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## 2011-2012 Annual Student Assessment Report

Southwestern Oklahoma State University

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**ANNUAL  
ASSESSMENT  
REPORT  
2011-2012**

***Southwestern Oklahoma  
State University***

Annual Student Assessment Report  
of  
2011-2012

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, 868 pretest CPT's were administered for the 2011-12 academic year with a 38 percent pass rate; 185 were administered at the Sayre Campus with a 41 percent pass rate. Students are allowed an opportunity for one re-test in each subject area. During 2011-12, 63 percent who re-tested cleared remedial English; 17 percent cleared mathematics remediation; and 33 percent cleared remedial reading.

In Fall 2011, there were about 1229 enrollments in remedial classes by SWOSU's 5,340 students on both the Weatherford and Sayre campuses: 234 (19.04 percent) in English, 737 (59.97 percent) in mathematics, and 258 (20.99 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 study from Fall 2009 – Spring 2011 tracked the significance of attending class, and has confirmed the positive effectiveness of attendance in remedial classes.

### 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 in Fall 2010, 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 Juniors and Seniors were asked to volunteer to complete both CAAP tests in Spring 2012. Out of about 763 invited to participate, 66 (8.65%) actually contributed to this important project; 7% participated last year (28). 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 more than five points, and the Essay scores of our freshmen by 0.51 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 97 percent pass rate on the national licensure exam.

### **Student Satisfaction/Engagement 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 22,000 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 or good* for 89 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 (95%)

indicated a little more than students at other institutions that their educational experience was *good to excellent*, and that if starting over, 87% would *probably or definitely* 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 comprehensive exams.

Educational Administration, Psychometry, Reading Specialist, and School Counseling students took over two hundred OSAT exams; there was a 74 percent pass rate.

There was a 100 percent pass rate on all Community Counseling and School Psychometry 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:***

<b>TEST BATTERY</b>	<b>TEST</b>	<b>CUT-SCORE</b>	<b>COURSE</b>
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 20-30 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 63 percent (465) 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:

	<b>Weatherford Campus</b>		<b>Sayre Campus</b>	
	<b>Pretest</b>	<b>Re-test</b>	<b>Pretest</b>	<b>Re-test</b>
English	68%	62%	69%	67%
Mathematics	14%	16%	5%	17%
Reading	42%	36%	48%	25%

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. The study from Fall 2009 – Spring 2011 tracked the significance of attending class.

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

Student success in 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).

## **SECTION I—ENTRY-LEVEL**

### ***I-6. continued***

Almost eighty-eight percent of the English remedial students that had only 0-4 absences passed the course; over half (53%) of those enrolled had more than 4 absences, and did not successfully complete the course. Almost 73% of the math remedial students that had only 0-4 absences passed the course; over half (56%) of those enrolled had more than 4 absences, and did not successfully complete the course. All of the reading remedial students that had only 0-4 absences passed the course; thirty-nine percent of those enrolled had more than 4 absences, and did not successfully complete the course.

### **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.

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

#### ***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 some perspectives of our first-year students as well as our seniors:

#### **Academic Challenge**

- 82% of first-year (FY) students feel that this institution places substantial emphasis on academics.
- 70% of FY students frequently work harder than they thought they could to meet faculty expectations.
- 57% of FY students report that their exams strongly challenge them to do their best work.

#### **Active Learning**

- 63% of FY students frequently discuss readings or ideas from courses outside of class.
- 51% of FY students frequently work with other students on projects in class, and 39% frequently work with peers on assignments outside of class.

## **SECTION I—ENTRY-LEVEL**

### ***I-8. continued***

- By spring of their senior year, 43% of students participate in some form of practicum, internship, field experience, co-op, or clinical assignment.
- 28% of seniors frequently assist their fellow students by tutoring or teaching.

### **Student-Faculty Interaction**

- 71% of FY students say their faculty are available, helpful and sympathetic.
- 62% of FY students frequently get prompt verbal or written feedback from faculty members.
- 45% of FY students at least occasionally spend time with faculty members on activities other than coursework.
- By spring of their senior year, 14% of students do research with a faculty member.
- 85% of seniors at least occasionally discuss career plans with faculty.

