ASSESSMENT PLAN

Southwestern Oklahoma State University
ASSESSMENT PLAN

Assessment Center
(580) 774-3084

Weatherford and Sayre Campuses

Revised May 2010
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PREFACE

The Southwestern Oklahoma State University Assessment Plan documents processes for evaluating student achievement. The plan results from inventory and documentation of assessment measures which were already in place and measures added to complete assessment of goals and objectives, and measure student outcomes. Revisions reflect changes made due to results of assessment and program revisions.

INTRODUCTION

Southwestern is one of six regional universities in the Oklahoma system of higher education. The University consists of two campuses, one at Weatherford and one at Sayre. Weatherford Campus has three undergraduate colleges which offer baccalaureate and associate degree programs: Arts and Sciences, Professional and Graduate Studies, and Associate & Applied Programs. The Graduate School on the Weatherford Campus offers the master of business administration, education, and music. Our first graduates of the professional degree, Doctorate of Pharmacy (Pharm.D.), were in the 2000-2001 academic year. Sayre Campus offers the Associate in Science and Associate in Applied Science degrees.

A comprehensive plan for assessment was begun by formation of the University Assessment Committee in September 1991. University-wide representation of faculty and administrators provided input for assessment plan development and implementation. Academic assessment is an ongoing process for all our academic units.

The Assessment plan describes policies and procedures for entry level, general education, degree program outcomes at all levels (associate, bachelor, master, and professional), student engagement, and overall satisfaction with University programs and services. Faculty decisions drive all phases of the assessment process as indicated in the following descriptions by the categories named above.

The Assessment Center serves as an assessment data clearing house for the University by collecting and disseminating reports and analyses to faculty, students, and administrators. The Assessment Center also serves as a testing, evaluation, and survey center for the University.

The focus of assessment at Southwestern is on student academic achievement. Faculty use many methods to evaluate the levels of student learning. In addition, factors indicating student success are examined: percentages of entering freshmen who complete degrees; student and alumni reported satisfaction levels; number of graduates employed in their fields of study; the number of graduates reporting that they were significantly challenged in their course work; and the number of graduates who report satisfactory employment.

Assessment practices produce many benefits. One is that the process itself causes faculty to examine their views of learning and how they plan to measure student achievement. Another is that the practice enhances teaching, makes student learning more visible, and produces a means of demonstrating overall effectiveness of the institution. Institutional effectiveness is structured by the mission statement components listed in Appendix A.
ENTRY LEVEL ASSESSMENT

The primary purpose of entry level assessment is to ensure that Southwestern is providing opportunities for all students to succeed by identifying their strengths and weaknesses, and providing the relevant placement, counseling, and learning experiences. A summary of the various assessment components can be found in Appendix B. The following objectives form the basis for entry level assessment:

- Allow students a greater opportunity for success by ensuring that they have necessary proficiencies for collegiate-level work in English, mathematics, and reading.
- Improve the chances of success by providing guidance for incoming freshmen as they formulate personal and professional goals, and by providing academic assistance.
- Review student success levels by monitoring retention/attrition factors and achievement levels as reported by faculty.

Means of Assessment

Evaluation of entering freshmen to ascertain whether their basic academic skills were adequate for success in collegiate-level courses or if remedial courses were necessary began Fall 1994. Enrolling freshmen who have ACT subject scores below 19 have an option of enrolling in remedial courses (English, math, or reading) or sit for the Computerized Placement Tests (CPTs), which are second level placement exams. Faculty recommended cut scores are used as a determinant for placement in the three disciplines. Modifications in the process are made as deemed necessary. Appendix C contains the present guidelines for placement.

Population

All incoming freshmen on both campuses are evaluated by the criteria described above. Open admission exists at the Sayre Campus; however, placement parameters mirror those of the Weatherford Campus.

Planning

Methods for identifying needs of incoming students are examined and modified according to findings. Student success rates in various classes will be monitored as a benchmark for determining the efficacy of both placement criteria and student academic assistance. The Assessment Committee considers data from tracking studies to determine whether additional revisions should be recommended. Currently all students admitted who do not meet regular admission criteria are automatically enrolled in a required study skills course.
GENERAL EDUCATION ASSESSMENT
(MID-LEVEL ASSESSMENT)

Southwestern's revised general education curriculum became effective Fall 1994. The revision offered a more focused approach to general studies and replaced the cafeteria plan that had been in place for several years. All general education courses support one or more of the four overall purposes of the program: (1) basic skills in communication (including computer literacy and technology) and mathematics; (2) appreciation of scientific heritage; (3) appreciation of fine arts; and (4) knowledge of social beings and institutions. Additional outcomes are contained within the description of the purposes as stated in the University's catalogs. Those outcomes require students to think logically, creatively, and critically.

Means of Assessment

Assessment of a general studies program is a complex undertaking. Measuring academic achievement in diverse disciplines such as the sciences and the arts requires diverse methods. Faculty piloted curriculum-embedded assessments of the general education courses during the 1995-1996 academic year. Full implementation of the curriculum-embedded process in general education courses was realized during the following academic year. Since that time, continuous refinement of course objectives, teaching methods and materials, and evaluation measures has occurred. Appendix D contains a listing of purposes and assessment methods. The process is as follows:

- Faculty formulate common learning objectives and assessment for each general education course.
- Faculty teaching the general education courses review their assessment data to determine whether levels of student achievement meet their expectations. They determine whether their collected data support their requests for modifications and forward reports for each course to the General Education Committee.
- 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. Recommendations, based on data, are then forwarded to the Associate Provost and to the Assessment Center for dissemination through various report formats.

Southwestern committee members, key faculty, and administrators commissioned the regular administration of ACT's Collegiate Assessment of Academic Proficiency (CAAP). CAAP exams were administered for the first time in Fall 2007.
Population

All students who are enrolled in general education courses participate in assessment of academic achievement. Eligible Juniors also take CAAP assessments on a voluntary basis.

Planning

Faculty, the General Education Committee, and the Assessment Committee share responsibility for reporting recommendations for mid-level assessment revisions to the University administration. Also included within this line of responsibility are any recommendations for program changes based on assessment data.
OUTCOMES

Mission

Mission statements for both campuses were revised in 1994. The statements describe the purposes and functions of the University. To determine whether Southwestern was effectively meeting the purposes and goals, measures were selected for each. Appendix A lists the purposes and assessment measures.

Assessment of Degree Programs

The purpose of outcomes assessment is to measure academic achievement in the degree programs at the four levels: associate, bachelor, master, and professional. Graduates’ reports of their successes in their careers and professions are compared with employers’ reports to determine whether graduates were adequately prepared for their career choices through their University experience.

Means of Assessment

Due to the diversity of Southwestern’s degree programs, several assessment methods are employed: structured exit interviews; focus groups; Major Field Tests (MFT); senior projects, shows, and performances; graduating student surveys; portfolios; national registry and licensing exams; national and state competency/certification exams; internships, capstone courses; theses; and exit examinations. Alumni follow-up studies and employer questionnaires allow additional evaluations of the four degree programs. The methods of evaluation and assessment are determined by faculty within each of the disciplines. University-wide alumni surveys provide outcomes data for all degree programs, also.

Survey of graduates at all degree levels provide data concerning program quality, academic advisement, quality of instruction, and preparation for employment. Appendix E lists assessment goals/objectives and assessment measures being utilized by academic units.

Population

All students participate in formative and summative assessment.

Information Dissemination

Assessment data collected by departments will be utilized by the faculty to assess student achievement, curricula, and programs. Summary data are reported to the Assessment Center for inclusion in reports for both internal and external purposes. Survey data collected and analyzed by the Assessment Center are transmitted to appropriate University units and included in internal and external reports.
Planning

Revisions and refinements of qualitative, quantitative, formative, and summative assessment measures are ongoing, which are usually noted in the Annual Student Assessment Report.
STUDENT SATISFACTION AND ENGAGEMENT

Student satisfaction and engagement assessment at Southwestern provides a collection of evidence regarding students’ qualitative views of their University experiences. The data are used to provide a basis for planning improvements of programs and services.

Objectives

- Elicit information from students at entrance, during, and after the University careers to assess services, programs, instructional quality, and self-reported student achievement.
- Provide opportunities for student input concerning their University experience to create indicators of strengths, challenges, and needs.
- Capture the experience of all baccalaureate degree-seeking undergraduate first-year students and graduating seniors.

Means of Assessment

ACT’s Survey of Student Opinions (SOSO) replaced the Senior Survey and Graduate Degree Survey on the Weatherford Campus, and Student Satisfaction Survey on the Sayre Campus in Spring 2007. Students are asked to complete the SOSO, which is made available at least every three years via an online survey. The University Alumni Survey is administered every five years. The National Survey of Student Engagement (NSSE) was utilized regularly for the first time in Spring 2008.

Population

A stratified randomly selected group of students have been asked to complete the SOSO. However, the 2009-2010 administration took place Fall 2009 and removed Freshmen from the survey opportunity, but all other students were invited to participate (eliminating random selection). The intention was an increase in response rate. First-year and Senior students seeking a baccalaureate degree are asked to complete the NSSE; students enrolled in professional programs such as pharmacy doctoral degrees without earning a baccalaureate degree along the way are not considered eligible.

Information Dissemination

Surveys administered by the Assessment Center provide data that are collected, analyzed, and reported internally and externally by the Assessment Center. Data obtained by the academic units are reported to the Assessment Center for inclusion with other data.
Planning

Data obtained through surveys, interviews, etc. are used to assess University strengths, challenges, and needs. Planners value student and alumni input. The Survey of Student Opinion report may be found at the following link:
http://www.swosu.edu/administration/assessment/reports.asp
ASSESSMENT OF THE ASSESSMENT PROGRAM

The various facets of the University assessment program are examined annually by the University Assessment Committee to determine whether appropriate processes are being utilized and considers the following questions:

Entry Level: Are the ACT and CPT providing reliable means of placement in English, mathematics, reading, and science courses with the present cut scores? Is there a meaningful correlation between the entry level scores and grades in respective courses?

Mid-Level: Do the curriculum-embedded assessment measures provide adequate information for determining student achievement and whether outcomes goals for general education are being met? Are means of assessment suitable to revisions in the general education curriculum?

Outcomes: Do valid goals and objectives exist for each major? Do the assessment components specifically measure those goals and objectives? Is there evidence that data obtained from overall assessment of the major are being used by faculty in planning curriculum modifications? Do exit interviews and survey data provide valid and useful information?

Satisfaction/Engagement: Do survey instruments and interviews elicit valid, reliable data concerning student and alumni perceptions of campus services, facilities, and academics? Is information being requested at reasonable ties? Have changes been made as a result of reporting aggregate data to respective administrators? Are there additional types of information needed? Are there better ways of obtaining data?

