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2017-2018 Annual Student Assessment Report

Southwestern Oklahoma State University

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ANNUAL STUDENT ASSESSMENT REPORT 2017-2018

Southwestern Oklahoma State University

Annual Student Assessment Report
of
2017-2018
Activity

for

Oklahoma State Regents
For Higher Education

SOUTHWESTERN OKLAHOMA STATE UNIVERSITY

Weatherford and Sayre Campuses

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Section I—Entry Level Assessment and Course Placement

ACTIVITIES

I-1. What information was used to determine course placement?

Entry level course placement was primarily based on ACT scores and secondary test scores utilizing Accuplacer Course Placement Tests (CPT) along with academic advisement.

I-2. What information was used to determine co-requisite course placement (e.g., cut scores, high school GPA, class ranking)?

Co-requisite courses were in piloting and developmental stages during the 2017-2018 academic year. Select students with ACT English and math sub-scores falling between 16 and 18 were allowed to enroll in both a general education course as well as a developmental course.

I-3. How were students determined to need remediation deficiencies (e.g., cut scores, multiple-measure metrics, or advising process)?

TEST BATTERY	TEST	SCORE	COURSE PLACEMENT
English:			
ACT	English	1-18	0123 Fundamentals of English
Accuplacer CPT	Sentence Skills	20-69	
Math, if College Algebra is required for major:			
ACT	Math	1-18	0114 Fundamentals of Algebra I followed by
Accuplacer CPT	Elementary Algebra	20-74	0133 Fundamentals of Algebra II
Accuplacer CPT	Elementary Algebra	75-91	0133 Fundamentals of Algebra II
Math, if Math Applications and Math Concepts are approved for major:			
ACT	Math	1-18	0114 Fundamentals of Algebra I OR
Accuplacer CPT	Arithmetic	20-89	0144 Foundations of Math Reasoning
Accuplacer CPT	Elementary Algebra	20-74	
Reading:			
ACT	Reading	1-18	0122 Improvement of Reading
Accuplacer CPT	Reading	20-74	

Remedial courses evolve as needed in an effort to prepare students for general education courses.

After completing the fall and spring freshman semesters without clearing remediation, Southwestern considered students on a case-by-case basis for participation in Pearson's My Foundations Lab (MFL) at no charge. MFL required an Accuplacer diagnostics test, which 1) identified strengths and challenges, and 2) assigned online personalized interactive instruction for academic skill development (available up to 10 weeks). Considerations for participation include the following:

Section I—Entry Level Assessment and Course Placement

1. Did not clear remediation after both freshman semesters while receiving financial aid and is enrolled and in good standing with a minimum 2.0 GPA, and progressing toward degree completion by successfully completing college credit hours each semester.
2. Reached 30 remediation credit hours and accepting financial aid.

Students cleared remediation with MFL in one of the following ways:

1. Successfully completing MFL and mastering challenges by scoring a 90% or higher on assigned modules.
2. Successfully completing MFL and scoring an 80% - 89% on assigned modules and passing the CPT test.

I-4. What options were available for students to remediate basic academic skill deficiencies?

Beginning around February 1st, a high school senior with a test score that placed him/her in a remedial course was encouraged to build skills in that subject as early as possible, and before beginning his/her first year of college.

1. Southwestern offered MFL at a cost of $37. After evidence in MFL of mastering challenges by scoring a minimum 80% on the assigned modules, a student was allowed to re-test to test out of further remediation. Re-testing is allowed after a two-week waiting period.
2. A second version of MFL was available for $150 and included an additional ten weeks of MFL as well as access to an instructor and additional tutoring.
3. Other skill-building options were suggested such as ACT sample test questions.

ANALYSES AND FINDINGS

I-5. Describe analyses and findings of student success in developmental, co-requisite, and college-level courses, (include enrollment counts, grade distribution, and overall pass rates), effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process or approaches to teaching as a result of findings.

The following tables show success in developmental, co-requisite, and college-level courses:

2017-2018											2016-2017
ENGLISH	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate
Developmental	194	57	41	39	4	53	-	-	70.62%	11	72%
Co-Requisite	23	3	7	5	3	5	-	-	78.26%	2	-
College Level Eng. Comp. I	721	208	237	147	42	87	-	-	87.93%	111	80%

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Section I—Entry Level Assessment and Course Placement

2017-2018										2016-2017
MATH	**#**	**A**	**B**	**C**	**D**	**F**	**S**	**U**	**Pass Rate**	**W**	**Pass Rate**
Developmental	662	48	96	100	67	237	59	55	45.77%	70	43%
Co-Requisite	27	3	4	12	4	4	-	-	89.09%	18	-
College Level Math Courses	777	158	203	196	110	110	-	-	85.84%	245	70%

2017-2018										2016-2017
READING	**#**	**A**	**B**	**C**	**D**	**F**	**S**	**U**	**Pass Rate**	**W**	**Pass Rate**
Developmental	172	77	36	17	2	40	-	-	75.58%	12	69%
Co-Requisite	-	-	-	-	-	-	-	-		-	-
Select College Level Courses	2643	879	686	567	229	282	-	-	89.33%	343	82%

With the exception of Mathematics remediation, the success rate in developmental, co-requisite, and college level courses is satisfactory. Therefore, course placement decisions are effective. Success in developmental math courses is up a couple of percentage points over last year's 43%. While Southwestern continues to seek avenues for success, it will be interesting to track continued, and even increased success as we continue to utilize the co-requisite course model.

- Assessment results from faculty in the Department of Language and Literature are consistent. A majority of faculty members support co-requisite courses; however, all agree that there are many issues with the program in its current form. The student-to-faculty ratio is too high for this population. All faculty have reported behavioral problems with students. Students do not believe they need to put effort into the Support class. Many of the students do not have the basic skills or expectations required to be successful in college.
- Foundations of Math Reasoning is using updated course materials in response to low student success in the 2016-2017 academic year. Remediation is being transitioned to a co-requisite model. A pilot program concerning the use of co-requisite courses is in effect.
- Reading faculty have decided to adopt a standardized text to supplement instructional materials.

Section II—General Education Assessment

ADMINISTERING ASSESSMENT

II-1. Describe the institutional general education competencies/outcomes and how they are assessed.

Southwestern assesses the institutionally recognized general education competencies of reading, writing, mathematics, critical thinking, and computer literacy using curriculum-embedded assessments including exams, reports, essays, lab assignments, and standardized tests. Southwestern also utilized the standardized ETS Proficiency Profile, which measures the areas of reading, writing, critical thinking, and math. Southwestern replaced ACT's Collegiate Assessment of Academic Proficiency (CAAP) with the ETS Proficiency Profile beginning with the Fall 2016 semester.

II-2. Describe how the instruments were administered and how students were selected.

Faculty employ many methods for course-embedded 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.

Freshmen were asked to complete the ETS Proficiency Profile test during a Freshman Orientation course class period. Seniors were asked to complete the test during a class period of a capstone course or other senior course that was scheduled by their instructor.