### **Enriching Educational Experiences**

- 48% of FY students frequently have serious conversations with students who are different from themselves in terms of their religious, political, or personal beliefs.
- 45% of FY students frequently have serious conversations with those of a different race or ethnicity.
- During their first year, 12% of students participate in a learning community. By spring of their senior year, 16% of students have done independent study.
- By the time they are seniors, 64% of students participate in community service or volunteer work.

### **Supportive Campus Environment**

- 78% of FY students report that their peers are friendly, supportive, and give them a sense of belonging.
- 86% of FY students rate their experience as good or excellent; 87% of seniors would choose this school again if they could start their college career over.
- 28% of FY students spend at least 5 hours a week participating in co-curricular activities; 41% do not participate in such activities.
- 70% of FY students find the administrative personnel and offices helpful, considerate, and flexible.
- 80% of FY students feel that this institution provides substantial support for their academic success; 53% perceive substantial support for their social needs.

According to the NSSE, Southwestern FY students and Seniors rate the following items as *good to excellent*:

- Quality of academic advising at this institution (by 85%).
- Entire educational experience at this institution (by 90%).

Southwestern is pleased that if they could start over, eighty-six percent of our FY students and Seniors would *probably* or *definitely* attend Southwestern again.

## **SECTION I—ENTRY-LEVEL**

### ***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.

No new changes are planned with the Basic Algebra course itself. However:

1. We plan to continue to offer two types of instruction, one being a mostly lecture-based approach with computer-based (MathXL) homework (with feedback and guidance) and quiz assessment for part of the credit required to pass the course, and the other being a computer-guided course (ALEKS) with the instructor available to assist. When students fail in one type of course structure and need to repeat the course, we can offer them the other format as an alternative in hopes they will respond better to the other format.
2. We are also tightening the requirements for taking the CPT test, which allows students to "test out of" the remedial Basic Algebra course despite their low ACT or previous CPT score. Students were allowed to do so in the past up to the middle of the semester, but now they must also obtain an instructor's signature once enrolled in the course. This should encourage students to take their classwork more seriously, since they may need to impress the instructor sufficiently for the instructor to agree to allow them to take the CPT.

We are always discussing and searching for ways to improve student success in the course, though we are unwilling to lower standards or be enablers for irresponsible student behavior. Instead we aim to prepare students as well as possible for the other rigors of college study. Students who are willing and able to work towards passing the remedial course generally do—even if not always on the first attempt—in large part due to the knowledge, care and commitment of our faculty.

Course/Instructor Evaluations and class attendance indicated low student engagement in the Improvement of Reading course. As a result, the Department of Education (DOE) changed the curriculum to include thematic trade books to foster a love of reading. Additionally, the DOE invested in a portable computer lab so that student could access the skills practice sets in the Learning Express Library (available to students free via the SWOSU Library). These two instructional strategies replaced an expensive textbook previously required of students.

## **SECTION II—MID-LEVEL/GENERAL EDUCATION**

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

<b>MEASURE</b>	<b># OF STUDENTS ASSESSED</b>	<b>HOW WERE STUDENTS SELECTED</b>
Exams to measure Reading competency	1865	Enrollment in 1103 Am. Gov. & Politics and 1063 U.S. History (curriculum-embedded assessments)
Essays to measure Writing competency	1780	Enrollment in 1113 English Comp. I and 1213 English Composition II (curriculum-embedded assessments)
Exams to measure Mathematics competency	1213	Enrollment in 1143 Math Concepts and 1513 College Algebra (curriculum-embedded assessments)
Exams to measure Critical Thinking competency	933	Enrollment in 1004 Biological Concepts or 1054 Principles of Biology (curriculum-embedded assessments)
Lab assignments and exams to measure Computer Literacy	1230	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. For the fifth 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.

### **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 first time, Freshmen were asked to complete one of the two CAAP tests during a regular class period every other year beginning Fall 2010. Four hundred forty-three freshmen participated then; 207 took the Critical Thinking test, and 236 took the Writing Essay.

