

**ANNUAL
STUDENT
ASSESSMENT
REPORT
2016-2017**

***Southwestern Oklahoma
State University***

Annual Student Assessment Report
of
2016-2017
Activity

for

Oklahoma State Regents
For Higher Education

*SOUTHWESTERN OKLAHOMA
STATE UNIVERSITY*

Weatherford and Sayre Campuses

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Section I—Entry Level Assessment and Course Placement

ACTIVITIES

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

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

I-2. How were students determined to need remediation?

Students were determined to be deficient and require remediation based on test scores shown in the following table:

TEST BATTERY	TEST	SCORE	COURSE PLACEMENT
ACT	English	1-18	0123 Fundamentals of English
ACT	Math	1-18	0114 Fundamentals of Algebra I OR
			0144 Foundations of Math Reasoning
ACT	Reading	1-18	0122 Improvement of Reading
Accuplacer CPT	Sentence Skills	20-69	0123 Fundamentals of English
Accuplacer CPT	Elementary Algebra	20-74	0114 Fundamentals of Algebra I OR
			0144 Foundations of Math Reasoning
Accuplacer CPT	Arithmetic	20-89	0144 Foundations of Math Reasoning
Accuplacer CPT	Reading	20-74	0122 Improvement of Reading

I-3. What options were available for the students to remediate lack of preparedness?

Beginning around February 1st, a high school senior with a test score that placed him/her in a remedial course was encouraged to build skills in that subject. Southwestern piloted one way to do that by offering the use of Pearson's My Foundations Lab (MFL) at no charge. It required an Accuplacer diagnostics test, which 1) identified strengths and challenges, and 2) assigned online personalized interactive instruction for academic skill development (available up to 10 weeks). After evidence in MFL of mastering challenges by scoring a minimum 80% on the assigned modules, a student was allowed to re-test to test out of further remediation. Re-testing is allowed after a two-week waiting period. Students with deficiencies were encouraged to begin this remediation process as early as possible.

Math remedial courses were developed to try to target needs based on lack of preparation as well as the math general education course needed for the chosen major (College Algebra, Math Applications, and Math Concepts).

Section I—Entry Level Assessment and Course Placement

ANALYSES AND FINDINGS

I-4. Describe analyses and findings of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process or approaches to teaching as a result of findings.

The tables below show success in remedial and college-level courses:

Remediation	Success
English	72%
Mathematics	43%
Reading	69%

Level 1 Courses	Success
English	80%
Mathematics	70%
Reading	82%
All Level 1 Courses	87%

With the exception of Mathematics remediation (and reading remediation only slightly), the success rate in remediation as well as level 1 courses is satisfactory. Therefore, course placement decisions are effective. Over the last few years, entry-level assessment, cut scores, and approaches to teaching have been reviewed, evaluated, and sometimes revised:

- The Arithmetic Accuplacer CPT has been utilized for a non-algebra track. When College Algebra is not required for a student's major, passing the Arithmetic test clears the math deficiency.
- The Elementary Algebra CPT is used for the algebra track. When College Algebra is required for a student's major, passing the Elementary Algebra test with a cut score of 75 clears the math deficiency. However, students must pass the test with a minimum score of 92 to avoid taking Fundamentals of Algebra II, which is a pre-requisite to College Algebra for math deficient students.
- Pearson's MyFoundationsLab was offered as a skill-building tool in English, math, and reading to students before beginning their freshmen semester at Southwestern.
- The Basic Algebra course was replaced with other remedial math courses depending on a student's major. When College Algebra is not required, students may clear the math deficiency by passing the Foundations of Math Reasoning remedial course before enrolling in a general education course of either Math Applications or Math Concepts. When College Algebra is required, students must pass both Fundamentals of Algebra I and II before enrolling in College Algebra.
- English and math co-requisite courses are offered for the first time during the Fall 2017. For instance, students that were close to testing directly into College Algebra are allowed to enroll in both College Algebra and a required College Algebra Support course.

Section II—General Education Assessment

ADMINISTERING ASSESSMENT

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

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

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

Faculty employ many methods for course-embedded assessment of student achievement within their general education courses. Special quizzes, exams, reports, papers, presentations, and projects were administered as a part of the curriculum to all of the students.

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

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

Students participate willingly in assessments integrated into course requirements.

As a means of incentive with the administration of the ETS Proficiency Profile, both Freshmen and Seniors competed for cash prizes awarded for highest scores, the purpose of which to gain increased effort on performance. These achievement prizes were awarded in four different categories based on the ACT scores of Freshmen, and based on the current GPA of Seniors.

II-4. What instructional changes occurred or are planned in response to general education assessment results?

Faculty have reported the following samples of changes and plans:

1. Adopting a textbook with more online resources to supplement materials from in-class discussions.
2. Re-focusing instruction.
3. Facilitating more hands-on work.
4. Broadening and expanding assignments and in-depth discussions.
5. Facilitating a student group research activity will be encouraged.
6. Adding more visual applications.
7. Continuing to integrate computer technology and multimodal projects.