Open communication and coordination among decision makers will provide documentation for assessing the University assessment program. Assessment Committee Minutes are located at the following link:
http://www.swosu.edu/administration/assessment/assessment-committee.asp
UNIVERSITY ASSESSMENT COMMITTEE

Committee membership is described in the University Faculty Handbook. The committee recommends policies and procedures for assessment of student academic achievement and student satisfaction and engagement. Committee members include three faculty from the College of Professional and Graduate Studies, one faculty from the College of Pharmacy, three faculty from the College of Arts and Sciences, all who serve three year terms, the Director of Counseling/Assessment at Sayre, the Chair of the General Education Committee, the Director of Assessment-Weatherford campus, the Dean of Students. The Chair of the committee is faculty appointed by the Provost from the membership. The Associate Provost serves as an *ex officio* member.

The assessment reporting process is outlined in the flowchart on the following page:
ASSESSMENT REPORTING PROCESS

1. Academic Units and General Education Committee Reports to Dean by Aug. 30

2. Dean forwards reports and his/her comments and suggestions for next year to the Unit and Assessment Committee by Sept. 15

3. Director of Assessment distributes reports by October 1 to individual Assessment Committee members for reading

4. Assessment Committee members make recommendations to the Chair & Director of Assessment by Nov. 1

   - Assessment Committee Chair reports findings to Dean by Nov. 30
   - Assessment Committee Chair reports findings to Provost by Nov. 15
   - Assessment Committee Chair reports findings to University constituencies by Dec. 15

5. Dean reports findings to Academic Unit by Dec. 15

6. Provost & Assessment Committee Chair transmit Annual Student Assessment Report to OSRHE by Nov. 30
ACCESSIBILITY

Southwestern makes every effort to comply with provisions of the Americans with Disabilities Act. University guidelines are communicated to students in several ways. The Dean of Students serves as American Disabilities Act Officer. Upon notification by the ADA Officer of student needs for adaptive computing technology, amanuensis, physical accessibility to testing sites, or other arrangements, faculty and staff strive to provide accommodations.
**MISSION STATEMENT**

**Weatherford Campus**

The mission of Southwestern Oklahoma State University is to provide educational opportunities in higher education that meet the needs of the state and region; contribute to the educational, economic, and cultural environment; and support scholarly activity. Major areas of study on the Weatherford campus, associate degree programs on the Sayre campus, the general education curriculum, and participation in student activities/organizations provide opportunities for students to obtain skills, knowledge, and cultural appreciation that lead to productive lives and effective citizenship.

The mission is manifest and the purposes of the University are accomplished through the following:

<table>
<thead>
<tr>
<th>Purposes</th>
<th>Assessment Measures</th>
</tr>
</thead>
</table>
| 1. Insuring quality education by  
  a. Recruiting qualified faculty without regard to national origin, race, gender, disability, age or religion;  
  b. Promoting faculty growth by providing an organized faculty development program;  
  c. Encouraging and recognizing excellence in teaching, scholarship, and service;  
  d. Providing an organizational and intellectual environment that  
     i. Insures the freedom of individual expression and inquiry.  
     ii. Provides representative governance for all members of the university community.  
     iii. Promotes student/faculty interaction  
     iv. Provides an assessment program for the basis of continuous evaluation and program improvement. | 1. a. Document and review the national advertising and response rates to faculty vacancies;  
   b. Faculty evaluation of activities sponsored by Faculty Development Committee;  
   c. Tenure and process documentation; Presidential awards for faculty; alumni award for excellence in instruction;  
   d. i. Review by Appellate Committee of Tenured Faculty.  
   ii. Faculty Senate, Student Senate, Administrative Council, and Support Staff Council.  
   iii. Student and alumni satisfaction surveys.  
   iv. Annual assessment of University Assessment Program |
| 2. Meeting its commitment to student development by  
  a. Recruiting qualified students without regard to national origin, race, gender disability, age, or religion;  
  b. Providing a community that encourages participation in  
     i. Intellectual activities. | 2. a. Review student entrance data to ensure that non-discriminatory practices are employed; continue to promote campus activities that encourage minorities to participate;  
   b. i. Educational enrichment activities including research fairs and Panorama speaker series. |
### Purposes

<table>
<thead>
<tr>
<th></th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii.</td>
<td>ii. Educational enrichment activities including research fairs and Panorama speaker series.</td>
</tr>
<tr>
<td>iii.</td>
<td>iii. Membership in student organizations, financial support of organizations.</td>
</tr>
<tr>
<td></td>
<td>d. Student evaluations of orientation, student satisfaction surveys; student participation in enrichment opportunities; documentation of support given student organizations and activities.</td>
</tr>
<tr>
<td>c.</td>
<td>c. Curriculum-embedded assessment and satisfaction surveys.</td>
</tr>
<tr>
<td>d.</td>
<td>d. Providing a curriculum that develops communication and analytical skills; comprehension of the arts, humanities, and cultural diversity; knowledge of the scientific/technological world and of our historical heritage.</td>
</tr>
<tr>
<td></td>
<td>d. Contributing to student growth through student orientation, advisement, and enrichment; student organizations and activities.</td>
</tr>
</tbody>
</table>
MISSION STATEMENT  
Sayre Campus

The mission of Southwestern Oklahoma State University at Sayre is to provide lower division programs and educational opportunities in higher education that meet the needs of its student body, particularly in those areas that contribute to the career success of students and the needs of Oklahoma. Associate degree programs, then general education curriculum, and participation in student activities/organizations provide opportunities for students to obtain skills, knowledge, and cultural appreciation that lead to productive lives and effective citizenship. Purposes of the mission are as follows:

<table>
<thead>
<tr>
<th>Purposes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To provide a lower division program of higher education.</td>
<td>1. Program effectiveness.</td>
</tr>
<tr>
<td>2. To provide a general education that enables students to become</td>
<td>2. Curriculum-embedded assessment, satisfaction surveys.</td>
</tr>
<tr>
<td>informed, responsible citizens.</td>
<td></td>
</tr>
<tr>
<td>3. To provide programs of education in the liberal arts and sciences</td>
<td>3. Outcomes assessment measures such as licensure, registry,</td>
</tr>
<tr>
<td>leading to the Associate in Science Degree.</td>
<td>and certification exams, research projects, practicum and</td>
</tr>
<tr>
<td>4. To provide career and technical programs to enable students to</td>
<td>clinical evaluations.</td>
</tr>
<tr>
<td>seek employment in various job fields, with completion of such</td>
<td>4. Licensure and certification exam pass rates, employer</td>
</tr>
<tr>
<td>programs culminating in the awarding of the Associate in Applied</td>
<td>surveys, and student satisfaction surveys.</td>
</tr>
<tr>
<td>Science Degree or an appropriate certificate.</td>
<td></td>
</tr>
<tr>
<td>5. To provide transfer programs which include liberal arts, sciences,</td>
<td>5. Student and alumni satisfaction surveys; reports from</td>
</tr>
<tr>
<td>and pre-professional subjects, thus enabling students to pursue</td>
<td>state regents regarding transfers.</td>
</tr>
<tr>
<td>completion of baccalaureate or professional degrees.</td>
<td></td>
</tr>
<tr>
<td>6. To provide courses, services, and programs in remedial education</td>
<td>6. Pre- and post-testing, student success in respective</td>
</tr>
<tr>
<td>for individuals who require such assistance in order to function</td>
<td>collegiate-level courses;</td>
</tr>
<tr>
<td>effectively at the collegiate level.</td>
<td></td>
</tr>
<tr>
<td>7. To provide guidance services and a program of student activities</td>
<td>7. Student and alumni surveys</td>
</tr>
<tr>
<td>for the promotion of personal development and effective citizenship.</td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT MEASURES

Entry Level:
American College Testing (ACT) Program Assessment
Accuplacer Computer Placement Tests
College Level Examination Program (CLEP)
Advanced Placement (AP) Program
Subject Pre-Tests (in some disciplines)
Career and Interest Inventories

Mid-Level:
Curriculum-embedded Measures
Collegiate Assessment of Academic Proficiency (CAAP)
Satisfaction Surveys

Outcomes:
Education Testing Service (ETS) Major Field Tests
Graduate Record Exams (GRE)
Competency Exams (Education Department)
Senior Shows and Recitals
Portfolios
Exit Interviews
External Employer Surveys
Practicum, Clinical, or Internship Evaluations
Certification, Registry, and Licensure Exams
Post Tests
Proficiency Exams
Area Concentration Achievement Tests (ACAT)
SME Certification Exams
Satisfaction Surveys

Student Satisfaction and Student Engagement Surveys:
ACT’s Survey of Student Opinions
National Survey of Student Engagement (NSSE)
Course/Instructor Evaluations
University-wide Alumni Survey
APPENDIX C
REMEDIAL REQUIREMENTS / COURSE PLACEMENT GUIDELINES
Effective Fall 2009

ENGLISH

ACT below 19 and/or 
CPT below 70

Enroll in 0123 Fundamentals of English 
(required)

MATHEMATICS

ACT below 19 and/or 
CPT below 75

Enroll in 0124 Basic Algebra 
(required)

CPT between 75-84

Enroll in 1143 Math Concepts or 0124 Basic Algebra 
(recommended)

CPT between 85-94

Enroll in 1143 Math Concepts or 1103 Intermediate 
Algebra 
(recommended)

READING

ACT below 19 and/or 
CPT below 75

Enroll in 0122 Improvement of Reading 
(required)

SCIENCE

Students with ACT science reasoning scores below 19 must satisfy remediation requirements (if any) in English, Mathematics, and Reading before enrolling in science courses. The first science course must be 1004 Biological Concepts or 1514 Concepts of Physical Science.
1. The Remediation Policy of the Oklahoma State Regents for Higher Education applies to all first-time entering freshmen and transfer students.

2. Student may fulfill their remedial requirements by earning a satisfactory grade on the appropriate computerized Placement Test(s) (CPT) or by successfully completing the appropriate remedial course(s).

3. Students must successfully remediate basic skills course requirements within the first 24 semester hours attempted or have all subsequent enrollment restricted to deficiency removal course(s) until the deficiencies are removed.

4. Students are strongly encouraged to enroll in all required remedial course(s) during their first semester at Southwestern.

5. Transfer students with more than 24 hours attempted must fulfill all remedial requirements during the first semester of enrollment at SWOSU. All subsequent enrollments are restricted to deficiency removal course(s) until the deficiencies are removed.

6. On re-test will be allowed on the CPT before enrolling and completing the remedial course(s). Student must wait a minimum of two weeks before the re-test. The higher score will be posted.

7. Students wishing to test or re-test while enrolled in a remedial course must take the initial CPT and re-test before the mid-term of the semester of enrollment. CPT(s) shall not be administered to students enrolled in remedial course(s) past the mid-term point of the semester.