Eligible Southwestern Juniors and Seniors were asked to volunteer to complete both CAAP tests during the Spring 2012 semester. Forty-four two-hour testing time slots were offered for a designated two-week period. Students 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 60 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 763 juniors and seniors invited to participate, 66 (8.65%) actually contributed to this important project; 7% participated last year (28 Seniors).

### ***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. As a means of incentive and showing our appreciation for the contribution of juniors and seniors outside of class time, participants received \$20 for the testing appointment to take the two tests. Both Freshmen and Seniors competed for cash prizes awarded for highest scores, the purpose of which 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.

### ***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.

## **SECTION II—MID-LEVEL/GENERAL EDUCATION**

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.

<b>First-time Freshmen</b>	<b>Content Area</b>	<b>SUCCESS FOLLOWING REMEDIATION (Including Withdrawals)</b>	<b>SUCCESS FOLLOWING REMEDIATION (Excluding Withdrawals)</b>	<b>SUCCESS WITH NO REMEDIATION REQUIREMENT (Excluding Withdrawals)</b>	<b>DIFFERENCE</b>
<b>Fall 2001</b>	English	84%	94%	93%	1%
	Math	43%	59%	80%	21%
	Reading	75%	81%	90%	9%
<b>Fall 2002</b>	English	75%	89%	93%	4%
	Math	58%	74%	82%	8%
	Reading	88%	92%	90%	2%
<b>Fall 2003</b>	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 2011-2012 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 2011-2012 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.

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. 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. Southwestern Juniors and Seniors received an average score of 65.56 (mean score of 65.15 for juniors and seniors since 2007) on the Critical Thinking objective test compared to the juniors' and seniors' national averages of 61.8 and 62.9 respectively. SWOSU juniors and seniors received an average score of 3.39 (mean score of 3.41 for juniors and seniors since 2007) on the Writing Essay test; the Juniors' and Seniors' national average was 3.3. 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:*

<b>PROGRAM*</b>	<b># OF GRADUATES</b>	<b># OF INDIVIDUALS ASSESSED</b>	<b># PASSING</b>
Master of Ed. in Educational Administration	110	85	74 (87%)
Nursing	93	40	38 (95%)
Pharm.D.	77	76	74 (97%)
Elementary Education	41	130	90 (69%)
Master of Ed., School Counseling	17	31	25 (81%)
Early Childhood Education	14	39	36 (92%)
Occupational Therapy Asst. - A.A.S.	13	7	6 (86%)
Physical Therapist Assistant, A.A.S.	13	14	13 (93%)
Health, Phys. Ed. and Recreation Education	11	12	9 (75%)
Music Education	10	10	10 (100%)

\*The Accounting program had 21 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		
<i>Fine Arts/Graphic Design/ 2D/3D Studio</i>	Senior Exhibit, Portfolio	8
Biology	ETS Major Field Test, Term Paper, Poster Paper Presentation	21
Chemistry	American Chemical Society Exams, ETS Major Field Test, Research & Term Papers, Oral Presentations, Senior Seminar, Service-Learning Assignment, Exit Interviews	18
Communication Arts	Senior Exit Survey	7
Language & Literature		
<i>English</i>	Portfolio, Capstone Exam and Exit Interview	10
<i>Spanish</i>	Capstone Project, Exit Interview	3
Mathematics	Exit exam and interview	3

## **SECTION III—PROGRAM OUTCOMES**

### ***III-1. continued***

Music	Proficiency Exams, Senior Recital, Certification Exam	6
<i>Music Therapy</i>	Proficiency Exams, Certification Exam	3
Physics	Term Papers, Oral Presentations, Exit Interviews	1
Social Sciences		
<i>Criminal Justice</i>	ACAT, Grade performance in targeted courses	5
<i>History</i>	Departmental exams	8
<i>Political Science</i>	GPA, LSAT scores, law & graduate school admission	4

### **College of Pharmacy**

Pharmacy Pharm.D.	North American Pharmacist Licensure Examination (NAPLEX), Multistate Pharmacy Jurisprudence Exam (MPJE), AACP Student Survey	76
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### **College of Professional & Graduate Studies**