Section II—General Education Assessment

ANALYSES AND FINDINGS

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

GOAL 1, Demonstrate competency in communication and computer literacy:

- a) In English courses, 90% of students met the criteria for producing an effective argument for the course and 89% of students passed the criteria for effective research and supporting evidence.
- b) In Computer & Information Access courses, 86% of those completing assignments earned a grade of 90% or above.

GOAL 2, Demonstrate competency in scientific and quantitative reasoning:

- a) Students in Current Issues in Biology:
 - Were able to describe the results of an experiment, but had difficulty making conclusions and interpreting statistics
 - Generally did well recognizing and appreciating the potential implications and benefits of technologies discussed
 - Did a nice job conveying their opinions in appropriate and respectful manners, but often had difficulty supporting opinions with evidence
 - Were able to come up with a hypothesis based on new information or previous knowledge and had good ideas about how to test hypothesis, but often struggled to designate appropriate controls
- b) Intro. to Microeconomics students showed strength in deep learning, but time constraint was a weakness.

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

- a) Strengths of student learning in the Art Survey course include being able to compare and understand different eras in Western art history. Weaknesses include limited interaction among students, which hindered comprehension of information via social comparison.
- b) Students in history courses did very well on assignments regarding the Columbian Exchange and the differences between native cultures and European cultures. Students struggle with understanding context of historical thought. They often choose to infer based on 21st century belief systems and find it difficult to view historical context.

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

- a) Students do well on Intro. To Sociology exams demonstrating mastery of the general concepts and principals.

Section II—General Education Assessment

- b) In history courses, students completing assignments performed quite well. Most did poorly on the first assessment, having difficulties identifying connections between events and assessing the significance and impact. But by the final assignment, most students had improved on both, managing to find the links and most managed to find the significance. Map and cartoon assignments develop critical thinking skills relevant to everyday life, on which students performed strongly. Students at first wanted to be told what to think, but by the end of the semester, were able to question events and look more critically. Students typically grasped concrete information and understood the social, cultural, political and historical impact, but they struggled with abstractions and ideologies. Some students struggled with the written examination portion that required reflection and application of content knowledge.

GOAL 5, Demonstrate achievement of intellectual and professional aptitudes:

- a) Critical Thinking
- Art Survey students showed strength in being able to relate the subject of Western art history to contemporary experience, but showed weakness in the inability to see actual examples of artworks.
 - Biology students were able to come up with hypothesis based on new information or previous knowledge and had good ideas about how to test hypothesis, but often struggled to designate appropriate controls.
 - Intro. to Microeconomics students showed strength in deep learning, but time constraint was a weakness.
 - In English courses, 90% of students met the criteria for producing an effective argument for the course. In order to do so, students must engage in effective critical thinking by assessing sources and arguments, and placing various concepts in real-world scenarios to develop such arguments.
 - History students at first wanted to be told what to think, but by the end of the semester, were able to question events and look more critically. Some students struggled with an examination that required reflection and application of content knowledge.
- b) Creativity
- In the Computer & Info. Access course, most students who creatively completed the charting assignment performed well.
 - Students in a sociology course create their own unique societies addressing modern issues through development and design of creative works.
- c) Collaboration
- Strengths of student learning in the Art Survey course include being able to compare and understand different eras in Western art history by hearing and reading class members thoughts about examples. A weakness of student learning is difficulty using technology that limited interaction among students in the section.
 - Biology students generally worked well in groups. Students that had issues completing assigned tasks as individuals were more motivated in groups.

Section II—General Education Assessment

- Students in the Computer & Info. Access course generally worked together and shared the responsibility on group assignments.
 - About half of the history course students engaged collaboratively from the start, but the other half were either hesitant or hostile to the idea. By the end of the semester, most students were engaging in the discussion and contributing to the group activity output.
- d) Connection: No results available.
- e) Communication
- Biology students did a nice job conveying their opinions in appropriate and respectful manners, but often had difficulty supporting opinions with evidence.
 - Ninety percent of the English students met the criteria for adequate supporting evidence, which requires that students find sources from multiple perspectives that both support and complicate their own views.
 - Throughout the semester, most history students performed quite well when asked discussion questions pertaining to previous lessons and/or current lessons and when asked to relate past events to current events and give current examples that illustrated past concepts. Some students willingly participated in class discussions and thoughtfully contributed, while others were hesitant and required prodding.

The ETS Proficiency Profile scores of both our freshmen and seniors are slightly above the national average. In addition, Southwestern takes pride in the fact that the scores of our seniors exceed the scores of our freshmen by almost 18 points. This is an indication of the value-added performance gain that our students achieve while enrolled in our general education program.

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

A new Continuous Improvement plan is in place. Southwestern looks forward to monitoring efforts toward continuous improvement.

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

Selected Assessment Committee member(s), Gen. Ed. Committee member(s), and Gen. Ed. Faculty form Peer Review Committees to review ETS Proficiency Profile scores and a selection of General Education Course Assessment Reports completed according to the General Education Student Learning Outcome Assessment Rotation. Committee members agree on a Peer Review Method, make Continuous Improvement Recommendations, and suggest a timeline for changes to be implemented. Reports are shared with entities responsible for change.

