry-level students along with University seniors.

SECTION I—ENTRY-LEVEL

I-8. Describe results.

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

CAAP scores of our freshmen were slightly below the national average. However, the impressive scores of our juniors and seniors since 2007 are slightly above the national average. This is an indication of the value-added performance gain that our students achieved while enrolled in our general education program.

Southwestern's most recent 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?

English faculty 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.

Faculty continually evaluate and experiment with instructional strategies for the Basic Algebra course. The department has 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.

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	1989	Enrollment in 1103 Am. Gov. & Politics and 1063 U.S. History (curriculum-embedded assessments)
Essays to measure Writing competency	1911	Enrollment in 1113 English Comp. I and 1213 English Composition II (curriculum-embedded assessments)
Exams to measure Mathematics competency	1195	Enrollment in 1143 Math Concepts and 1513 College Algebra (curriculum-embedded assessments)
Exams to measure Critical Thinking competency	938	Enrollment in 1004 Biological Concepts or 1054 Principles of Biology (curriculum-embedded assessments)
Lab assignments and exams to measure Computer Literacy	1265	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

For the fourth academic year, Southwestern Oklahoma State University has administered an annual standardized examination as a component of institutional assessment, the importance of which is supported by the Student Government Association. Faculty Committees and Administration agreed to utilize two components of ACT's Collegiate Assessment of Academic Proficiency (CAAP): Critical Thinking and Writing Essay.

For the first time, Freshmen were asked to complete one of the two tests during English Composition I class periods. Four hundred forty-three freshmen participated; 207 took the Critical Thinking test, and 236 took the Writing Essay.

Eligible Southwestern Seniors were asked to volunteer to complete both CAAP tests. Forty two-hour testing time slots were offered to seniors scheduled for a designated two-week period. Seniors were informed of this opportunity through letters, e-mails, and displayed flyers. Eligibility was based on the following criteria:

1. Have not taken CAAP tests as a junior or senior at SWOSU before.
2. Earned at least 90 credit hours (credit from advanced placement exams acceptable)
3. Earned at least 22 general education hours at Southwestern
4. Earned credit at Southwestern for the 1213 English Composition II course with a grade of "C" or better (credit from advanced placement exams acceptable)

Out of about 387 seniors invited to participate, 28 (7%) actually contributed to this important project; 11% participated last year (36 juniors). As a means of incentive and showing our appreciation for the contribution of seniors outside of class time, participants received \$20 for the testing appointment to take the two tests.

The scores of our freshmen examinees were slightly below the national average of other freshmen examinees. On a scale of 40-80, Southwestern freshmen received an average score of 59.9 on the Critical Thinking objective test compared to the freshmen national average of 61.0. On a scale of 1-6, SWOSU freshmen received an average score of 2.9 on the Writing Essay test; the freshmen national average was 3.0.

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

Students participate willingly in assessments integrated into course requirements.

A sufficient number of Freshmen took CAAP tests since it was administered during a class period. Incentive for Juniors to voluntarily participate in CAAP assessments included a \$20 cash award for an appointment to take the two tests. Both Freshmen and Seniors competed for cash prizes awarded for highest scores in order to gain increased effort on performance. These achievement prizes were awarded in four different categories based on the ACT scores of Freshmen, and based on the current GPA of Seniors.

SECTION II—MID-LEVEL/GENERAL EDUCATION

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

Since 2004, the English faculty have worked to expand curriculum embedded assessments. In addition, adjunct faculty members have 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 members conclude that PowerPoint remains the major area where significant improvement needs to be made.

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.

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.

SECTION II—MID-LEVEL/GENERAL EDUCATION

II-5. 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-6. What were the analyses and findings from the 2010-2011 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 2010-2011 mid-level assessment revealed that faculty modify their curriculum-embedded assessments as needed. Many re-state their learner outcomes in more measurable terms while others select different, more meaningful measures to document student achievement.