School of Allied Health		
<i>Athletic Training</i>	Certification Exam, Graduate Survey, Employer Survey, Exit Interview	6
<i>Health Care Administration</i>	Annual Instructor Continuance Assessment; Tracking of Graduates	7
<i>Health Info. Management</i>	Certification exam, End of Program Evaluation, Graduate Follow-up, Employer Follow-up	7
Health Sciences	Annual Instructor Continuance Assessment; Tracking of Graduates	24
<i>Medical Laboratory Science</i>	Certification Exam	1
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	39
<i>Education, Elementary</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	55
<i>Education, English</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Exit Exam, Capstone Portfolio	2
<i>Education, Health, P.E. &amp; Rec.</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Methods & Materials Assessment	11
<i>Education, History</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	3
<i>Education, Math</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Capstone Exam, Exit Interview	2

## **SECTION III—PROGRAM OUTCOMES**

### ***III-1. continued***

<i>Education, Music</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Proficiency Exams	7
<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	7
<i>Exercise Science</i>	Pre & Post Assessments	7
<i>Park Law Enforcement</i>	Departmental Exams, Internship Evaluation	11
<i>Parks and Rec. Management</i>	Capstone, Internship Evaluation, Exams, Job Placement	23
<i>Psychology</i>	Value Added Comprehensive Exam, Exit Exam	12
<i>Social Work</i>	BEAP, Practicum, Exit Interview, ACAT, Practicum Eval.	10
<i>Wildland Firefighting</i>	Certification Test, Departmental Exams, Internship Evaluation	1
 School of Business and Technology		
<i>Accounting</i>	Exit Exam, Written Presentation, Exit Survey, Certification Exam	21
<i>Computer Science</i>	Capstone	14
<i>Finance</i>	Exit Exam, Major Course, Exit Survey	18
<i>Entrepreneurship</i>	Exit Exam, Exit Survey	14
<i>Management</i>	Exit Exam, Exit Survey	25
<i>Marketing</i>	Exit Exam, Major Course, Exit Survey	7
<i>Technology, Engineering</i>	Certification and Professional Exams	13
 School of Nursing		
	Nat. council Licensure Exam for Reg. Nurses (NCLEX-RN), PreRN Examination, Capstone/Portfolio, Exit Survey	40
<i>RN to BSN</i>	Exit Interview	55

### ***COLLEGE OF ASSOCIATE AND APPLIED PROGRAMS—SAYRE CAMPUS***

Computer Science	Curriculum-embedded, Satisfaction Survey	3
Criminal Justice	Curriculum-embedded, Satisfaction Survey	5
General Business	Curriculum-embedded, Satisfaction Survey	8
General Studies	Curriculum-embedded, Satisfaction Survey	47
Medical Lab Technician	American Medical Technologists Registry Exam	6
Occupational Therapy Asst.	National & State Licensure	13
Physical Therapist Asst.	National & State Licensure Exam	13
Pre-Nursing	Curriculum-embedded	2
Radiologic Technologies	American Registry of Radiologic Technologists Exam	9

## **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. Though there are some gaps in the expectations of the artistic skills between art courses in high school and on university levels, Southwestern students are being successfully trained with the necessary foundation skills for advanced studies in art, as well as careers in art.

Biology: Means were at National Norms for MFT. Students continue to improve in application of statistical analysis. Writing skills need some improvement.

Chemistry: Perhaps the most important indicator of the quality of our graduates is the fact that typically, most of them find jobs in areas related to their major immediately after graduation, or are accepted to graduate or professional schools. Of our 18 students, four have been admitted to graduate/professional schools (OU Medical School, OSU Medical School, University of Notre Dame, SWOSU College of Pharmacy), seven have found professional employment in a job related to their major, and the remaining seven are waiting to hear for admission to professional schools this year. The national average raw score is 31/70 on the Diagnostic of Undergraduate Chemical Knowledge (DUCK) Exam developed by the American Chemical Society (ACS) Committee. Our 18 graduating majors scored an average of 27/70 resulting in a class average score in the 42<sup>nd</sup> 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 four graduates out of the 18 Chemistry graduates passed through the BS sequence that would have included all of the course material covered by the DUCK exam. Students electing to receive the BA Chemistry degree do not take all of the ACS recommended course material. 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. Three of seven students indicated that small classes, hands on learning opportunities and relationships with professors were a great benefactor to their educational experience. Three of seven students suggested offering more classes to improve the programs.