Section III—Program Outcomes

ADMINISTERING ASSESSMENT

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

College of Arts and Sciences, Bachelor's Programs

Degree Program	Assessment Measures	No.
Art, Communication, & Theatre:		
<i>Communication Arts</i>	Internship, Capstone course, Senior Exit Survey	12
<i>Fine Arts/Graphic Design/2D/3D Studio</i>	Portfolio, Creative works, short answer test questions, oral reports, presentations, speeches	15
Biological Sciences	Oral Presentation, Capstone, ETS Major Field Test	21
Chemistry & Physics		
<i>Chemistry</i>	American Chemical Society Exams	17
<i>Physics, Engineering</i>	Exams, Term Papers, Oral Presentations	5
Interdisciplinary Studies	Various measures depending on learning outcomes chosen by individual departments.	12
Language & Literature		
<i>English</i>	Oral reports, presentations, speeches, tests	16
Mathematics	Exit interview, Job Placement	1
Music		
<i>Music</i>	Hearing, Proficiency Exams, Recitals	4
<i>Music Therapy</i>	Certification Exam, Exit Interview	9
Social Sciences		
<i>Criminal Justice</i>	Oral Reports, Term Paper	10
<i>History</i>	Capstone, Grade performance, Research Thesis	5
<i>Political Science</i>	Capstone, Exams, Grade performance in targeted courses, Graduate School and Job Placement	7

Section III—Program Outcomes

College of Associate and Applied Programs, Associate's Programs

Computer Science	Curriculum-embedded assessments	2
Criminal Justice-Corrections		2
General Business		8
General Studies		74
General Studies, Pre-Nursing		4
Medical Lab Technician	American Medical Technologists Registry Exam	3
Radiologic Technologies	American Registry of Radiologic Technologists Exam, Student Satisfaction Survey	11

College of Pharmacy, Professional Program

Degree Program	Assessment Measures	No.
Pharm.D.	Clinical rotations, North American Pharmacist Licensure Examination (NAPLEX), Multistate Pharmacy Jurisprudence Exam (MPJE)	69

College of Professional & Graduate Studies, Associate's Programs

Degree Program	Assessment Measures	No.
Occupational Therapy Asst. (2015-2016)	National Licensure Exam	16
Physical Therapist Asst.	National Licensure Exam	16
Wildland Firefighting	Certification Exam, Internship	20

Section III—Program Outcomes

College of Professional & Graduate Studies, Bachelor's Programs

Degree Program	Assessment Measures	No.
School of Behavioral Sciences & Education		
<i>Education, Art</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	3
<i>Education, Early Childhood</i>		18
<i>Education, Elementary</i>		33
<i>Education, English</i>		2
<i>Education, Health, P.E. & Rec.</i>		13
<i>Education, History</i>		9
<i>Education, Math</i>		4
<i>Education, Music</i>		6
<i>Education, Natural Science</i>		3
<i>Education, Special Education</i>		1
<i>Exercise Science</i>		Pre & Post Assessments
<i>Parks and Rec. Management</i>	Internship Evaluation, Research Project	20
<i>Parks and Wildlife Law Enforcement</i>	CLEET Certification Exam, Internship	16
<i>Psychology</i>	Pre & Post Assessments	34
School of Business and Technology		
<i>Accounting</i>	Peregrine Academic Services Common Professional Component (CPC) Comprehensive Exam, Business Simulation Game, Exit Survey	26
<i>Entrepreneurship</i>		5
<i>Finance</i>		15
<i>Management</i>		34
<i>Marketing</i>		18
<i>Computer Science</i>	A+ Certification Exam, Capstone	19
Engineering Technology		
<i>Computer Electronics</i>	Capstone	6
<i>Environmental</i>	End of Instruction Exam	4
<i>Manufacturing</i>	End of Instruction Exam	4
<i>Industrial Technology</i>	Presentations, Term Papers, ATMAE Certified Technical Professional Exam	13
School of Nursing and Allied Health Sciences		
<i>Athletic Training</i>	Certification Exam	4
<i>Health Care Administration</i>	Oral Reports, Essays, Internship, and Portfolio	23
<i>Health Info. Management</i>	Essays, Presentations, Internship, Tests, Registered Health Information Administrator Exam	11
<i>Health Sciences</i>	Oral Reports, Research Papers, Poster Presentations, Portfolios	39
<i>Nursing, RN to BSN</i>	Job Placement	141
<i>Nursing, Professional/Traditional</i>	Nat. Council Licensure Exam for Reg. Nurses (NCLEX-RN),	35

