

**ANNUAL
ASSESSMENT
REPORT
2012-2013**

***Southwestern Oklahoma
State University***

Annual Student Assessment Report
of
2012-2013

for

Oklahoma State Regents
For Higher Education

*SOUTHWESTERN OKLAHOMA
STATE UNIVERSITY*

Weatherford and Sayre Campuses

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Southwestern Oklahoma State University

Entry-Level Assessment

Southwestern Oklahoma State University (SWOSU) uses Accuplacer Computerized Placement Tests (CPT) on both the Weatherford and Sayre campus for secondary placement testing. Tests are administered in testing labs by appointment or on a drop-in basis. At the Weatherford Campus, 811 pre-test CPT's were administered for the 2012-13 academic year with a 38 percent pass rate; 125 were administered at the Sayre Campus with a 45 percent pass rate. Students are allowed an opportunity for one re-test in each subject area. During 2012-13, 50 percent who re-tested cleared remedial English; 22 percent cleared mathematics remediation; and 31 percent cleared remedial reading.

In 2012-2013, there were about 987 enrollments in remedial classes by SWOSU's 4,995 students on both the Weatherford and Sayre campuses: 201 (20.36 percent) in English, 582 (58.97 percent) in mathematics, and 204 (20.67 percent) in reading.

Effectiveness of the entry-level placement process has been verified by tracking student success levels from 1994 to 1999 as they completed remedial and collegiate courses. Reports indicated that student success levels met expectations.

A tracking study of a cohort of Fall 2001, Fall 2002 and Fall 2003 entering freshmen reveals more specific success in following academic years. Final data shows Fall 2001 first time freshmen with a 50 percent success rate, including withdrawals, in remedial courses; and a 63 percent success rate, excluding withdrawals, in remedial courses. The study from Fall 2009 – Spring 2011 tracked the significance of attending class, and has confirmed the positive effectiveness of attendance in remedial classes.

Mid-Level (General Education) Assessment

Curriculum-embedded methods that are used in all general education courses on the Weatherford and Sayre campuses assess four main goals: (1) competency in written and oral communications; (2) mastery of core mathematics concepts and understanding of mathematics principles, symbols, and logic; (3) skills in problem solving and critical and creative thinking; and (4) understanding and competency in use of technology, computer literacy, and information systems.

Faculty members rely on feedback from formative methods to improve instruction and modify activities. Sharing the information with students and making the assessment part of the course requirements create an environment for meaningful participation of students.

Data indicate that benchmarks for student achievement are being met in the general education courses. Faculty reported revisions in methods of assessment and instruction as well as refinements of course objectives. The flexibility of curriculum-embedded assessment allows changes to be made and efficacy of changes to be assessed more efficiently.

While our current reporting of mid-level assessment is based on a two-year course rotation of curriculum-embedded assessments, ACT's Collegiate Assessment of Academic Proficiency (CAAP) has been utilized annually since Fall 2007. In Fall 2012, Freshmen were asked to complete one of the two tests during a freshman class period. Four hundred forty-three freshmen participated; 371 took the

Critical Thinking test, and 357 took the Writing Essay. Eligible Southwestern Juniors and Seniors were asked to volunteer to complete both CAAP tests in Spring 2013. Out of about 709 invited to participate, 36 (5.08%) actually contributed to this important project; 8.65% participated last year (36). While scores of our freshmen were slightly below the national average, the impressive scores of our juniors and seniors since 2007 are slightly above the national average. There are a couple of indications of the value-added performance gain that our students achieve while enrolled in our general education program:

- Our junior and senior examinees exceed the Critical Thinking scores of our freshmen by more than five points, and the Essay scores of our freshmen by 0.48 points.
- There are now 11 students who participated in CAAP testing as freshmen as well as either a junior or a senior. All but one (90.91%) have an improved score after completing most or all of Southwestern's general education program.

Program Outcomes Assessment

Outcomes assessment at SWOSU is faculty-driven. Faculty members design, select, administer, and report findings collectively to the Assessment Center by majors for associate, baccalaureate, and graduate degree programs. Faculty members use many measures, which include portfolios, focused interviews, pre- and post-tests, research projects, standardized tests, locally developed tests, student performance on licensure and certification exams, and evaluation of entry-year teaching and internships.

Outcomes assessment in many forms reflects the levels of student achievement. An example is SWOSU students' excellent track record on licensure and certification exams. In many instances, pass rates exceed state, regional, or national pass rates. Several degree programs utilize standardized exams for external measures of academic achievement. Students' scores on nationally normed exams help determine needed curricular revisions. Pharmacy graduates are an excellent example of graduates in health related majors who excel on registry exams. During this academic year, SWOSU pharmacy graduates earned a 97 percent pass rate on the national licensure exam.

Student Satisfaction/Engagement Assessment

Instructional quality and university services are assessed using various evaluation and survey instruments. Some degree programs have administered specialized surveys and focus group interviews.

This year, results from over 22,000 Course/Instructor Evaluation responses have shown that respondents generally hold a flattering impression. On a scale of 1 to 5 (favorable to unfavorable), courses and instruction rated at an average score of 1.59

The ACT Survey of Student Opinions (SOSO) assesses students' perceptions of the importance of, and satisfaction with, a full range of programs, services, and environmental factors at the college they are attending. Also included is a set of items related to students' impressions of, and experiences at, the college. The most recent Southwestern ratings are impressive throughout this survey; there were very few areas where Southwestern scored less than the national average. The overall impression of the quality of education at Southwestern is *excellent or good* for 89 percent. In general, students feel

that Southwestern has made a *Great* or *Very Great* contribution to their experiences in intellectual growth, preparation for career, preparation for further study, and personal growth.