II-3. Describe strategies used to motivate students to substantively participate in the assessment.

Students participate willingly in assessments integrated into course requirements.

As a means of incentive with the administration of the ETS Proficiency Profile, 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 response to general education assessment results?

Faculty have reported the following samples of changes and plans:

1. Include more direct participation by students in their learning.
2. Adopt a textbook with more online resources to supplement materials from in-class discussions.
3. More focused instruction.
4. Facilitate more hands-on work.
5. Student group research activities will be encouraged.
6. Add more visual applications.
7. Add instruction and examples of field research.
8. Create more learning activities.

Section II—General Education Assessment

9. Develop a rubric for the departmental scoring process.
10. Integrate computer technology and multimodal projects.

ANALYSES AND FINDINGS

II-5. Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans.

GOAL 1, Demonstrate competency in communication and computer literacy:

a) Effectively communicate in writing by using appropriate grammar, clear and cohesive thought formulated for a specific audience.
    1. 95% or more students achieved 70% or higher in:
        - English courses
        - SPAN 1054 Elementary Spanish I
    2. 85% or more students achieved 70% or higher in:
        - English courses
        - KINES 1133 Wellness Conc. & Exercise App.
        - MUSIC 1013 Intro. to Music I
        - SCI 1513 Concepts of Physical Science and 1501 Lab
        - TECH 1223 Technology & Society
    3. 75% or more students achieved 70% or higher in GEOL 1934 Physical Geology & Lab.

b) Effectively communicate by giving an oral presentation that is clear and cohesive in thought and formulated for a specific audience.
    1. 95% or more students achieved 70% or higher in
        - MUSIC 1013 Intro. to Music I
        - SPAN 1054 Elementary Spanish I
    2. 85% or more students achieved 70% or higher in:
        - LIT 2333 Intro. to Film
        - MUSIC 1013 Intro. to Music I
    3. 75% or more students achieved 70% or higher in BIOL 1054 Principles of Biology I & Lab.

c) Effectively communicate by giving an oral presentation that is clear and cohesive in thought and formulated for a specific audience.
    1. 95% or more students achieved 70% or higher in SPAN 1054 Elementary Spanish I.
    2. 85% or more students achieved 70% or higher in:
        - SCI 1513 Concepts of Physical Science and 1501 Lab
        - TECH 1223 Technology & Society
    3. 75% or more students achieved 70% or higher in:
        - BIOL 1054 Principles of Biology I & Lab
        - GEOL 1934 Physical Geology & Lab

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GOAL 2, Demonstrate competency in scientific and quantitative reasoning:

a) Apply quantitative concepts, principles, and symbols and draw meaningful conclusions from mathematical or statistical analysis.
   1. 85% or more students achieved 70% or higher in SCI 1513 Concepts of Physical Science and 1501 Lab.
   2. 75% or more students achieved 70% or higher in:
      - BIOL 1004 Biological Concepts & Lab
      - BIOL 1054 Principles of Biology I & Lab
      - GEOL 1934 Physical Geology & Lab
      - MATH 1513 College Algebra

b) Learn and apply basic laws, methodologies, and concepts of science to solve issues encountered by society.
   1. 85% or more students achieved 70% or higher in:
      - KINES 1133 Wellness Conc. & Exercise App.
      - SCI 1513 Concepts of Physical Science and 1501 Lab
   2. 75% or more students achieved 70% or higher in:
      - BIOL 1054 Principles of Biology I & Lab
      - GEOL 1934 Physical Geology & Lab

c) Analyze scientific discoveries, and the advancement of technology with respect to its impact on social change.
   1. 85% or more students achieved 70% or higher in:
      - SCI 1513 Concepts of Physical Science and 1501 Lab
      - TECH 1223 Technology & Society
   2. 75% or more students achieved 70% or higher in:
      - BIOL 1054 Principles of Biology I & Lab
      - GEOL 1934 Physical Geology & Lab

d) Develop and design empirical research using the scientific method related to academic content.
   1. 85% or more students achieved 70% or higher in SCI 1513 Concepts of Physical Science and 1501 Lab
   2. 75% or more students achieved 70% or higher in:
      - BIOL 1054 Principles of Biology I & Lab
      - GEOL 1934 Physical Geology & Lab

GOAL 3, Demonstrate competency in aesthetic, technical, symbolic, and historic effects of the fine arts, history, and humanities:

a) Explain and evaluate conceptual differences of important landmark contributions and creative works.
   1. 95% or more students achieved 70% or higher in SPAN 1054 Elementary Spanish I

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2. 85% or more students achieved 70% or higher in:
   - LIT 2333 Intro. to Film
   - SCI 1513 Concepts of Physical Science
   - TECH 1223 Technology & Society

b) Analyze the relationship of important historical movements in the arts and humanities and compare the similarities in those movements across the various arts and humanities.
   1. 95% or more students achieved 70% or higher in SPAN 1054 Elementary Spanish I.
   2. 85% or more students achieved 70% or higher in:
      - LIT 2333 Intro. to Film
      - MUSIC 1013 Intro. to Music I
      - MUSIC 1103 Music & Culture
      - SCI 1513 Concepts of Physical Science

c) Compare and analyze meanings associated with human culture and their significance in social development.
   1. 95% or more students achieved 70% or higher in SPAN 1054 Elementary Spanish I.
   2. 85% or more students achieved 70% or higher in:
      - KINES 1133 Wellness Conc. & Exercise App.
      - SCI 1513 Concepts of Physical Science
      - TECH 1223 Technology & Society
   3. 75% or more students achieved 70% or higher in:
      - GEOL 1934 Physical Geology & Lab

GOAL 4, Demonstrate social and cultural competency in the study of social groups, social issues, cultures, institutions, and globalization:

a) Explain and include self-reflection of multicultural issues and the impact on specific populations and general society.
   1. 95% or more students achieved 70% or higher in SPAN 1054 Elementary Spanish I.
   2. 85% or more students achieved 70% or higher in SCI 1513 Concepts of Physical Science.

b) Apply social/cultural theories and perspectives to past and present societies and the impact on real life circumstances.
   1. 85% or more students achieved 70% or higher in:
      - BIOL 1004 Biological Concepts & Lab
      - LIT 2333 Intro. to Film
   2. 75% or more students achieved 70% or higher in:
      - BIOL 1004 Biological Concepts & Lab
      - GEOL 1934 Physical Geology & Lab

c) Analyze the benefits and challenges of international interaction and strategies to enhance global integration.

