

**ANNUAL  
STUDENT  
ASSESSMENT  
REPORT  
2018-2019**

***Southwestern Oklahoma  
State University***

Annual Student Assessment Report  
of  
2018-2019  
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 college-level course placement?***

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

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

Students with ACT English and math sub-scores falling between 16 and 18, and CPT scores falling in a mid-range were allowed to enroll in both a general education course as well as a developmental course.

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

TEST BATTERY	TEST	SCORE	COURSE PLACEMENT
<b><u>English:</u></b>			
ACT	English	1-15	0123 Fundamentals of English
Accuplacer CPT	Sentence Skills	20-60	
ACT	English	16-18	1113 English Composition I with
Accuplacer CPT	Sentence Skills	61-69	0132 Comp. I Support
<b><u>Math, if College Algebra is required for major:</u></b>			
ACT	Math	1-15	0174 Prep for College Math followed by 0124 Basic Algebra followed by 1513 College Algebra <u>with</u> 0162 College Algebra Support
Accuplacer CPT	Elementary Algebra	20-74	
ACT	Math	16-18	1513 College Algebra <u>with</u>
Accuplacer CPT	Elementary Algebra	75-91	0162 College Algebra Support
<b><u>Math, if Math Applications and Math Concepts are approved for major:</u></b>			
ACT	Math	1-15	0174 Prep for College Math followed by 1143 Math Concepts <u>with</u> 0182 Math Concepts Support OR 1153 Math Applications <u>with</u> 0192 Math Applications Support
Accuplacer CPT	Arithmetic	20-80	
Accuplacer CPT	Elementary Algebra	20-65	1143 Math Concepts <u>with</u> 0182 Math Concepts Support OR 1153 Math Applications <u>with</u> 0192 Math Applications Support
ACT	Math	16-18	
Accuplacer CPT	Arithmetic	81-89	
Accuplacer CPT	Elementary Algebra	66-74	1153 Math Applications <u>with</u> 0192 Math Applications Support
<b><u>Reading:</u></b>			
ACT	Reading	1-18	0122 Improvement of Reading
Accuplacer CPT	Reading	20-74	
Accuplacer CPT	Reading	66-74	0122 Improvement of Reading is waived when enrolled in 0132 Comp. I Support

# **Section I—Entry Level Assessment and Course Placement**

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

Beginning around February 1<sup>st</sup>, a high school senior with a test score that placed him/her in a remedial course was encouraged to begin skill development as soon as possible using any of the tools that are readily available before beginning his/her first year of college:

1. MyFoundationsLab.com (10 weeks for an estimated \$37).
2. ACT online sample questions.
3. SAT online sample questions and tests
4. SWOSU Departmental Tutoring.
5. SWOSU online Upswing Tutoring
6. Varsity Tutors online free sample questions
7. Other

## **ANALYSES AND FINDINGS**

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

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

<b>2018-2019</b>											<b>2017-2018</b>	<b>2016-2017</b>
<b>ENGLISH</b>	<b>#</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>S</b>	<b>U</b>	<b>Pass Rate</b>	<b>W</b>	<b>Pass Rate</b>	<b>Pass Rate</b>
Developmental/Support	106	36	17	12	8	33	-	-	61.32%	16	71%	72%
College Level Eng. Comp. I WITH the Co-Requisite	72	22	18	16	1	15	-	-	79.17%	13	78%	-
College Level Eng. Comp. I WITHOUT the Co-Requisite	456	149	155	91	26	35	-	-	92.32%	68	88%	80%

<b>2018-2019</b>											<b>2017-2018</b>	<b>2016-2017</b>
<b>READING</b>	<b>#</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>S</b>	<b>U</b>	<b>Pass Rate</b>	<b>W</b>	<b>Pass Rate</b>	<b>Pass Rate</b>
Developmental	159	42	38	21	10	48	-	-	63.52%	22	46%	69%
Select College Level Courses WITH Developmental and/or Comp. I Support Co-Requisite	62	6	13	12	11	20	-	-	67.74%	14	-	-
Select College Level Courses	2223	836	568	401	200	218	-	-	90.19%	227	89%	82%