The National Survey of Student Engagement (NSSE) requires that first-year students and seniors be invited to participate. According to the most recent NSSE results, Southwestern seniors (95%) indicated a little more than students at other institutions that their educational experience was *good* to *excellent*, and that if starting over, 87% would *probably* or *definitely* choose SWOSU again.

The Alumni Survey is administered to all Southwestern graduates within the previous five years. Ninety-six percent of the respondents of the 2013 Alumni Survey indicate that they use the knowledge and skills gained in their area of study. Generally, respondents feel their investment in their degree(s) at Southwestern was worthwhile (94 percent) and that the quality of overall education received was high or fairly high, especially in the area of their major (almost 89 percent).

Graduate Assessment

In Music, there was a 100 percent pass rate on the Recitals and Exit Exams.

Educational Administration, Psychometry, Reading Specialist, and School Counseling students took over two hundred OSAT exams; there was a 75 percent pass rate.

There was a 100 percent pass rate on all other Educational Administration, Psychometry, Reading Specialist, and School Counseling outcome assessments (Capstone, Internship Evaluation, Portfolio, etc.).

Due to licensure, certification, and professional accrediting agency requirements, appropriate assessment goals and methods are revisited and revised as needed.

SECTION I—ENTRY-LEVEL

Methods used for entry-level course placement:

- ◆ ACT Subscore
- ◆ Secondary Test
- ◆ Academic Advisement

Instruments and cut-scores used as secondary tests for each subject area and course:

TEST BATTERY	TEST	CUT-SCORE	COURSE
Accuplacer CPT	Sentence Skills	< 70	0123 Fundamentals of English
Accuplacer CPT	Sentence Skills	70	1113 English Composition I
Accuplacer CPT	Elementary Algebra	< 75	0124 Basic Algebra
Accuplacer CPT	Elementary Algebra	75-84	0124 Basic Algebra recommended
Accuplacer CPT	Elementary Algebra	85-94	1143 Math Concepts recommended OR
Accuplacer CPT	Elementary Algebra	85-94	1103 Intermediate Algebra recommended
Accuplacer CPT	Elementary Algebra	95	1513 College Algebra recommended
Accuplacer CPT	Reading	< 75	0122 Improvement of Reading

ADMINISTRATION OF ASSESSMENT

I-1. How were instruments administered?

The Weatherford Campus Assessment Center administered the ACT on national test dates and administers residual ACT exams 20-30 times each academic year. The Sayre Campus Assessment Center also administers residual ACT exams 10-12 times each academic year. CPTs are administered in the computer testing labs on both campuses daily. Both periodic scheduling and testing by appointment are utilized to meet students' needs.

I-2. Which students were assessed?

Entering freshmen at Southwestern who have deficiencies in one or more of the basic skill areas are informed of their options for second-level testing. Approximately 60 percent (412) of those students chose second level testing rather than enrolling in remedial courses based on their ACT sub-scores.

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

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

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

SECTION I—ENTRY-LEVEL

I-3. continued

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

The Assessment Committee and Provost recently approved the policy change that students enrolled in a remedial course may take the CPT test or re-test before noon of the semester deadline to add a class rather than by the deadline of the midterm of the semester (or by Instructor permission).

ANALYSES AND FINDINGS

I-4. What were the analyses and findings from the entry-level assessment?

Overall, the entry-level program functions satisfactorily. The percentages of freshman students who cleared deficiencies on the CPT by subject area were as follows:

	Weatherford Campus		Sayre Campus	
	Pretest	Re-test	Pretest	Re-test
English	65%	50%	79%	50%
Mathematics	16%	23%	7%	0%
Reading	37%	27%	48%	50%

Students who clear deficiencies through second level testing continue to experience success in collegiate-level courses. Allowing students to repeat CPTs produces desirable results.

Faculty review the structure of remedial English, mathematics, and reading courses for ways to improve student achievement.

I-5. How was student progress tracked?

Students entering Southwestern Fall 1994 through Fall 1999 were tracked as they completed remedial, developmental, and collegiate-level courses. Aggregate data for each group were compared to detect variances among the groups and with a control group of entering freshmen Fall 1993. The study from Fall 2009 – Spring 2011 tracked the significance of attending class, which was proven to be an important factor for success.

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

SECTION I—ENTRY-LEVEL

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

Student success in collegiate-level courses is determined by tracking student performance in general education courses common to all students. Comparisons with the Fall 1993 cohort show that students who successfully completed remedial courses fared better in their collegiate-level courses than 1993 freshmen who had deficiencies (and no remediation).

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

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

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

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

OTHER ASSESSMENT PLANS

I-7. What other studies of entry-level assessment have been conducted at the institution?

The entry-level assessment instrument (Accuplacer) was reviewed during 2001-2002.

Southwestern voluntarily participates in Collegiate Assessment of Academic Proficiency (CAAP) testing.

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

I-8. Describe results.

After a comparison of Accuplacer with ACT's Compass, no change was recommended.