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d) Communicate public awareness and social responsibility of issues and identify ethical perspectives which guide solutions.
   1. 85% or more students achieved 70% or higher in SCI 1513 Concepts of Physical Science.
   2. 75% or more students achieved 70% or higher in:
      - GEOL 1934 Physical Geology & Lab
      - KINES 1133 Wellness Conc. & Exercise App.

e) Analyze key historical events and their impact on social, cultural, and global change.
   1. 95% or more students achieved 70% or higher in SPAN 1054 Elementary Spanish I
   2. 85% or more students achieved 70% or higher in:
      - MUSIC 1013 Intro. to Music I
      - SCI 1513 Concepts of Physical Science
   3. 75% or more students achieved 70% or higher in:
      - GEOL 1934 Physical Geology & Lab
      - TECH 1223 Technology & Society

GOAL 5, Demonstrate achievement of intellectual and professional aptitudes:

a) Critical Thinking: Construct a systematic investigation of content, theories, and practices and evaluate the application and effects to real life settings.
   1. 95% or more students achieved 70% or higher in:
      - English courses
      - SPAN 1054 Elementary Spanish I
      - TECH 1223 Technology & Society
   2. 85% or more students achieved 70% or higher in:
      - BIOL 1004 Biological Concepts & Lab
      - English courses
      - LIT 2333 Intro. to Film
      - MUSIC 1013 Intro. to Music I
      - SCI 1513 Concepts of Physical Science
   3. 75% or more students achieved 70% or higher in:
      - BIOL 1004 Biological Concepts & Lab
      - BIOL 1054 Principles of Biology I & Lab
      - GEOL 1934 Physical Geology & Lab
      - MATH 1513 College Algebra

b) Creativity: Develop and design an authentic project or creative works related to academic content.
   1. 95% or more students achieved 70% or higher in:
      - MUSIC 1013 Intro. to Music I
      - SPAN 1054 Elementary Spanish I
      - TECH 1223 Technology & Society

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2. 85% or more students achieved 70% or higher in:
   - English courses
   - SCI 1501 Concepts of Physical Science Lab
3. 75% or more students achieved 70% or higher in:
   - BIOL 1054 Principles of Biology I & Lab
   - English courses
   - GEOL 1934 Physical Geology & Lab

c) Collaboration: Collectively engage in group activities and contribute information and resources to accomplish group goals.
   1. 95% or more students achieved 70% or higher in:
      - SPAN 1054 Elementary Spanish I
      - TECH 1223 Technology & Society
   2. 85% or more students achieved 70% or higher in MUSIC 1103 Music & Culture
   3. 75% or more students achieved 70% or higher in:
      - BIOL 1004 Biological Concepts & Lab
      - BIOL 1054 Principles of Biology I & Lab
      - GEOL 1934 Physical Geology & Lab

d) Connection: Participate in community service activity and through self-reflection and investigation identify individually or collectively solutions to problems experienced by service site.
   1. 75% or more students achieved 70% or higher in GEOL 1934 Physical Geology & Lab.

e) Communication: Communicate collective understanding of diverse views and integrate differing perspectives into a cohesive solution for real life circumstances.
   1. 95% or more students achieved 70% or higher in SPAN 1054 Elementary Spanish I
   2. 85% or more students achieved 70% or higher in:
      - English courses
      - LIT 2333 Intro. to Film
      - MUSIC 1103 Music & Culture
   3. 75% or more students achieved 70% or higher in:
      - GEOL 1934 Physical Geology & Lab
      - KINES 1133 Wellness Conc. & Exercise App.
      - MATH 1513 College Algebra

The ETS Proficiency Profile scores of both our freshmen and seniors are slightly above the national average in total score and in all subscores of Critical Thinking, Reading, Writing, Mathematics, Humanities, Social Sciences, and Natural Sciences. In addition, Southwestern takes pride in the fact that the scores of our seniors exceed the scores of our freshmen by 12 points. This is an indication of the value-added performance gain that our students achieve while enrolled in our general education program. A table of results is shown below.

Section II—General Education Assessment

Southwestern Oklahoma State University
ETS® Proficiency Profile
Summary of Scaled Scores

Southwestern Oklahoma State University

Number of freshmen tested: 761

Number of freshmen included: 761

Number of freshmen excluded: 0

Abbreviated

Number of seniors tested: 265

Number of seniors included: 264

Number of seniors excluded: 1

	Possible Range	Mean Score						Standard Deviation	
		SWOSU Fr, F17	Nat. Comp., All Inst. Types, Fr	Nat. Comp., Bac. Inst. Types, Fr	SWOSU Sr, 17-18	Nat. Comp., All Inst. Types, Sr	Nat. Comp., Bac. Inst. Types, Sr	SWOSU Fr, F17	SWOSU Sr, 17-18
Total Score	400 to 500	439.64	437.00	435.30	451.80	446.70	446.60	18.88	19.69
Skills Subscores:									
Critical Thinking	100 to 130	110.14	109.50	109.10	112.80	112.10	112.10	6.02	6.34
Reading	100 to 130	116.37	115.50	115.00	119.65	118.60	118.50	7.20	7.01
Writing	100 to 130	113.25	112.80	112.30	115.64	114.80	114.80	4.82	4.93
Mathematics	100 to 130	112.67	112.10	111.70	116.14	114.20	114.10	5.60	5.91
Context-Based Subscores:									
Humanities	100 to 130	113.14	112.50	112.20	115.47	114.90	115.20	6.48	6.87
Social Sciences	100 to 130	111.50	111.20	110.80	114.48	113.70	113.70	5.98	6.36
Natural Sciences	100 to 130	114.15	113.40	113.00	116.78	115.80	115.70	5.71	5.43

II-6. How is student progress tracked into future semesters and what were the findings?

A new Continuous Improvement plan is in place. General Education is reviewed by participating faculty as well as Continuous Improvement sub-committees, which are overseen by the Assessment Committee. In future years, these faculty and sub-committees will re-visit areas of focus, and expand to additional areas of focus, for monitoring efforts toward continuous improvement.

Section II—General Education Assessment

II-7. Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation.

The Assessment Committee continues efforts toward the review and use of both ETS Proficiency Profile results and a selection of General Education Course Assessment Reports completed according to the General Education Student Learning Outcome Assessment Rotation. Continuous Improvement sub-committee members agree on a Peer Review Method, make Continuous Improvement Recommendations, and suggest a timeline for changes to be implemented. Reports are shared with entities responsible for change. The Assessment Committee looks forward to a description of modifications made to assessment and teaching.

Section III—Program Outcomes

ADMINISTERING ASSESSMENT

III-1. List, in table format, assessment measures and number of individuals assessed for each degree program. Include graduate programs if applicable to the institutional assessment plan.

