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**ANNUAL
ASSESSMENT
REPORT
2013-2014**

***Southwestern Oklahoma
State University***

Annual Student Assessment Report
of
2013-2014

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, 755 pre-test CPT's were administered for the 2013-14 academic year with a 36 percent pass rate; 172 were administered at the Sayre Campus with a 36 percent pass rate. Students are allowed an opportunity for one re-test in each subject area. During 2013-14, 53 percent who re-tested cleared remedial English; 11 percent cleared mathematics remediation; and 26 percent cleared remedial reading.

In 2013-2014, there were about 970 enrollments in remedial classes by SWOSU's 4,995 students on both the Weatherford and Sayre campuses: 210 (21.65 percent) in English, 548 (56.49 percent) in mathematics, and 212 (21.86 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. In Fall 2012, Freshmen were asked to complete one of the two tests during a freshman class period. Four hundred forty-three freshmen participated; 371 took the

Critical Thinking test, and 357 took the Writing Essay. Eligible Southwestern Juniors and Seniors were asked to volunteer to complete both CAAP tests in Spring 2014. Out of about 701 invited to participate, 32 (4.56%) actually contributed to this important project; 5.08% participated last year (36). 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. There are a couple of indications of the value-added performance gain that our students achieve while enrolled in our general education program:

- 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 0.55 points.
- There are now 17 students who participated in CAAP testing as freshmen as well as either a junior or a senior. All but three (82%) have an improved score after completing most or all of Southwestern's 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, 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 many 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 21,000 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 1.53

The Noel-Levitz Student Satisfaction Inventory (SSI) has replaced the ACT Survey of Student Opinions (SOSO), which is now obsolete. The SSI gives Southwestern's leadership insights about the aspects of college that are important to students as well as how satisfied students are with them. Also included are several customized questions focusing on the connection students feel to Southwestern and the community. Southwestern ratings are impressive throughout this survey; there were few areas where Southwestern scored below the national average.

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 students (87%) indicated that their entire educational experience at Southwestern is *good to excellent*, and that if starting over again, 85% would *probably or definitely* go to SWOSU again.

The Alumni Survey is administered to all Southwestern graduates within the previous five years. Ninety-six percent of the respondents of the 2013 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 (94 percent) and that the quality of overall education received was high or fairly high, especially in the area of their major (almost 89 percent).

Graduate Assessment

The average score of our MBA and MS Management graduates on the outbound Peregrine Academic Services exam was more than 3.2% higher than the peer group of all ACBSP accredited schools.

Educational Administration, Psychometry, Reading Specialist, and School Counseling students took about 185 OSAT exams; there was a 79 percent pass rate. There was a 100 percent pass rate on all other outcome assessments (Capstone, Internship Evaluation, Portfolio, etc.).

Parks and Recreation Management graduates were successful in all final assessments including a research project and an internship evaluation.

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 20-30 times each academic year. The Sayre Campus Assessment Center also administers residual ACT exams 8-12 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 61 percent (453) of those students chose second level testing rather than enrolling in remedial courses based on their ACT sub-scores.

I-3. Describe how and when they were assessed, including options for the students to seek re-testing, tutoring, or other academic support.

Assessment for placement begins when students apply for admission. If their records indicate deficiencies that require remediation, they are advised of opportunities for second-level testing. CPTs are administered daily and during extended hours prior to freshmen clinics to allow testing before registration.

SECTION I—ENTRY-LEVEL

I-3. continued

Students are advised of academic support through notification in various handbooks, bulletins, and Southwestern websites as well as by staff and faculty during clinics, orientation, registration, and advisement. Student Counseling and Retention Management Services offer advisement and counseling. Academic departments also provide advisement as well as tutoring assistance in special labs by student tutors and faculty.

Re-testing on the CPT was available by student request beginning Spring 1999. One re-test is allowed before enrolling and completing the remedial course(s), but students must wait a minimum of two weeks before re-testing. Students may take one additional re-test after each failed attempt to pass the remedial course. Students enrolled in a remedial course may take the CPT test or re-test before noon of the semester deadline to add a class (or by Instructor permission).

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	67%	42%	67%	80%
Mathematics	14%	13%	11%	0%
Reading	36%	33%	35%	0%

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, which was proven to be an important factor for success.

Recently, there has been interest in correlating the variables of discipline issues, ACT scores, HS GPA, and retention.

SECTION I—ENTRY-LEVEL

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

Student success in 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).

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.

Of the 554 discipline files that were open, 72% had ACT scores below the minimum requirement for admissions and 60% had HS GPAs below the minimum requirement for admissions. Further research indicates that of the students with discipline records:

- 48% were regular admit students and 16% were alternate admit students.
- 34% finished a degree; of these, 43% of the regular admit students graduated while 20% of alternate students graduated.