SECTION I—ENTRY-LEVEL

I-8. continued

CAAP scores of our freshmen were slightly below the national average. However, the impressive scores of our juniors and seniors since 2007 are slightly above the national average. This is an indication of the value-added performance gain that our students achieved while enrolled in our general education program.

Southwestern's most recent NSSE results reveal some perspectives of our first-year students as well as our seniors:

Academic Challenge

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

Active Learning

- 63% of FY students frequently discuss readings or ideas from courses outside of class.
- 51% of FY students frequently work with other students on projects in class, and 39% frequently work with peers on assignments outside of class.
- By spring of their senior year, 43% of students participate in some form of practicum, internship, field experience, co-op, or clinical assignment.
- 28% of seniors frequently assist their fellow students by tutoring or teaching.

Student-Faculty Interaction

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

Enriching Educational Experiences

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

SECTION I—ENTRY-LEVEL

I-8. continued

Supportive Campus Environment

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

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

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

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

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

English faculty meet together once a week to discuss assignments and strategies, emphasizing getting students to come to class. This is a major change in approach. No textbook is used; student assignments focus on real-life writing, modeling sentences and paragraphs, and working up to a full essay. The hope is that this approach will be more successful in retaining students and preparing them for success.

The Mathematics Department plans to continue to offer two types of instruction, one being a mostly lecture-based approach with computer-based (MathXL) homework (with feedback and guidance) and quiz assessment for part of the credit required to pass the course, and the other being a computer-guided course (ALEKS) with the instructor available to assist. When students fail in one type of course structure and need to repeat the course, we can offer them the other format as an alternative in hopes they will respond better to the other format.

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

SECTION II—MID-LEVEL/GENERAL EDUCATION

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

MEASURE	# OF STUDENTS ASSESSED	HOW WERE STUDENTS SELECTED
Exams to measure Reading competency	1790	Enrollment in 1103 Am. Gov. & Politics and 1063 U.S. History (curriculum-embedded assessments)
Essays to measure Writing competency	1680	Enrollment in 1113 English Comp. I and 1213 English Composition II (curriculum-embedded assessments)
Exams to measure Mathematics competency	1105	Enrollment in 1143 Math Concepts and 1513 College Algebra (curriculum-embedded assessments)
Exams to measure Critical Thinking competency	908	Enrollment in 1004 Biological Concepts or 1054 Principles of Biology (curriculum-embedded assessments)
Lab assignments and exams to measure Computer Literacy	1126	Enrollment in 1022 Computers & Information Access (curriculum-embedded assessments)

Our current reporting of mid-level assessment is based on a two-year course rotation of curriculum-embedded assessments. For the sixth academic year, Southwestern Oklahoma State University has administered an annual standardized examination as a component of institutional assessment, the importance of which is supported by the Student Government Association. Faculty Committees and Administration agreed to utilize two components of ACT's Collegiate Assessment of Academic Proficiency (CAAP): Critical Thinking and Writing Essay.

ADMINISTRATION OF ASSESSMENT

II-1. Describe how assessment activities were linked to the institutional general education program competencies.

The General Education (GE) Committee analyzes faculty reports of student achievement measured by curriculum-embedded assessments and standardized exams on a two-year rotation basis. The GE Committee also reviews modifications of course objectives to ensure that objectives lead to the achievement of the goals of the GE Program as well as support the University's mission.

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

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

SECTION II—MID-LEVEL/GENERAL EDUCATION

II-2. continued

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

Eligible Southwestern Juniors and Seniors were asked to volunteer to complete both CAAP tests during the Spring 2013 semester. Forty two-hour testing time slots were offered for a designated two-week period. Students were informed of this opportunity through e-mails and displayed flyers. Eligibility was based on the following criteria:

1. Have not taken CAAP tests as a junior or senior at SWOSU before.
2. Earned at least 60 credit hours (credit from advanced placement exams acceptable)
3. Earned at least 22 general education hours at Southwestern
4. Earned credit at Southwestern for the 1213 English Composition II course with a grade of "C" or better (credit from advanced placement exams acceptable)

Out of about 709 juniors and seniors invited to participate, 36 (5.08%) actually contributed to this important project; 8.65% participated last year (66).

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

Students participate willingly in assessments integrated into course requirements.

A sufficient number of Freshmen took CAAP tests since it was administered during a class period. As a means of incentive and showing our appreciation for the contribution of juniors and seniors outside of class time, participants received \$20 for the testing appointment to take the two tests. Both Freshmen and Seniors competed for cash prizes awarded for highest scores, the purpose of which to gain increased effort on performance. These achievement prizes were awarded in four different categories based on the ACT scores of Freshmen, and based on the current GPA of Seniors.

II-4. What instructional changes occurred or are planned in the programs due to mid-level assessment?

English faculty have added videos and on-line links to reinforce classroom lectures and review grammar skills in English Composition I. In English Composition II, faculty have incorporated a library tour with worksheets and tutorials to improve the quality of research. Projects focusing on cultural diversity and social issues were added.

Technology and Society faculty have increased in-class discussion to allow more input from students. They have also increased comparison/contrast ideas to assist students with differentiating between science and technology. Ethics discussions and critical thinking exercises have been added.

Computer/Information Access faculty upgraded from Microsoft Office '97 to 2010. Upgrades included Word, Excel, Access, and PowerPoint.