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

## **SECTION III—PROGRAM OUTCOMES**

### ***III-2. continued***

Math: Scores on the exit exams have been lower than we would like, but that we attributed to the fact that some skills learned early are not revisited often enough. Given the availability of our new Capstone course), which can be taken by either Mathematics or Mathematics Education majors, we expect the scores to improve. Our first student to take the Capstone course was a Mathematics major, despite the course not being required. His Exit Exam grade was the highest score in recent memory, with  $39/50=78\%$ , the next highest of the most recent 18 scores being  $29/50=58\%$ . He also scored well on the prestigious Putnam Exam, scoring higher than over 70% of competitors, and then was accepted into a graduate degree program in Mathematics at Texas Tech University.

Music: Students had a 100% pass rate on the Oklahoma Subject Area Test (OSAT) for both Instrumental and Vocal music education students. One student took the Board Certification Test for Music Therapy, but did not pass.

Social Sciences: Seven of the eight *History/History Education* students had higher score on the post-test. Additionally, history graduates and majors are assessed in tests and written assignments with an 80% pass rate. *Political Science* students' scores ranged from the 25th to the 98th percentile on the ACAT. *Criminal Justice* students' percentile scores on the ACAT ranged from 64 to 83. The Juvenile Justice subtest had the highest percentile, while the Research Methods subtest had the lowest score.

### **College of Pharmacy**

The pass rate on the North American Pharmacist Licensure Examination (NAPLEX) was an impressive 97 percent, which is above the national average.

### **College of Professional & Graduate Studies**

#### School of Allied Health

*Athletic Training:* So far there is a 50 percent pass rate on the certification exam. The fall of 2012 showed a 25% increase in enrollment over the previous year. The incoming class beginning in the spring of 2013 is expected to be the largest class in the history of the Athletic Training Education Program. In addition to providing a viable major for the student wishing to provide hands-on health services in the athletic setting the program also serves to support the athletic programs of SWOSU. The program collaborates with athletics as well as the kinesiology department to share resources as well as faculty and staff support whenever needed and necessary. The program is well recognized across the state being one of 5 undergraduate programs offered in Oklahoma. Although there is no state or national ranking unofficial industry ranking places our program as one of the top programs in the state.

*Health Care Administration:* Under new leadership, it is hoped that this program will significantly grow over the coming years.

*Health Information Management:* There was a 100% pass rate on the certification exam.

## **SECTION III—PROGRAM OUTCOMES**

### ***III-2. continued***

*Health Science:* The health science program continues to be a popular program servicing students wishing to further their health career at a comprehensive university. The major offers an option to the student which provides flexibility in curriculum planning and makes their transition to their next level of professional education much easier.

School of Behavioral Sciences & Education

*Education:* All programs met or exceeded the 80% pass rate required for accreditation by the National Council for Accreditation of Teacher Education (NCATE) except Science Education. Due to its small enrollment, this may not be statistically significant.

*Education, Early Childhood:* Graduates earned a 92 percent pass rate this year.

*Education, Elementary Education:* Certification test results reveal a 69 percent pass rate.

*Education, English:* Students earned a 100 percent pass rate.

*Education, Health & Physical Education:* There was a 91 percent success rate on the certification exam.

*Education, History:* Certification test results reveal a 100 percent pass rate.

*Education, Math:* Students passed one out of two (50 percent) certification exams.

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

*Education, Natural Science:* There was a 44 percent success rate on the certification exams.

*Education, Special Education:* Certification test results reveal a 86 percent success rate.

*Exercise Science:* Graduate had a 71 percent pass rate on comprehensive exam.

*Park Law Enforcement:* Graduates earned a 100 percent pass rate on exams. Internship supervisors and employers are universally pleased with our students. Job placement is extremely high for our graduates. These students are heavily recruited for law enforcement jobs in Oklahoma.

*Parks and Recreation Management:* There was a 100 percent pass rate on exams. Job placement is very high. Internship coordinators and employers are universally pleased with the performance of our students and graduates.