In addition, we found that 5% of regular admit students were disciplined and 6.6% of the alternate admit students were disciplined.

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 several accountability measures, two of which are Collegiate Assessment of Academic Proficiency (CAAP) testing and 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.

SECTION I—ENTRY-LEVEL

I-8. continued

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):

NSSE highlights reveal the following:

- The score of our first-year students is significantly lower than those of other Oklahoma institutions on the engagement indicator of "Discussions with Diverse Others."
- Southwestern students spend a little less on "Time Spent Preparing for Class" and on "Reading and Writing" than students at other Oklahoma institutions.
- Spending time on Academics seems to be emphasized to students a little more at Southwestern than at other Oklahoma institutions.
- In general, the opinion of the "Academic Challenge" by our students is slightly lower than the opinion of our comparison groups.
- Southwestern senior respondents seem to sense the "Quality of Interactions" and "Supportive Environment" more strongly than both our first-year respondents and the respondents of our comparison groups.
- Southwestern first-year students (85%) indicated that their entire educational experience at Southwestern is *good to excellent*, and that if starting over again, 84% would *probably or definitely* go to SWOSU again.

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

English faculty meet together once a week to discuss Fundamentals of English 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.

The Mathematics Department is looking at options for defining and revamping math remediation.

The Department of Education continues to improve instruction in the Improvement of Reading course by combining the SWOSU library database for assessment purposes and contemporary reading materials for reading fluency and comprehension purposes. This integrated approach has proven effective in retention and completion rates.

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	1607	Enrollment in 1103 Am. Gov. & Politics and 1063 U.S. History (curriculum-embedded assessments)
Essays to measure Writing competency	1616	Enrollment in 1113 English Comp. I and 1213 English Composition II (curriculum-embedded assessments)
Exams to measure Mathematics competency	1047	Enrollment in 1143 Math Concepts and 1513 College Algebra (curriculum-embedded assessments)
Exams to measure Critical Thinking competency	972	Enrollment in 1004 Biological Concepts or 1054 Principles of Biology (curriculum-embedded assessments)
Lab assignments and exams to measure Computer Literacy	1098	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 seventh 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

Freshmen were asked to complete one of the two CAAP tests during a regular class period every other year beginning Fall 2010. In Fall 2012, 371 freshmen took the Critical Thinking test, and 357 took the Writing Essay.

Eligible Southwestern Juniors and Seniors were asked to volunteer to complete both CAAP tests during the Spring 2014 semester. Thirty-four two-hour testing time slots were offered for a designated two-week period. Students were informed of this opportunity through e-mails. 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 701 juniors and seniors invited to participate, 32 (4.56%) actually contributed to this important project; 5.08% participated last year (36).

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?

Economics faculty based exam questions in international economics on classroom activities, which provided students with better understanding about specialization and gains from trade in international economy. The average of correct answers to international economics questions was the highest. Students engage in classroom activities to evaluate their decisions on purchases and sales. In classroom discussion, students read and analyze news articles that address current economic issues such as competition in different market structures.

Literature faculty on the Sayre campus have 1) eliminated true/false questions and changed from an online quiz to an in-class paper/pencil quiz; 2) begun requiring a written transcript of oral presentations with documented research; and 3) added the requirement to quote from the stories in students' essays and answers to discussion questions.

SECTION II—MID-LEVEL/GENERAL EDUCATION

II-4. continued

Faculty teaching the Spanish language made the following changes: 1) created additional translation exercises; 2) took students to the library for research; and 3) added oral components to all chapter tests.

ANALYSES AND FINDINGS

II-5. How was student progress tracked into future semesters and what were the findings?

When compared to a 1993 freshmen cohort (the year prior to implementation of required remediation), students who successfully completed remedial courses performed better overall than the 1993 freshmen.

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

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

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

The most recent tracking study compared admissions data with discipline issues. Results have shown that of the students with discipline records, 48% are regular admit students, 16% were alternate admit students, and 28% were transfer students. The other 8% was divided between small groups of adult students, international students, graduate students, concurrent students, and Sayre students.

SECTION II—MID-LEVEL/GENERAL EDUCATION

II-5. continued

The Director of Institutional Research (DIR) reviewed students with discipline records that were admitted prior to Fall 2010 and found that 34% finished a degree. This percentage differed by groups. For example, 43% of the regular admit students graduated, while 20% of alternate students graduated, and 44% of the transfer students graduated.

To determine if different groups of students were more prone to having discipline problems, the DIR considered all students admitted to SWOSU between Fall 2000 and Fall 2012 in the different admission categories. Then she compared that total number of students to the disciplined students that were admitted during the exact time frame (Fall 2000 to Fall 2012). She found that 5.0% of the regular admit students were disciplined, 6.6% of the alternate admit students were disciplined, and 3.6% of the transfer students were disciplined.