SECTION II—MID-LEVEL/GENERAL EDUCATION

II-4. continued

In Physical Geology, the labs were reduced from three to two hours in duration. Concepts of Physical Science emphasized a focus on basic math skills. Biological Concepts faculty reported the use of a publisher's website with practice problems. Biological Concepts has also added genetics problems to both class and lab to satisfy the Learner Outcome concerning genetics.

ANALYSES AND FINDINGS

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

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

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

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

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

SECTION II—MID-LEVEL/GENERAL EDUCATION

II-6. What were the analyses and findings from the 2012-2013 mid-level/general education assessment?

While CAAP scores of our freshmen were slightly below the national average, the impressive scores of our juniors and seniors since 2007 are slightly above the national average. On a scale of 40-80, Southwestern freshmen received an average score of 60.24 on the Critical Thinking objective test compared to the freshmen national average of 61.1. On a scale of 1-6, SWOSU freshmen received an average score of 2.91 on the Writing Essay test; the freshmen national average was 3.0.

Southwestern Juniors and Seniors have received an average score of 66.0 (mean score of 65.29 for juniors and seniors since 2007) on the Critical Thinking objective test compared to the juniors' and seniors' national averages of 61.6 and 62.8 respectively. SWOSU juniors and seniors received an average score of 3.40 (mean score of 3.41 for juniors and seniors since 2007) on the Writing Essay test; the Juniors' and Seniors' national average was 3.3. There are a couple of indications of the value-added performance gain that our students achieve while enrolled in our general education program:

- Our junior and senior examinees exceed the Critical Thinking scores of our freshmen by five points, and the Essay scores of our freshmen by 0.48 points.
- There are now 11 students who participated in CAAP testing as freshmen as well as either a junior or a senior. All but one (90.91%) have an improved score after completing most or all of Southwestern's general education program.

SECTION III—PROGRAM OUTCOMES

Number of individuals assessed for the ten degree programs with the largest number of graduates and requiring licensure or certification:

PROGRAM	# OF GRADUATES	# OF INDIVIDUALS ASSESSED	# PASSING
Master of Ed. in Educational Administration	70	67	56 (84%)
Pharm.D.	67	67	65 (97%)
Nursing	38	38	31 (82%)
Elementary Education (Subtest 2)	34	55	40 (73%)
Master of Education, School Counseling	26	22	16 (73%)
Early Childhood Education	17	15	12 (80%)
Occupational Therapy Assistant	14	9	9 (100%)
Physical Therapist Asst. - A.A.S.	14	13	12 (92%)
Health Information Management	13	10	10 (100%)
Radiologic Technologies	13	11	11 (100%)

ADMINISTRATION OF ASSESSMENT

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

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

College of Arts and Sciences

Art		
<i>Fine Arts/Graphic Design/ 2D/3D Studio</i>	Senior Exhibit, Portfolio	9
Biology	ETS Major Field Test, Term Paper, Poster Paper Presentation	15
Chemistry	American Chemical Society Exams, Research Thesis	15
Communication Arts	Senior Exit Survey	8
Language & Literature		
<i>English</i>	Portfolio, Capstone Exam and Exit Interview	10
<i>Spanish</i>	Capstone Project, Exit Interview	4
Mathematics	Exit exam and interview	10
Music	Proficiency Exams, Senior Recital	1
<i>Music Therapy</i>	Proficiency Exams, Certification Exam	3
Physics	Term Papers, Oral Presentations, Exit Interviews	1

SECTION III—PROGRAM OUTCOMES

III-1. continued

Social Sciences		
<i>Criminal Justice</i>	ACAT, Grade performance in targeted courses	9
<i>History</i>	Capstone Course, Research Paper, Departmental Exams, Performance Assessment	6
<i>Political Science</i>	ACAT, Capstone courses	8

College of Pharmacy

Pharmacy Pharm.D.	North American Pharmacist Licensure Examination (NAPLEX), Multistate Pharmacy Jurisprudence Exam (MPJE)	67
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College of Professional & Graduate Studies

School of Allied Health		
<i>Athletic Training</i>	Certification Exam, Graduate Survey, Employer Survey,	5
<i>Clinical Laboratory Science/</i>	Certification Exam	5
<i>Health Care Administration</i>	Annual Instructor Continuance Assessment; Tracking of Graduates	4
<i>Health Info. Management</i>	Certification exam, End of Program Evaluation, Graduate Follow-up, Employer Follow-up	11
Health Sciences	Annual Instructor Continuance Assessment; Tracking of Graduates	43
School of Behavioral Sciences & Education		
<i>Education, Art</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	0
<i>Education, Early Childhood</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	15
<i>Education, Elementary</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	55
<i>Education, English</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Exit Exam, Capstone Portfolio	14
<i>Education, Health, P.E. & Rec.</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	9
<i>Education, History</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	9
<i>Education, Math</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Capstone Exam, Exit Interview	0
<i>Education, Music</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test, Proficiency Exams	13
<i>Education, Natural Science</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	5