8. Student passing the CPT while enrolled in a required remedial class may withdraw from the class with a grade of W or choose to remain in the course and earn a grade.

9. Student who fail the initial CPT test and re-test while enrolled in a remedial course and subsequently fail the course, may take an additional re-test before re-taking the remedial course (by the end of the first day of class). Students may re-test one time each time they receive an unsatisfactory grade in the remedial course before re-taking the course (by the end of the first day of class).

10. The President or his/her designee may allow a deserving student who failed to remediate a basic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24-hour limit, providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.

11. Alternatively admitted students not meeting regular admission requirements must enroll in 1441 College Success. Typically these are students with academic deficiencies.
APPENDIX D
## GENERAL EDUCATION PURPOSES (GOALS)

<table>
<thead>
<tr>
<th>Purposes:</th>
<th>Assessment Methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Curriculum-Embedded Methods</td>
</tr>
<tr>
<td>1. Basic Skills in communication and mathematics*</td>
<td>X</td>
</tr>
<tr>
<td>2. Appreciation of scientific heritage</td>
<td>X</td>
</tr>
<tr>
<td>3. Appreciation of fine arts</td>
<td>X</td>
</tr>
<tr>
<td>4. Knowledge of social beings and institutions</td>
<td>X</td>
</tr>
<tr>
<td>5. Satisfaction with general education program</td>
<td>X</td>
</tr>
</tbody>
</table>

*includes computer literacy and technology
APPENDIX E
**SAYRE CAMPUS / CHEYENNE & ARAPAHO TRIBAL COLLEGE**

**Associate of Science—American Indian Studies**

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To educate skillful and knowledgeable individuals to become leaders in the work environment.</td>
<td>1. Curriculum-embedded assessment.</td>
</tr>
<tr>
<td>2. To expand the model in which education enhances the quality of life of American Indians.</td>
<td>2. University alumni and student satisfaction surveys.</td>
</tr>
</tbody>
</table>

**Population:**  
All students seeking this degree.

**Associate of Science—Tribal Administration**

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To educate skillful and knowledgeable individuals to become leaders in the work environment.</td>
<td>1. Curriculum-embedded assessment.</td>
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<tr>
<td>2. To expand the model in which education enhances the quality of life of American Indians.</td>
<td>2. University alumni and student satisfaction surveys.</td>
</tr>
</tbody>
</table>

**Population:**  
All students seeking this degree.
COLLEGE OF ASSOCIATE & APPLIED PROGRAMS / SAYRE CAMPUS

Associate in Science—General Studies

Goals and/or objectives:
1. To provide a program of general studies for students who plan to seek a baccalaureate degree.
2. To provide a program of studies for students who seek an associate degree in general studies.
3. To foster improvement in basic skills in communication and mathematics.
4. To provide courses of study to allow students to develop an appreciation of our scientific heritage and of the fine arts.
5. To provide an opportunity for students to develop a knowledge of social and intellectual beings and their institutions.

Population: All students seeking this degree.

Assessment measures:
1. Curriculum-embedded assessment in all general studies courses.
2. University alumni and student satisfaction surveys.

Associate in Science—General Business

Goals and/or objectives:
1. To provide a program in business education to prepare students for employment.
2. To provide a background in business education to prepare students for further course work toward a higher degree in the field of business.

Population: All students seeking this degree.

Assessment measures:
2. University alumni and student satisfaction surveys.

Associate in Science with Pre-Nursing Emphasis

Goals and/or objectives:
To provide a background in general studies and pre-professional course work to prepare students for admittance to the baccalaureate nursing program on the Weatherford Campus.

Population: All students seeking this degree.

Assessment measures:
2. University alumni and student satisfaction surveys.
### Associate in Science—Computer Science

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
</table>
| 1. To prepare students for careers in computer science and related fields.  
2. To provide a background in computer science to prepare students for further course work toward a higher degree in the computer field. | 1. Curriculum-embedded assessment.  
2. University alumni and student satisfaction surveys. |

**Population:**
All students seeking this degree.

---

### Associate in Science—Criminal Justice

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
</table>
| 1. To prepare students for careers in criminal justice.  
2. To provide a background in criminal justice to prepare students for further course work toward a higher degree in the field of criminal justice. | 1. Curriculum-embedded assessment.  
2. University alumni and student satisfaction surveys. |

**Population:**
All students seeking this degree.

---

### Associate in Applied Science—Medical Laboratory Technician

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
</table>
| To provide an educational background in general studies and specialized course work to prepare students for the AMT Registry Exam and subsequent employment in a medical laboratory. | 1. Curriculum-embedded assessment in general education courses.  
2. AMT Registry Exam.  
3. University alumni and student satisfaction surveys.  
4. Employer surveys. |

**Population:**
All students seeking this degree.
## COLLEGE OF ASSOCIATE & APPLIED PROGRAMS / SAYRE CAMPUS

### Associate in Applied Science—Radiologic Technology

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To prepare students to function as radiologic technologists.</td>
<td>1. Curriculum-embedded assessment in general education courses.</td>
</tr>
<tr>
<td></td>
<td>2. American Registry of Radiologic Technologists Exam.</td>
</tr>
<tr>
<td></td>
<td>3. University alumni and student satisfaction surveys.</td>
</tr>
<tr>
<td></td>
<td>4. Employer surveys (sent six months following students’ graduation).</td>
</tr>
</tbody>
</table>

Population: All students seeking this degree.

**Rev. 4/10**

### Associate in Applied Science—Occupational Therapist Assistant

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To prepare students to function as occupational therapist assistants.</td>
<td>1. Curriculum-embedded assessment in general education courses.</td>
</tr>
<tr>
<td></td>
<td>2. OTA State Licensure Exam.</td>
</tr>
<tr>
<td></td>
<td>3. University alumni and student satisfaction surveys.</td>
</tr>
<tr>
<td></td>
<td>4. Employer surveys.</td>
</tr>
</tbody>
</table>

Population: All students seeking this degree.

**Rev. 4/10**

### Associate in Applied Science—Physical Therapist Assistant

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To prepare students to function as physical therapist assistants.</td>
<td>1. Curriculum-embedded assessment in general education courses.</td>
</tr>
<tr>
<td></td>
<td>2. PTA State Licensure Exam.</td>
</tr>
<tr>
<td></td>
<td>3. University alumni and student satisfaction surveys.</td>
</tr>
<tr>
<td></td>
<td>4. Employer surveys.</td>
</tr>
</tbody>
</table>

Population: All students seeking this degree.

**Rev. 4/10**
### Associate in Applied Science—Criminal Justice-Corrections

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide a background in criminal justice-corrections to prepare students for employment.</td>
<td>1. Curriculum-embedded assessment in general education courses.</td>
</tr>
<tr>
<td><strong>Population:</strong></td>
<td>2. University alumni and student satisfaction surveys.</td>
</tr>
<tr>
<td>All students seeking this degree.</td>
<td></td>
</tr>
</tbody>
</table>

Rev. 4/10
**COLLEGE OF ARTS & SCIENCES**

Bachelor of Arts—Interdisciplinary Studies

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Provide opportunities for learners to develop further knowledge in three discipline areas.</td>
<td>2. University alumni and student satisfaction surveys.</td>
</tr>
<tr>
<td>3. Allow learners flexibility in designing an interdisciplinary curriculum to meet their individual needs and goals not served by traditional majors.</td>
<td></td>
</tr>
<tr>
<td>4. Provide an avenue of higher education that meets the needs of learners whether for personal enrichment or professional advancement.</td>
<td></td>
</tr>
<tr>
<td>5. Provide learners with education mobility options in a world where career changes are increasing.</td>
<td></td>
</tr>
<tr>
<td>6. Acquiring a broad knowledge in a variety of disciplines.</td>
<td></td>
</tr>
<tr>
<td>7. Completing the same general education curriculum as traditional students.</td>
<td></td>
</tr>
<tr>
<td>8. Developing specialized knowledge in three discipline areas.</td>
<td></td>
</tr>
<tr>
<td>9. Enhancing critical thinking, communication, and problem solving skills.</td>
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</tr>
<tr>
<td>10. Gaining intellectual knowledge and experiencing personal growth and enrichment through a broad-based curriculum of study.</td>
<td></td>
</tr>
</tbody>
</table>

**Population:**
All students seeking this degree.

Rev. 4/10
Goals and/or objectives:

1. Perceive and understand visual relationships in the environment.
2. Understand the nature of art and the creative process.
3. Build a portfolio that will reflect the students’ creative and technical skills.
4. Develop creative & technical skills pertinent to future employment in the field of graphic design.
5. Instill the fundamentals of good design and problem solving.
6. Acquire a working knowledge of art and design history and a perception of the changing nature of trends in the field.
7. Develop an awareness of design’s place in modern culture and its effect on the viewer.

Population:
All students majoring in graphic design.

Assessment measures:

1. Visual art exhibitions by individual senior students with faculty review and evaluation.
2. Traditional tests covering aspects of design theory and fundamentals.
3. Oral critiques by faculty and students of student art work at all stages including thumbnails, roughs, and finals.
4. Demonstration of technical, verbal, and creative skills through the presentation of personal work before faculty and peers.
### Goals and/or objectives:

1. To train professional biologists for career opportunities in industry and government.
2. To provide students the pre-professional training required for entrance into schools of medicine, veterinary medicine, dentistry, optometry, physical therapy, dental hygiene, nursing, and public health.
3. To prepare students for entry into the teaching profession.
4. To prepare students for graduate study in the biological sciences.
5. To give students a basic understanding of biological principles.

### Assessment measures:

1. Successful completion of the biological sciences capstone course, Senior Seminar in Biological Sciences, which will include evaluation of scientific writing and research skills, and application of acquired knowledge in critical appraisal of scientific works. A written report and poster paper will be used as measures.
2. Evaluation of the extent of each major’s biological science knowledge base as reflected by scores on the MFAT, the departmental exit level exam. Other assessment measures include the GRE, MCAP, DAT, Educational Competency Tests for teachers, and employer evaluations of qualifications and performance.
3. Review of data from University senior and alumni surveys.