## **Section I—Entry Level Assessment and Course Placement**

2018-2019											2017-2018	2016-2017
MATH	#	A	B	C	D	F	S	U	Pass Rate	W	Pass Rate	Pass Rate
Developmental/Support	517	44	65	88	59	138	63	60	50.29%	79	46%	43%
College Level Math Course WITH Developmental and/or Co-Requisite	269	18	34	64	53	100	-	-	62.83%	156	89%	-
College Level Math Courses	550	184	100	116	60	90	-	-	83.64%	181	86%	70%

Students with deficiencies have seen a great deal of success in college level courses while also enrolled in a developmental or support course:

- 57 passed English Comp. I.
- 42 passed various college level courses with a lot of reading content.
- 169 passed college level math courses.

Success in college level courses overall is fairly consistent with last year. Course placement decisions still seem to be effective. It will be interesting to track continued, and even increased success as we continue to utilize the co-requisite course model.

Revised Accuplacer entry-level placement tests were effective January 2019, along with a new range of cut scores. Success rates during the Fall 2019 will be closely monitored for any necessary cut score adjustments.

- Lanugae & Literature Faculty:
  - Revamped the fundamentals and co-requisite courses in light of the bridge program being disbanded and the foundational composition specialist being moved into the department.
  - Established weekly meetings to review student work and pedagogy for foundational student problem areas to support faculty.
  - Will be expanding the co-requisite class structure as the mid term assessments indicate the new pedagogy is successful.
  - Will be incorporating Academic Life Coaching training for faculty who are actively involved in fundamentals and co-requisite courses to improve retention in those courses.
  - Will be beta testing a support for Composition II as many of the students in the co-requisite Composition I class were assessed to need this support to complete Composition II.
- Faculty teaching developmental reading courses plan to begin utilizing the CPT in Reading at the beginning of each semester to gain a better understanding of student levels, and provide clarity for targeted instruction. We will then use that CPT intermittently as students progress through the 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.

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

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

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

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

Students participate willingly in assessments integrated into course requirements.

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

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

Faculty have reported the following samples of changes and plans:

1. Assignments continue to be modified and improved to better serve the course learning goals.
2. Continued development and incorporation of new music and composers into the course syllabus.
3. Faculty will revisit the content of the assessment and decide whether or not the questions asked are aligned with the student learning outcomes.
4. More inclusion of technology and more training for zoom and skype interviews. How to conduct an on-line/computer interview or presentation.

## **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) Effectively communicate in writing by using appropriate grammar, clear and cohesive thought formulated for a specific audience.
  - 1. 95% or more students achieved 70% or higher in:
    - HIST 1033 World History
    - MUSIC 1103 Music & Culture
    - TECH 1223 Technology & Society
  - 2. 85% or more students achieved 70% or higher in:
    - GEOG 1103 World Cultural Geography
    - MUSIC 1013 Intro. to Music I
- b) Effectively communicate by giving an oral presentation that is clear and cohesive in thought and formulated for a specific audience.
  - 1. 85% or more students achieved 70% or higher in MUSIC 1013 Intro. to Music I.
- c) Effectively communicate by giving an oral presentation that is clear and cohesive in thought and formulated for a specific audience.
  - 1. 95% or more students achieved 70% or higher in TECH 1223 Technology & Society.
  - 2. 85% or more students achieved 70% or higher in GEOG 1103 World Cultural Geography.

#### **GOAL 2, Demonstrate competency in scientific and quantitative reasoning:**

- a) Apply quantitative concepts, principles, and symbols and draw meaningful conclusions from mathematical or statistical analysis.
  - 1. 85% or more students achieved 70% or higher in:
    - ECONO 2263 Intro. to Macroeconomics
    - MUSIC 1013 Intro. to Music I
  - 2. 75% or more students did not achieve the goal of 70% or higher in MATH 1143 Mathematical Concepts
- b) Learn and apply basic laws, methodologies, and concepts of science to solve issues encountered by society.
  - 1. 85% or more students achieved 70% or higher in ECONO 2263 Intro. to Macroeconomics.
  - 2. 75% or more students achieved 70% or higher in PSYCH 1003 General Psychology.
- c) Analyze scientific discoveries, and the advancement of technology with respect to its impact on social change.
  - 1. 85% or more students achieved 70% or higher in TECH 1223 Technology & Society.