SECTION III—PROGRAM OUTCOMES

III-1. continued

<i>Education, Special Ed.</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	4
<i>Exercise Science</i>	Pre & Post Assessments	18
<i>Parks and Rec. Management</i>	Internship Evaluation, Exams, Exit Interviews	33
<i>Parks and Wildlife Law Enf.</i>	Course Exams, Internship Evaluation, Exit Interviews	12
<i>Psychology</i>	Comprehensive Exit Exam	19
<i>Wildland Firefighting</i>	Certification Tests, Internship Evaluation, Exit Interviews	8
 School of Business and Technology		
<i>Accounting</i>	Exit Exam, Capstone, Exit Survey	23
<i>Computer Science</i>	Capstone	12
<i>Entrepreneurship</i>	Exit Exam, Capstone, Exit Survey	12
<i>Finance</i>	Exit Exam, Capstone, Exit Survey	24
<i>Management</i>	Exit Exam, Capstone, Exit Survey	37
<i>Marketing</i>	Exit Exam, Capstone, Exit Survey	11
<i>Technology</i>	Certification, Professional, and Exit Exams	11
 School of Nursing	 Nat. Council Licensure Exam for Reg. Nurses (NCLEX-RN)	 38

COLLEGE OF ASSOCIATE AND APPLIED PROGRAMS—SAYRE CAMPUS

Computer Science	Curriculum-embedded, Satisfaction Survey	1
Criminal Justice	Curriculum-embedded, Satisfaction Survey	0
General Business	Curriculum-embedded, Satisfaction Survey	10
General Studies	Curriculum-embedded, Satisfaction Survey	28
Hospitality, Restaurant & Gaming Management	Curriculum-embedded, Satisfaction Survey	1
Medical Lab Technician	American Medical Technologists Registry Exam	5
Occupational Therapy Asst.	National & State Licensure	9
Physical Therapist Asst.	National & State Licensure Exam	13
Pre-Nursing	Curriculum-embedded	6
Radiologic Technologies	American Registry of Radiologic Technologists Exam	13

SECTION III—PROGRAM OUTCOMES

ANALYSES AND FINDINGS

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

College of Arts and Sciences

Chemistry: In order for a SWOSU chemistry major to pass the exam, they must be within one standard deviation of the national mean. In 2012-2013 all students passed the exam. In fact the SWOSU mean for the exam was 54 %ile and the median was 57%ile. One student scored above the 90%ile, two scored between the 75-89% and two others in the 60-74%ile. What makes the results on this test somewhat remarkable is that only one of the students taking the DUCK exam had the full range of advanced course work required for ACS certification. What this illustrates is that all graduating SWOSU chemistry majors have retained a strong background in the foundation chemical courses and have developed the ability to apply this knowledge in analysis and complex reasoning in new ways. Our graduating students are sought out by employers and graduate programs and have generally done well after graduation.

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

- Teach other programs, whether they be editing or publishing, instead of those just strictly focused on Mac applications
- A radio program
- Expanding on web publishing content.
- Adding an equipped studio for mass communication.
- New software and updated computers.
- Taking field trips for on-the-job training at very different places each week to broaden horizons and confirm that the right field of communication has been chosen.
- A communication club or organization.

Language and Literature, *English:* A number of graduates from these programs enter graduate programs and law schools. Students indicate that the English programs at SWOSU were beneficial and supplied the appropriate education for their future needs.

Music: Students had a 100% pass rate on the Oklahoma Subject Area Test (OSAT) for both Instrumental and Vocal music education students.

Social Sciences:

History: Student scores on the Research Paper Assessment for course HIST 4903 have climbed steadily over the past five years following the institution of a new writing class in the History major. The pretest and post test scores are gratifying as students who go through our program score higher on the post test.

Political Science: Nationally, 68% of ACAT scores should fall between 400 and 600. All SWOSU scores fell in this range; three SWOSU scores fell above 600. More work is needed in the subfield of International Politics/Comparative Govt.

SECTION III—PROGRAM OUTCOMES

III-2. continued

College of Pharmacy

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

College of Professional & Graduate Studies

School of Allied Health

Athletic Training: So far there is a 60 percent pass rate on the certification exam. Based on feedback, this program has become well known for its quality instruction. More students are applying, and the program can now afford to be selective.

Health Information Management: There was a 100% pass rate on the certification exam, and all follow-up gave 100% positive feedback. Graduates are also finding jobs, and employers are satisfied with graduate performance. A significant number of graduates are continuing on toward achievement of advanced degrees, and many immediately become active at the state level serving on the Board of Directors of the Oklahoma Health Information Management Association.

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

School of Behavioral Sciences & Education

Education, Early Childhood: Graduates earned an 80 percent pass rate this year on certification tests.

Education, Elementary Education: Certification test results reveal a 64 percent pass rate from both Subtests 1 and 2.

Education, English: Students earned a 64 percent pass rate on the certification exam. Faculty are generally pleased with students' outcomes.

Education, Health & Physical Education: There was a 72 percent success rate on the certification exam.

Education, History: Certification test results reveal an 83 percent pass rate.

Education, Music: Graduates earned a 69 percent pass rate.

Education, Natural Science: There was a 60 percent success rate on the certification exams.

Education, Special Education: Certification test results reveal a 71 percent success rate.

Exercise Science: Graduates had an 83 percent pass rate on the comprehensive exam.

Parks and Recreation Management: The internship evaluations reveal that cooperating supervisors find our students well-prepared and fully qualified for positions in professional parks, recreation, and leisure service settings. Many of our graduates found employment with their internship providing agency. The mid-term and final examination results suggest that the students are gaining a solid foundation in the parks and recreation management and field.