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

*Wildland Firefighting:* The graduate passed the internship evaluation and exams including the certification test. Placement is very high. All program graduates are highly qualified and certified federal wildland firefighters.

School of Business & Technology: Business majors are in the process of assessing our assessment program and making any necessary changes. The Manufacturing program needs alignment with the SME exam. The Electronics program needs concrete and demonstrable objectives.

## **SECTION III—PROGRAM OUTCOMES**

### ***III-2. continued***

#### School of Nursing

There was an impressive 95 percent pass rate on the NCLEX-RN. The national pass rate to date is 87.9 percent. Of the 40 graduates from the traditional program, 38 (95.0%) have passed the NCLEX-RN®. The national pass rate to date is 87.9% and the state pass rate for the same time period was 86.3%. Just prior to graduation, traditional students were given the RN Comprehensive Predictor® exam, an assessment to predict success the NCLEX-RN®. Of the 40 seniors, 32 tested at a level that there was a 90% likelihood of passing the NCLEX-RN®. This test is determined to be sensitive for prediction of passing/non-passing the NCLEX-RN®. Based on results from an exit interview survey, the RN to BSN students believed the program outcomes were met. Also, RN to BSN students are required to complete an electronic portfolio by the capstone completion course. Students place assignments, experiences, journaling, as well as any other accomplishments that they may have experienced throughout their student learning experience at SWOSU as evidence of meeting outcomes. All outcomes must be met through a demonstration of documentation in the efolio in order to successfully complete the program.

#### **College of Associate and Applied Programs—Sayre Campus**

*Medical Laboratory Technician:* All six graduates have been successfully placed in the field. There was a 100 percent pass rate on the credentialing exam.

*Occupational Therapy Assistant:* Graduates have a 86 percent pass rate on the Certified Occupational Therapy Assistant Exam.

*Physical Therapist Assistant Program:* There is an 93 percent pass rate on the State Board of Medical Licensure & Supervision Exam.

*Radiologic Technology Program:* Graduates have a 78 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.

## **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: More exposure to professional art events are planned for students through the Visiting Artist Program. We also plan to implement in-house assessments through individual courses as well as student portfolio reviews by a department committee before students are permitted to take upper level art courses.

Biology: The department has revised its introductory and core curriculum to place greater contextual instruction in written and oral communication and critical thinking and problem solving. Greater emphasis will be placed on research in courses and in independent study. The capstone course has been modified to better reflect the curriculum and we plan to include the CAAP test as part of the assessment in that course.

Communication & Theatre: The Department has added some new classes to the schedule. For example, a video documentary course is currently being offered through OSLEP giving students further opportunities for additional course work. Broadcast production III was offered as an independent study to one student to help meet the needs of this student and future employment. Additionally, Public Relations Writing was offered to meet the needs of Communication majors and the requirements of the Public Relations minor. The department responded to more needs by adding a Speech Communication Association for the Speech emphasis majors, creating a Facebook page to create unity among all three emphasis areas and to keep students informed of activities, accomplishments and changes within the department.

Math: We now require a one-credit Capstone course for the Mathematics Education degree. This is a chance to give an overview, review, context and coherence to the mathematics content by considering problems which draw upon many subjects at once. We are still assessing its effect on Exit Exam scores. Besides the datum given above, we have only one other person who took the Capstone course and then the Exit exam, and that student's score was lower but that student did not plan to attend graduate school and so the day-to-day course work was tailored differently. Beginning this semester, the course topics are more aligned with the Exit Exam. When the materials are further reviewed the exam, and perhaps therefore the course, may change depending upon the needs of the students.

Music: Our applied music faculty employs a process of continuous monitoring and modification based on proficiency exam results. We 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: *History/History Education*, faculty will continue to emphasize writing skills as well as limit capstone course enrollment so that smaller number is enrolled. Incorporation of research requirements that include historical argument, writing outlines, writing drafts, and rewriting. There is ongoing evaluation of the ACAT appropriateness to the *Political Science* program. Criminal Justice faculty continue to examine the appropriateness of the ACAT subtests to our program; strengthen courses by including more research papers and assignments. We are also working to recruit academically stronger students to the program.