### Population:

All biological science majors.
**Assessment Plan**

**COLLEGE OF ARTS & SCIENCES**  
**DEPARTMENT OF CHEMISTRY & PHYSICS**

**Bachelor of Arts—Chemistry**

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To prepare students to continue education in professional schools (pharmacy, medicine, veterinary medicine, optometry), or for employment in technician-type employment in industry or in a related field.</td>
<td>1. American Chemical Society exams in the different areas of chemistry will be used whenever practicable to assess the achievement of our students at the completion of the course. These scores will be compared with national norms and course adjustments made when necessary.</td>
</tr>
<tr>
<td></td>
<td>2. All chemistry majors will be evaluated at the exit level by the Major Field Achievement Tests (ETS) during Senior Seminar in Chemistry course. Results of this exam will be analyzed biennially by the Chemistry Curriculum Committee. The Committee will recommend corrective measures when necessary. Student scores on the MFAT should closely correlate with percentiles based on national norms of the exams.</td>
</tr>
<tr>
<td></td>
<td>3. Graduate Record Exam results of seniors who plan to attend graduate school will be reviewed and compared with student grades.</td>
</tr>
<tr>
<td></td>
<td>4. Student admissions to graduates school, fellowships granted, and performance in graduate school.</td>
</tr>
<tr>
<td>Population: All students completing this degree.</td>
<td>5. Results from University-wide surveys, exit interviews, and alumni questionnaires will also be used by the Curriculum Committee for assessment.</td>
</tr>
</tbody>
</table>

Rev. 4/10
**Goals and/or objectives:**
To prepare students for careers in chemistry.

**Assessment measures:**

1. American Chemical Society exams in the different areas of chemistry will be used whenever practicable to assess the achievement of our students at the completion of the course. These scores will be compared with national norms and course adjustments made when necessary.

2. All chemistry majors will be evaluated at the exit level by the Major Field Achievement Tests (ETS) during Senior Seminar in Chemistry course. Results of this exam will be analyzed biennially by the Chemistry Curriculum Committee. The Committee will recommend corrective measures when necessary. Student scores on the MFAT should closely correlate with percentiles based on national norms of the exams.

3. Graduate Record Exam results of seniors who plan to attend graduate school will be reviewed and compared with student grades.

4. Student admissions to graduates school, fellowships granted, and performance in graduate school.

5. Results from University-wide surveys, exit interviews, and alumni questionnaires will also be used by the Curriculum Committee for assessment.

**Population:**
All students completing this degree.

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*Rev. 4/10*
### Goals and/or objectives:
To prepare students for graduate study or for highly skilled positions in chemistry.

### Assessment measures:

1. American Chemical Society exams in the different areas of chemistry will be used whenever practicable to assess the achievement of our students at the completion of the course. These scores will be compared with national norms and course adjustments made when necessary.

2. All chemistry majors will be evaluated at the exit level by the Major Field Achievement Tests (ETS) during Senior Seminar in Chemistry course. Results of this exam will be analyzed biennially by the Chemistry Curriculum Committee. The Committee will recommend corrective measures when necessary. Student scores on the MFAT should closely correlate with percentiles based on national norms of the exams.

3. Graduate Record Exam results of seniors who plan to attend graduate school will be reviewed and compared with student grades.

4. Student admissions to graduates school, fellowships granted, and performance in graduate school.

5. Results from University-wide surveys, exit interviews, and alumni questionnaires will also be used by the Curriculum Committee for assessment.

### Population:
All students completing this degree.
### Bachelor of Science—Engineering Physics

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To prepare students for careers or graduate work in engineering.</td>
<td>1. All majors will be assessed at the exit level as part of the Senior Seminar in Physics course with the Physics II Major Field Test (ETS). The results of this exam will be analyzed biennially by the Physics Curriculum Review Committee. Student scores are expected to correlate closely with their physics grades.</td>
</tr>
<tr>
<td></td>
<td>2. All seniors attending graduate school will be required to sit for the Graduate Record Exam. Their scores will be correlated with their grades in physic courses.</td>
</tr>
<tr>
<td></td>
<td>3. Student admissions to graduate school, fellowships received, and graduate school performance will be monitored.</td>
</tr>
<tr>
<td></td>
<td>4. Results from a departmental exit questionnaire and interview, University survey data, and alumni questionnaires will be utilized in the review process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Population:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All students completing this major.</td>
<td>Rev. 4/10</td>
</tr>
</tbody>
</table>
**Colleges of Arts & Sciences**  
Department of Communication & Theatre  
Bachelor of Arts—Communication Arts

### Goals and/or Objectives:

1. To prepare students for entry into professions related to speech, theatre, and mass communication.
2. To equip students with skills in public speaking, particularly research, organization, and delivery.
3. To provide opportunities for students to develop acting skills.
4. To expose students to historical and contemporary practices in communication arts.
5. To enhance students’ skills in the oral interpretation of literature.
6. To facilitate students’ understanding of the dynamics of human communication.
7. To encourage students to become more analytical and critical of the mass media.
8. To provide opportunities for students to develop marketable skills in print or broadcast media.
9. To provide opportunities for students to develop skills in theatre design, technology, and production by providing hands-on experience.
10. To assist students in developing critical thinking skills.
11. To provide opportunities for students to improve their communication skills through student publications and productions.
12. To provide opportunities for students to improve their theatre skills through an active theatre performance program.
13. To provide opportunities for students to improve their communication skills through an active intercollegiate forensics program.
14. To make students aware of the increasing demand for effective communicators in the work force.
15. To develop students’ appreciation of theatre arts for personal and community enrichment.
16. To provide educational and technological opportunities that meets the needs of the communication age.
17. To provide students and community with a broad range of cultural and scholarly experiences, which would help educate on issues related to age, gender, and ethnic diversity.
18. Program/department does not have a written assessment plan and has not adopted learning outcomes for the program.

### Assessment Measures:

2. University alumni and student satisfaction surveys.

### Population:

All students seeking this degree.
# COLLEGE OF ARTS & SCIENCES

Department of Language & Literature
Bachelor of Arts—English

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To strengthen the use of language as an effective means of communication</td>
<td>1. Exit Portfolio of 5 items from 5 required courses</td>
</tr>
<tr>
<td>2. To foster critical, logical, analytical, and creative skills in the use of language</td>
<td>2. University alumni and student satisfaction surveys.</td>
</tr>
<tr>
<td>3. To promote an understanding of significant authors, works, genres, historical backgrounds, and recurrent themes of literature and non-print media</td>
<td></td>
</tr>
<tr>
<td>4. To enhance knowledge of diversity in national and world cultures through the study of literature and writing</td>
<td></td>
</tr>
<tr>
<td>5. To qualify our graduates for entry into a variety of jobs or advanced degree programs</td>
<td></td>
</tr>
</tbody>
</table>

**Population:**
All students seeking this degree.

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Bachelor of Arts—Spanish

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To strengthen the use of language as an effective means of communication</td>
<td>1. Capstone experience</td>
</tr>
<tr>
<td>2. To foster critical, logical, analytical, and creative skills in the use of language</td>
<td>2. University alumni and student satisfaction surveys.</td>
</tr>
<tr>
<td>3. To promote an understanding of significant authors, works, genres, historical backgrounds, and recurrent themes of literature and non-print media</td>
<td></td>
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<tr>
<td>4. To enhance knowledge of diversity in national and world cultures through the study of literature and writing</td>
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</tr>
<tr>
<td>5. To qualify our graduates for entry into a variety of jobs or advanced degree programs</td>
<td></td>
</tr>
</tbody>
</table>

**Population:**
All students seeking this degree.
COLLEGE OF ARTS & SCIENCES
DEPARTMENT OF MATHEMATICS

Bachelor of Science—Mathematics

Goals and/or objectives:

1. To prepare students for study of mathematics at the graduate level.
2. To prepare students to enter a wide variety of vocations in business, industry, and government service that require advanced mathematical skills.
3. To provide instruction for students to develop basic skills and knowledge as they prepare for a productive life in a rapidly changing technological world.

Population:
All students seeking this degree.

Assessment measures:

2. Formal exit interviews using an evaluation form that is prepared by faculty for the purpose of student evaluation of programs.
3. Employer surveys.
4. University alumni and student satisfaction surveys.

COLLEGE OF ARTS & SCIENCES
DEPARTMENT OF MUSIC

Goals and/or objectives:

1. To enrich students’ understanding of music through the study of music literature, history, and theory.
2. To provide students with experience and training in musical performance.
3. To serve the University community and region through musical performance in large ensemble, chamber ensemble, and solo settings.
4. To prepare students as Musicians and/or Music Educators in accordance with the standards of the National Association of Schools of Music.

Population:
All students seeking this degree.

Assessment measures:

2. Student achievement in music is evaluated by the following inventories:
   a. Jury Examinations at the end of each semester of Applied Music study.
   b. Proficiency Examinations I, II, and III in the major Applied Music area at the end of the second, fourth, and sixth semester.
   c. Senior Recital Hearing performed before a committee of at least three faculty members who teach in a related area.
   d. Senior Recital graded by the student’s applied music teacher.
   e. Piano proficiency exam tailored to specific degree programs.
3. University alumni and student satisfaction surveys.

Note: Emphasis is placed on continuous evaluation as students progress through the curriculum in lieu of relying solely on an exit evaluation.
### COLLEGE OF ARTS & SCIENCES
### DEPARTMENT OF MUSIC

#### Bachelor of Music—Music Therapy

**Goals and/or objectives:**

1. To enrich students’ understanding of music through the study of music literature, history, and theory.
2. To provide students with experience and training in musical performance.
3. To serve the University community and region through musical performance in large ensemble, chamber ensemble, and solo settings.
4. To prepare students as Music Therapists in accordance with competency standards of the American Music Therapy Association.

**Assessment measures:**

2. Student achievement in music at exit is evaluated by the following inventories:
   a. Jury Examinations at the end of each semester of Applied Music study.
   b. Proficiency Examinations I, II, and III in the major Applied Music area at the end of the second, fourth, and sixth semester.
   c. Senior Recital Hearing performed before a committee of at least three faculty members who teach in a related area OR a Senior Research Project in Music Therapy.
   d. Senior Recital graded by the student’s applied music teacher.
   e. Piano, Guitar, and Voice Proficiency Examinations tailored to Music Therapy.
   f. Functional Skill evaluations in Field Studies I-IV.
3. University alumni and student satisfaction surveys.
4. CBMT Board Certification Exam for Music Therapists.