SECTION III—PROGRAM OUTCOMES

III-2. continued

Parks and Wildlife Law Enforcement: The internship evaluations reveal that cooperating supervisors find our students well-prepared and fully qualified for positions in professional parks and wildlife law enforcement settings. Many of our graduates found employment with their internship providing agency. The mid-term and final examination results suggest that the students are gaining a solid foundation parks and wildlife law enforcement field.

Psychology: Students appear to be doing an excellent job on the exit exams, demonstrating the development of knowledge and skills while in the program.

Wildland Firefighting: The results of the certification tests indicate that our students have a good command of the National Wildfire Coordinating Group standards. The internship evaluations indicate that supervisors from the cooperating state and federal natural resource management agencies were universally pleased with the performance of our students.

School of Business & Technology

Accounting: From the Exit Survey, students rated the program an average of 4.24 out of 5 (5 being outstanding). Items included in the ratings were preparation for career, intellectual change, and quality of faculty.

Computer Science: Students in the Computer forensics program, which is taught by an active OSBI agent, have a 100% pass rate on the competency exam and achieve the professional credential of Access Data Certified Examiner. Southwestern's connection with NASA is through Ms. Baugher who is the SWOSU coordinator for the Oklahoma Space Grant Consortium - NASA Scholarships and Workforce Development. This has resulted in numerous scholarships and internships for SWOSU STEM discipline students.

Entrepreneurship: From the Exit Survey, students rated the program an average of 3.92 out of 5 (5 being outstanding). Items included in the ratings were preparation for career, intellectual change, and quality of faculty.

Finance: From the Exit Survey, students rated the program an average of 3.98 out of 5 (5 being outstanding). Items included in the ratings were preparation for career, intellectual change, and quality of faculty.

Management: From the Exit Survey, students rated the program an average of 4.13 out of 5 (5 being outstanding). Items included in the ratings were preparation for career, intellectual change, and quality of faculty.

Marketing: From the Exit Survey, students rated the program an average of 3.87 out of 5 (5 being outstanding). Items included in the ratings were preparation for career, intellectual change, and quality of faculty.

Technology: Upon review of historical results, students have performed poorly on the ETA exam for the past four years with only one of nine students passing. Students performed well on the ATMAE exam this past year with a 100% pass rate. These results provide evidence that the newer equipment and curriculum are having the desired impact on the program.

SECTION III—PROGRAM OUTCOMES

III-2. continued

School of Nursing: The NCLEX-RN pass rate was lower this year, but so were the national and state rates due to raising the passing standard. For the second quarter when our students tested, the national pass rate for first-time testers was 83%, the state pass rate was 81.88%, and SWOSU SON pass rate was 81.58%. 100% (34) of the students passing boards have employment as RNs. There are four students who did not pass on the first attempt and who have not retested. All are working as nurse techs preparing to re-test.

College of Associate and Applied Programs—Sayre Campus

Medical Laboratory Technician: Credentialing examination pass rates and job placement rates continue to be 100%.

Occupational Therapy Assistant: Graduates have a 100 percent pass rate on the Certified Occupational Therapy Assistant Exam. A total of eight Health Occupations Students of America (HOSA) members (OTA students) placed first at the HOSA state Leadership Conference for Creative Problem Solving and Public Health Announcement. At the national level, Public Health Announcement placed first and Creative problem Solving placed third. The first place team was awarded \$1000 from the U.S. Public Health Service's Public Health Emergency Preparedness Division.

OTHER ASSESSMENT PLANS

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

College of Arts and Sciences

Communication & Theatre responses to recent suggestions:

- Working hard to retain the highest quality professors
- Adding new courses and opportunities for students (for example, the PR minor and course were recently launched).
- Acquiring two new HD video cameras, a green screen, lighting equipment and many accessories to strengthen the broadcast program.
- Updating a Facebook page to try to keep students informed and connected.
- Launching the Speech Communication Association.

Language & Literature

English: A capstone experience is currently being constructed to facilitate assessment and give graduates closure.

Spanish: The schedule of classes is being evaluated so as to offer them in the best possible sequence for both the students and the university.

Music: Faculty are currently reviewing proficiency examinations.

SECTION III—PROGRAM OUTCOMES

III-3. continued

Social Sciences

Political Science: This year, 50% of our Political Science and Criminal Justice (See separate report.) faculty are new hires. They will need to meet and assess what changes may be necessary.

College of Pharmacy

A new curriculum was implemented in fall 2011. A new elective course on post graduates preparation was added to this curriculum. An increase of 1 credit hour for Pharm 5843 has been approved by the COP faculty and forwarded to RUSO. Following the Continuous Quality Improvement process, the COP Curriculum Committee is confirming content for all newly implemented courses.

College of Professional & Graduate Studies

School of Allied Health

Athletic Training: Faculty have made it their priority to make sure that all professional competencies are addressed throughout the curriculum and that students are able to perform all professional skills at the expected level. Faculty also perform one-on-one assessment (skills check-off) of each student several times each semester in certain courses in addition to regular instruction and testing.

Health Information Management: The program is transitioning to an online format beginning the fall of 2014. This has necessitated a total curriculum evaluation and restructure to ensure that all competencies are addressed and covered at the appropriate level.

Health Science: A total realignment of the health science major was made and implemented beginning the fall of 2013. This was in response to an evaluation of the curricular needs of the professional programs to which the majority of our students will transfer. This ongoing process will continue to ensure that students' needs are being met.