II-6. What were the analyses and findings from the 2013-2014 mid-level/general education assessment?

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 60.24 on the Critical Thinking objective test compared to the freshmen national average of 61.1. On a scale of 1-6, SWOSU freshmen received an average score of 2.91 on the Writing Essay test; the freshmen national average was 3.0.

Southwestern Juniors and Seniors have received an average score of 65.8 (mean score of 65.4 for juniors and seniors since 2007) on the Critical Thinking objective test compared to the juniors' and seniors' national averages of 61.1 and 62.6 respectively. SWOSU juniors and seniors received an average score of 3.70 (mean score of 3.45 for juniors and seniors since 2007) on the Writing Essay test; the Juniors' and Seniors' national average was 3.3 and 3.4 respectively. There are a couple of indications of the value-added performance gain that our students achieve while enrolled in our general education program:

- 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 0.55 points.
- There are now 17 students who participated in CAAP testing as freshmen as well as either a junior or a senior. All but three (82%) have an improved score after completing most or all of Southwestern's 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 Education, Educational Administration	89	72	60 (83%)
Pharm.D.	78	79	77 (97%)
Nursing	43	41	40 (97%)
Elementary Education (Subtest 2)	41	34	30 (88%)
Master of Education, School Counseling	19	17	14 (82%)
Early Childhood Education	15	38	30 (79%)
Physical Therapist Asst. - A.A.S.	13	16	15 (94%)
Occupational Therapy Assistant	12	14	14 (100%)
Radiologic Technologies	12	12	9 (75%)
History Education	11	15	10 (67%)

ADMINISTRATION OF ASSESSMENT

III-1. List, in table format, assessment measures and number of individuals assessed for each major field of study.

<u>Degree Program</u>	<u>Assessment Measures</u>	<u>No.</u>
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BACCALAUREATE DEGREE PROGRAMS:

College of Arts and Sciences

Art		
<i>Fine Arts/Graphic Design/ 2D/3D Studio</i>	Senior Exhibit, Portfolio	3
Biology		
<i>Biological Sciences</i>	ETS Major Field Test, Capstone Experience Presentation	9
<i>Medical Laboratory Science</i>	National Certification Exam	4
Chemistry	American Chemical Society Exams, Research Thesis	13
Communication Arts	Senior Exit Survey	15
Language & Literature		
<i>English</i>	Portfolio, Capstone Exam and Exit Interview	8
<i>Spanish</i>	Capstone Project, Exit Interview	3
Mathematics	Exit interview, Job Placement	2
Music	Proficiency Exams, Senior Recital	4
<i>Music Therapy</i>	Proficiency Exams, Senior Recital, Certification Exam	2
Physics	Term Papers, Oral Presentations, Exit Interviews	6

SECTION III—PROGRAM OUTCOMES

III-1. continued

Social Sciences		
<i>Criminal Justice</i>	Grade performance in targeted courses	11
<i>History</i>	Exit Exam, Grade performance in targeted courses	7
<i>Political Science</i>	ACAT, Grade performance in targeted courses	4

College of Pharmacy

Pharmacy Pharm.D.	North American Pharmacist Licensure Examination (NAPLEX), Multistate Pharmacy Jurisprudence Exam (MPJE)	79
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College of Professional & Graduate Studies

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	38
<i>Education, Elementary</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	71
<i>Education, English</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Exit Exam, Capstone Portfolio	8
<i>Education, Health, P.E. & Rec.</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	11
<i>Education, History</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Success in targeted courses	15
<i>Education, Math</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Capstone Exam, Exit Interview	2
<i>Education, Music</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Proficiency Exams	7
<i>Education, Natural Science</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	5
<i>Education, Special Education</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	9
<i>Exercise Science</i>	Pre & Post Assessments	14
<i>Parks and Rec. Management</i>	Internship Evaluation, Final exam performance in targeted courses	22
<i>Parks and Wildlife Law Enf.</i>	Internship Evaluation, Final exam performance in targeted courses	21
<i>Psychology</i>	Comprehensive Exit Exam	6
<i>Wildland Firefighting</i>	Certification Exams, Internship Evaluation	5