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2. 75% or more students achieved 70% or higher in PSYCH 1003 General Psychology.
- d) Develop and design empirical research using the scientific method related to academic content. (Did not apply to a General Education course that was assessed this academic year.)

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

- a) Explain and evaluate conceptual differences of important landmark contributions and creative works.
  1. 95% or more students achieved 70% or higher in HIST 1033 World History.
  2. 85% or more students achieved 70% or higher in GEOG 1103 World Cultural Geography.
- b) Analyze the relationship of important historical movements in the arts and humanities and compare the similarities in those movements across the various arts and humanities.
  1. 95% or more students achieved 70% or higher in HIST 1033 World History.
  2. 85% or more students achieved 70% or higher in:
    - ECONO 2263 Intro. to Macroeconomics
    - MUSIC 1013 Intro. to Music I
    - MUSIC 1103 Music & Culture
- c) Compare and analyze meanings associated with human culture and their significance in social development.
  1. 95% or more students achieved 70% or higher in HIST 1033 World History.
  2. 85% or more students achieved 70% or higher in:
    - ECONO 2263 Intro. to Macroeconomics
    - GEOG 1103 World Cultural Geography
    - TECH 1223 Technology & Society

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

- a) Explain and include self-reflection of multicultural issues and the impact on specific populations and general society. (Did not apply to a General Education course that was assessed this academic year.)
- b) Apply social/cultural theories and perspectives to past and present societies and the impact on real life circumstances.
  1. 95% or more students achieved 70% or higher in:
    - HIST 1033 World History
    - MUSIC 1103 Music & Culture
  2. 85% or more students achieved 70% or higher in:
    - ECONO 2263 Intro. to Macroeconomics
    - GEOG 1103 World Cultural Geography



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- c) Analyze the benefits and challenges of international interaction and strategies to enhance global integration.
  - 1. 85% or more students achieved 70% or higher in:
    - ECONO 2263 Intro. to Macroeconomics
    - GEOG 1103 World Cultural Geography
- d) Communicate public awareness and social responsibility of issues and identify ethical perspectives which guide solutions.
  - 1. 95% or more students achieved 70% or higher in TECH 1223 Technology & Society.
  - 2. 85% or more students achieved 70% or higher in GEOG 1103 World Cultural Geography.
- e) Analyze key historical events and their impact on social, cultural, and global change.
  - 1. 95% or more students achieved 70% or higher in:
    - HIST 1033 World History
    - TECH 1223 Technology & Society
  - 2. 85% or more students achieved 70% or higher in:
    - MUSIC 1013 Intro. to Music I
    - MUSIC 1103 Music & Culture

### **GOAL 5, Demonstrate achievement of intellectual and professional aptitudes:**

- a) Critical Thinking: Construct a systematic investigation of content, theories, and practices and evaluate the application and effects to real life settings.
  - 1. 95% or more students achieved 70% or higher in TECH 1223 Technology & Society
  - 2. 85% or more students achieved 70% or higher in:
    - ECONO 2263 Intro. to Macroeconomics
    - GEOG 1103 World Cultural Geography
    - MUSIC 1013 Intro. to Music I
    - MUSIC 1103 Music & Culture
    - 75% or more students achieved 70% or higher in PSYCH 1003 General Psychology;  
75% or more students did not achieve 70% or higher in MATH 1143 Mathematical Concepts.
- b) Creativity: Develop and design an authentic project or creative works related to academic content.
  - 1. 95% or more students achieved 70% or higher in TECH 1223 Technology & Society.
  - 2. 85% or more students achieved 70% or higher in MUSIC 1103 Music & Culture.
- c) Collaboration: Collectively engage in group activities and contribute information and resources to accomplish group goals.
  - 1. 95% or more students achieved 70% or higher in TECH 1223 Technology & Society.
  - 2. 85% or more students achieved 70% or higher in:
    - ECONO 2263 Intro. to Macroeconomics
    - GEOG 1103 World Cultural Geography