Section III—Program Outcomes

College of Professional & Graduate Studies, Master's Programs

Degree Program	Assessment Measures	No.
Business Administration	Peregrine Academic Services Common Professional Component (CPC) Comprehensive Exam, Business Simulation Game, Exit Survey	45
Education Administration	Oklahoma Subject Area Test, Capstone, Internship Evaluation, Portfolio, Exit Survey	62
Education, Classroom Teaching	Oklahoma Subject Area Test	4
Education, Community Counseling	Oklahoma Subject Area Test	8
Education, Elementary	Oklahoma Subject Area Test	1
Education, Music	Oklahoma Subject Area Test	1
Education, Natural Sciences	Oklahoma Subject Area Test	1
Education, Parks and Rec. Management	Oklahoma Subject Area Test	13
Education, Reading Specialist	Oklahoma Subject Area Test, Capstone, Exams, Internship Evaluation, Portfolio, Exit Survey	5
Education, School Counseling	Oklahoma Subject Area Test	23
Education, School Psychometry	Oklahoma Subject Area Test	15
Education, Social Sciences	Oklahoma Subject Area Test	2
Education, Special Education	Oklahoma Subject Area Test	7
Education, Sports Management	Capstone, Internship	22
Health Informatics and Information Management	Exams, Research Paper, Oral Report	6
Management	Peregrine Academic Services Common Professional Component (CPC) Comprehensive Exam, Business Simulation Game, Exit Survey	2
Music Performance	Hearing, Proficiency Exams, Recitals	2
Sports Management	Capstone, Internship Evaluation	22

ANALYSES AND FINDINGS

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

College of Arts and Sciences, Bachelor's Programs

Art, Communication & Theatre:

Communication Arts: Eight of nine respondents indicated that project based learning in real life situations was a tremendous benefit to them.

Fine Arts/Graphic Design/2D/3D Studio: 100% pass rate

Section III—Program Outcomes

Biological Sciences: Student projects allow an in-depth analysis of the primary literature, and may include personal research results, of a sub-discipline within the broad scientific field of biology. Capstone project experience does not address a reflective consideration of the full breadth of the undergraduate degree in biology.

Chemistry & Physics

Chemistry: Students demonstrated cumulative learning and the ability to apply their knowledge on ACS standardized exams in Quantitative Analysis and Organic Chemistry. In both cases, students scored on average above the 50th percentile relative to the national norms.

Physics Engineering: Students demonstrated strong abilities to analyze and interpret existing data and were able to use core knowledge gained in their collective coursework in Engineering Physics to investigate, evaluate, and distill the scientific literature.

Language & Literature:

English: There has been a meaningful gain in knowledge, particularly in presentation confidence and grammatical knowledge.

Music

Music: Students are generally well prepared.

Music Therapy: Among 13 students who replied to the Exit Survey, 10 are currently working in a Music Therapy related setting, one is planning to move out of state, one is working in a non-music therapy related setting, and one is on a missionary project. There is currently a 90% pass rate on the certification exam.

Social Sciences:

Criminal Justice: Students are generally motivated and want to learn the material. Some of students' work has been presented at research day, and some participate in the regional criminal justice conference.

History: Students gained confidence in speaking and reasoning. Students also learned about many aspects of the humanist principles and the scientific method, but need to develop these skills further. In some cases, it appears they are still learning simple definitions and rules but have not had much opportunity to apply the skills they learned in History of Ideas.

Political Science: Political Science had 7 students graduating this academic year. Five of the graduates were accepted into law schools at the University of Oklahoma, Oklahoma City University, and University of Tulsa. The other two graduates obtained employment, working for the state of Oklahoma or the United States government. One of the graduates obtained a position as Legislative Assistant to a United States Senator. In addition, our program had four people with a minor in Political Science that obtained a job in law enforcement or corrections.

College of Associate and Applied Programs, Associate's Programs

Medical Laboratory Technician: The program continues to have a 100% pass rate on the national certification examination as well as 100% employment placement into the field.

Section III—Program Outcomes

Radiologic Technology: We were disappointed in the first time exam pass rate on the national registry exam. This group was midpoint in the program when a turnover in faculty occurred, which may have resulted in the lower pass rate.

College of Pharmacy, Professional Program

A high percentage of students consistently complete the program and pass licensure examinations (94%). SWOSU performance is above the national average.

College of Professional & Graduate Studies, Associate's Programs

Occupational Therapy Assistant (2015-2016): Graduates had a 100 percent pass rate on the Certified Occupational Therapy Assistant Exam.

Wildland Firefighting: There is a 100 percent pass rate on the CLEET certification exam.

College of Professional & Graduate Studies, Bachelor's Programs

School of Behavioral Sciences & Education

Education: Programs are consistently successful based on performance data over time.

Education, Art: Students earned a 75% pass rate on certification tests.

Education, Early Childhood: Graduates received a 37 percent pass rate this year on certification tests.

Education, Elementary Education: Certification test results reveal a 61 percent pass rate from both Subtests 1 and 2.

Education, English: Students earned a 100 percent pass rate on the certification exam.

Education, Health & Physical Education: There was a 38 percent success rate on the certification exam.

Education, History: Students gained confidence in speaking and reasoning. Students also learned about many aspects of the humanist principles and the scientific method, but need to develop these skills further. In some cases, it appears they are still learning simple definitions and rules but have not had much opportunity to apply the skills they learned in History of Ideas. Certification test results reveal a 65 percent pass rate.

Education, Music: Graduates earned a 67 percent pass rate on the OSAT. Some students have trouble with certain components of the exam such as history, pedagogy, or theory.

Education, Natural Science: There was a 33 percent success rate on the certification exams.

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

Exercise Science: Graduates had an 84 percent pass rate on the comprehensive post-test.