SECTION II—MID-LEVEL/GENERAL EDUCATION

II-6. continued

While CAAP scores of our freshmen were slightly below the national average, the impressive scores of our juniors and seniors since 2007 are slightly above the national average. In addition, Southwestern takes pride in the fact that our junior and senior examinees exceed the Critical Thinking scores of our freshmen by five points, and the Essay scores of our freshmen by 0.5 points. This is an indication of the value-added performance gain that our students achieved while enrolled in our general education program.

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	96	80	71 (89%)
Pharm.D.	79	75	74 (99%)
Nursing	71	36	35 (97%)
Elementary Education	37	40	32 (80%)
Master of Ed., School Counseling	27	21	15 (71%)
Health, Physical Ed., and Recreation Education	14	15	15 (100%)
Physical Therapist Assistant, A.A.S.	14	15	15 (100%)
Radiologic Technologies - A.A.S.	13	13	12 (97%)
Occupational Therapy Asst. - A.A.S.	13	12	11 (92%)
Health Information Management	9	9	9 (100%)

*The Accounting program had 27 graduates, but certification testing records are not available.

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	14
Biology	ETS Major Field Test, Term Paper, Poster Paper Presentation	22
Chemistry	American Chemical Society Exams, Service-Learning Assignment, Research Presentation, Oral Presentations, Senior Seminar	8
Communication Arts	Senior Exit Survey	17
Language & Literature		
English	Portfolio, Capstone Exam and Exit Interview	3
Spanish	Capstone Project, Exit Interview	3
Mathematics	Exit exam and interview	6

SECTION III—PROGRAM OUTCOMES

III-1. continued

Music	Proficiency Exams, Senior Recital	9
<i>Music Therapy</i>	Proficiency Exams, Certification Exam	0
Physics	Term Papers, Oral Presentations, Exit Interviews	2
Social Sciences		
<i>Criminal Justice</i>	ACAT, Grade performance in targeted courses	4
<i>History</i>	Departmental exams	9
<i>Political Science</i>	GPA, LSAT scores, law & graduate school admission	3

College of Pharmacy

Pharmacy Pharm.D.	North American Pharmacist Licensure Examination (NAPLEX), Professional Portfolio	75
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College of Professional & Graduate Studies

School of Allied Health		
<i>Athletic Training</i>	Certification and Licensure Exams, Clinical Site Evaluations, Exit Surveys	5
<i>Health Care Administration</i>	State Licensure Exam, Graduate and Employer Satisfaction Surveys	7
<i>Health Info. Management</i>	Certification exam	9
Health Sciences	Admission into professional health programs	44
<i>Medical Laboratory Science</i>	Certification Exam	3
School of Behavioral Sciences & Education		
<i>Education, Art</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	0
<i>Education, Early Childhood</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	13
<i>Education, Elementary</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	40
<i>Education, English</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Exit Exam, Capstone Portfolio	4
<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	10
<i>Education, Math</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Capstone Exam, Exit Interview	4
<i>Education, Music</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Proficiency Exams	8
<i>Education, Natural Science</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	2

SECTION III—PROGRAM OUTCOMES

III-1. continued

<i>Education, Special Ed.</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	3
<i>Education, Technology</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	0
<i>Exercise Science</i>	Pre & Post Assessments	5
<i>Park Law Enforcement</i>	Departmental Exams, Internship Evaluation	7
<i>Parks and Rec. Management</i>	Capstone, Internship Evaluation	30
<i>Psychology</i>	Value Added Comprehensive exams	8
<i>Social Work</i>	BEAP, Practicum, Exit Interview, ACAT, Practicum Eval.	22
<i>Wildland Firefighting</i>	Certification Test, Departmental Exams, Internship Evaluation	1
School of Business and Technology		
<i>Accounting</i>	Comprehensive Business Exam (CBE), Written Presentation, Exit Survey, Certification Exam	31
<i>Computer Science</i>	Certification Exam	15
<i>Finance</i>	Comprehensive Business Exam (CBE), Major Course, Exit Survey	20
<i>Entrepreneurship</i>	Comprehensive Business Exam (CBE), Exit Survey	9
<i>Management</i>	Comprehensive Business Exam (CBE), Exit Survey	16
<i>Marketing</i>	Comprehensive Business Exam (CBE), Major Course, Exit Survey	9
<i>Technology, Engineering and Industrial</i>	Certification and Professional Exams	11
School of Nursing	Nat. council Licensure Exam for Reg. Nurses (NCLEX-RN), PreRN Examination, Capstone/Portfolio, Exit Survey	36