**Population:**
All students seeking this degree.

Note: Emphasis is placed on continuous evaluation as students progress through the curriculum in lieu of relying solely on an exit evaluation.
# COLLEGE OF ARTS & SCIENCES
## DEPARTMENT OF MUSIC
### Master of Music

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>For students holding a baccalaureate degree in music:</td>
<td>1. Entrance examinations in Music Theory and Music History.</td>
</tr>
<tr>
<td>1. To improve students' musical performances and proficiency in composing and analyzing music.</td>
<td>2. Final comprehensive examinations in Music history, Music theory, and the student's Major area graded by a panel of three faculty members.</td>
</tr>
<tr>
<td>2. To improve students' knowledge and skills necessary to teach music (Education emphasis).</td>
<td>3. Recitals.</td>
</tr>
<tr>
<td>3. To develop the ability of professional musicians to communicate the integral role that music plays in contemporary society.</td>
<td>4. State licensure and certification exams.</td>
</tr>
<tr>
<td>Population:</td>
<td>5. University alumni and student satisfaction surveys.</td>
</tr>
<tr>
<td>All students seeking this degree.</td>
<td><strong>Rev. 4/10</strong></td>
</tr>
</tbody>
</table>

# DEPARTMENT OF SOCIAL SCIENCES
### Bachelor of Arts—Criminal Justice

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To prepare graduates for future educational pursuits, including graduate school.</td>
<td>1. Curriculum-embedded assessment.</td>
</tr>
<tr>
<td>2. To prepare students for employment in the criminal justice field.</td>
<td>2. Retrospective, targeted assessment of performance in selected courses during the junior and senior years.</td>
</tr>
<tr>
<td>All students seeking this degree.</td>
<td><strong>Rev. 4/10</strong></td>
</tr>
</tbody>
</table>
## Bachelor of Arts—History

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To provide students with skills necessary for lifelong learning.</td>
<td>1. Curriculum-embedded assessment.</td>
</tr>
<tr>
<td>2. To allow an opportunity for students to develop reading comprehension, research and writing skills, and an analytical approach to learning.</td>
<td>2. Pre-test—an internally produced objective exam given to a freshman control group.</td>
</tr>
<tr>
<td>3. To challenge students to question, to research, and to assess factual information and express it in original, interpretative essays.</td>
<td>3. Post-test—an internally produced objective exam and a historical essay for senior history majors.</td>
</tr>
</tbody>
</table>

**Population:**
Selected freshman control group for pre-test; declared history majors for post-test and portfolio.

**Assessment measures:**
2. Pre-test—an internally produced objective exam given to a freshman control group.
3. Post-test—an internally produced objective exam and a historical essay for senior history majors.
4. Portfolio—begun when major is declared. May include book reviews, essays, and a research paper.
5. Capstone course that includes a 15-page research essay, that must be written, presented, as well as defended before students and faculty for critiquing and grading.
6. University alumni and student satisfaction surveys.

## Bachelor of Arts—Political Science

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To provide students with the background they need to serve as intelligent members of a democratic polity. The background includes an understanding of both international and domestic processes and policies, as well as an understanding of the principles of democratic governance.</td>
<td>1. Curriculum-embedded assessment.</td>
</tr>
<tr>
<td>2. To foster the development of students’ capabilities in sound scholarship and research methodology in order to facilitate graduate work.</td>
<td>2. GPA.</td>
</tr>
</tbody>
</table>

**Population:**
All students seeking this degree.

**Assessment measures:**
2. GPA.
3. LSAT scores.
4. Other relevant measures.
5. University alumni and student satisfaction surveys.
### COLLEGE OF PHARMACY

**Doctor of Pharmacy (Pharm.D.)**

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To educate and graduate highly competent practitioners of pharmaceutical care.</td>
<td>1. North American Pharmacist Licensure Examination (NAPLEX).</td>
</tr>
<tr>
<td></td>
<td>3. Preceptor and Faculty Teaching Evaluations.</td>
</tr>
<tr>
<td></td>
<td>4. University alumni and student satisfaction surveys.</td>
</tr>
</tbody>
</table>

**Population:**
All pharmacy majors.

Rev. 4/10
**COLLEGE OF PROFESSIONAL & GRADUATE STUDIES**  
**SCHOOL OF ALLIED HEALTH**

**Bachelor of Science—Athletic Training**

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
</table>
| 1. To successfully execute an Athletic Training program which fulfills the mission of Southwestern Oklahoma State University and Addresses the strategic goals appropriate to the School of Allied Health.  
2. The establishment and provision of an accredited educational curriculum which will cultivate the professional preparation of undergraduate students and prepare them for entry level positions as certified athletic trainers.  
3. Empowerment of student athletic training majors as capable learners, knowledgeable in contemporary issues and procedures.  
4. To shape a receptive educational environment, in both academic and clinical settings, which integrates classroom knowledge and skill acquisition.  
2. University alumni and student satisfaction surveys.  
3. Evaluations of Pre-professional student observations  
4. Level Appropriate Athletic Training Clinical Student Evaluations  
5. Practical Examinations  
6. Athletic Training Student Evaluation of Self and Goals for Clinical Rotation  
7. ATEP Exit Interviews  
8. Course/Instructor Evaluations  
9. Athletic Training Student Evaluation of Approved Clinical Instructor/Clinical Instructor  
10. Student Clinical Site Evaluation  
11. ATEP Clinical Site Evaluation  
12. Annual Reports from BOC  
13. ATEP Graduate Survey  
14. ATEP Graduate Employer Survey  
15. ATEP Annual Assessment of Goals |

**Population:**  
All students seeking this degree.  

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**Bachelor of Science—Clinical Laboratory Science**

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
</table>
| 1. To provide students with the instruction necessary for entry into accredited hospital-based programs.  
2. To prepare students to facilitate their performance in the clinical practicum portion of this program.  
3. To prepare students to meet entry-level competencies and to pass national certification exams. | 1. Curriculum-embedded assessment.  
2. Medical Technologist certification exam.  
3. Review of the one-year practicum evaluations.  
4. University alumni and student satisfaction surveys. |

**Population:**  
All students seeking this degree.
# Bachelor of Science—Health Science Major for Clinical Laboratory Science

**Goals and/or objectives:**

1. To provide a Bachelor of Science degree track option for students prior to the Bachelor of Science in Clinical Laboratory Science.
2. To provide a stronger academic base for Clinical Laboratory Science students pursuing advanced degrees.

**Population:**

All students completing this degree.

**Assessment measures:**

3. University alumni and student satisfaction surveys.

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### Bachelor of Science—Health Care Administration

**Goals and/or objectives:**

1. To prepare students professionally for an entry level position in administrative services in hospitals, nursing homes, mental health institutions, home health care, and governmental health agencies.
2. To offer educational preparation for students for eligibility to take the licensure exam for certified nursing home administrator (Oklahoma) after completing a 14-week administrator in training (AIT) requirement.

**Population:**

All students seeking this degree.

**Assessment measures:**

2. Nursing Home Administrator Certification Exam
3. Internship evaluations—internal and external evaluators.
4. University alumni and student satisfaction surveys.
### Bachelor of Science—Health Information Management

**Goals and/or objectives:**

To prepare students to develop the skills needed by practicing professionals in the Health Information Management field and provide assurance that graduates of the program demonstrate the entry-level competencies.

**Population:**

All students seeking this degree.

**Assessment measures:**

2. Comprehensive exams at the completion of the program.
4. University alumni and student satisfaction surveys.

### Bachelor of Science—Health Science

**Goals and/or objectives:**

1. To provide students a health-science based curriculum that can be blended into various pre-professional health program prerequisites.
2. To allow students a “flex” minor that may be adapted to specific pre-professional prerequisites, programs, and/or students’ personal interests.
3. To provide students a strong health science base to facilitate admission into graduate level or professional health programs.

**Population:**

Students who are interested in pre-professional programs such as Medicine, Medical Technology, Dentistry, Dental Hygiene, Radiology, Clinical Dietetics, as well as graduate programs in Microbiology, Immunology, epidemiology, Public Health, Preventative Health, and others.

**Assessment measures:**

2. National certification or licensure exams in professional programs.
3. Qualifying exams in graduate level programs.
4. University alumni and student satisfaction surveys.
Bachelor of Science in Education—Health & Physical Education

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To provide the future health and physical education teacher and coach with skills necessary to develop exceptional programs in the public and private school.</td>
<td>1. Curriculum-based assessment techniques in content areas.</td>
</tr>
<tr>
<td>2. To offer a four-year course of study leading to the Bachelor of Science in Education for the Health and Physical Education track student.</td>
<td>2. Experience-based teacher education program (EBTE) that includes 12 weeks of student teaching with structured review at conclusion.</td>
</tr>
<tr>
<td>3. To offer specialized coursework, which includes health, physical education sciences, physical education programs, and athletic coaching theory.</td>
<td>3. Resident Year Program. First-year teachers are evaluated according to criteria contained within four categories.</td>
</tr>
<tr>
<td>4. To provide for all students a variety of programs and courses designed to aid the student in making proper choices involving healthy living styles, lifetime sports, leisure skills, and fitness skills.</td>
<td>4. Licensure and certification requirements: Oklahoma General Education Test; Oklahoma Professional Teaching Exam; Oklahoma Subject Area Exam, Foreign Language Proficiency, and Professional Portfolio.</td>
</tr>
<tr>
<td>5. To provide and assist the public and private schools with expertise and information in health and physical education.</td>
<td>5. University alumni and student satisfaction surveys.</td>
</tr>
<tr>
<td>Population: All students completing this major.</td>
<td>6. 1st Year Teacher/Coach Survey</td>
</tr>
</tbody>
</table>

Rev. 4/09
**Bachelor of Music Education**

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To enrich the students’ understanding of music through the study of music literature, history, and theory.</td>
<td>1. Student achievement in music at exit is evaluated by the following inventories:</td>
</tr>
<tr>
<td>2. To provide students with experience and training in musical performance.</td>
<td>a. Jury Examinations at the end of each semester of Applied Music study.</td>
</tr>
<tr>
<td>3. To serve the University community and region through musical performance in large ensemble, chamber ensemble, and solo settings.</td>
<td>b. Proficiency Examinations I, II, and III in the major Applied Music area at the end of the second, fourth, and sixth semester.</td>
</tr>
<tr>
<td>4. To prepare students as Musicians and/or Music Educators in accordance with the standards of the National Association of Schools of Music.</td>
<td>c. Senior Recital Hearing performed before a committee of at least three faculty members who teach in a related area. Must be successfully completed before scheduling a senior recital.</td>
</tr>
</tbody>
</table>

| Population: | 
| All students completing this major. | 2. Experience based teacher education program (EBTE) that includes 12 weeks of student teaching with structured review at conclusion. |
| | 3. Resident Year Program. First-year teachers are evaluated according to criteria contained within four categories. |
| | 4. Licensure and certification requirements: Oklahoma General Education Test; Oklahoma Professional Teaching Exam; Oklahoma Subject Area Exam, Foreign Language Proficiency, and Professional Portfolio. |
| | 5. University alumni and student satisfaction surveys. |
### COLLEGE OF PROFESSIONAL & GRADUATE STUDIES
### SCHOOL OF BEHAVIORAL SCIENCES & EDUCATION
### Department of Education

**Bachelor of Science in Education—Special Education**

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will utilize and implement a wide variety of instructional strategies in various educational settings with learning disabled and/or mentally handicapped children and adolescents.</td>
<td>1. Curriculum-based assessment techniques in content areas.</td>
</tr>
<tr>
<td>2. Students will demonstrate and utilize a variety of assessment and classroom management techniques.</td>
<td>2. Experience-based teacher education program (EBTE) that includes 12 weeks of student teaching with structured review at conclusion.</td>
</tr>
<tr>
<td>3. Students will serve as resource individuals and advocates for exceptional children.</td>
<td>3. Resident Year Program. First-year teachers are evaluated according to criteria contained within four categories.</td>
</tr>
</tbody>
</table>

**Population:**
All students completing this major.

**Assessment measures:**

1. Curriculum-based assessment techniques in content areas.
2. Experience-based teacher education program (EBTE) that includes 12 weeks of student teaching with structured review at conclusion.
3. Resident Year Program. First-year teachers are evaluated according to criteria contained within four categories.
4. Licensure and certification requirements: Oklahoma General Education Test; Oklahoma Professional Teaching Exam; Oklahoma Subject Area Exam, Foreign Language Proficiency, and Professional Portfolio.
5. University alumni and student satisfaction surveys.
### Goals and/or objectives:

At completion of this program, students will be able to:

1. Identify, illustrate, and utilize sound principles of teaching.
2. Exhibit a depth of knowledge in communications in the behavioral aspects of man and society, world cultures, social issues and trends, scientific discovery, creative arts, and appreciation of the arts.
3. Demonstrate humanistic qualities of empathy, flexibility, and individual concern toward all students in clarifying their values.
4. Interpret data about students' social, emotional, intellectual, and cultural environments.
5. Utilize current trends in developing the learning environment conducive to self-discipline.
6. Develop objectives in all areas of the curriculum.