School of Behavioral Sciences and Education

Education, English: The portfolio and the rubric of the capstone exit exam are being re-evaluated to make the instruments more precise. Multimedia components are being added to key classes and work is being done to implement a writing lab in the Language and Literature Department.

Exercise Science: The exercise science program was revised to better fit the needs of our majors.

Parks and Recreation Management: Faculty have increased the amount of practical field experiences with our students, and have developed a program that allows our students to engage in a practicum experience with Oklahoma State Parks prior to the internship experience.

Parks and Wildlife Law Enforcement: The program allows an increased amount of practical field experiences with the students. Faculty have developed a program that allows students to engage in a practicum experience with Oklahoma State Parks prior to the internship experience.

Psychology: Faculty are considering changes to the questions associated with the exit exam to reflect the most up-to-date considerations within the field of Psychology.

SECTION III—PROGRAM OUTCOMES

III-3. continued

Wildland Firefighting: We plan to hire a full time faculty member in order to provide an on campus advising and leadership presence to our students.

School of Business & Technology

Computer Science: A new faculty member has expertise in Information Systems. Two new courses will improve the Server Management and Geographic Information Systems program.

Technology: The department chair and faculty are committed to reviewing the data, the assessment system, and establish an improvement plan during the 2013-2014 school year. In addition, the Professional Certification Course (TECH 4020) has been re-designed to incorporate all of the different certification exams students take with instruction coming from all of the instructors within the department. It is believed that broader exposure to this information will benefit students regardless of their degree or area of specialization. Three dimensional computer aided design has been introduced into curriculum and the manual drafting lab has been totally converted into a computer based design center.

School of Nursing

Faculty:

- Are adding more remediation to the curriculum, mostly using Nurse Logic by ATI. Nurse Logic helps students expand critical thinking and problem solving skills.
- Made a curricular change starting last year that involved re-sequencing of some of the courses. The 2014 graduates will be the first group of students to graduate under the current curriculum.
- Are changing the timing of the online review course that is available to students through ATI. Students who successfully complete the review course have a 98% chance of passing NCLEX-RN on the first attempt.

College of Associate and Applied Programs—Sayre Campus

Occupational Therapy Assistant:

1. Level 1A fieldwork changed from five one-day observations and a one-week clinical experience to two one-week clinicals in order to provide opportunity for on-site skill checks for patient care and assessment in specified areas of treatment.
2. Elder Care was moved to Fall semester from Spring semester to lay a foundation for Physical Dysfunction skills.
3. Changes in Health Care Systems and Occupational Therapy Management courses include promotion of the profession and OTA program to Western and Southwestern Oklahoma Health Careers students in Technology centers.
4. Increasing learning labs in the spring semester will be done by incorporating specialty areas of intervention including but not limited to driving simulation, burn unit, aquatics, and JD McCarty Transportation options, as well as two on-site pediatric treatment labs.
5. Preparing for independence, a series of the Stroke Help curriculum will be added to Physical Dysfunction lab in the Spring semester. New didactic and clinical competency requirements from ARRT were implemented into curriculum provided by the ASRT. Acceptance into the program is weighted heavier on academic history.

Annual Student Assessment Report of 2012-2013 Activity Southwestern Oklahoma State University

SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT

ADMINISTRATION OF ASSESSMENT

ACTIVITY	# OF STUDENTS
Course/Instructor Evaluations	5,169
2011-2012 ACT Survey of Student Opinion (every other year)	317
2011-2012 National Survey of Student Engagement (every other year)	209
2013 Alumni Survey (every five years)	231

IV-1. How were students selected?

The chairs of all academic departments indicate courses/instructors to be evaluated each semester. During the second half of these classes, students have the opportunity to complete evaluations under non-threatening conditions. About 23,000 Course/Instructor Evaluations were completed by more than 5,000 students.

The ACT Survey of Student Opinions (SOSO) assesses students' perceptions of the importance of, and satisfaction with, a full range of programs, services, and environmental factors at the college they are attending. Also included are an extended set of background items and a set of items related to students' impressions of, and experiences at, the college. The SOSO was utilized for the fifth time this year. Basically, all sophomores, juniors, and graduate students were asked to complete the SOSO that was made available via the internet. The online survey was accessible to 2,281 students; it was completed by 317 respondents (14 percent). Last year's response rate was 15 percent.

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

Various committee meetings provide another avenue for collecting information concerning student satisfaction (or dissatisfaction). Some programs conduct exit interviews with all of their graduates. The Alumni Survey is administered every five years to alumni graduating within the most recent five year span.

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

Semester Course/Instructor Evaluations completed by students reveal that respondents generally hold a flattering impression. On a scale of 1 to 5 (favorable to unfavorable), courses and instruction rated at an average score of 1.57

SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT

IV-2. continued

Southwestern results of the SOSO have been compared nationally through ACT, Inc. Southwestern ratings are impressive throughout this survey; there were few areas where Southwestern scored below the national average. According to data, SWOSU students are satisfied with many services that are of importance or great importance to them such as financial aid, academic advisement, and library programs. Students would like to see improvements made to parking facilities. Students are also satisfied with the aspects of college environment that are of great or very great importance to them such as quality of instruction in major, attitude of faculty toward students, preparation for future occupation, and course content in major. Students would like to see improvements made to availability of courses, billing and fee payment procedures, and availability of financial aid info. Ninety-five percent of respondents indicated that Southwestern was their *first* (70 percent) or *second* (25 percent) *choice*. If they could start over, 84 percent would *definitely* (51 percent) or *probably* (33 percent) *choose Southwestern again*. The overall impression of the quality of education at Southwestern is *excellent or good* for 89 percent. Students feel that Southwestern has made a *Great* or *Very Great* contribution to their experiences in intellectual growth, preparation for career, preparation for further study, and personal growth.