COLLEGE OF ASSOCIATE AND APPLIED PROGRAMS—SAYRE CAMPUS

Computer Science	Curriculum-embedded	4
Criminal Justice	Curriculum-embedded	5
General Business	Curriculum-embedded,	5
General Studies	Curriculum-embedded	33
Medical Lab Technician	American Medical Technologists Registry Exam	3
Occupational Therapy Asst.	National & State Licensure	12
Physical Therapist Asst.	National & State Licensure Exam	8
Pre-Nursing	Curriculum-embedded	2
Radiologic Technologies	American Registry of Radiologic Technologists Exam	13

SECTION III—PROGRAM OUTCOMES

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: Mean performance for the 23 students assessed was 156.3 / 200, which falls within the median of the previous national norms. The highest performing student performed at the 95th percentile and the lowest performing students (2) were at the 5th percentile, which indicates that SWOSU Biological Science graduates perform within national norms. Class performance indicates a need for greater emphasis on research and writing.

Chemistry: Most graduates find jobs in areas related to their major immediately after graduation, or are accepted to graduate or professional schools. The national average raw score is 33/70 on the Diagnostic of Undergraduate Chemical Knowledge (DUCK) Exam developed by the American Chemical Society (ACS) Committee. Our eight graduating majors scored an average of 29/70 resulting in a class average score in the 44th percentile of graduating seniors who have taken this exam. This is a significant fall-off in performance compared to the results of the previous year. We attribute this to the fact that this year only two graduates out of the eight Chemistry graduates passed through the BS sequence. All BS Chemistry graduates received a grade of "A" for the research work they carried out for college credit. Two were also credited as co-authors in peer reviewed publications.

Communication & Theatre: The senior exit survey revealed a great deal of student satisfaction. Ten out of seventeen respondents claimed faculty played a major role in making the department successful, and many complimentary comments were made. Students gave useful input for department and program improvement recommending more classes in mass communications as well as additional aspects of theatre. Additional video equipment and computers were also suggested. In addition, students desire more activities and better organized groups with committed student leadership.

Language and Literature: There was an 80% pass rate on the certification tests in the English Education program.

Math: Our exit exam is somewhat challenging, and scores are lower than hoped for, indicating that students are not retaining all of their skills at the highest levels they demonstrated when they took the courses.

Music: Students had a 90% pass rate on proficiency exams and a 100% pass rate on recitals. There was also a 100% pass rate on Certification Exams for Oklahoma Educators for both instrumental and vocal music education students.

SECTION III—PROGRAM OUTCOMES

III-2. continued

Social Sciences: The highest ACAT scores by *Criminal Justice* students were found in the “Criminal justice Systems” subtest; the “Research Methods” subtest had the lowest percentile score. *History* scores for this year compare favorably to the baseline scores from 2006; however, scores declined from the previous year’s cohort. *Political Science* majors had a low GPA of 3.36; three students achieved LSAT scores between 147-157.

College of Pharmacy

The pass rate on the North American Pharmacist Licensure Examination (NAPLEX) was an impressive 98.7 percent, which is above the national average.

College of Professional & Graduate Studies

School of Allied Health

Athletic Training: There was an impressive 100 percent pass rate on the certification exam. Job placement reported two graduates that attained graduate assistant athletic training positions, one with employment in a clinical athletic training setting, and one that is completing requirements for EMT.

Health Information Management: There was a 100% pass rate on the certification exam and surveys reveal satisfaction by graduates and employers.