### **College of Pharmacy**

New elective courses were added as a result of student feedback. 2011-2012 was the first year of implementation for new curriculum. It will take three more years to fully change over to the new curriculum.

### **College of Professional & Graduate Studies**

#### School of Allied Health

*Athletic Training:* Per continuing accreditation a competency matrix is utilized to ensure and validate that competencies are covered in particular courses along with the suggested course sequence. Course Syllabi are used to determine that courses contain appropriate material relating back to the 4th Edition of the NATA Educational Competencies. Minor curriculum modifications and content adjustments have been made as a result of continuing program evaluation however no major instructional changes have occurred or are planned due to program outcomes assessment.

*Health Care Administration:* The curricular requirements for the HCA program were submitted for approval last year and approved for implementation for the fall of 2012. Course sequencing and course content has been modified and changed across the curriculum. (These changes have also impacted all majors in the School of Allied Health Sciences.) Ancillary course requirements for the HCA major have also been changed. It is felt that these changes are a positive move for the HCA major and will serve to enhance the professional background of the graduate as they move into this area of healthcare.

*Health Information Management:* The program continues to meet CAHIIM programmatic accreditation. Brandi Fowler replaced Marion Prichard as program director beginning the fall 2012 academic year. Change in program director status generally serves as an indicator for an accreditation site visit. Migration to online delivery will be explored. The Coding II course is being transitioned for the Spring of 2013. Many of the HCA minor courses are already offered via this delivery and have met with success. The program completes the APAR (Annual Program Assessment Report) for CAHIIM accreditation on an annual basis. Each area on the competency exam where graduate performance was below the national mean is subject to evaluation with a plan of action required based on this assessment. Data have been evaluated for the last APAR assessment and changes to individual courses and overall curriculum made based on this assessment.

## **SECTION III—PROGRAM OUTCOMES**

School of Behavioral Sciences and Education

*Education:* Case studies were added in several courses to enhance content knowledge and to help prepare students for the OSAT exams.

*Education, Health & Physical Education:* Faculty uses a lot of practical application skills for their programs. We will work on weaker areas of the OSAT.

*Parks and Recreation Management majors:* We found that we need to help our students develop their public speaking skills. We are placing additional emphasis on public speaking through oral presentations in required courses.

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

School of Business & Technology: The CPC exam will be administered in the Capstone course this year. The electronics program has been revitalized with new courses and curriculum by Mr. Short. Regents' approval was given to him to begin the program in the Fall of 2013. The manufacturing program continues to show very poor results on the SME Exam. Mr. Short has offered tutoring in the past on his own time and at his own expense; however, no students availed themselves of the opportunity. Students are tutoring with Mr. Short in the Fall of 2012 and better results are expected. Mr. Short has worked with Mr. White to bring course of instruction terms and theory into more alignment with SME terms and theory.

School of Nursing: Based on trended data obtained through NCLEX Board results, student and faculty course evaluations and results from Assessment Technologies Incorporated (ATI), the testing program used through the traditional program, a curriculum change was made for this fall. Content was shifted within the program to sequence it differently and change the pace of delivery. We monitor the results of the change in the upcoming months. More simulation as an instructional adjunct to classroom teaching will be used this year in the traditional program. We are also installing software and equipment needed for smart classrooms and distance classrooms with the guidance of the Distance Education Department. Our RN to BSN program is being revamped to make the courses more similar in appearance on D2L.

### **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. Acceptance into the program is weighted heavier on academic history.

# **SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT**

## ***ADMINISTRATION OF ASSESSMENT***

<b>ACTIVITY</b>	<b># OF STUDENTS</b>
Course/Instructor Evaluations	5,340
2011-2012 ACT Survey of Student Opinion (every other year)	317
2009-2010 National Survey of Student Engagement (every other year)	209
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 more than 5,000 students.

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 fifth time this year. Basically, all sophomores, juniors, and graduate students were asked to complete the SOSO that was made available via the internet. The online survey was accessible to 2,281 students; it was completed by 317 respondents (14 percent). Last year's response rate was 15 percent.