College of Arts and Sciences, Bachelor's Programs

Degree Program	Assessment Measures	No.
Art, Communication, & Theatre:	Survey	6
Biological Sciences	Oral Presentation, Capstone, ETS Major Field Test	21
Chemistry & Physics		
Chemistry	American Chemical Society Exams, Exit Survey, Oral Presentation, Research Thesis, Term Paper	12
Physics, Engineering	Term Papers, Oral Presentations, Job Placement, Graduate School Acceptance	5
Interdisciplinary Studies	Various measures depending on learning outcomes chosen by individual departments	14
Language & Literature, *English*	Capstone, Exit Assessment, Exit Interview	10
Mathematics	Embedded Assessment	1
Music		
Music	Proficiency Exams, Recitals	1
Music Therapy	Proficiency Exams, Recitals, Certification Exam	8
Social Sciences		
Criminal Justice	Capstone	10
Political Science	Capstone	5

College of Associate and Applied Programs, Associate's Programs

Computer Science		1
Criminal Justice-Corrections		3
General Business	Curriculum-embedded assessments	1
General Studies		47
General Studies, Pre-Nursing		3
Medical Lab Technician	American Medical Technologists Registry Exam	10
Radiologic Technologies	American Registry of Radiologic Technologists Exam	13

Section III—Program Outcomes

College of Pharmacy, Professional Program

Degree Program	Assessment Measures	No.
Pharm.D.	North American Pharmacist Licensure Examination (NAPLEX), Multistate Pharmacy Jurisprudence Exam (MPJE)	76

College of Professional & Graduate Studies, Associate's Programs

Degree Program	Assessment Measures	No.
Occupational Therapy Asst.	National Licensure Exam	6
Physical Therapist Asst.	National Licensure Exam	23
Wildland Firefighting	Exam and Grade Performance in Targeted Course(s), Certification Exam, Internship	10

College of Professional & Graduate Studies, Bachelor's Programs

Degree Program	Assessment Measures	No.
School of Behavioral Sciences & Education		
Education, Art	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	4
Education, Early Childhood		22
Education, Elementary		34
Education, English		2
Education, Health, P.E. & Rec.		16
Education, History		7
Education, Math		0
Education, Music		5
Education, Natural Science		4
Education, Special Education		12
Exercise Science	Pre & Post Assessments	35
Parks and Rec. Management	Exam and Grade Performance in Targeted Course(s), Internship Evaluation	7
Parks and Wildlife Law Enforcement	Exam and Grade Performance in Targeted Course(s), Internship Evaluation, CLEET Certification Exam, Internship	26
Psychology	Curriculum Embedded Assessments, Project, Exit Assessment, Satisfaction Survey	21

Section III—Program Outcomes

College of Professional & Graduate Studies, Bachelor's Programs (cont.)

Degree Program	Assessment Measures	No.
School of Business and Technology		
Accounting	Capstone, Exit Assessment, Exit Survey, Graduate Tracking	35
Entrepreneurship		5
Finance		18
Management		46
Marketing		26
Computer Science	Certification Exam (91 assessed), Capstone, Graduate Tracking	18
Organizational Leadership	Capstone, Graduate Tracking	7
Engineering Technology		
Computer Electronics	Capstone	2
Environmental	Exit Assessment	1
Manufacturing	Certification Exam	22
Industrial Technology		
Electronics	Exit Survey, Certification Exam	3
Manufacturing	Exit Survey, Certification Exam	7
School of Nursing and Allied Health Sciences		
Athletic Training	Certification Exam	10
Health Care Administration	Oral Reports, Essays, Internship, and Portfolio	21
Health Info. Management	Registered Health Information Administrator Exam	9
Health Sciences	Oral Reports, Research Papers, Poster Presentations, Portfolios	31
Nursing, Professional/Traditional	Nat. Council Licensure Exam for Reg. Nurses (NCLEX-RN)	43
Nursing, RN to BSN	Exams, Research Papers, Job Placement	70

Section III—Program Outcomes

College of Professional & Graduate Studies, Master's Programs

Degree Program	Assessment Measures	No.
Business Administration	Capstone, Exit Assessment, Simulation Game, Exit Survey, Graduate Tracking	31
Education Administration	Oklahoma Subject Area Test, Capstone, Internship Evaluation, Portfolio, Exit Survey	63
Education, Art	Oklahoma Subject Area Test	4
Education, Classroom Teaching	Oklahoma Subject Area Test	5
Education, Community Counseling	Term Paper, Practicum Evaluation, Exit Exam, Oklahoma Subject Area Test	13
Education, Music	Oklahoma Subject Area Test	1
Education, Parks and Rec. Management	Term Paper, Exam and Grade Performance in Targeted Course(s), Internship Evaluation	8
Education, Reading Specialist	Oklahoma Subject Area Test, Capstone, Internship Evaluation, Portfolio, Exit Survey	7
Education, School Counseling	Term Paper, Portfolio, Capstone, Practicum Evaluation, Oklahoma Subject Area Test	22
Education, School Psychometry	Term Paper, Portfolio, Capstone, Exit Exam, Oklahoma Subject Area Test	13
Education, Social Sciences	Oklahoma Subject Area Test	2
Education, Special Education	Oklahoma Subject Area Test	10
Education, Sports Management	Capstone, Internship	18
Health Informatics and Information Management	Exams, Research Paper, Oral Report	7
Management	Capstone, Exit Assessment, Simulation Game, Exit Survey, Graduate Tracking	3
Music Performance		0
Nursing	Exams, Presentations, Research Papers, Lab Activities, Experiential Hours	13
Sports Management	Capstone, Internship Evaluation	18

ANALYSES AND FINDINGS

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

College of Arts and Sciences, Bachelor's Programs

Art, Communication & Theatre: Six of the 20 graduating seniors in this department responded to an online exit survey. Common themes were strong courses, strong teaching support, and small class sizes. Improvement is suggested in the area of technology.

Biological Sciences: Eighty-five percent of graduating seniors scored above the 40th percentile in the ETS Biology Major Fields Test examinations, indicating that their undergraduate degree

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Section III—Program Outcomes

curriculum is well-rounded and of considerable depth while preparing them to competitively enter post-graduate research, degree programs, and job markets among their peers from across the U.S. Students overwhelmingly succeeded in their Capstone Oral Poster presentations (21 of 21 students received scores higher than 70%). These presentations are the culmination of an over-arching research project that students delve into using peer-reviewed literature and primary research results (sometimes their own) to explore and to explain the current state of understanding and research methodology of a modern sub-discipline within the Biological Sciences.

Chemistry & Physics
   Chemistry: On the Diagnostic of Undergraduate Chemistry Knowledge (DUCK) Exam provided by the American Chemical Society for graduating seniors, SWOSU B.A. Chemistry Seniors completing the exam in 2018 averaged 25.3, corresponding to the 24th percentile nationally. Whereas results from the ACS DUCK exam were less than optimal for BA Chemistry graduates, it must be noted that this exam covers materials from all five divisions of chemistry encountered in upper level chemistry courses. BA Chemistry Majors, however, are not required to take all of these courses, and are subsequently never exposed to all of the material. A score in the 24th percentile thus reflects good retention of and the ability to apply fundamentals encountered in introductory coursework. On the Diagnostic of Undergraduate Chemistry Knowledge (DUCK) Exam provided by the American Chemical Society for graduating seniors, SWOSU B.S. Chemistry Seniors completing the exam in 2018 averaged 34.5, scoring in the 62nd percentile nationally.
   Physics Engineering: Engineering Physics graduates from SWOSU are sought after by both potential employers and graduate schools. One graduate applied to and was accepted by the Physics Graduate Program at the University of Oklahoma. The remaining graduates found quick employment within the discipline.