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3. 75% or more students achieved 70% or higher in PSYCH 1003 General Psychology.
- d) Connection: Participate in community service activity and through self-reflection and investigation identify individually or collectively solutions to problems experienced by service site. (Did not apply to a General Education course that was assessed this academic year.)
- e) Communication: Communicate collective understanding of diverse views and integrate differing perspectives into a cohesive solution for real life circumstances.
  1. 75% or more students did not achieve 70% or higher in MATH 1143 Mathematical Concepts.

The ETS Proficiency Profile scores of both our freshmen and seniors are slightly above the national average in total score and in all sub-scores of Critical Thinking, Reading, Writing, Mathematics, Humanities, Social Sciences, and Natural Sciences. In addition, Southwestern takes pride in the fact that the scores of our seniors exceed the scores of our freshmen by almost 10 points. This is an indication of the value-added performance gain that our students achieve while enrolled in our general education program. A table of results is shown:

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Southwestern Oklahoma State University  
ETS® Proficiency Profile  
Summary of Scaled Scores  
2018-2019

Southwestern Oklahoma State University  
Number of freshmen tested: 697  
Number of freshmen included: 694  
Number of freshmen excluded: 3

Abbreviated  
Number of seniors tested: 371  
Number of seniors included: 366  
Number of seniors excluded: 5

	Possible Range	Mean Score						Standard Deviation	
		SWOSU Fr, F18	Nat. Comp., All Inst. Types, Fr	Nat. Comp., Bac. Inst. Types, Fr	SWOSU Sr, 18-19	Nat. Comp., All Inst. Types, Sr	Nat. Comp., Bac. Inst. Types, Sr	SWOSU Fr, F18	SWOSU Sr, 18-19
<b>Total Score</b>	400 to 500	440.86	436.90	435.20	450.63	446.20	435.20	19.31	21.04
<b>Skills Sub-scores:</b>									
<b>Critical Thinking</b>	100 to 130	110.77	109.50	109.10	112.93	111.90	109.10	6.40	6.28
<b>Reading</b>	100 to 130	116.88	115.40	115.00	119.52	118.40	115.00	7.01	7.12
<b>Writing</b>	100 to 130	113.28	112.70	112.30	114.77	114.70	112.30	4.86	5.08
<b>Mathematics</b>	100 to 130	112.88	112.10	111.60	116.15	114.10	111.60	5376.00	6.3
<b>Humanities</b>	100 to 130	114.17	112.50	112.20	115.69	114.80	112.20	6.22	6.5
<b>Social Sciences</b>	100 to 130	112.12	111.20	110.80	114.52	113.60	110.80	6.26	6.23
<b>Natural Sciences</b>	100 to 130	114.54	113.40	113.00	116.64	115.70	113.00	6.01	5.64

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

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

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### **GOAL 1, Demonstrate competency in communication and computer literacy:**