Health Science: Forty-seven percent were admitted into professional health programs.

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

School of Behavioral Sciences & Education

Education: Overall there is an 81 percent success rate on undergraduate certification tests. This is a 10% increase over last year. This includes a 78 percent pass rate on undergraduate OSAT exams and 88 percent pass rate on OPTE exams.

Education, Early Childhood: Graduates earned a 69 percent pass rate this year.

Education, Elementary Education: Certification test results reveal a 76 percent pass rate.

Education, English: Students took English Education assessments with an 80 percent pass rate. Many of our candidates score higher than the state averages.

Education, Health & Physical Education: There was a 100 percent success rate on the certification exam.

Education, History: Certification test results reveal a 64 percent pass rate.

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

Education, Music: Graduates earned a 100 percent pass rate.

Education, Natural Science: There was a 60 percent success rate on the certification exams.

Education, Special Education: Certification test results reveal a 67 percent success rate.

Exercise Science: Graduate had a 100 percent pass rate on comprehensive exam.

Park Law Enforcement: Graduates earned a 100 percent pass rate on exams. Internship partners tended towards universal praise for our students, finding them well suited for careers in the field.

SECTION III—PROGRAM OUTCOMES

III-2. continued

Parks and Recreation Management: There was a 100 percent pass rate on exams. Internship partners tended towards universal praise for our students, finding them well suited for careers in the field.

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

Wildland Firefighting: The graduate passed the internship evaluation and exams including the certification test.

School of Business & Technology

Business, Accounting: In the last 4 windows in which students could take parts of the CPA exam, an average of 17 SWOSU graduates took 93 parts and passed 28. This compares favorably with other Oklahoma universities. Twenty five BBA-Accounting students (five out of the twenty five were double majors, Accounting/Finance) took the CBE exam scored an average of 74.67% on the CBE Accounting Domain, 64.98% on Legal Domain, 66.72% on Social Domain, 68.92% on Int'l & Global Domain. BBA Accounting students (31 students) scored an average of 92.5 on the written report and presentation in the Accounting & Information Systems Course. BBA Accounting Exit Questionnaire: "How do you rate your business degree in terms of 'Preparation for a Career'." Responses had a mean 3.885 out of possible 5. Our goal was a mean of at least 4. (2) "How do you rate your business degree in terms of intellectual challenge score." Responses had a mean of 4.00 out of possible 5. Our goal was a mean of at least 4. Course Instructor Evaluation: (1) Course expanded my knowledge, comprehension and/or skills" Responses were 1.725 out of 5 (lower scores are best.) Our goal was that the faculty will rate consistently at less than 2 (lower scores are best).

Business, Computer Science: Graduates had a 100 percent pass rate on the certification exam.

Business, Entrepreneurship: Nine BBA-Entrepreneurship students took the CBE exam and scored an average of 61.96% on the CBE Exam, 69.19% on Legal Domain, 68.44% on Social Domain, 66.59% on Int'l & Global Domain. BBA Entrepreneurship Exit Questionnaire: "How do you rate your business degree in terms of 'Preparation for a Career'?" Responses had a mean 3.89 out of possible 5. Our goal was a mean of at least 4. "How do you rate your business degree in terms of intellectual challenge?" Responses had a mean of 3.89 out of possible 5. Our goal was a mean of at least 4. Course Instructor Evaluation: Course expanded my knowledge, comprehension and/or skills" Responses were 1.73 out of 5 (lower scores are best.) Our goal was that the faculty will rate consistently at less than 2 (lower scores are best).