Language & Literature:
   English: There was a 100% pass rate on the Capstone and Exit Assessment.

Mathematics: Students in our program did well on their assessments for the following learning goals. Learning Goal #1: Students can create valid deductive proofs concerning the properties of mathematical objects using direct, indirect, and deductive methods.   We have robust data from our courses MATH 4653 Modern Algebra and Math 4853 Advanced Calculus concerning these outcomes. 75% of students in the courses passed the assessment at acceptable levels. Learning Goal #3: Students can set up and solve systems of equations and inequalities using geometric, graphical, and algebraic methods. 50% of students assessed in MATH 3653 Linear Algebra were at an acceptable level.

Music
   Music: Students earned a 100% pass rate on Proficiency Exams and Recitals.
   Music Therapy: The numbers in this program are strong and continue to grow. Six out of eight graduates taking the Music Therapy Board Certification exam passed for a 75% pass rate.

Social Sciences:
   Criminal Justice: All graduates passed the capstone, which analyzes an issue dealing with crime victims. This is followed by an evaluation of the usefulness of applying principals of victimology/criminology in explaining and controlling crime victimization.

Section III—Program Outcomes

Political Science: Graduates had a 100% pass rate on the Capstone. Several students have since gone on to law schools across the country. Others are now employed in public service.

College of Associate and Applied Programs, Associate's Programs

Medical Laboratory Technician: The program earned a 90% pass rate on the national certification examination; one graduate is waiting to retest.   We enjoy 100% employment placement into the field.

Radiologic Technology: There was an 85% pass rate on the Registry Exam. Our program completion rate is improving and our 5 year job placement rate average is at 98%.

College of Pharmacy, Professional Program

A high percentage of students consistently complete the program and pass licensure examinations (MPJE and NAPLEX), which are taken after graduation. MPJE and NAPLEX pass rates are regularly above the national average. Among December 2017 and May 2018 graduates who took licensure exams during the reporting period, 92% passed NAPLEX; 97% passed MPJE. MPJE data is reported only for those who took the exam with Oklahoma as the designated license state.

College of Professional & Graduate Studies, Associate's Programs

Occupational Therapy Assistant: So far there is a 67% pass rate on the certification exam. There are several students that either haven't tested or haven't passed yet. Our advisory board continues to be complementary of our students and faculty.
Physical Therapist Assistant: So far there is a 78% pass rate on the licensure exam. There are several students that either haven't tested or haven't passed yet. Our advisory board continues to be complementary of our students and faculty.
Wildland Firefighting: There is a 100 percent pass rate on the certification exam as well as the other assessments. There was an average score of 90% or higher in all three areas. Students have demonstrated the ability to make reasonable judgements and take appropriate actions.

College of Professional & Graduate Studies, Bachelor's Programs

School of Behavioral Sciences & Education
Education: Overall, there was an 83% pass rate on the Oklahoma Professional Teaching Exam and a 75% pass rate on the Oklahoma Subject Area Tests.
Education, Art: Students earned a 100% pass rate on certification tests.
Education, Early Childhood: Graduates received a 73 percent pass rate this year on certification tests.
Education, Elementary Education: Certification test results reveal a 75 percent pass rate from both Subtests 1 and 2.
Education, English: Students earned a 100 percent pass rate on the certification exam.
Education, Health & Physical Education: There was a 69 percent success rate on the certification exam.

Section III—Program Outcomes

Education, History: All of our history education graduates have passed all state certification exams and have been hired to teach a variety of subjects.

Education, Music: Graduates earned an 80 percent pass rate on the OSAT, and a 78% pass rate on all other assessments.

Education, Natural Science: There was a 57 percent success rate on the certification exams.

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

Parks and Recreation Management: While learning about park procedures, students where able to demonstrate the ability to make reasonable judgments and take appropriate actions in the field during their internship. The student average score during the internship was 95%. The students had an 80% average in the targeted courses on their final exam and course work.

Parks and Wildlife Law Enforcement: Graduates earned a 100 percent pass rate on the certification exam with an average score of 90%. All students also passed all other assessments.

Psychology: Students demonstrated proficiency within the major content areas of the field. Additionally, students indicated that the coursework associated with the degree is very appropriate for their overall preparation for either continued graduate school, or immediate positions within the field.

School of Business & Technology

School of Business: Overall, there was a 100% pass rate on the Capstone, and a 61% pass rate on the Exit Assessment. Ethics, marketing, and human resource management are identified as students' problem areas.

Computer Science: There was a 100% pass rate on the Capstone. Ninety-one students took the AccessData certification exam and 45 passed (50% pass rate). Students are involved in research and other extracurricular activities.   There is a high level of activity of the Computer Club growing from 49 to over 100 members since 2013. Over the past year, our students have placed in the following competitions:

Place	Event
1st	Code Jam
2nd	Gallery Show
2nd	Game Showcase
3rd	Programming
1st	Undergraduate Programming
1st	Undergraduate Programming for the Traveling Salesperson Problem
3rd	Undergraduate Programming for the Determinant Problem

Other Computer Club activity:
- Won the People's Choice Award for their Code Jam game and their Gallery Showing
- Hosts two Gaming Competitions each year (1 per semester)
- Raises money for the Children's Miracle Network
- Won NASA awards:
  - Five students won the Oklahoma NASA Space Grant Scholarship for High Performance Computing Research
  - Nine NASA opportunities were awarded to SWOSU students

Section III—Program Outcomes

Organizational Leadership: There was a 100% pass rate on the Capstone. The strength of the program is excellence in teaching, research, and faculty team-building efforts. Value is added to the educational experience by the faculty as they focus on developing relationships with students that foster a caring, mentoring, and coaching educational environment. Many graduates from the past two years are continuing at SWOSU toward a master's degree.

Engineering Technology

Computer Electronics: Students developed abilities which are key functions of an Engineering Technologist and demonstrated understanding of the design and development processes Engineering Technologists use in industry. Results of the Capstone course reveal that students still need more instruction in technical writing.

Environmental: Students continued to perform well understanding federal law and SDS sheets. Increases in student scores are attributed to curriculum in the Environmental Regulations course. It was also found that students increased their ability to apply engineering sciences in the Engineering Technology field. Improvement occurred in section 3 of the Environmental end of instruction exam. In section 3 students general knowledge of Chemistry was the highest.

Industrial Technology

Electronics: Students struggle to pass the electronics certification exam.

Manufacturing: There was a 43% pass rate on the certification exam.

School of Nursing and Allied Health Sciences

Health Information Management: So far there is an 89% pass rate on the certification exam. There are several students that either haven't tested or haven't passed yet. Our advisory board continues to be complementary of our students and faculty.

Health Sciences: Our program graduated 31 students. We pride ourselves in having successful students. Students are complementary about our faculty, coursework, and experiences. Our Health Statistics course enables students to actively perform research and present their findings on an annual basis through poster presentations.