SECTION III—PROGRAM OUTCOMES

III-1. continued

School of Business and Technology		
<i>Accounting</i>	Exit Exam, Capstone, Exit Survey	22
<i>Computer Science</i>	Job Placement	16
<i>Entrepreneurship</i>	Exit Exam, Capstone, Exit Survey	11
<i>Finance</i>	Exit Exam, Capstone, Exit Survey, Job Placement	12
<i>Management</i>	Exit Exam, Capstone, Exit Survey	21
<i>Marketing</i>	Exit Exam, Capstone, Exit Survey	12
<i>Technology</i>	Certification, Professional, and Exit Exams	10
School of Nursing and Allied Health Sciences		
<i>Athletic Training</i>	Certification Exam, Graduate Survey, Employer Survey	9
<i>Health Care Administration</i>	Exit Survey	8
<i>Health Info. Management</i>	Certification exam, End of Program Assessment, Graduate Follow-up, Employer Survey	7
Health Sciences	Tracking of Graduates	42
<i>Nursing</i>	Nat. Council Licensure Exam for Reg. Nurses (NCLEX-RN)	41

COLLEGE OF ASSOCIATE AND APPLIED PROGRAMS—SAYRE CAMPUS

Computer Science	Curriculum-embedded, Satisfaction Survey	0
Criminal Justice	Curriculum-embedded, Satisfaction Survey	1
General Business	Curriculum-embedded, Satisfaction Survey	7
General Studies	Curriculum-embedded, Satisfaction Survey	49
Hospitality, Restaurant & Gaming Management	Curriculum-embedded, Satisfaction Survey	2
Medical Lab Technician	American Medical Technologists Registry Exam	3
Occupational Therapy Asst.	National & State Licensure	12
Physical Therapist Asst.	National & State Licensure Exam	13
Pre-Nursing	Curriculum-embedded	74*
Radiologic Technologies	American Registry of Radiologic Technologists Exam	12

*The number of Pre-Nursing graduates has increased greatly because Nursing students are now advised to apply for an associate's degree in Pre-Nursing in order to reap the following benefits:

- The associate's degree is impressive on students' transcripts when applying for nursing externships in hospitals between their junior and senior year.
- If students are unable to be successful in the BS Nursing program, they have still earned a minimum of an associate's degree. This is impressive on their transcripts when applying for an alternative major or when applying for an LPN program.

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, Communication & Theatre:

Communication Arts: The anonymous senior exit survey revealed a great deal of student satisfaction, especially with faculty. Suggestions for improvement include:

- Purchasing additional technology equipment, such as for the journalism lab and broadcasting
- Adding faculty
- Adding courses in mass communication, theatre communication, screen writing, and speech
- Expanding into a Master's program
- Taking more field trips

Biology:

Biological Sciences: Students produced an average ETS Major Field Test score that ranked in the 76% percentile nationwide, some scoring in the top 99-96%.

Medical Lab Science: There was a 100% pass rate on the National Certification Exam. The majority of graduates are employed immediately by hospitals.

Chemistry: There was a 100% pass rate on the nationally standardized exam as well as the research thesis. The SWOSU mean for the exam was 54% and the median was 57%. One student scored above the 90%ile, one scored between the 75-89% and two others in the 60-74%ile. This illustrates that graduating SWOSU chemistry majors have retained a strong background in the foundation chemical courses and have developed the ability to apply this knowledge in analysis and complex reasoning in new ways. Our graduating students are sought out by employers and graduate programs and have generally done well after graduation.

Math: Of the six graduates, we know that four have job placements and one is pursuing a graduate degree (possibly a Ph.D.) in mathematics. The exit interviews revealed complimentary comments regarding faculty and that students were very grateful for the mathematical preparation and felt very confident in their knowledge and ready for the work force. Having at least one faculty engaging students in undergraduate research was reportedly very helpful to the student who did some aforementioned research, and was able to present it at a talk at the annual meeting of the Mathematical Association of America, Oklahoma-Arkansas Section meeting, winning second prize in a crowded field of twenty-five papers presented.

Music: There was an 84% pass rate on proficiency exams and a 100% pass rate on the senior recital.

Music Therapy: There was a 100% pass rate on both proficiency exams as well as senior recital/thesis project.

SECTION III—PROGRAM OUTCOMES

III-2. continued

Social Sciences:

Criminal Justice: 84% success rate (grade of C or higher) in targeted courses.

History: There was a 100% success rate on the Exit Exam as well as targeted courses.

Political Science: Sixty-seven percent scored in the average range on the ACAT. All three graduates passed the targeted capstone courses with a C or higher.

College of Pharmacy

The pass rate on the North American Pharmacist Licensure Examination (NAPLEX) was an impressive 97 percent.

College of Professional & Graduate Studies

School of Behavioral Sciences & Education

Education, Early Childhood: Graduates earned a 79 percent pass rate this year on certification tests.

Education, Elementary Education: Certification test results reveal a 50 percent pass rate from both Subtests 1 and 2. The pass rate for the Elem Ed subtest 1 fell dramatically when the test was redeveloped in 2011. However, the SWOSU pass rate has been comparable to the state average. The state average pass rate was over 80% before redevelopment in 2011. It was the consensus of EDU faculty from several institutions who took the test in 2013 that several questions were more appropriate for candidates in an M. Ed program for Reading Specialists. Consequently, several candidates have taken the exam multiple times before passing. The test has undergone redevelopment again in 2014 and will be deployed beginning December 2014. We expect the pass rate to improve significantly on the redeveloped exam. Our teacher education graduates continue to be in high demand with many being hired before they complete their degree.