Business, Finance: Twenty BBA-Finance students (five out of the twenty were double majors, Finance/Accounting) took the CBE exam and scored an average of 62.95% on the CBE Finance Domain, 53.75% on Legal Domain, 64.07% on Social Domain, 70.03% on Int'l & Global Domain. BBA Finance students (24 students) scored an average of 84% on the written report and presentation in the Financial Management Course. BBA Finance Exit Questionnaire: "How do you rate your business degree in terms of 'Preparation for a Career'?" Responses had a mean 3.74 out of possible 5. Our goal was a mean of at least 4. "How do you rate your business degree in terms of intellectual challenge?" Responses had a mean of 3.74 out of possible 5. Our goal was a mean of at least 4. Course Instructor Evaluation: Course expanded my knowledge, comprehension and/or skills" Responses were 1.75 out of 5 (lower scores are best.) Our goal was that the faculty will rate consistently at less than 2 (lower scores are best).

SECTION III—PROGRAM OUTCOMES

III-2. continued

Business, Management: 16 BBA-Management students took the CBE exam and scored an average of 67.23% on the CBE Management Domain, 48.08% on Legal Domain, 63.42% on Social Domain, 70.93% on Int'l & Global Domain BBA Management Exit Questionnaire: "How do you rate your business degree in terms of 'Preparation for a Career'?" Responses had a mean 3.79 out of possible 5. Our goal was a mean of at least 4. "How do you rate your business degree in terms of intellectual challenge?" Responses had a mean of 4.14 out of possible 5. Our goal was a mean of at least 4. Course Instructor Evaluation: Course expanded my knowledge, comprehension and/or skills" Responses were 1.74 out of 5 (lower scores are best.) Our goal was that the faculty will rate consistently at less than 2 (lower scores are best).

Business, Marketing: 9 BBA-Marketing students took the CBE exam and scored an average of 76.33% on the CBE Marketing Domain, 50% on Legal Domain, 62.07% on Social Domain, 65.23% on Int'l & Global Domain BBA Marketing students (12 students) scored an average of 86% on the written report and presentation in the Services Marketing Course BBA Marketing Exit Questionnaire: "How do you rate your business degree in terms of 'Preparation for a Career'?" Responses had a mean 3.84 out of possible 5. Our goal was a mean of at least 4. "How do you rate your business degree in terms of intellectual challenge?" Responses had a mean of 4.04 out of possible 5. Our goal was a mean of at least 4. Course Instructor Evaluation: Course expanded my knowledge, comprehension and/or skills" Responses were 1.74 out of 5 (lower scores are best.) Our goal was that the faculty will rate consistently at less than 2 (lower scores are best).

Technology: There was an overall 25 percent pass rate of graduates participating in certification exams. Zero students out of three passed professional exams. Student performance on exams is lacking in the following areas: mathematics, science, fixturing, and electrical/electronics. However, student performance in these areas is outstanding: process technologies, material science, quality and customer satisfaction, and management sciences.

School of Nursing

There was an impressive 97 percent pass rate on the NCLEX-RN. The national pass rate to date is 90.51 percent.

College of Associate and Applied Programs—Sayre Campus

Medical Laboratory Technician: All three graduates have been successfully placed in the field. There was a 67 percent pass rate on the credentialing exam.

Occupational Therapy Assistant: Graduates have a 92 percent pass rate on the Certified Occupational Therapy Assistant Exam. The program continues to have 100% membership and participation in Health Occupation Students of America (HOSA) activities, which assist in teaching the soft skills needed for professionalism in the field of occupational therapy. The 2011 HOSA national competition results included 5 students placing at the state level and progressing on to the national level for competition where 2 students earned 3rd place in their prospective events. SWOSU students have continually placed at the national level every year of participation.

Physical Therapist Assistant Program: So far, there is an 88 percent pass rate on the State Board of Medical Licensure & Supervision Exam.

SECTION III—PROGRAM OUTCOMES

III-2. continued

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

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: Faculty work to create an improved Foundations program, have restructured the graphic design program, and plan to add museum studies elements to the art program. The portfolio class teaches resume preparation and the ability of our seniors to explain their own artistic ambitions.

Biology: The department is investigating writing intensive courses. Graduates would have to complete one or more of these courses to graduate. We are also planning greater emphasis on writing and communication in all courses. We are in the midst of an extensive curriculum review and revision that will address needs for writing, research skills, and analytical skills as well as adjusting content to match changing demands in the biological sciences.