Parks and Recreation Management: The students demonstrated good communication skills, professional dispositions, and work ethic, as evidenced by the percentage of students that met the goal of 85%.

Parks and Wildlife Law Enforcement: Graduates earned an 80 percent pass rate on the certification exam.

Section III—Program Outcomes

Psychology: Students: a) showed a high level of knowledge associated with some of the major concepts, and theoretical perspectives in psychology; b) were able to demonstrate an understanding of research methods in psychology through accurate interpretation; c) were able to demonstrate an ability to apply basic research methods in psychology, through research design and data analysis; d) showed a high level of knowledge and application ability associated with some of the major concepts, and theoretical perspectives in psychology. However, current assessment procedures have prevented us from analyzing the growth of individual students who choose to major within the psychology program.

School of Business & Technology

Business Administration: The target score on the comprehensive exam was 70%, but the target was not met. The target score on the Business Simulation Game was 70%, and the target was met. The target score on the Exit Survey was 80%, and the target was met.

Computer Science: Strengths are students' abilities to assess a computer's health, troubleshoot a real world system, work with a team to do root cause analysis, develop a remediation plan, and execute the plan to deliver a working system to the end user. However, weaknesses are lack of engagement with the team, faculty, and equipment resulting in loss of learning opportunities.

Engineering Technology

Computer Electronics: A strength is a student's ability to apply knowledge to complete an electronics project. This is a reflection of the opportunities students have in the computer electronics option. A weakness is in writing reports.

Environmental: Questions involving federal law and SDS sheets, evaluating accident situations, and general knowledge of Chemistry have the highest pass rate. However, questions that consider knowledge in SARA, analyzing the pH of hazardous waste, ethical concepts, and calculations in Chemistry are the lowest.

Industrial Technology: Students showed an ability to interpret management theories and concepts to real life examples, but had had difficulty applying the theories to the real life examples. One student out of three passed the certification test. The national average pass rate is 38.6%.

School of Nursing and Allied Health Sciences

Health Care Administration:

Students show strength in:

- The ability to determine their own personal management skills as well as evaluate other management styles
- The ability to retain knowledge learned throughout other courses and apply it in a real world setting.
- Applying knowledge gained throughout HCA classes in a real world setting. Students gain knowledge and skills by networking with potential employers and future peers.

Students show weakness in:

- Identifying personal leadership techniques and defending their choice against other techniques.
- Delegating work to others. Teamwork and timeliness seemed to be recurring issues.
- Areas involving confidentiality.

Section III—Program Outcomes

Health Information Management: Students were able to design a simulated HIM department using core management competencies, retain and apply knowledge gained throughout the HIM program to prepare for the credentialing exam, apply skills and competencies gained in the HIM program in a real world setting, and get networking opportunities with potential employers and future peers. There was a first-time 75% pass rate on the credentialing exam compared to 70% nationally.

Health Sciences: Students use visual aids effectively and appropriately, are able to apply research to Health Science real life situations, are demonstrating success in being tested with a wide variety of problem formats, and report learning good professional healthcare knowledge and experiencing real life healthcare application.

Nursing, Professional/Traditional: We have a 100% pass rate on the NCLEX-RN licensing exam with 97% on the first attempt.

Nursing, RN to BSN: There was a 73% completion rate and a 97.5% employment rate in nursing (The reasons for the few not employed were an international move, military status, and illness).

College of Professional & Graduate Studies, Master's Programs

Business Administration and Management: The target scores were met for the comprehensive exam, the Business Simulation Game as well as the Exit Survey.

Education, Reading Specialist: The scaled scores of each subtest provide evidence that the candidates know, understand, and can apply the concepts of each of the ILA standards. The data from the OSAT reveals student scores slightly lower in assessment than in the other core areas assessed.

Health Informatics and Information Management: Students were able to conduct research administrative processes and create an evidence based practice body of knowledge, but struggle greatly with conducting a literature review and some statistical analysis. Students connect concepts and apply them to a real world healthcare facility.

Music: Students are generally well prepared.

Sports Management: The program had a pass rate of 100%.

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

College of Arts and Sciences, Bachelor's Programs

Art, Communication & Theatre:

Communication Arts: We will change the assessment measure to include quantitative degrees of agreement (Likert-scale) and qualitative responses.

Biological Sciences: Tests are evaluated informally on a yearly basis and formally every 3-4 years to insure relevance and currency of material and alignment with other course materials. After a three-year trend of underperformance, faculty are required to make a course content intervention and document the course of that intervention.

Section III—Program Outcomes

Language & Literature

English: The course content is on a yearly revision schedule. Student acquisition of knowledge is taken into account and materials are revised to facilitate learning. Instruction on objectives of presentations will be clarified.

Music

Music Therapy: Faculty plan to revise some assessment measures and make technology related improvements

Social Sciences

Political Science: The Political Science Department Faculty at SWOSU continues to expand its course offerings to cover areas in public policy, criminal justice and international law. The Political Science Faculty teaches six courses that are required courses for the Criminal Justice program here at SWOSU.