- a) Effectively communicate in writing by using appropriate grammar, clear and cohesive thought formulated for a specific audience.
  - 1. GEOG 1103 World Cultural Geography: Most students demonstrated an ability to communicate their ideas in a clear manner. Some students demonstrated some difficulty in expressing complex ideas or controversial ideas in a diplomatic manner.
  - 2. HIST 1033 World History: Initially, students struggled with grammar requirements on their essays. However, over the course of the summer, their writing skills developed and improved.
  - 3. MUSIC 1013 Intro. to Music I: The students were largely successful in being able to use precise musical vocabulary to analyze the musical excerpts they heard. This detailed breakdown of the excerpts allowed the students to effectively describe the music being listened to.
  - 4. MUSIC 1103 Music & Culture: The youtubeography assignment, research presentation script, and essay within exams gave students the opportunity to develop written communication skills. Overall, these components were very successful. Multiple writing opportunities also allowed students to improve and adjust in subsequent assignments. In the first version of the class (FA18 - currently being assessed), the presentation script due date was the same as the presentation due date. In the future, I'll shift the deadline for the script and presentation materials to be earlier since I found that some students did not include their full script in the submission - earlier submission would allow me more time to provide feedback to make sure content was adequate. Also, the presentations were originally quite short (3 minutes), but will be expanded to 5-6 minutes to allow for more depth.
  - 5. TECH 1223 Technology & Society: Most students did well defending their opinion; some had trouble stating their opinion.
- b) Effectively communicate by giving an oral presentation that is clear and cohesive in thought and formulated for a specific audience.
  - 1. COMM 1313 Intro. to Public Speaking: Strength - all students give 2 minor speeches and 2 major speeches
  - 2. MUSIC 1103 Music & Culture: The Creative Research Project included two parts - the more creative (building/performing) aspect, which was truly a group project, and the independent research and presentation of research, which was graded individually. Overall, the class demonstrated their ability to research and clearly present on a specific topic and the advance submission of references allowed me to guide them towards scholarly resources. The creative aspect of the project (building/performing) was stronger than the presentation aspect, namely due to the short presentation time offered by the original assignment.
- c) Effectively communicate by giving an oral presentation that is clear and cohesive in thought and formulated for a specific audience.
  - 1. GEOG 1103 World Cultural Geography: Most students demonstrated excellent skills in navigating GIS and video software as well as the general geography program.

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2. TECH 1223 Technology & Society: Students struggled with getting the videos to play if they didn't follow the directions listed. Students did well after viewing the video and following the prompts for the journal entries.

### **GOAL 2, Demonstrate competency in scientific and quantitative reasoning:**

- a) Apply quantitative concepts, principles, and symbols and draw meaningful conclusions from mathematical or statistical analysis.
  1. ECONO 2263 Intro. to Macroeconomics: Strength: By using quantitative concepts, students can evaluate the performance our national economy (recession or prosperity; inflation).
  2. MATH 1143 Mathematical Concepts: Strengths: More than 75% of students taking the assessment scored over 50%. Weakness: Only 48% of students reached 70%.
  3. MUSIC 1013 Intro. to Music I: The students were successfully able to identify the correct composition being played through the process of elimination. By breaking down each selection into its musical attributes, students were able to determine which selection they were listening to.
- b) Learn and apply basic laws, methodologies, and concepts of science to solve issues encountered by society.
  1. ECONO 2263 Intro. to Macroeconomics: Strength: understanding national economy helps students make financial decisions (e.g., borrow money now or later).
  2. PSYCH 1003 General Psychology: Students show some difficulty making the transition from just learning theories and concepts to the application of those concepts. Students did show a strong appreciation for the role of scientific methodology being required to truly understand and solve problems.
- c) Analyze scientific discoveries, and the advancement of technology with respect to its impact on social change.
  1. PSYCH 1003 General Psychology: Students were able to identify how discoveries within the field of Psychology have had a great impact on social change.
  2. TECH 1223 Technology & Society: Students did well differentiating between science and technology, for the most part. Students struggled with following directions.
- d) Develop and design empirical research using the scientific method related to academic content. (Did not apply to a General Education course that was assessed this academic year.)

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

- a) Explain and evaluate conceptual differences of important landmark contributions and creative works.
  1. GEOG 1103 World Cultural Geography: Most students demonstrated an ability to understand and empathize with different cultures and cultural productions. Some students struggle with participating in a discussion about a cultural believe that was opposed to their

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own beliefs.

2. HIST 1033 World History: Students were required to read primary sources and write an essay, answering questions directly from the sources. One source was a letter written by a Portuguese trader who had traveled to India. Students were required to read the letter and explain the trader's intentions and goals.
- b) Analyze the relationship of important historical movements in the arts and humanities and compare the similarities in those movements across the various arts and humanities.
  1. ECONO 2263 Intro. to Macroeconomics: Strength: unemployment and productivity are explained in movements in humanities.
  2. MUSIC 1013 Intro. to Music I: The students successfully demonstrated a working knowledge of the major composers and works across music history. They were able to place the works and provide historical context.
  3. MUSIC 1103 Music & Culture: This goal is also supported by discussions and share the same strengths and weaknesses discussed in the 1a section of this page.
- c) Compare and analyze meanings associated with human culture and their significance in social development.
  1. ECONO 2263 Intro. to Macroeconomics: Strength: students' motivations are increased by using art paintings, novels, and movies related to economic theories.
  2. GEOG 1103 World Cultural Geography: Most students demonstrated a strong ability to compare and analyze meanings associated with different cultures and cultural productions. A few students demonstrated a lack of ability to analyze in an academic way.
  3. TECH 1223 Technology & Society: Students did well stating their opinions of the chosen technology on the world around them. Most only struggled with meeting the minimum required sentences.