Communication & Theatre: The Department has 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. The department recently launched the Southwestern Communication Association to address students who want an active group in the speech emphasis. The department is also creating a Facebook page to post the activities of all three campus groups and departmental events to keep students informed and create better unity between the three emphasis areas.

Language and Literature: Among several changes are: 1) After both NCATE and teacher candidates recommended adding a Young Adult Literature course, the department responded by developing and adding a Young Adult Literature course as a degree requirement. 2) The Grammar course has been lengthened to four days a week to encourage better acquisition of grammar content skills.

Math: The result of low Exit Exam scores is being addressed in courses such as the Capstone, which will help students review and solidify previous knowledge.

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.

SECTION III—PROGRAM OUTCOMES

III-3. continued

Social Sciences: *Criminal Justice* faculty hope to recruit more highly qualified students and have begun using the ACAT as a nationally-normed test. The ACAT in *Political Science* will also be utilized in the future.

College of Pharmacy

Need to focus more on drug literature evaluation and pharmacoeconomic data interpretation in the curriculum.

College of Professional & Graduate Studies

School of Allied Health

Athletic Training: There are plans to 1) increase the clinical experience required from four to five semesters; 2) Make a change in course pre-requisites; 3) Make some course modifications; and 4) Make a change in course sequence progression.

Health Information Management: Based on assessment, a new class entitled "Introduction to the Electronic Health record has been added, which will be a prerequisite to an advanced "Health Information Systems" course offered now for several years. A new course entitled "Health Data Analysis" is also targeted to begin the spring of 2011.

Health Science: A new advisement option for the Health Science major was developed to provide a stronger science base. Additional science based classes in chemistry and biology will be an asset for students seeking admission into medical schools.

Medical Laboratory Science: Students are now required to take Biochemistry for completion of the chemistry minor and requirement for the MLS Clinical Program.

School of Behavioral Sciences and Education

Education: Several programs have identified constructed response (essay) questions as the main factor in lower scores on some sub-tests. All of these programs have either made course modifications or initiated new courses that require students to do more writing and, as a result, be better prepared for the writing prompts they will encounter on their certification exams.

Education, English Education: Faculty encourage graduating seniors to take the Departmental Exit Exam, which gives the opportunity to review the material they have studied in our program, and improves the performance of the English Education majors on the OSAT sub-category of Language/Literature. Faculty also stress the importance of writing skills and assign writing activities.

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

Education, Music: Faculty members employ a process of continuous monitoring and modification based on assessment and have instituted a system of department-wide emphasis of music fundamentals.

Exercise Science: Faculty plan more practical application skills.

Parks and Recreation Management majors (including Park Law Enforcement and Wildland Firefighting): Faculty will be increasing opportunities for hands-on, practical experiences in the field throughout the undergraduate career.

SECTION III—PROGRAM OUTCOMES

III-3. continued

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

School of Business & Technology

Business: Faculty are focused on showing real world applications of the subject matter and building on academic rigor. The faculty will reevaluate our goals relative to the exit questionnaire.

Business, Finance: We have added a new faculty position. This person has vast experience in finance, especially in the banking profession.

Technology: Professors now introduce the math required for each course in a separate instructional unit. Fixturing units have been added to the Machine Tool Processes courses. The electronics program has been reviewed and will be updated. Best practices from several courses are being shared at each faculty meeting.

School of Nursing: Based on outcomes assessment and student feedback, discussions are occurring to modify the first semester's curriculum to reduce the intensity of the first 8 weeks of the program and instead spread the content over the entire semester. The department has moved to a new facility with enhanced lab space. Therefore, more simulation will eventually be added to the curriculum. The department plans to request a new position of a simulation faculty.

College of Associate and Applied Programs—Sayre Campus

Occupational Therapy Assistant: Faculty have incorporated methods of teaching to provide case studies and instructional videos.