### Assessment measures:

1. Curriculum-based assessment techniques in content areas.
2. Experience-based teacher education program (EBTE) that includes 12 weeks of student teaching with structured review at conclusion.
3. Resident Year Program. First-year teachers are evaluated according to criteria contained within four categories.
4. Licensure and certification requirements: Oklahoma General Education Test; Oklahoma Professional Teaching Exam; Oklahoma Subject Area Exam, Foreign Language Proficiency, and Professional Portfolio.
5. University alumni and student satisfaction surveys.

### Population:

All students completing this major.

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Rev. 4/10
### Bachelor of Science in Education—Early Childhood Education

#### Goals and/or objectives:

Students completing this program can:

1. Promote Child Development and Learning and implement programs that Exemplify scientifically based Teaching and Learning and Observing, Documenting and Assessing to Support Young Children and Families while Building Family and Community Relationships.

2. Show evidence that reflects references to best practice field experiences and provides that a candidate is becoming a professional based on teacher education cohort experiences and education related to service learning experiences as evidenced in the successful completion of the exam and Oklahoma Certification in the area of Early Childhood Education.

#### Population:

All students completing this major.

#### Assessment measures:

1. Curriculum-based assessment techniques in content areas.

2. Experience-based teacher education program (EBTE) that includes 12 weeks of student teaching with structured review at conclusion.

3. Resident Year Program. First-year teachers are evaluated according to criteria contained within four categories.

4. Licensure and certification requirements: Oklahoma General Education Test; Oklahoma Professional Teaching Exam; Oklahoma Subject Area Exam, Foreign Language Proficiency, and Professional Portfolio.

5. University alumni and student satisfaction surveys.
## Bachelor of Arts in Education—English Education

### Goals and/or objectives:

1. Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for pre-service English language arts teachers.
2. Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.
3. Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.
4. Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

### Assessment measures:

1. Curriculum-based assessment techniques in content areas.
2. Experience-based teacher education program (EBTE) that includes 12 weeks of student teaching with structured review at conclusion.
3. Resident Year Program. First-year teachers are evaluated according to criteria contained within four categories.
4. Licensure and certification requirements: Oklahoma General Education Test; Oklahoma Professional Teaching Exam; Oklahoma Subject Area Exam, Foreign Language Proficiency, and Professional Portfolio.
5. University alumni and student satisfaction surveys.

### Population:

All students completing this major.
**COLLEGE OF PROFESSIONAL & GRADUATE STUDIES**

**SCHOOL OF BEHAVIORAL SCIENCES & EDUCATION**

*Department of Education*

**Bachelor of Arts in Education—History Education**

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will develop an understanding of our nation’s heritage and its institutions, America’s role in the world-nation-state system, and the role of a citizen in a free society.</td>
<td>1. Curriculum-based assessment techniques in content areas.</td>
</tr>
<tr>
<td>2. Students will integrate history and use knowledge to encourage their students to participate in the social and political process.</td>
<td>2. Experience-based teacher education program (EBTE) that includes 12 weeks of student teaching with structured review at conclusion.</td>
</tr>
</tbody>
</table>

**Population:**

All students completing this major.

**Assessment measures:**

1. Experience-based teacher education program (EBTE) that includes 12 weeks of student teaching with structured review at conclusion.
2. Resident Year Program. First-year teachers are evaluated according to criteria contained within four categories.
3. Licensure and certification requirements: Oklahoma General Education Test; Oklahoma Professional Teaching Exam; Oklahoma Subject Area Exam, Foreign Language Proficiency, and Professional Portfolio.
4. Capstone course that includes a 15-page research essay, that must be written, presented, as well as defended before students and faculty for critiquing and grading.
5. University alumni and student satisfaction surveys.

Rev. 4/10
**COLLEGE OF PROFESSIONAL & GRADUATE STUDIES**  
**SCHOOL OF BEHAVIORAL SCIENCES & EDUCATION**  
*Department of Education*  

**Bachelor of Science in Education—Mathematics Education**

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing this program will be prepared to:</td>
<td>1. GPA of 2.5 in mathematics coursework, completion of the capstone course and an exit exam and interview.</td>
</tr>
<tr>
<td>1. Mastery of mathematics content.</td>
<td>2. Curriculum-based assessment techniques in content areas.</td>
</tr>
<tr>
<td>2. Establish learning objectives and plan for student involvement in the learning process.</td>
<td>3. Experience-based teacher education program (EBTE) that includes 12 weeks of student teaching with structured review at conclusion.</td>
</tr>
<tr>
<td>3. Organize and use several instructional methods, i.e., lecture, group, activity, and discovery.</td>
<td>4. Resident Year Program. First-year teachers are evaluated according to criteria contained within four categories.</td>
</tr>
<tr>
<td>4. Plan for and use resources: texts, multimedia, microcomputers, and resource personnel.</td>
<td>5. Licensure and certification requirements: Oklahoma General Education Test; Oklahoma Professional Teaching Exam; Oklahoma Subject Area Exam, Foreign Language Proficiency, and Professional Portfolio.</td>
</tr>
<tr>
<td>5. Organize instruction for individual differences.</td>
<td>6. University alumni and student satisfaction surveys.</td>
</tr>
<tr>
<td>6. Design a learning environment in the classroom.</td>
<td></td>
</tr>
<tr>
<td>7. Demonstrate planning for community involvement and/or personal and professional growth in education.</td>
<td></td>
</tr>
</tbody>
</table>

**Population:**  
All students completing this major.
Bachelor of Science in Education—Natural Science Education

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>At conclusion of this course of study, students will have the ability to:</td>
<td></td>
</tr>
<tr>
<td>1. Provide experiences in the sciences to enhance students’ thinking skills.</td>
<td></td>
</tr>
<tr>
<td>2. Provide a sound background in principles and concepts of the physical and life sciences.</td>
<td></td>
</tr>
<tr>
<td>3. Present selected content and concepts in science that increase environmental understanding and appreciation.</td>
<td></td>
</tr>
<tr>
<td>4. Select and present abstract materials on science education.</td>
<td></td>
</tr>
<tr>
<td>5. Organize and conduct a science laboratory.</td>
<td>1. Curriculum-based assessment techniques in content areas.</td>
</tr>
<tr>
<td>2. Experience-based teacher education program (EBTE) that includes 12 weeks of student teaching with structured review at conclusion.</td>
<td></td>
</tr>
<tr>
<td>3. Resident Year Program. First-year teachers are evaluated according to criteria contained within four categories.</td>
<td></td>
</tr>
<tr>
<td>4. Licensure and certification requirements: Oklahoma General Education Test; Oklahoma Professional Teaching Exam; Oklahoma Subject Area Exam, Foreign Language Proficiency, and Professional Portfolio.</td>
<td></td>
</tr>
<tr>
<td>5. University alumni and student satisfaction surveys.</td>
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</table>

Population: All students completing this major.

<table>
<thead>
<tr>
<th>Master of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals and/or objectives:</td>
</tr>
<tr>
<td>Program is designed to provide a professional course of study for students who have acquired a bachelor’s degree in education.</td>
</tr>
<tr>
<td>1. To extend and broaden the students’ knowledge base in subject specialization areas.</td>
</tr>
<tr>
<td>2. To increase students’ competency in the use of effective methods, teaching styles, materials, and technology.</td>
</tr>
<tr>
<td>Assessment measures:</td>
</tr>
<tr>
<td>1. Capstone experience that requires comprehensive written exams.</td>
</tr>
<tr>
<td>2. State certification and licensure exams.</td>
</tr>
<tr>
<td>3. University alumni and student satisfaction surveys.</td>
</tr>
</tbody>
</table>

Population: All students completing this major.
**Goals and/or objectives:**

1. Prepare the future exercise science professional with skills necessary in preventive health services in a corporate or community setting or to provide rehabilitative health services in a clinical setting.
2. To offer specialized course work, which includes applied sciences in exercise physiology, exercise testing and prescription, motor control, kinesiology and anatomy, and the sociology of exercise behavior.
3. To offer a four-year course of study leading to the Bachelor of Science in Exercise Science.
4. To provide students the most contemporary issues and trends in the application of exercise for weight management, cardiopulmonary health, maintenance of functional movement throughout the lifespan, and the application of exercise science to athletic performance.

**Population:**
All students completing this degree.

<table>
<thead>
<tr>
<th>Assessment measures:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Pre and Post-exam for major.</td>
<td></td>
</tr>
<tr>
<td>3. Exercise Science Exit Evaluation</td>
<td></td>
</tr>
<tr>
<td>4. Practicum Experience which includes one semester of hands on experience in the field. Students are evaluated according to criteria in four areas (supervisor grade, notebook, presentation, and exit exam).</td>
<td></td>
</tr>
<tr>
<td>5. University alumni and student satisfaction surveys.</td>
<td></td>
</tr>
</tbody>
</table>

Rev. 4/10
### Bachelor of Science—Park Law Enforcement

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Develop effective speaking and listening skills</td>
<td>2. University alumni and student satisfaction surveys.</td>
</tr>
<tr>
<td>3. Evaluate their own and others’ ideas</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate the ability to make reasonable judgments and take appropriate action</td>
<td></td>
</tr>
</tbody>
</table>

**Population:**
All students completing this degree.

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### Bachelor of Science—Parks & Recreation Management

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Develop effective speaking and listening skills</td>
<td>2. University alumni and student satisfaction surveys.</td>
</tr>
<tr>
<td>3. Evaluate their own and other’s ideas</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate the ability to make reasonable judgments and take appropriate action</td>
<td></td>
</tr>
</tbody>
</table>

**Population:**
All students completing this degree.
Goals and/or objectives:

1. **Knowledge Base of Psychology:** Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. **Research Methods in Psychology:** Students will demonstrate an understanding and ability to apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. **Critical Thinking Skills in Psychology:** Students will exhibit an ability to think logically and critically about behavior and mental processes.
4. **Application in Psychology:** Students will demonstrate the ability to apply psychological principles to personal, social and organizational issues.
5. **Communication Skills:** Students will be able to express themselves effectively in written and oral communication.
6. **Values in Psychology:** Students will exhibit an understanding of the ethical principles of psychology as well as demonstrate knowledge of other cultures.