NSSE highlights reveal the following:

Academic Challenge

- 82% of first-year (FY) students feel that this institution places substantial¹ emphasis on academics.
- 70% of FY students frequently work harder than they thought they could to meet faculty expectations.
- 57% of FY students report that their exams strongly challenge them to do their best work.

Active Learning

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

Student-Faculty Interaction

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

SECTION IV—STUDENT SATISFACTION/ ENGAGEMENT

IV-2. continued

Enriching Educational Experiences

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

Supportive Campus Environment

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

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

IV-3. What changes occurred or are planned due to student satisfaction assessment?

Budget units utilize data from student satisfaction surveys to plan their goals for improvement of support services. Institutional effectiveness has become even more crucial as Southwestern's strategic visioning goals require an assessment focus. Student satisfaction is a large part of that focus.

SECTION V—GRADUATE STUDENT

ADMINISTRATION OF ASSESSMENT

Graduate student assessment activities and number of students:

ACTIVITY	# OF STUDENTS
Capstone	144
Certification Exam	216
Exam	82
Internship/Practicum Evaluation	139
Portfolio	103
Project	45
Recital	3
Exit Survey	158

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

Master of Business Administration: The CPC-based comprehensive exam was administered to graduates in that program. During the 2012-2013 academic year, 23 graduate students participated in the exam as well as an exit survey.

Master of Education

Educational Administration: Sixty-six graduating students participated in four major assessments to evaluate student progress and overall program effectiveness: Internship Evaluation, Graduate Level e-Portfolio and accompanying capstone, Oklahoma Subject Area Test (OSAT), and Post-Graduate Administrator Survey.

Health and Physical Education: There were two graduates who took the Comprehensive Exam.

Parks and Recreation Management: Fifteen graduates completed Capstone Projects, Exit Interviews, and Internship Experiences.

Reading Specialist: Five graduating students completed the OSAT, Internship Evaluation, Capstone, and Final Graduate Level Portfolio.

School Counseling: Twenty-two graduates participated in the Capstone Experience, Culminating Portfolio, and the OSAT.

School Psychometrist: Six graduating students completed the Capstone Experience, Culminating Portfolio, and the OSAT.

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

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

Master of Science

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

Management: Thirteen graduating students participated in an exit exam and exit survey.

SECTION V—GRADUATE STUDENT

ANALYSIS AND FINDINGS

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

Master of Business Administration: Graduates expressed that many courses were most beneficial. Most commonly named was Advanced Human Resources Management and Advanced Quantitative Methods.

Master of Education:

Educational Administration: Graduates earned an 84% pass rate on OSAT exams.

Health and Physical Education: There was 100% pass rate on the Comprehensive Exam.

Parks and Recreation Management: All graduates were successful in all final assessments.

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

School Counseling: Graduates had a 73% pass rate on the OSAT.

School Psychometrist: There was a 100% pass rate on the OSAT.

Sports Management: All graduates passed the Research Capstone.

Master of Music: There was a 100% pass rate on exams.

Master of Science

Community Counseling: All thirteen graduates passed the Capstone Experience and the Practicum Evaluation.

Management: Graduates expressed that several courses were most beneficial. Most commonly named was Management and Organizational Behavior.

OTHER ASSESSMENT PLANS

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

Master of Education

Educational Administration: There are revisions to three Internship assignments dealing with federal programs, discipline referrals, and cultural diversity. Directions and scoring guides for each of these assignments were revised and refined to insure that candidates' completion of these assignments required performance directly related to specific elements of ELCC Standards. Scores on these assignments impact Capstone, Portfolio, and Internship assessments.

Parks and Recreation Management: Practical exposures in the field will be further stressed. Additional opportunities for student practicum experiences will be provided prior to the culminating internship.

Reading Specialist: The International Reading Association recently approved the new program report including all assessments and outcomes.

School Counseling: Based on the feedback from accreditation reviewers, the need existed to evaluate student dispositions in a more formal manner. Therefore, we decided to add a dispositions assessment to the interview process, as well as, to the practicum supervisors.

SECTION V—GRADUATE STUDENT

V-3. continued

School Psychometrist: Based on the feedback from accreditation reviewers, the need existed to evaluate student dispositions in a more formal manner. Therefore, we decided to add a dispositions assessment to the interview process, as well as, to the practicum supervisors.

Master of Science

Community Counseling: Based on the feedback from accreditation reviewers, the need existed to evaluate student dispositions in a more formal manner. Therefore, we decided to add a dispositions assessment to the interview process, as well as, to the practicum supervisors.

GRADUATE ADMISSION POLICY

V-4. How many students who enroll in graduate school scored below the minimum admission standard?

The degree programs have different admission procedures for their programs. All graduate candidates that are allowed to enroll are qualified by one of the admission criteria in the program. Since there is no admission test, scoring is not a criterion for admission. In addition to the multifaceted admission criteria that we now have, we also have a policy that allows students to take 9 hours without being admitted. In this length of time the individuals may explore the access to admission to the programs.