Radiologic Technology: New didactic and clinical competency requirements from ARRT were implemented into curriculum provided by the ASRT. Acceptance into the program is weighted heavier on academic history.

SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT

ADMINISTRATION OF ASSESSMENT

ACTIVITY	# OF STUDENTS
Course/Instructor Evaluations	5,399
Interactive Television Course Survey	128
2009-2010 ACT Survey of Student Opinion (every other year)	422
2009-2010 National Survey of Student Engagement (every other year)	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 22,000 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 last year to replace the Southwestern Senior Survey, Graduate Degree Survey and Student Satisfaction Survey (Sayre Campus) with plans for administration every other year. Most recently, 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 last year with plans for administration every other 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 1.60

SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT

IV-2. continued

Respondents completing the Interactive Television Course Survey indicate that they were satisfied overall with the course (97 percent), could hear clearly all or most of the time (98 percent), felt the instructor was eventually comfortable using the equipment (97 percent), felt comfortable with the technology involved in this type of classroom setting (97 percent), felt included in discussions and other activities (97 percent), were satisfied with written material presented in class (84 percent), were able to forget about the cameras and microphones (92 percent), and were satisfied with the viewing of demonstrations (81 percent). Sixty-four percent felt there was not too much noise from the other locations, but 36 percent felt there was at least occasionally. Ninety-nine percent were able to contact the instructor for additional assistance in the course all or most of the time and 98 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* (23percent) *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	160
Certification Exam	218
Exam	84
Internship/Practicum Evaluation	171
Portfolio	151
Proficiency	62
Project	41
Recital	3
Exit Survey	150

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

Master of Business Administration: The CBE is administered to graduates in that program. During the 2010-2011 academic year, 25 graduate students participated in the exam as well as an exit survey.

Master of Education

Educational Administration: Ninety-six graduating students participated in four major assessments to evaluate student progress and overall program effectiveness: Internship Evaluation, Graduate Level e-Portfolio and accompanying capstone, Oklahoma Subject Area Test (OSAT), and Post-Graduate Administrator Survey.

Reading Specialist: Three graduating students completed the OSAT and Final Graduate Level Portfolio.

School Counselor: Twenty-one graduates participated in the Capstone Experience, Culminating Portfolio, and the OSAT.

School Psychometrist: Two graduating students completed the Capstone Experience, Culminating Portfolio, and the OSAT.

Master of Music: Graduates participate in a graduate recital (3) and/or take a final comprehensive exam (5).

Master of Science

Community Counseling: Twelve graduates completed the Capstone Exam, Exit Survey, and Practicum Evaluation.

Management: Ten graduating students participated in an exit exam and exit survey.

SECTION V—GRADUATE STUDENT

ANALYSIS AND FINDINGS

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

Master of Business Administration: Our faculty are very concerned that the students rated the program in terms of preparing them for a career, lower than what the faculty had set as a goal. However, they are encouraged with the popularity of the programs as evidenced by the tremendous growth in enrollments in the program. Recently our program was recognized by the Journal Record as one of the largest MBA programs in the Spring 2011.

Master of Education

Educational Administration: Graduates earned an 86% pass rate on OSAT exams.

Reading Specialist: There was a 100% pass rate on the OSAT.

School Counselor: Graduates had a 71% pass rate on the OSAT.

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

Master of Music: There was a 100% pass rate on certification exams, recitals, and comprehensive exams.

Master of Science

Community Counseling: The twelve graduates passed the Capstone Experience and the Practicum Evaluation.

Management: All ten graduates passed the exit exam.

OTHER ASSESSMENT PLANS

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

Master of Business Administration: Faculty have added more sections of required classes and will seek to implement in their courses, material showing the importance and relevance of the material to real world situations.

Master of Education

Educational Administration: Course content and instructional delivery systems are constantly revised and adjusted based on feedback.

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 Science

Management: Faculty will seek to implement material into their courses in order to show the importance of this material in preparing for their career.

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.