Population:
All students completing this degree.

Assessment measures:

1. Evidence book which contains specific assignments from classes which have been identified as relevant to the different objectives and which are evaluated by all psychology faculty.
2. Pre- and post-test comprehensive exams covering the materials in the psychology major with essay questions on the exit exam portion.
3. Longitudinal tracking of our students.
4. Input on program strengths and weaknesses from an undergraduate advisory board made up of past graduates. The board members or encouraged to make recommendations for improving our program.
5. University alumni and student satisfaction surveys.
Goals and/or objectives:

1. **Knowledge Base of Information in Field of Specialization**: Students will demonstrate a grasp of the requisite knowledge needed to succeed in their chosen area of specialization in Psychology.

2. **Application of Methods and Skills in Field of Specialization**: Students will demonstrate an understanding of the empirically supported treatment methods and skills required to successfully perform the duties associated with their area of specialization.

3. **Critical Thinking Skills in Psychology**: Students will exhibit an ability to think logically and critically about behavior and mental processes. More specifically, they will be able to produce effective solutions to problems or issues that are related to their chosen field of study.

4. **Communication Skills**: Students will be able to express themselves effectively in written and oral communication.

5. **Values in Psychology**: Students will exhibit an understanding of the ethical principles of psychology as well as demonstrate knowledge of other cultures.

Population:
All students completing graduate degrees in Psychology.

Assessment measures:

1. All graduate students will maintain a portfolio or evidence book to hold the specified class assignments for the purpose of assessing the different outcomes. These assignments will be evaluated by a pool of faculty and feedback will be provided.

2. All graduate students are required to take a capstone exam in their degree area. The exam contains essay questions over a range of information covered during their training.

3. There is an advisory board for each of the graduate programs which consist of past graduates from the programs.

4. Tracking Graduates – To determine the success of our graduates in continuing their education or entering the work force within their areas of specialization, surveys will be sent to past graduates to elicit feedback on our programs.

5. Surveying Our Constituents – Surveys will be sent to the area businesses which employ our graduates to determine what they see as their strengths and weaknesses.
### Goals and/or objectives:

1. **Knowledge Base of Information in Field of Specialization:** Students will demonstrate a grasp of the requisite knowledge needed to succeed in their chosen area of specialization in Psychology.

2. **Application of Methods and Skills in Field of Specialization:** Students will demonstrate an understanding of the empirically supported treatment methods and skills required to successfully perform the duties associated with their area of specialization.

3. **Critical Thinking Skills in Psychology:** Students will exhibit an ability to think logically and critically about behavior and mental processes. More specifically they will be able to produce effective solutions to problems or issues that are related to their chosen field of study.

4. **Communication Skills:** Students will be able to express themselves effectively in written and oral communication.

5. **Values in Psychology:** Students will exhibit an understanding of the ethical principles of psychology as well as demonstrate knowledge of other cultures.

### Population:
All students completing graduate degrees in Psychology.

### Assessment measures:

1. All graduate students will maintain a portfolio or evidence book to hold the specified class assignments for the purpose of assessing the different outcomes. These assignments will be evaluated by a pool of faculty and feedback will be provided.

2. All graduate students are required to take a capstone exam in their degree area. The exam contains essay questions over a range of information covered during their training.

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5. Surveying Our Constituents – Surveys will be sent to the area businesses which employ our graduates to determine what they see as their strengths and weaknesses.
Goals and/or objectives:

1. **Knowledge Base of Information in Field of Specialization:**
   Students will demonstrate a grasp of the requisite knowledge needed to succeed in their chosen area of specialization in Psychology.

2. **Application of Methods and Skills in Field of Specialization:**
   Students will demonstrate an understanding of the empirically supported treatment methods and skills required to successfully perform the duties associated with their area of specialization.

3. **Critical Thinking Skills in Psychology:**
   Students will exhibit an ability to think logically and critically about behavior and mental processes. More specifically they will be able to produce effective solutions to problems or issues that are related to their chosen field of study.

4. **Communication Skills:**
   Students will be able to express themselves effectively in written and oral communication.

5. **Values in Psychology:**
   Students will exhibit an understanding of the ethical principles of psychology as well as demonstrate knowledge of other cultures.

Population:
All students completing graduate degrees in Psychology.

Assessment measures:

1. All graduate students will maintain a portfolio or evidence book to hold the specified class assignments for the purpose of assessing the different outcomes. These assignments will be evaluated by a pool of faculty and feedback will be provided.

2. All graduate students are required to take a capstone exam in their degree area. The exam contains essay questions over a range of information covered during their training.

3. There is an advisory board for each of the graduate programs which consist of past graduates from the programs.

4. Tracking Graduates – To determine the success of our graduates in continuing their education or entering the work force within their areas of specialization, surveys will be sent to past graduates to elicit feedback on our programs.

5. Surveying Our Constituents – Surveys will be sent to the area businesses which employ our graduates to determine what they see as their strengths and weaknesses.
### Goals and/or objectives:

1. **Knowledge Base of Information in Field of Specialization:**
   Students will demonstrate a grasp of the requisite knowledge needed to succeed in their chosen area of specialization in Psychology.

2. **Application of Methods and Skills in Field of Specialization:** Students will demonstrate an understanding of the empirically supported treatment methods and skills required to successfully perform the duties associated with their area of specialization.

3. **Critical Thinking Skills in Psychology:**
   Students will exhibit an ability to think logically and critically about behavior and mental processes. More specifically they will be able to produce effective solutions to problems or issues that are related to their chosen field of study.

4. **Communication Skills:**
   Students will be able to express themselves effectively in written and oral communication.

5. **Values in Psychology:**
   Students will exhibit an understanding of the ethical principles of psychology as well as demonstrate knowledge of other cultures.

### Assessment measures:

1. All graduate students will maintain a portfolio or evidence book to hold the specified class assignments for the purpose of assessing the different outcomes. These assignments will be evaluated by a pool of faculty and feedback will be provided.

2. All graduate students are required to take a capstone exam in their degree area. The exam contains essay questions over a range of information covered during their training.

3. There is an advisory board for each of the graduate programs which consist of past graduates from the programs.

4. **Tracking Graduates** – To determine the success of our graduates in continuing their education or entering the work force within their areas of specialization, surveys will be sent to past graduates to elicit feedback on our programs.

5. **Surveying Our Constituents** – Surveys will be sent to the area businesses which employ our graduates to determine what they see as their strengths and weaknesses.

### Population:

All students completing graduate degrees in Psychology.
**Bachelor of Social Work**

**Goals and/or objectives:**

1. To prepare a diverse student population for beginning generalist social work practice based on professional values, ethics, knowledge, and skills in order to serve client systems.
2. To guide students’ learning and practice, primarily through course work and field practicum instruction.
3. To encourage students to become aware of the complex issues and tasks involved in direct and indirect practice, and the global nature of social, political, economic, environmental, and spiritual systems.

**Population:**

All students completing this degree.

**Assessment measures:**

2. Students’ successful completion of general education, major and minor course work.
3. Successful completion of field practicum in agency setting.
4. Performance on Concentration Achievement Test for Social Work developed by Austin Peay State University.
5. University alumni and student satisfaction surveys.
COLLEGE OF PROFESSIONAL & GRADUATE STUDIES  
SCHOOL OF BUSINESS & TECHNOLOGY  
Department of Accounting & Finance  

Bachelor of Business Administration—Accounting  

Goals and/or objectives:  
Graduates can/will:  
1. Communicate effectively by using oral and written skills including the ability to draw logical conclusions and make presentations.  
2. Apply critical thinking skills, discipline specific knowledge, and current technology to analyze, evaluate, and solve problems.  
3. Identify and assess ethical business and technology issues and socially responsible behavior.  
4. Possess skills necessary to collaborate in an effective diverse team environment.  

Assessment measures:  
2. Presentations:  
   a. Style: Pace, voice quality, mannerisms.  
      i. Use of media.  
      ii. Ability to answer Q’s.  
   b. Preparation/content Organization.  
      i. Quality of information.  
      ii. Quality of conclusion.  
      iii. Adequacy of citations.  
3. Special projects assigned in courses in each major field.  
4. Selected homework assignments in courses in each major field:  
   b. Acceptability of alternative solutions  
   c. Depth and justifiability of analyses  
5. Recognition and identification of relevant ethical issues:  
   a. Appropriate evaluation of ethical and unethical behaviors.  
   b. Appreciation of consequences of unethical behaviors.  
6. Demonstration of ability to follow instructions:  
   a. Demonstration of ability to deliver instructions, clearly and appropriately.  
   b. Successful conflict resolution in a group setting.  
   c. Positive evaluation by peers in a group project or setting.  
   d. Accomplishment of group task(s) irrespective of group leaders ability.  
7. ETS Major field exam in business or a locally developed exam.  
8. University alumni and student satisfaction surveys.  

Population:  
All students completing this degree.  