College of Associate and Applied Programs, Associate's Programs

Medical Laboratory Technician: Students showed highest success in hematology, urinalysis & body fluids, and coagulation. Students need more time in phlebotomy training. 1034 Hematology I & Phlebotomy is being revised into two courses.

Radiologic Technology: Faculty have made several positive changes in curriculum that should give students the information they need to be successful in the program, such as changes to prepare students to take the national registry exam.

College of Professional & Graduate Studies, Associate's Programs

Wildland Firefighting: If 3 years of under-performance in any category is detected, faculty will review related curriculum and identify an intervention. Appropriate additional instruction in cutting trees will be implemented.

College of Professional & Graduate Studies, Bachelor's Programs

School of Behavioral Sciences and Education

Education: We operate under the model of "Continuous Improvement". Analysis of program impact is part of our design.

Education, Elementary: Effectiveness of instruction and the teaching learning process continuously assessed for areas of strength and potential growth. Faculty will be revising the application of and preparation for the teacher work sample to include increased formative instruction and assessment prior to final performance. Candidate registration for the exam will be more closely monitored.

Education, History: Faculty plan to modify frequency of courses and/or course schedule and revise course content.

Education, Music: Faculty may revise instruction and implement other planned changes.

Exercise Science: The length of the Practicum is decreasing from 12 hours to 3 hours, which will allow an increase in discipline specific electives. We are hoping this will result in a higher pass rate on the post-test due to an increase in applied knowledge in content areas.

Section III—Program Outcomes

Parks and Recreation Management: If 3 years of under-performance in any category is detected, faculty will review related curriculum and identify an intervention. Essays and tests are evaluated informally on a yearly basis and formally every 3-4 years to insure relevance and currency of material and alignment with other course materials.

Parks and Wildlife Law Enforcement: If 3 years of under-performance in any category is detected, faculty will review related curriculum and identify an intervention. SWOSU faculty communicate with CLEET offices in order to improve instruction in any module in which SWOSU students score the lowest.

Psychology: We will be implementing a data collection process that allows us to store data collected from students within the freshman level "General Psychology" course, so that the data can be later sorted by identification numbers, in order to more accurately compare them to the final assessment data that is collected from majors who are in the later stages of their degree program.

School of Business & Technology

Business Administration:

- Faculty will consider incorporating additional writing assignments in courses throughout the business core curriculum and the courses comprising each of the concentrations. Faculty will also be encouraged to utilize the SWOSU Writing Center for students' written assignments. The Writing Center is staffed by trained peer tutors who will assist students in developing their written communication skills. The number of oral presentations in courses has been increasing in the past year, which will help future graduating students in the coming years.
- Faculty will be reviewing the business core curriculum in the coming semester to identify needed changes in the areas of finance, leadership, economics, HR management, ethics, and marketing. Additionally, additional leadership classes are being considered as part of the curriculum.
- Faculty will be reviewing the business core curriculum in the coming semester and will identify ways of incorporating additional coverage of legal issues in the core courses.
- As faculty reviews the business core curriculum, leadership courses may be added if qualified faculty are available. Additionally, faculty will identify ways to incorporate leadership training in courses.

Computer Science: The department plans to obtain additional equipment for students to work with to keep students current with technology as well as ensure that each pair of students in the course has a parts computer to work with.

Engineering Technology:

Computer Electronics: Beginning Spring of 2018, students will be required to submit their reports to the writing center for review.

Section III—Program Outcomes

Environmental: Beginning Spring 2018:

- Students will be provided with more opportunities to reinforce understanding and apply knowledge of hazardous waste.
- Students will evaluate and analyze environmental ethics in the TECH 3173 Environmental Regulations course.
- Faculty will research and implement additional opportunities to provide students with more quantitative Chemistry problems.
- Students will be presented with common Chemistry calculation practice problems prior to the Environmental end of instruction exam.

Industrial Technology: We continue to make improvements to our program with the hopes of increasing our pass rates on the certification exam.

School of Nursing and Allied Health Sciences

Health Care Administration: Faculty have plans to:

- Reinforce how a personal management style differs from others and use it to work together. Students need to be able to hold strong to their choice of management techniques.
- Reinforce the topics of time management and delegation of duties. Students should be able to pick a team leader and delegate duties as necessary. This is an important function of any Administrative level position.
- Require students to take extra HIPAA assignments to assure confidentiality.

Health Information Management: The management practicum course will now be offered all three semesters to accommodate schedules. Zoom conferencing software will be used to keep students engaged and informed. Revisions will be made to the portfolio requirements. Changes that have been implemented include adding assessments and competency exams to all core HIM Courses. Changes have also been made to the Professional Review course, which include adding domain quizzes and mock exams.

Health Science: Faculty are modifying frequency or course schedule and making technology related improvements.

Nursing, Professional/Traditional: There are plans to introduce more concepts in simulation labs. We realigned curriculum components to ensure all key content is covered adequately.

Nursing, RN to BSN: Each course is reviewed every three years for currency and any need to change the curriculum to ensure it aligns with accreditation standards and current practice in key healthcare organizations such as Institute of Medicine and Quality and Safety in Nursing Education.