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

- a) Explain and include self-reflection of multicultural issues and the impact on specific populations and general society. (Did not apply to a General Education course that was assessed this academic year.)
- b) Apply social/cultural theories and perspectives to past and present societies and the impact on real life circumstances.
  1. ECONO 2263 Intro. to Macroeconomics: Strength: Because students are aware of economic events in US history, presenting historical events by using graphs helps them understand economic theories. weakness: it takes time to make supplements.
  2. GEOG 1103 World Cultural Geography: Some students demonstrate a strong ability to connect different theories to current events. Many of the students demonstrated difficulty in connected theories to real world situations or current events.
  3. HIST 1033 World History: For their third primary source essay, students were required to watch film footage retrieved at the end of World War II of holocaust victims. They were then required to explain why the film was made, and most importantly, why the footage still

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matters.

4. MUSIC 1103 Music & Culture: Discussions allow students the opportunity to further explore topics introduced in the lectures and readings and to develop oral communication skills. Overall discussions went very smoothly and most students demonstrated their learning in this area. In the future, I will provide more discussion questions in advance (and perhaps ask for advance submission of their responses to discussions) to encourage more participation from a wider body of students, including those who are more shy.
- c) Analyze the benefits and challenges of international interaction and strategies to enhance global integration.
1. ECONO 2263 Intro. to Macroeconomics: Strength : Using international currencies increases students' interests in international money markets. Weakness: It is time consuming to find and edit newspaper articles about international economic issues.
  2. GEOG 1103 World Cultural Geography: Most students demonstrated an ability to analyze the benefits and challenges of international interactions through discussion posts and in-class discussion. Some students displayed a hesitation to engage in the discussion on economic issues.
- d) Communicate public awareness and social responsibility of issues and identify ethical perspectives which guide solutions.
1. GEOG 1103 World Cultural Geography: Students demonstrate a strong willingness to engage in environmental and sustainability discussions. The students were able to demonstrate an awareness of the issues and to communicate ideas about those issues in a clear and well-argued manner.
  2. TECH 1223 Technology & Society: Students did well stating why their creation or improvement would benefit the stated area of the world.
- e) Analyze key historical events and their impact on social, cultural, and global change.
1. HIST 1033 World History: In their exams, students had to answer short answer questions, demonstrating critical thinking skills and proving they understand the multiple connections between people and larger events. While some students did very well throughout the semester, others struggled with addressing the multiple aspects of the questions.
  2. MUSIC 1013 Intro. to Music I: The students were exposed to social and political examples of influence on music. They were able to describe the Stalinist regime and how it curtailed the careers of several important composers.
  3. MUSIC 1103 Music & Culture: This goal is also supported by discussions and share the same strengths and weaknesses discussed in the 1a section of this page.
  4. TECH 1223 Technology & Society: Students did well interpreting existing technologies and how they advanced the well-being of the population.

### **GOAL 5, Demonstrate achievement of intellectual and professional aptitudes:**

- a) Critical Thinking: Construct a systematic investigation of content, theories, and practices and evaluate the application and effects to real life settings.
1. COMM 1313 Intro. to Public Speaking: Each student must present a minimum of 2 outlines

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with their major speeches increasing their critical thinking as they assess the best way to present material and conduct research.