Nursing, Professional/Traditional: The pass rate on the NCLEX-RN licensing exam is routinely higher than the national average.

Nursing, RN to BSN: Southwestern offers a quality educational opportunity to registered nurses to advance their careers at an affordable price. Seventy-five percent or more achieve 80% or higher on the student learning goals as demonstrated by assessments such as exams and research papers. Surveys show that 80% of our students are recruited by positive word of mouth.

College of Professional & Graduate Studies, Master's Programs

Business Administration and Management: Students earned a 97% pass rate on the Capstone, and a 62% pass rate on the Exit Assessment.

Community Counseling: All graduates successfully completed the final evaluations and we had a 100% job placement rate as the demand is extremely high for counselors, particularly in Western Oklahoma.

Education, Parks and Recreation Management: While learning about park procedures, students have demonstrated the ability to make reasonable judgments and take appropriate action in a field internship experience. The students have demonstrated professional writing skills and have constructed coherent narratives in their writing.They have demonstrated comprehension of

<u>Section III—Program Outcomes</u>

behavioral-conditioning techniques and the ability to apply those techniques in a written paper. The students had an overall average of 85% in all three areas.

Nursing: There was a 100% pass rate on assessments. Surveys show that 80% of our students are recruited by positive word of mouth.

School Counseling: Our students are performing very well on the seven assessments required for our accreditation (see accreditation report). In fact, our students are scoring higher on the OSAT than the state average. In addition, we have 100% job placement for our counseling students with extremely positive feedback from employers.

School Psychometry: Our students are performing very well on the seven assessments required for our accreditation (see accreditation report). In fact, our students are scoring higher on the OSAT than the state average. In addition, we have 100% job placement for our psychometry students with extremely positive feedback from employers.

III-3. What instructional changes occurred or are planned in the programs in response to program outcomes assessment?

<u>College of Arts and Sciences, Bachelor's Programs</u>

Art, Communication & Theatre: In response to suggestions from the online exit survey, the Department of Art, Communication and Theatre has purchased a new printer for the MAC lab and has replaced a few of the computers in the lab. Courses have been added to the spring schedule such as Film and American Culture and Conflict Resolution.

Biological Sciences: An area where we focus continual revision and curricular development exists at the entry level majors' courses because many entering college students are ill-prepared for the rigors of science practice and mastery of content knowledge, and that formative process will continue. Another area that we are currently working on is a revision of our capstone course overall, but in particular the design, intent, and rubric of the poster presentations in order to synchronize across years and instructors the expectations and outcomes we are seeking from our graduating seniors in that particular course.

Chemistry and Physics:

Chemistry: Within the last five years, the Chemistry Division has undergone multiple changes in response to suggestions by the American Chemical Society, including the incorporation of a course dedicated to Lab Safety and a Senior Seminar course series dedicated to preparing students for careers in chemistry. As part of the Senior Seminar series, students are required to investigate the chemical literature and formulate a term paper and Departmental presentation through these efforts. While all students passed the presentation component, some where less successful at extracting and distilling key chemical methodology and results from scientific papers. Instructional efforts will be made in the future to clarify exceptions and provide successful examples of presentations.

Language & Literature

English: Faculty… 1) integrate computer technology and multi-modal projects into the course in order to provide students the opportunity to expand their digital literacies and engagement with

Section III—Program Outcomes

members of the online community; 2) debate how to measure higher-level skills with an assessment tool; 3) are including <u>Writing Exploration and Practice</u> and <u>The Art of Reading</u>. Assessments are being developed to ensure the course level learning objectives are specific, demonstrable and learner-centered.

Mathematics: The program is in the process of changing how and where we assess Learning Goal #2: Students can asess and interpret realistic situation, choose an appropriate mathematical method of solution, persist in the face of difficulty, and present results that include justification of reasoning.   The courses initially selected for assessment of these learning outcomes did not adequately address the topics. Changes will be made to ensure this changes.

Music: Faculty are developing exit interviews for student in all Music and Music Therapy programs.

Social Sciences
  Political Science: We are considering changing courses offered to better reflect where our students come from and live.

College of Associate and Applied Programs, Associate's Programs

  Medical Laboratory Technician: Since this is the only Medical Laboratory Technician program west of I-35, it would be helpful to offer our lectures via Zoom technology for students that live a long distance from the campus.
  Radiologic Technology: Faculty have increased the course credit on Radiation Biology and Radiation Pathology by one credit hour each, in order to give the students more time in these subject areas. This should enhance their knowledge and improve test scores.   We have increased the time students are spending in registry review in order to improve their knowledge and make them more comfortable with the testing format.

College of Professional & Graduate Studies, Associate's Programs

  Occupational Therapy Assistant: Our faculty are currently working on completing the Certification of Online Instructors and Online Rubric Training modules in order to teach one class each semester in an online format. This change is warranted and requested by students to facilitate more hands-on learning.
  Physical Therapist Assistant: The program went through an expansion during this year. For the 2018-2019 academic year, we are implementing all face-to-face skills checkouts, new textbook for Threats to Basic Human Needs, and honing our technology skills with ZOOM.

College of Professional & Graduate Studies, Bachelor's Programs

<u>School of Behavioral Sciences and Education</u>
  Education: We are requiring cumulative narrative works submitted weekly to allow formative review and feedback. We are also undergoing curriculum alignment processes and are in the beginning stages of implementing Chalk & Wire for data gathering and analysis of candidates and curriculum.

Section III—Program Outcomes

Education, History: Faculty are urged to assign more written work and to use primary sources and critical thinking assignments in all classes.

Education, Music: Faculty are developing exit interviews for graduates and increased visibility of the program within the music education community and the departmental web page.

Psychology: We plan to create one additional course related to the development of our student's ability to use and apply statistics. The course will be titled "Statistical Reasoning", and is intended to focus on the practical application of statistics within everyday relevant contexts associated with the field.

School of Business & Technology

Computer Science: Faculty added special courses to develop student interests in research computing and to enhance the student learning experience.

Organizational Leadership: Improve retention and recruitment efforts.

Engineering Technology:

Computer Electronics: Faculty now require students to submit reports to the writing center for review. Students will continue to apply their knowledge of circuit design by reviewing and writing papers about circuits.

Environmental: Beginning Spring 2018:

- Students were provided with more opportunities to reinforce understanding and apply knowledge of hazardous waste.
- Students evaluated and analyzed environmental ethics.
- Students preparing for the environmental end of instruction exam were given practice problems prior to the exam. The practice questions required students to perform chemistry calculations.

Industrial Technology

Electronics: With the help of our advisory board we combined classes and modified others hoping to improve our pass rate.

Manufacturing: We are constantly re-evaluating and striving to improve our curriculum. We employ our advisory board to guide us in necessary improvements.

School of Nursing and Allied Health Sciences

Health Information Management: The advisory board recommended some changes to program requirements to reflect the new standards put forth by CAHIIM. We hired a third HIM faculty member to enhance the student experience and meet the requirements of Bachelor and Master degree programs.