Education, English: Students earned an 88 percent pass rate on the certification exam.

Education, Health & Physical Education: There was a 71 percent success rate on the certification exam. The OSAT was recently revised, and scores normally dip the first few semesters after revisions. There has been concern over the new test statewide because it does not match up with our physical education standards. We continue to do a good job of preparation for our future educators with hands on experience and volunteer work in the field.

Education, History: Certification test results reveal a 90 percent pass rate.

Education, Math: There was a 100 percent success rate on the OSAT

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

Education, Natural Science: There was a 100 percent success rate on the certification exams.

Education, Special Education: Certification test results reveal a 100 percent success rate.

Exercise Science: Graduates had a 100 percent pass rate on the comprehensive post-test.

Parks and Recreation Management: There is a 100 percent pass rate on all assessments, including the internship experience. Cooperating supervisors find our students to be well prepared for positions in professional parks and recreation management positions. As we have found in the past, many of our graduates found employment with their internship providing agency. The final examination results suggest that our students have a solid foundation in the parks and recreation management field.

SECTION III—PROGRAM OUTCOMES

III-2. continued

Parks and Wildlife Law Enforcement: Graduates earned a 100 percent pass rate on all assessments, including the internship experience. The Parks and Wildlife Law Enforcement degree program continues to grow, graduating with 21 individuals during the 2013 - 2014 academic year. This is up from 12 graduates in 2012 - 2013. The internship assessments reveal that cooperating supervisors find our students universally qualified for careers in professional parks and wildlife law enforcement. The final examinations suggest that our students have a solid foundation in the field of parks and wildlife law enforcement.

Psychology: Our students continue to do an excellent job on the exit exams with a 100 percent pass rate.

Wildland Firefighting: There is a 100 percent pass rate on all assessments, including the internship experience. Cooperating supervisors are universally pleased with the quality of our students, finding them to be well prepared for careers in professional wildland fire management. The positive results of the National Wildfire Coordinating Group examinations suggest that our students have a solid foundation in the field.

School of Business & Technology

Accounting: There was a 100% pass rate on the Exit Exam. Our Accounting students scored within 1 percent of all scores from the Accreditation Council for Business Schools and Programs (ACBSP).

Computer Science: Computer Science students are awarded internships at NASA, Homeland Security, and local businesses. One student also benefited from Research Experience of Undergraduates (REU) at Clemson University. Students are sought by organizations (locally and state-wide) and are readily employed upon graduation.

Entrepreneurship: There was a 100% pass rate on the Exit Exam. Our Entrepreneurship students scored in the same range as all scores from the Accreditation Council for Business Schools and Programs (ACBSP).

Finance: There was a 100% pass rate on the Exit Exam. Our Finance students scored within 1 percent of all scores from the Accreditation Council for Business Schools and Programs (ACBSP).

Management: There was a 100% pass rate on the Exit Exam. Management graduates are finding employment opportunities available.

Marketing: There was a 100% pass rate on the Exit Exam. Several of the Marketing students have had the opportunity to participate in internships. In some cases, those internships have led to full-time employment upon graduating.

Technology: The pass rate on certification exams was about 24%.

School of Nursing and Allied Health Sciences

Athletic Training: So far there is a 33 percent pass rate on the certification exam.

Health Care Administration: At least 40% of our graduates go forward to achieve their advanced degree in a Master's level Health Care Administration program.

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

SECTION III—PROGRAM OUTCOMES

III-2. continued

Nursing: Our pass rate on the licensing exam exceeds both the state and national pass rates at this time. According to the Oklahoma Board of Nursing, the national and state NCLEX-RN pass rates are 85.54% and 88.44% respectively for first time testers for January 1, 2014 through June 30, 2014. Of the 41 SWOSU graduates testing during this time period, 39 passed on the first attempt making our pass rate be 95.12%. One of the students who failed has now passed. The 39 students who have passed boards have employment as RNs (37 in Oklahoma, one in Texas, and one in California).

College of Associate and Applied Programs—Sayre Campus

Occupational Therapy Assistant: Graduates have a 100 percent pass rate on the Certified Occupational Therapy Assistant Exam. Thirteen of fourteen graduates are employed in occupational therapy.

Radiologic Technology: The JRCERT follows a 5 year first time pass rate, ours is 86%. This should increase in the future once the ASRT curriculum guide is implemented.