Rev. 4/10
Assessment Plan
Revised 2010

COLLEGE OF PROFESSIONAL & GRADUATE STUDIES
SCHOOL OF BUSINESS & TECHNOLOGY
Department of Accounting & Finance

Bachelor of Business Administration—Finance

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates can/will:</td>
<td>1. Curriculum-embedded assessment.</td>
</tr>
<tr>
<td>1. Communicate effectively by using oral and written skills including the ability to draw logical conclusions and make presentations.</td>
<td>2. Presentations:</td>
</tr>
<tr>
<td>2. Apply critical thinking skills, discipline specific knowledge, and current technology to analyze, evaluate, and solve problems.</td>
<td>a. Style: Pace, voice quality, mannerisms.</td>
</tr>
<tr>
<td>3. Identify and assess ethical business and technology issues and socially responsible behavior.</td>
<td>i. Use of media.</td>
</tr>
<tr>
<td>4. Possess skills necessary to collaborate in an effective diverse team environment.</td>
<td>ii. Ability to answer Q's.</td>
</tr>
<tr>
<td>Population:</td>
<td>b. Preparation/content Organization.</td>
</tr>
<tr>
<td>All students completing this degree.</td>
<td>i. Quality of information.</td>
</tr>
<tr>
<td></td>
<td>ii. Quality of conclusion.</td>
</tr>
<tr>
<td></td>
<td>iii. Adequacy of citations.</td>
</tr>
<tr>
<td></td>
<td>3. Special projects assigned in courses in each major field.</td>
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<td>4. Selected homework assignments in courses in each major field:</td>
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<td>b. Acceptability of alternative solutions</td>
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<td>c. Depth and justifiability of analyses</td>
</tr>
<tr>
<td></td>
<td>5. Recognition and identification of relevant ethical issues:</td>
</tr>
<tr>
<td></td>
<td>a. Appropriate evaluation of ethical and unethical behaviors.</td>
</tr>
<tr>
<td></td>
<td>b. Appreciation of consequences of unethical behaviors.</td>
</tr>
<tr>
<td></td>
<td>6. Demonstration of ability to follow instructions:</td>
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<td></td>
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</table>

Rev. 4/10
**COLLEGE OF PROFESSIONAL & GRADUATE STUDIES**  
**SCHOOL OF BUSINESS & TECHNOLOGY**  
*Department of Entrepreneurship & Computer Systems*  

**Bachelor of Business Administration—Entrepreneurship**

<table>
<thead>
<tr>
<th>Goals and/or objectives:</th>
<th>Assessment measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates can/will:</td>
<td>1. Curriculum-embedded assessment.</td>
</tr>
<tr>
<td>1. Communicate effectively by using oral and written skills including the ability to</td>
<td>2. Presentations:</td>
</tr>
<tr>
<td>draw logical conclusions and make presentations.</td>
<td>a. Style: Pace, voice quality, mannerisms.</td>
</tr>
<tr>
<td>2. Apply critical thinking skills, discipline specific knowledge, and current technology</td>
<td>i. Use of media.</td>
</tr>
<tr>
<td>to analyze, evaluate, and solve problems.</td>
<td>ii. Ability to answer Q’s.</td>
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<td>3. Identify and assess ethical business and technology issues and socially responsible</td>
<td>b. Preparation/content Organization.</td>
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<td>4. Possess skills necessary to collaborate in an effective diverse team environment.</td>
<td>ii. Quality of conclusion.</td>
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<td></td>
<td>iii. Adequacy of citations.</td>
</tr>
</tbody>
</table>

Population:  
All students completing this degree.

Assessment measures:  
2. Presentations:  
   a. Style: Pace, voice quality, mannerisms.  
      i. Use of media.  
      ii. Ability to answer Q’s.  
   b. Preparation/content Organization.  
      i. Quality of information.  
      ii. Quality of conclusion.  
      iii. Adequacy of citations.  
3. Special projects assigned in courses in each major field.  
4. Selected homework assignments in courses in each major field:  
   b. Acceptability of alternative solutions  
   c. Depth and justifiability of analyses  
5. Recognition and identification of relevant ethical issues:  
   a. Appropriate evaluation of ethical and unethical behaviors.  
   b. Appreciation of consequences of unethical behaviors.  
6. Demonstration of ability to follow instructions:  
   a. Demonstration of ability to deliver instructions, clearly and appropriately.  
   b. Successful conflict resolution in a group setting.  
   c. Positive evaluation by peers in a group project or setting.  
   d. Accomplishment of group task(s) irrespective of group leaders ability.  
7. ETS Major field exam in business or a locally developed exam.  
8. University alumni and student satisfaction surveys.
**COLLEGE OF PROFESSIONAL & GRADUATE STUDIES**  
**SCHOOL OF BUSINESS & TECHNOLOGY**  
*Department of Entrepreneurship & Computer Systems*  

**Bachelor of Science—Computer Science**

<table>
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<th>Goals and/or objectives:</th>
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<tbody>
<tr>
<td>To prepare graduates for careers in computer science and related fields:</td>
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</table>
1. Graduates will have broad knowledge of the theory and applications in computing that will lead them to successful careers in the field of Computer Science/Information Technology.  
2. Graduates will have the knowledge to pursue studies in rigorous graduate programs in Computer Science/Information Technology.  
3. Graduates will have a solid background to be successful teachers in the field of Computer Science/Information Technology.  
4. Department will provide supportive coursework in Computer Science and Information Technology for non majors. |  
2. Portfolios for majors including copies of exit interviews.  
3. Employer surveys.  
4. Evaluations of team projects in software engineering.  
5. University alumni and student satisfaction surveys. |

**Population:**  
All students completing this degree.
**Goals and/or objectives:**

To prepare graduates for careers in computer science and related fields:
1. Graduates will have broad knowledge of the theory and applications in computing that will lead them to successful careers in the field of Computer Science/Information Technology.
2. Graduates will have the knowledge to pursue studies in rigorous graduate programs in Computer Science/Information Technology.
3. Graduates will have a solid background to be successful teachers in the field of Computer Science/Information Technology.
4. Department will provide supportive coursework in Computer Science and Information Technology for non majors.

**Population:**

All students completing this degree.

**Assessment measures:**

2. Portfolios for majors including copies of exit interviews.
3. Employer surveys.
4. Evaluations of team projects in software engineering.
5. University alumni and student satisfaction surveys.
# Bachelor of Science—Engineering Technology

**Goals and/or objectives:**

1. Students will be prepared for professional opportunities in industry and education.
2. Graduates will be able to accommodate new and advancing technologies.

**Population:**

All students completing this degree.

**Assessment measures:**

2. Society of Manufacturing Engineers Certification Exam.
3. Evaluation of optional internship in an approved industrial setting.
4. Departmental exit interviews.
5. Input on curriculum, facilities, and equipment from Industrial Advisory Committee.
6. University alumni and student satisfaction surveys.

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# Bachelor of Science—Industrial Technology

**Goals and/or objectives:**

1. Students will be prepared for professional opportunities in industry and education.
2. Graduates will be able to accommodate new and advancing technologies.

**Population:**

All students completing this degree.

**Assessment measures:**

2. Society of Manufacturing Engineers Certification Exam.
3. Evaluation of optional internship in an approved industrial setting.
4. Departmental exit interviews.
5. Input on curriculum, facilities, and equipment from Industrial Advisory Committee.
6. University alumni and student satisfaction surveys.
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<tr>
<td>4. Possess skills necessary to collaborate in an effective diverse team environment.</td>
<td>ii. Ability to answer Q's.</td>
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Population: All students completing this degree.
## Goals and/or objectives:

Graduates can/will:

1. Communicate effectively by using oral and written skills including the ability to draw logical conclusions and make presentations.
2. Apply critical thinking skills, discipline specific knowledge, and current technology to analyze, evaluate, and solve problems.
3. Identify and assess ethical business and technology issues and socially responsible behavior.
4. Possess skills necessary to collaborate in an effective diverse team environment.

## Assessment measures:

2. Presentations:
   - Style: Pace, voice quality, mannerisms.
     - Use of media.
     - Ability to answer Q’s.
   - Preparation/content Organization.
     - Quality of information.
     - Quality of conclusion.
     - Adequacy of citations.
3. Special projects assigned in courses in each major field.
4. Selected homework assignments in courses in each major field:
   - Appropriate identification of problem.
   - Acceptability of alternative solutions.
   - Depth and justifiability of analyses.
5. Recognition and identification of relevant ethical issues:
   - Appropriate evaluation of ethical and unethical behaviors.
   - Appreciation of consequences of unethical behaviors.
6. Demonstration of ability to follow instructions:
   - Demonstration of ability to deliver instructions, clearly and appropriately.
   - Successful conflict resolution in a group setting.
   - Positive evaluation by peers in a group project or setting.
   - Accomplishment of group task(s) irrespective of group leaders ability.
7. ETS Major field exam in business or a locally developed exam.
8. University alumni and student satisfaction surveys.

Population:
All students completing this degree.

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Goals and/or objectives:

1. **Communication**: Master of Business Administration graduates can communicate effectively by using oral and written skills including the ability to draw logical conclusions and make presentations.
2. **Knowledge**: Master of Business Administration graduates can apply critical thinking skills, discipline specific knowledge, and current technology to analyze, evaluate, and solve problems.
3. **Ethics**: Master of Business Administration graduates can identify and assess ethical business and technology issues and socially responsible behavior.
4. **Leadership, Teamwork and Collaboration**: Master of Business Administration graduates possess skills necessary to collaborate in an effective diverse team environment.

Population:
All students completing this degree.

Assessment measures:

2. Written comprehensive exam covering the ten core courses.
4. Exit Questionnaire.
5. University alumni and student satisfaction surveys.
### Master of Science—Management

#### Goals and/or objectives:

1. **Communication**: Master of Science (Management) graduates can communicate effectively by using oral and written skills including the ability to draw logical conclusions and make presentations.

2. **Knowledge**: Master of Science (Management) graduates can apply critical thinking skills, discipline specific knowledge, and current technology to analyze, evaluate, and solve problems.

3. **Ethics**: Master of Science (Management) graduates can identify and assess ethical business and technology issues and socially responsible behavior.

4. **Leadership, Teamwork and Collaboration**: Master of Science (Management) graduates possess skills necessary to collaborate in an effective diverse team environment.

#### Assessment measures:

2. Written comprehensive exam.
4. Exit Questionnaire.
5. University alumni and student satisfaction surveys.

#### Population:

All students completing this degree.
COLLEGE OF PROFESSIONAL & GRADUATE STUDIES
SCHOOL OF NURSING

Bachelor of Science—Nursing

Goals and/or objectives:

1. Communicate to empower consumers and health care professionals to promote, restore, and maintain health in individuals and society.
2. Accept responsibility and accountability for one’s own professional practice and professional and personal growth.
3. Integrate into professional practice a system of values based on ethical, moral, and legal aspects of health care.
4. Create caring therapeutic relationships which guide the nurse and the client through caregiving interactions.
5. Integrate multidisciplinary health care through collaboration, advocacy, and resource management to promote effective healthcare.
6. Integrate critical thinking along with a variety of informational resources to make valid nursing judgments about varied nursing problems which have more than one possible solution.
7. Develop a diversity of thought based on liberal education that enables the integration of varied perspectives and divergent experiences for nursing practice.
8. Provide safe and effective care for clients from diverse populations across the health continuum.

Population:
All students completing this degree.

Assessment measures:

1. Entrance: Test of Essential Academic Skills (TEAS).
2. Junior Level: Assessment Technologies Institute (ATI)
   a. First semester—Critical Thinking (pre-test); Fundamentals of Nursing.
   b. Second semester—Nursing Care of Children; Mental Health Nursing; Nursing Nutrition.
3. Senior Level: ATI
   a. First semester—Adult Medical Surgical Nursing; Maternal-Newborn; Pharmacology.
   b. Second semester—Leadership; Community Nursing; RN Predictor; Critical Thinking (post-test).
4. Graduates: National Council Licensure for Registered Nurses (NCLEX); Alumni Surveys.
5. RN-BSN Students: One-year post-enrollment survey
6. University alumni and student satisfaction surveys.