First-year and Senior students were asked to complete the National Survey of Student Engagement for the fourth time this year with plans for administration every other year. Invitations to participate were sent to 940 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***

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, academic advisement, and library programs. 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, attitude of faculty toward students, preparation for future occupation, and course content in major. Students would like to see improvements made to availability of courses, billing and fee payment procedures, and availability of financial aid info. Ninety-five percent of respondents indicated that Southwestern was their *first* (70 percent) or *second* (25 percent) *choice*. If they could start over, 84 percent would *definitely* (51 percent) or *probably* (33 percent) *choose Southwestern again*. The overall impression of the quality of education at Southwestern is *excellent or good* for 89 percent. Students feel that Southwestern has made a *Great* or *Very Great* contribution to their experiences in intellectual growth, preparation for career, preparation for further study, and personal growth.

NSSE highlights reveal the following:

#### **Academic Challenge**

- 82% of first-year (FY) students feel that this institution places substantial<sup>1</sup> emphasis on academics.
- 70% of FY students frequently work harder than they thought they could to meet faculty expectations.
- 57% of FY students report that their exams strongly challenge them to do their best work.

#### **Active Learning**

- 63% of FY students frequently discuss readings or ideas from courses outside of class.
- 16% of FY students frequently participate in service learning or community-based projects; 64% never take part in such activities.
- By spring of their senior year, 43% of students participate in some form of practicum, internship, field experience, co-op, or clinical assignment.

#### **Student-Faculty Interaction**

- 71% of FY students say their faculty are available, helpful and sympathetic.
- 62% of FY students frequently get prompt verbal or written feedback from faculty members.
- 85% of seniors at least occasionally discuss career plans with faculty; 15% never talk with faculty members about career plans.

## **SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT**

### ***IV-2. continued***

#### **Enriching Educational Experiences**

- 48% of FY students frequently have serious conversations with students who are different from themselves in terms of their religious, political, or personal beliefs.
- 45% of FY students frequently have serious conversations with those of a different race or ethnicity.
- By the time they are seniors, 64% of students participate in community service or volunteer work.

#### **Supportive Campus Environment**

- 78% of FY students report that their peers are friendly, supportive, and give them a sense of belonging.
- 86% of FY students rate their experience as good or excellent; 87% of seniors would choose this school again if they could start their college career over.
- 70% of FY students find the administrative personnel and offices helpful, considerate, and flexible.
- 80% of FY students feel that this institution provides substantial support for their academic success; 53% perceive substantial support for their social needs.

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:**

<b>ACTIVITY</b>	<b># OF STUDENTS</b>
Capstone	79
Certification Exam	132
Exam	31
Internship/Practicum Evaluation	179
Portfolio	155
Project	35
Recital	4
Exit Survey	167

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

**Master of Business Administration:** The CPC was administered to graduates in that program. During the 2011-2012 academic year, 23 graduate students participated in the exam as well as an exit survey.

### **Master of Education**

*Educational Administration:* One hundred 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:* Thirty-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 entrance exam (5) and take a final comprehensive exam (6).

### **Master of Science**

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

*Management:* Eight 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:** We are excited about the use of both an inbound and outbound assessment exam for both the MBA and MS Management programs. This will allow us to examine where students are in their knowledge relative to starting the program and finishing the programs.

#### **Master of Education:**

*Educational Administration:* Graduates earned an 87% pass rate on OSAT exams.

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

*School Counselor:* Graduates had an 81% 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 exams.

#### **Master of Science**

*Community Counseling:* Twenty graduates passed the Capstone Experience and the Practicum Evaluation.

## **OTHER ASSESSMENT PLANS**

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

**Master of Business Administration:** Faculty hope to develop a database of scores where by students who take the inbound exam and score low on different topics can take an online module in this subject area.

#### **Master of Education**

*Educational Administration:* Course content and instructional delivery systems are constantly revised and adjusted based on feedback. Case studies have been added to enhance content knowledge and to help prepare students for OSAT exams.

#### **Master of Science**

*Management:* Faculty hope to develop a database of scores where by students who take the inbound exam and score low on different topics can take an online module in this subject area.

## **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.