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, Communication & Theatre:

Communication Arts: Responses to recent suggestions by students:

- The purchase of broadcasting equipment
- Field trip
- Steps to fill two faculty vacancies

Biology: Faculty are considering an additional assessment tool for Biology majors.

Music and Music Therapy: The department has moved to a two proficiency system across all majors.

Social Sciences

Criminal Justice: Criminal Justice plans to begin offering an ACAT standardized test.

College of Pharmacy

A new curriculum was implemented in fall 2011 and will have the first graduates in Spring 2015. An increase of 1 credit hour for Pharm 5843 has been approved by RUSO and implemented. Following the Continuous Quality Improvement process, the COP Curriculum Committee is confirming content for all newly implemented courses.

SECTION III—PROGRAM OUTCOMES

III-3. continued

College of Professional & Graduate Studies

School of Behavioral Sciences and Education

Education, Elementary: Candidates who have experienced great difficulty passing the OSAT subtest 1 have been given the option to take 6 additional hours in Early Childhood Education and pass that OSAT to qualify for their initial teaching certificate. Some programs have increased the number of opportunities for candidates to write in response to a prompt which corresponds to the constructed response portion of the OSAT.

Education, Health & Physical Education: The faculty uses a lot of practical application skills for the program. The faculty is working harder on writing skills to help with OSAT scores. We are also offering study guide assistance for the test.

Education, Music: The department has moved to a two proficiency system across all majors.

Parks and Recreation Management: We will continue to seek more diverse internship and practicum experiences for our students. We also plan to offer our students additional training in interviewing strategies.

Parks and Wildlife Law Enforcement: We plan to continue to seek diverse internship and practicum experiences for our students. We also plan to develop and implement an interview preparation program.

Psychology: We have made a change to the instructional format of Psychological Statistics, and we will pursue acceptance from the course equivalency group within the next meeting.

Wildland Firefighting: We plan to seek more diverse internship placements.

School of Business & Technology

Technology: The overall test results were reviewed by the entire department faculty, and a sub committee was formed to provide recommendations to the overall faculty group. These recommendations included: 1) Entire faculty participation in the professional certification review process. (Complete); 2) Improve curricular alignment with test semantics and expectations. (In-Process); and 3) Change the Professional Certification Course (MFET 4020) to a one hour credit course to increase student "buy-in" into the assessment. In addition, there should be greater focus of curricular objectives in the following areas: 1) Manufacturing Management, 2) Personal Effectiveness, and 3) Automated Systems. Mathematics scores have shown marginal improvement in recent semesters. This will continue to be monitored with on-going discussions with the mathematics department regarding more applied examples. Environmental courses are under review along with exam content that better represents our degree focus. Faculty have begun discussions to re-align the Industrial Technology degree to incorporate more materials science and quality control.

School of Nursing and Allied Health Sciences

Athletic Training: Faculty continue to emphasize skills check offs and regular assessment activities throughout the curriculum to enhance better performance on the BOC exam. The graduate assistant will provide faculty needed time to do individual assessments on each student within the professional program. We will continue to evaluate the curriculum to ensure competencies are covered and met.

SECTION III—PROGRAM OUTCOMES

III-3. continued

Health Care Administration: Several curriculum changes were made to strengthen this program such as the addition of courses related to health care compliance and reimbursement.

Health Information Management: The program continually evaluates its curriculum based on national accreditation requirements, industry standards, and graduate and employer feedback. Several changes were implemented to begin with the Fall 2014 semester including the addition of 4123 Healthcare Revenue Cycle, 3453 Healthcare Reimbursement, and 3363 Healthcare Compliance and Risk Management.

Health Science: Courses within the Health Science major are continually assessed to ensure their relevance to the current healthcare industry. Changes suggested and implemented included the addition of a course entitled Healthcare Revenue Cycle as an elective. Another change requires an additional 1-week field experience which focuses on a chosen area of professional interest.

Nursing: Since enrolling more students after moving into a larger area three years ago, retention has dropped from about 85% to 75%. We added more remediation to the curriculum via a software called Nurse Logic by ATI. Nurse Logic helps students expand critical thinking and problem solving skills while improving test taking skills. It looks as though this may be helping with this year's class. We will continue to monitor and re-evaluate next year.

College of Associate and Applied Programs—Sayre Campus

Radiologic Technology: Because of the 75% first time pass rate, less emphasis will be placed on films/screens and more emphasis placed on Digital Image Acquisition including digital radiography and computed radiography.

SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT

ADMINISTRATION OF ASSESSMENT

ACTIVITY	# OF STUDENTS
Course/Instructor Evaluations	5,127
2013-2014 Noel-Levitz Student Satisfaction Inventory (every other year)	354
2013-2014 National Survey of Student Engagement (every other year)	195
2013 Alumni Survey (every five years)	231

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. Over 21,000 Course/Instructor Evaluations were completed by more than 5,000 students.