Health Sciences: We redesigned the Senior Summit course to reflect more of a capstone experience where students can demonstrate their overall knowledge of health sciences.

Nursing, Professional/Traditional: Because the national NCLEX will start involving more clinical judgement questions, Southwestern will also make this change to departmental testing.

Nursing, RN to BSN: An Online Nursing Specialist position was added this year. Southwestern intends to make technology-related improvements.

College of Professional & Graduate Studies, Master's Programs

Education: We are using peer review analysis when appropriate to guide learning conversations.

Nursing: Faculty intend to modify the course schedule.

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<u>Section III—Program Outcomes</u>

School Psychometry: Based on the evaluation of assessment results, it appeared that students did not fully understand the response to intervention and curriculum based measurement. Therefore, EDPSY 5563: Special Diagnostic Methods was completely restructured to ensure they were given a solid foundation in these areas. An assignment was added and incorporated into the program assessment data for reading intervention. Embedded within this course is a field-based experience where students are required to complete a survey specific-level curriculum based assessment in the basic skill areas of reading and math. For each assessment, a report is written that summarizes the results of the survey-level assessment and includes a graphic representation of the data as well as goal statements for each skill area. Graduate students work with the student and monitor the progress toward the goal for at least four weeks in order to provide an effective assessment of the impact on student learning. Questions were also revised on the capstone exam to better align with the standards and to increase the clarity. The idea was to provide an applied experience for the students to better prepare them for the OSAT which is heavily based on applied knowledge in a case study format.   The exam was changed from an exclusive essay format to one with 50 multiple choice questions as well as an essay portion related to a case vignette. In regards to materials, we incorporated the requirement for all students to utilize the Best Practices in School Psychology. While this is initially a large expense for students, it is an invaluable resource and is required in almost every psychometry and school psychology course at SWOSU.

School Counseling: While reviewing assessment data, it appeared that candidates were struggling with some of the developmental concepts. The capstone exam has been invaluable in terms of giving us feedback regarding gaps in our curriculum. We were able to recognize specific multiple choice questions students were struggling with. One item in particular had a 50% pass rate. It was a test item related to human development. Feedback was given to the professor who teaches the course and modifications were made (discussion question was added related to the subject to ensure understanding). This is just one example of many changes that were made based on this assessment. The plan is to now use these established assessments on an ongoing basis to evaluate program performance.   To address the findings from the portfolio review related to consultation, an assignment was added to COUN 5563: Practicum in School Counseling where students are required to write a reflection paper over the consultation component of their practicum. There was also an increase in the discussion and lecture pertaining to this subject. Questions were also revised on the capstone exam to better align with the standards and to increase the clarity. The idea was to provide an experience for the students to better prepare them for the OSAT which is heavily based on applied knowledge in a case study format.   The exam was changed from an exclusive essay format to one with 50 multiple choice questions as well as an essay portion related to a case vignette.

SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION

ADMINISTRATION OF ASSESSMENT

IV-1. What assessments were used and how were the students selected?

Students are offered the opportunity to evaluate courses they are enrolled in every semester. First-year and senior students were invited to complete the National Survey of Student Engagement (NSSE) in Spring 2018. Sophomores, juniors, and graduate students were asked to complete the Noel-Levitz Student Satisfaction Inventory (SSI), which was also during the Spring 2018 semester. Exit surveys were administered in April 2018 to graduates of associate, bachelor, and graduate degrees. The last Alumni Survey was run in 2013 and is planned again very soon.

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

Course/Instructor Evaluations

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 1.55.

National Survey of Student Engagement

According to the NSSE, results presented below show the comparison of the opinion of Southwestern students with the opinion of students from other Oklahoma schools. Bolded blue font displays the most positive results. (SW=SWOSU; OK=Oklahoma; FY=First-Year students; SR=Seniors)

ITEM	SW FY	OK FY	SW SR	OK SR
Participated in one or more high impact practice / at least two	48% / 7%	50% / 9%	**60% / 30%**	57% / 28%
The average weekly class preparation time	**14.4**	12.5	13.5	14.1
Number of hours per week spent reading for courses	**5.5**	5.2	5.5	6.3
Average number of pages of assigned writing	47.7	48.8	58.9	72.7
Courses highly challenged students	**54%**	45%	56%	56%
Institution emphasizes spending significant time studying and on academic work	**84%**	75%	**79%**	78%
Percentage rating their overall experience as "Excellent" or "Good"	**87%**	84%	**93%**	86%
Percentage who would "Definitely" or "Probably" attend this institution again	**85%**	83%	**92%**	84%

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SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION

Five questions on which Southwestern <u>first-year</u> students scored the <u>highest</u> relative to students from other Oklahoma schools:
- Reached conclusions based on your own analysis of numerical information
- Quality of interactions with other administrative staff and offices
- Reviewed your notes after class
- Institution emphasis on studying and academic work
- Spent more than 15 hours per week preparing for class

Five questions on which our <u>first-year</u> students scored the <u>lowest</u>, relative to students from other Oklahoma schools:
- Connected your learning to societal problems or issues
- Assigned more than 50 pages of writing
- Discussions with people with political views other than your own
- Included diverse perspectives in course discussions
- Institution emphasis on attending events that address important social/economic/political issues

Five questions on which Southwestern <u>senior</u> students scored the <u>highest</u> relative to students from other Oklahoma schools:
- At least some courses included a community-based project (service-learning)
- Quality of interactions with other administrative staff and offices
- Instructors provided feedback on a draft or work in progress
- Instructors provided prompt and detailed feedback on tests or assignments
- Instructors emphasized using learning support services

Five questions on which our <u>senior</u> students scored the <u>lowest</u>, relative to students from other Oklahoma schools:
- Explained course material to one or more students
- Asked another student to help you understand course material
- Assigned more than 50 pages of writing
- Participated in a study abroad program (HIP)
- Worked with other student on course projects or assignments

Perceived Gains Among Seniors

Students reported how much their experience at our institution contributed to their knowledge, skills, and personal development in ten areas (percentage of seniors responding "Very Much" or "Quite a bit"):

1. Thinking critically and analytically (83%)
2. Working effectively with others (76%)
3. Acquiring job- or work-related knowledge and skills (75%)
4. Writing clearly and effectively (75%)

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5. Speaking clearly and effectively (70%)
6. Developing or clarifying a personal code of values and ethics (69%)
7. Understanding people of other backgrounds (66%)
8. Analyzing numerical and statistical information (65%)
9. Solving complex real-world problems (64%)
10. Being an informed and active citizen (61%)

Satisfaction with SWOSU

ITEM	SW FY	OK FY	SW SR	OK SR
Overall experience as "Excellent" or "Good"	**87%**	84%	**93%**	86%
Would "Definitely" or "Probably" attend this institution again	**85%**	83%	**92%**	84%

Student Satisfaction Inventory

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. Data reveals the following points of interest:

1. All but two satisfaction scores of SWOSU students were higher than the national average.

2. The highest satisfaction scores of SWOSU students (all of which are higher than the national average) apply to the following items:

   ♦ 80. I want to continue to attend SWOSU and graduate from SWOSU. (6.49, up from 6.48 last time)
   ♦ 51. This institution has a good reputation within the community. (6.47, up from 6.29 last time)
   ♦ 33. My academic advisor is knowledgeable about requirements in my major. (6.42, up from 6.29 last time)
   ♦ 68. Nearly all of the faculty are knowledgeable in their field. (6.32, up from 6.22 last time)
   ♦ 7. The campus is safe and secure for all students. (6.31, up from 6.24 last time)
   ♦ 36. Security staff respond quickly in emergencies. (6.28, up from 5.99 last time)
   ♦ 55. Major requirements are clear and reasonable. (6.28, up from 6.13 last time)
   ♦ 72. On the whole, the campus is well-maintained. (6.26, up from 6.13 last time)
   ♦ 39. I am able to experience intellectual growth here. (6.24, up from 6.14 last time)
   ♦ 45. Students are made to feel welcome on this campus. (6.21, up from 6.01 last time)
   ♦ 89. Institution's commitment to students with disabilities. (6.20, up from 6.11 last time)

SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION

3. For item 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.), the satisfaction of SWOSU students was a little lower than the national average (4.61 and 4.82, respectively).

4. On item 54. Bookstore staff are helpful, the satisfaction of SWOSU students (5.49) was a little lower than the national average (5.53).

Exit Surveys

Toward the end of the Spring 2018 semester, Southwestern administered exit surveys to 2018 graduates of Associate's, Bachelor's, and Master's degrees.

Graduates of Associate's Degrees

Thirty-three graduates responded compared to only three graduates responding to the pilot last year. On scales of 1 to 5 (Extremely Satisfied to Extremely Dissatisfied), questions relating to departmental engagement earned a mean score of 1.81.   Questions regarding career preparedness scored a 1.56. (1 equaling Very Confident and 5 equaling Not At All Confident). Faculty Interaction was viewed with scores of 1.98 and 1.92. (The first scale of 1 to 5 with 1 representing Very Frequently to 5 being Communication Was Not Ongoing; the second scale of 1 to 3 with 1 representing Happens Frequently, 2 Happened Once, and 3 Has Never Happened.)

Graduates of Bachelor's Degrees

Three hundred ninety-six graduates responded compared to only 33 graduates responding to the pilot last year. Departmental Engagement was viewed with the following scores:
    1.51 (1 to 5, Strongly Agree to Strongly Disagree); last year's score was 1.87.
    1.18 (1=Agree, 2=Neutral, 3=Disagree); last year's score was 1.33.
    1.46 (1 to 4, Extremely Satisfied to Extremely Dissatisfied); last year's score was 1.27.
Questions regarding career preparedness scored a 1.50 (1 equaling Very Confident and 5 equaling Not At All Confident); last year's score was 1.59. Faculty Interaction was viewed with scores of 1.85 and 1.65 (One scale with 1 representing Very Frequently and 5 being Communication Was Not Ongoing; one scale with 1 representing Happens Frequently and 3 being Has Never Happened); last year's scores were 1.96 and 1.50 respectively. A few self-rating questions resulted in the following scores that range from 1 to 4 (Highest 10% to Below Average):

1.84 Critical Thinking; 1.86 last year
2.28 Mathematical Ability; 2.40 last year
2.10 Writing Ability; 2.06 last year
1.95 Overall Academic Ability; 1.76 last year
2.09 Self-Confidence; 2.11 last year

SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION

Graduates of Master's Degrees

One hundred seven graduates responded compared to only 5 graduates responding to the pilot last year. Departmental Engagement was viewed with the following scores:

   1.45 (1 to 5, Strongly Agree to Strongly Disagree); last year's score was 1.47.
   1.19 (1=Agree, 2=Neutral, 3=Disagree) ; last year's score was 1.08.
   1.40 (1 to 5, Extremely Satisfied to Extremely Dissatisfied); last year's score was 1.63.

Questions regarding career preparedness scored a 1.38 (1 equaling Very Confident and 5 equaling Not At All Confident) ; last year's score was 1.44. Faculty Interaction was viewed with scores of 1.86 and 1.67 (One scale with 1 representing Very Frequently and 5 being Communication Was Not Ongoing; one scale with 1 representing Happens Frequently and 3 being Has Never Happened) ; last year's scores were 1.70 and 2.25 respectively. A few self-rating questions resulted in the following scores that range from 1 to 4 (Highest 10% to Below Average):

   1.88 Critical Thinking; 1.80 last year
   2.51 Mathematical Ability; 2.60 last year
   2.08 Writing Ability; 1.80 last year
   1.93 Overall Academic Ability; 1.80 last year
   2.10 Self-Confidence; 2.80 last year

Alumni Survey

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 in response to the student engagement and satisfaction assessment?

Southwestern has recently established a strategy for reviewing student engagement and satisfaction results with an aim toward continuous improvement. Peer review participants are making recommendations, which include the following:

1. Increase student awareness of Career Services.
2. Encourage graduates to maintain contact with professors/advisors.
3. Create advising center(s) and/or utilize Graduate Assistants for schedule-building so that more faculty advisors may focus on assistance toward career and employment services.
4. Promote increased student involvement in organizations.
5. Make efforts to determine what areas Southwestern could offer continuing education.
6. Add basic business courses to the General Education program.

SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION

7. Increase support services for underserved student populations related to majors and programs.
8. Humanize advisees by calling them what they are, "students."
9. Allow key staff to train to become Advisors to help relieve the load of faculty advisement. Also, allow faculty with small advisement loads to volunteer to assist in another program/department.
10. Freshman Orientation could include more information regarding advisement.
11. Electronic advisement could be utilized with email and zoom.
12. Enhance the Advisement Handbook by adding additional advisor guidance.
13. New Student Orientation should be offered/required every semester to new international students that will focus on their needs.
14. The deadline should be enforced for when international student must start attending class.
15. Class could be recorded and/or instructor notes could be made available to international students.
16. Create a faculty committee for developing assistance to international students.
17. Include more of diverse perspectives in course discussions and assignments.
18. Increase number of assignments that require more than 50 pages of writing.
19. Increase number of requirements for students to attend and think critically about undergraduate research, student exhibitions, and senior recitals.
20. Mandate more cultural events and a diversity unit in the Freshman Orientation course. (Being deployed Fall 2018)
21. Should be awareness of adverse conditions in the dorms and rectify or update as needed.
22. The University Bookstore should work with instructors to acquire the information needed for students to purchase books and then post required materials on the course schedules.

SECTION V—ASSESSMENT BUDGET

ASSESSMENT BUDGET

Provide the following information regarding assessment fees and expenditures for 2017-2018.

Assessment fees	$0
Assessment salaries	$225,457
Distributed to other departments (for admissions and outcomes testing)	$4,833
Operations costs	$65,518
Total Expenditures	$295,808