College of Professional & Graduate Studies, Master's Programs

Education, Reading Specialist: We will provide greater focus and increased practice responding to writing prompts that are similar to the testing format that is similar to the testing format. Faculty decided the Reading Capstone professional development presentation project should revolve more strictly around key reading policies in place at the local, state or federal level that affect the literacy programs of the schools in which our candidates will work. We are requiring that candidates read and analyze assessment position statements released by the ILA and develop their own position statements relating key understandings of the purposes of assessing to practices inherent in their

Section III—Program Outcomes

own classroom practices. We have enhanced the assessment to include a formal written analysis of data accumulated with a plan for future instruction.

Health Informatics and Information Management: Most of the students in the masters program have been out of school and in the workforce for years before they come back to school. Because of this, some of the content that was taught in the undergraduate program needs to be reiterated to the student prior to conducting this level of research.

Sports Management: The program was recently granted approval as an online degree. We anticipate a larger enrollment in the program because of this along with an increased emphasis toward the marketing of a completely online master of education in sports management.

SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION

ADMINISTRATION OF ASSESSMENT

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

Students are offered the opportunity to evaluate courses they are enrolled in every semester. First-year and Senior students were invited to complete the National Survey of Student Engagement (NSSE) in Spring 2017. Sophomores, juniors, and graduate students were asked to complete the Noel-Levitz Student Satisfaction Inventory (SSI) during the Spring 2016 semester. A pilot of Exit Surveys was administered in May 2017 to graduates of associate, bachelor, and graduate degrees. The last Alumni Survey was run in 2013 and is planned next in 2018.

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

Course/Instructor Evaluations

Semester Course/Instructor Evaluations completed by students reveal that respondents generally hold a flattering impression. On a scale of 1 to 5 (favorable to unfavorable), courses and instruction rated at an average score of 1.53.

National Survey of Student Engagement

According to the NSSE, results presented below show the comparison of the opinion of Southwestern students with the opinion of students from other Oklahoma schools. Bolded blue font displays the most positive results.

ITEM	SW FY	OK FY	SW SR	OK SR
Participated in one or more high impact practice / at least two	60% / 8%	56% / 9%	86% / 59%	86% / 64%
The average weekly class preparation time	12.9	14.0	13.3	15.4
Number of hours per week spent reading for courses	5.3	6.1	4.9	7.4
Average number of pages of assigned writing	56.1	47.9	55.8	78.7
Courses highly challenged students	46%	50%	70%	57%
Institution emphasizes spending significant time studying and on academic work	76%	81%	89%	80%
Percentage Rating Their Overall Experience as "Excellent" or "Good"	94%	88%	95%	86%
Percentage Who Would "Definitely" or "Probably" Attend This Institution Again	85%	87%	93%	83%

SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION

Five questions on which Southwestern first-year students scored the highest relative to students from other Oklahoma schools:

- Talked about career plans with a faculty member
- Instructors provided feedback on a draft or work in progress
- Worked with a faculty member on activities other than coursework
- Summarized what you learned in class or from course materials
- Instructors used examples or illustrations to explain difficult points

Five questions on which our first-year students scored the lowest, relative to students from other Oklahoma schools:

- Institution emphasis on attending campus activities and events
- Quality of interactions with students
- Included diverse perspectives in course discussions or assignments
- Connected your learning to societal problems or issues
- Institution emphasis on attending events that address important social/economic/political issues

Five questions on which Southwestern senior students scored the highest relative to students from other Oklahoma schools:

- About how many courses have included a community-based project (service-learning)?
- Quality of interactions with other administrative staff and offices
- Extent to which courses challenged you to do your best work
- Forming a new idea or understanding from various pieces of information
- Talked about career plans with a faculty member

Five questions on which our senior students scored the lowest, relative to students from other Oklahoma schools:

- Worked with other students on course projects or assignments
- Completed a culminating senior experience
- Worked with a faculty member on a research project
- Spent more than 10 hours per week on assigned reading
- Assigned more than 50 pages of writing

SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION

Perceived Gains Among Seniors

Students reported how much their experience at our institution contributed to their knowledge, skills, and personal development in ten areas:

1. Thinking critically and analytically
2. Writing clearly and effectively
3. Working effectively with others
4. Speaking clearly and effectively
5. Developing or clarifying a personal code of values and ethics
6. Solving complex real-world problems
7. Acquiring job- or work-related knowledge and skills
8. Understanding people of other backgrounds
9. Being an informed and active citizen
10. Analyzing numerical and statistical information

Student Satisfaction Inventory

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

Southwestern results of the SSI have been compared nationally through Noel-Levitz. Data reveals the following points of interest:

1. All but two satisfaction scores of SWOSU students were higher than the national average.
2. The highest satisfaction scores of SWOSU students (all of which are higher than the national average) apply to the following items:
 - ◆ 33. My academic advisor is knowledgeable about requirements in my major. (6.29, up from 6.17 last time)
 - ◆ 51. This institution has a good reputation within the community. (6.29, up from 6.25 last time)
 - ◆ 7. The campus is safe and secure for all students. (6.24, up from 6.17 last time)
 - ◆ 68. Nearly all of the faculty are knowledgeable in their field. (6.22, up from 6.20 last time)
 - ◆ 2. The campus staff are caring and helpful. (6.15, up from 5.91 last time)
 - ◆ 16. The instruction in my major field is excellent. (6.14, up from 6.07 last time)
 - ◆ 39. I am able to experience intellectual growth here. (6.14, up from 6.07 last time)
 - ◆ 55. Major requirements are clear and reasonable. (6.13, up from 6.06 last time)
 - ◆ 72. On the whole, the campus is well-maintained. (6.13, down from 6.19 last time)
 - ◆ 89. Institution's commitment to students with disabilities. (6.11, up from 5.99 last time)
 - ◆ 27. The personnel involved in registration are helpful. (6.10, up from 5.98 last time)

SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION

- ◆ 65. Faculty are usually available after class and during office hours. (6.07, up from 6.04 last time)
 - ◆ 34. I am able to register for classes I need with few conflicts. (6.05, up from 5.89 last time)
 - ◆ 8. The content of the courses within my major is valuable. (6.04, down from 6.06 last time)
 - ◆ 29. It is an enjoyable experience to be a student on this campus. (6.02, up from 5.90 last time)
 - ◆ 86. Institution's commitment to older, returning learners. (6.02, up from 5.94 last time)
 - ◆ 45. Students are made to feel welcome on this campus. (6.01, up from 5.96 last time)
3. For item 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.), the satisfaction of SWOSU students was a little lower than the national average (4.63 and 4.84, respectively).
4. On item 54. Bookstore staff are helpful, the satisfaction of SWOSU students (5.41) was a little lower than the national average (5.53).

Exit Surveys

After the Spring 2017 semester, Southwestern piloted the administration of new exit surveys to 2017 graduates of Associate's, Bachelor's and Master's degrees.

Graduates of Associate's Degrees

Only three graduates responded. On scales of 1 to 5 (Extremely Satisfied to Extremely Dissatisfied), questions relating to departmental engagement earned a mean score of 1.46. Questions regarding career preparedness scored a 1.44 (1 equaling Very Confident and 5 equaling Not At All Confident). Faculty Interaction was viewed with scores of 1.25 and 1.27 (The first scale of 1 to 5 with 1 representing Very Frequently to 5 being Communication Was Not Ongoing; the second scale of 1 to 3 with 1 representing Happens Frequently, 2 Happened Once, and 3 Has Never Happened.) A few self-rating questions resulted in the following scores that range from 1 to 4 (Highest 10% to Below Average):

- 2.67 Critical Thinking
- 2.67 Mathematical Ability
- 2.67 Writing Ability
- 2.00 Overall Academic Ability
- 2.00 Self-Confidence

SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION

Graduates of Bachelor's Degrees

Thirty-five graduates responded. Departmental Engagement was viewed with the following scores:

1.87 (1 to 5, Strongly Agree to Strongly Disagree)

1.33 (1=Agree, 2=Neutral, 3=Disagree)

1.27 (1 to 5, Extremely Satisfied to Extremely Dissatisfied)

Questions regarding career preparedness scored a 1.59 (1 equaling Very Confident and 5 equaling Not At All Confident). Faculty Interaction was viewed with scores of 1.96 and 1.50 (One scale with 1 representing Very Frequently and 5 being Communication Was Not Ongoing; one scale with 1 representing Happens Frequently and 3 being Has Never Happened). A few self-rating questions resulted in the following scores that range from 1 to 4 (Highest 10% to Below Average):

1.86 Critical Thinking

2.40 Mathematical Ability

2.06 Writing Ability

1.76 Overall Academic Ability

2.11 Self-Confidence

Graduates of Master's Degrees

Five graduates responded. Departmental Engagement was viewed with the following scores:

1.47 (1 to 5, Strongly Agree to Strongly Disagree)

1.08 (1=Agree, 2=Neutral, 3=Disagree)

1.63 (1 to 5, Extremely Satisfied to Extremely Dissatisfied)

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

1.80 Critical Thinking

2.60 Mathematical Ability

1.80 Writing Ability

1.80 Overall Academic Ability

2.80 Self-Confidence

SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION

Alumni Survey

The 2013 Alumni Survey has yielded evaluative information from 231 Southwestern graduates (a response rate of 8.91 percent). Ninety-six percent of the respondents indicate that they use the knowledge and skills gained in their area of study; seventy percent are employed in the area they studied at Southwestern. Generally, respondents feel their investment in their degree(s) at Southwestern was worthwhile (94 percent) and that the quality of overall education received was high or fairly high, especially in the area of their major (89 percent).

IV-3. What changes occurred or are planned in response to the student engagement and satisfaction assessment?

Southwestern has recently established a strategy for reviewing student engagement and satisfaction results with an aim toward continuous improvement. Peer review participants look forward to putting this strategy into action that will result in recommendations as well as suggested timelines for implementation.

SECTION V—ASSESSMENT BUDGET

ASSESSMENT BUDGET

Provide the following information regarding assessment fees and expenditures for 2016-2017.

Assessment fees	\$0
Assessment salaries	\$126,184
Distributed to other departments	\$733.80
Operations costs	\$63,108
Total Expenditures	\$261,831