The Noel-Levitz Student Satisfaction Inventory (SSI) has replaced the ACT Survey of Student Opinions (SOSO), which is now obsolete. The SSI gives Southwestern's leadership insights about the aspects of college that are important to students as well as how satisfied students are with them. Also included are several customized questions focusing on the connection students feel to Southwestern and the community. Basically, all sophomores, juniors, and graduate students were asked to complete the SSI that was made available via the internet. The online survey was accessible to 2,119 students; it was completed by 354 respondents (17 percent). Last year's response rate was 14 percent.

First-year and Senior students were asked to complete the National Survey of Student Engagement for the fifth time this year with plans for administration every other year. Invitations to participate were sent to 920 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 1.53

SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT

IV-2. continued

Students were given the opportunity to rate the importance of and satisfaction with various aspects of college on the Noel-Levitz SSI. Choices for rating importance were **7 Very Important, 6 Important, 5 Somewhat Important, 4 Neutral, 3 Somewhat Unimportant, 2 Not Very Important, and 1 Not Important At All**. Satisfaction response choices were **7 Very Satisfied, 6 Satisfied, 5 Somewhat Satisfied, 4 Neutral, 3 Somewhat Dissatisfied, 2 Dissatisfied, and 1 Very Dissatisfied**.

Southwestern results of the SSI have been compared nationally through Noel-Levitz. Southwestern ratings are impressive throughout this survey; there were few areas where Southwestern scored below the national average. Of the top most important items to Southwestern students, there is a great deal of satisfaction shown on the items below along with the mean satisfaction score:

- I want to continue to attend SWOSU and graduate from SWOSU. (Campus Item) (6.35)
- Nearly all of the faculty are knowledgeable in their field. (6.20)
- My academic advisor is knowledgeable about requirements in my major. (6.17)
- The campus is safe and secure for all students. (6.17)
- Security staff respond quickly in emergencies. (6.15)
- The instruction in my major field is excellent. (6.07)
- I am able to experience intellectual growth here. (6.07)
- The content of the courses within my major is valuable. (6.06)
- Major requirements are clear and reasonable. (6.06)
- Faculty are usually available after class and during office hours. (6.04)
- The quality of instruction I receive in most of my classes is excellent. (6.01)

According to this satisfaction inventory, students show the most dissatisfaction with the following items:

- The amount of student parking space on campus is adequate. (3.74)
- There is plenty to do in town when I have free time, on the weekends, etc. (Campus Item) (3.81)
- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.) (4.35, and also a bit below the national average of 4.68)

SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT

IV-2. continued

NSSE highlights reveal the following:

- The score of our first-year students is significantly lower than those of other Oklahoma institutions on the engagement indicator of “Discussions with Diverse Others.”
- Our seniors rated “Student-Faculty Interaction” and “Effective Teaching Practices” significantly higher than other Oklahoma institutions.
- Southwestern students spend a little less on “Time Spent Preparing for Class” and on “Reading and Writing” than students at other Oklahoma institutions.
- Spending time on Academics seems to be emphasized to students a little more at Southwestern than at other Oklahoma institutions.
- Compared to other Oklahoma institutions, our Senior respondents seem to be more satisfied with their overall experience than our first-year respondents.
- In general, the opinion of the “Academic Challenge” by our students is slightly lower than the opinion of our comparison groups.
- Southwestern senior respondents seem to sense the “Quality of Interactions” and “Supportive Environment” more strongly than both our first-year respondents and the respondents of our comparison groups.
- Southwestern students (87%) indicated that their entire educational experience at Southwestern is *good to excellent*, and that if starting over again, 85% would *probably or definitely* go to SWOSU again.

The 2013 Alumni Survey has yielded evaluative information from 231 Southwestern graduates (a response rate of 8.91 percent). Ninety-six 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 (94 percent) and that the quality of overall education received was high or fairly high, especially in the area of their major (89 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	161
Certification Exam	97
Exam	36
Internship/Practicum Evaluation	153
Portfolio	123
Project	86
Recital	1
Exit Survey	123

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

Master of Business Administration: The Peregrine Academic Services exam was administered to graduates in the program. During the 2013-2014 academic year, 22 graduate students participated in the exam as well as a corporate annual project.

Master of Education

Educational Administration: Eighty-nine graduating students participated in up to 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.

Health Science and Microbiology: There were three graduates who participated in the Capstone experience.

Parks and Recreation Management: Nineteen graduates completed Capstone Projects and Internship Experiences.

Reading Specialist: Four graduating students took the OSAT, and five participated in the Internship Evaluation, Capstone, and Final Graduate Level Portfolio.

School Counseling: Up to eighteen graduates participated in the Capstone Experience, Practicum Evaluations, Culminating Portfolio, and other projects (Classroom Guidance Activity and Comprehensive Guidance Plan). Seventeen took the OSAT.

School Psychometrist: Six graduating students completed the Capstone Experience, Practicum Evaluations, Culminating Portfolio, and other projects (Video and Self-Critique, Psychoeducational Report, and Case Study). Four took the OSAT.

Sports Management: There were nineteen graduates that completed the Research Capstone.

Master of Music: One graduate participated in the graduate recital, and five took the graduate exit exam.

SECTION V—GRADUATE STUDENT

V-1. continued

Master of Science

Community Counseling: Seventeen graduates completed the Capstone Exam, Practicum Evaluation, Dispositions Evaluation, and Exit Interviews.

Management: Nine graduating students participated in a legal writing project, exit exam, and exit survey.

ANALYSIS AND FINDINGS

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

Master of Business Administration: The average score on the outbound Peregrine Academic Services exam had Southwestern students' average score 3.9% higher than the peer group of all ACBSP accredited schools.

Master of Education:

Educational Administration: Graduates earned an 83% pass rate on OSAT exams.

Health Science and Microbiology: All three graduates passed the Capstone experience.

Parks and Recreation Management: All graduates were successful in all final assessments. The internship evaluation packets suggest that the cooperating supervisors find our students to be well prepared for careers in parks and recreation management. Consultation with the outside agencies involved with the capstone projects find that they are universally pleased with the performance of our students. The bulk of these supervisors are managers with a variety of municipal, state and federal parks and recreation agencies.

Reading Specialist: There was a 100% pass rate on all assessments, including the OSAT.

School Counseling: Graduates had an 82% pass rate on the OSAT. There was a 100% pass rate on all other assessments.

School Psychometrist: There was a 75% pass rate on the OSAT. According to the Video and Self-Critique, students appeared to be doing consistently well on all aspects of administration and scoring but the lowest area was in selecting research based interventions. On Electronic Portfolios, students seemed to do well in most areas with the lowest area being on competency one with an emphasis on continuing professional growth and development.

Sports Management: All graduates passed the Research Capstone.

Master of Music: There was a 100% pass rate on exams. Graduates are currently successful in their chosen fields.

Master of Science

Community Counseling: The seventeen graduates participating in assessments had a 100% pass rate. Students performed well on the new format of the capstone examination. Evaluation of student dispositions continues to be ongoing. Students are evaluated at their interviews, throughout the program and in their final semester. When problems are identified, students are brought in for individual meetings to provide the students with feedback and an opportunity for improvement.

SECTION V—GRADUATE STUDENT

V-2. continued

Management: MS Management Outbound Common Professional Core exam, SWOSU students average score exceeded the peer comparison score of all ACBSP schools by 3.23%. The outbound exit questionnaire revealed that the Management and Organizational Behavior course was most beneficial because the research that took place in this class helped to become more aware of the subject. The in-class discussion allowed for many different perspectives that could be used to build upon. The Managerial Leadership course was also beneficial because it encompasses all the things that identified with being a leader and it clearly showed the difference in being a manager and taking on the role of a leader. The Advanced Human Resource Management professor did a very good job in explaining and giving personal experience in previous industry jobs. It was also very beneficial in the writing and essay exams which was challenging but extremely beneficial. Managerial Jurisprudence is important to have a basic understanding of business law. And finally, Managerial Leadership taught many leadership theories.

OTHER ASSESSMENT PLANS

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

Master of Education

Educational Administration: Adjustments in course materials for Fundamentals of Curriculum Development have been made to meet student needs and understanding of appropriate dispositions.

Health Science and Microbiology: There are plans to include an exit interview to get informal feedback from graduating students.

Parks and Recreation Management: We plan to continue to seek diverse internship placements.

School Counseling and School Psychometrist: The format of the Capstone Exam has changed to insure that all competency domains are consistently represented as well as to more closely mirror state certification and licensing exams. In addition, there has been discussion of a Continuing Professional Development (CPD) Requirement. The decision was made to consider requiring 30 hours of CPD for community counseling students which they must complete prior to graduation. These activities enhance students' orientation to the profession and enable them to network with the very profession they aspire to enter.

Sports Management: The department is offering classes both online and in the traditional classroom setting in order to provide the method that best fits the graduate and gives a better opportunity for success.

Master of Science

Community Counseling: The format of the Capstone Exam has changed to insure that all competency domains are consistently represented as well as to more closely mirror state certification and licensing exams. In addition, there has been discussion of a Continuing Professional Development (CPD) Requirement. The decision was made to consider requiring 30 hours of CPD for community counseling students which they must complete prior to graduation. These activities enhance students' orientation to the profession and enable them to network with the very profession they aspire to enter.

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.