2. ECONO 2263 Intro. to Macroeconomics: Strength: Using podcasts and newspaper articles about current economic issues deepens students' understanding about topics learned in the class weakness: students' expectations about the class vary. some students prefer to learn principles and earn high exam scores instead of learning current issues.
  3. GEOG 1103 World Cultural Geography: At the beginning of the semester, many students demonstrated a hesitation to think critically about topics that they believed to be controversial. Many demonstrated a fear of being judged for their opinions. However, by the end of the semester, most of those students displayed more confidence in their ability to express their opinions in a critical and diplomatic manner. Many of those students also demonstrated an increasing ability to think critically about their own preconceptions on certain topics.
  4. MATH 1143 Mathematical Concepts: Strengths: More than 75% of students taking the assessment scored over 50%. Weakness: Only 48% of students reached 70%.
  5. MUSIC 1013 Intro. to Music I: The students were able to provide specific descriptions of the listening excerpts, using correct musical vocabulary. The students were also able to give a review of three live concerts across the semester.
  6. MUSIC 1103 Music & Culture: The Youtubeography assignment gave students the opportunity to think critically and analyze recordings of live world music performances. The quality of these assignments was quite good overall, though some students chose audio only (rather than video) performances, which doesn't allow for the full picture in world music performance. I've clarified this expectation for future sections. Overall, students effectively demonstrated command of the appropriate musical vocabulary. Students who were less successful on this assignment usually failed to read the instructions and/or did not watch the minimum number of expected videos (10).
  7. PSYCH 1003 General Psychology: Students showed some difficulty with questions that had more than one possible correct answer. However, students were able to show multiple examples of how the concepts can be applied to their lives.
  8. TECH 1223 Technology & Society: Students usually struggled at first with creative thinking. After prompting, most were able to successfully complete the assignment.
- b) Creativity: Develop and design an authentic project or creative works related to academic content.
1. COMM 1313 Intro. to Public Speaking: Students present original work, which includes research, visual aids and speeches.
  2. MUSIC 1103 Music & Culture: The Creative Research Project was one of the most successful aspects of the course. Overall, students were engaged, enthusiastic, and demonstrated mastery of their respective tasks.
  3. TECH 1223 Technology & Society: Creativity was hard for a few students. They struggled with originality.
- c) Collaboration: Collectively engage in group activities and contribute information and resources to accomplish group goals.
1. ECONO 2263 Intro. to Macroeconomics: Strength: raising students' engagement in



## **Section II—General Education Assessment**

classes and motivations weakness: some students left behind do not want to engage in group activity.

2. PSYCH 1003 General Psychology: Students were able to demonstrate understanding and appreciation of diverse views, and they were able to recognize the value of different theories or perspectives, depending on the specific context.
3. TECH 1223 Technology & Society: Most students did not have issues with communication as long as prompts were given and constraints were made clear. Some struggled to meet the stated constraints.

- d) Connection: Participate in community service activity and through self-reflection and investigation identify individually or collectively solutions to problems experienced by service site. (Did not apply to a General Education course that was assessed this academic year.)
- e) Communication: Communicate collective understanding of diverse views and integrate differing perspectives into a cohesive solution for real life circumstances.
  1. COMM 1313 Intro. to Public Speaking: Verbal and non-verbal skills are taught and practiced as well as cultural and intercultural communication skills.
  2. MATH 1143 Mathematical Concepts: Strengths: More than 75% of students taking the assessment scored over 50%. Weakness: Only 48% of students reached 70%.

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

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

#### **Strengths:**

1. General Education Learner Outcomes are clearly identified for each course reviewed. Each course reviewed addressed between 3 and 5 items from the GELO list.
2. Method of assessment is given and in most cases the percentage of students passing the learner outcome is provided.
3. Ways to constructively use the collected assessment data is listed.

#### **Weaknesses:**

1. It is unclear whether the percentage of students who passed the learner outcomes is based on the number of students who took the assessment or based on the total enrollment in the course.
2. For courses that rely on a pre-test and post-test assessment, there was no baseline given for the improvement.

## **Section II—General Education Assessment**

3. The number of assessment tools used varies from course to course. Some reports based their findings on a single assessment tool using only a few questions, while other used multiple assignments over the course of the semester.
4. The frequency with which the various courses in the rotation are being assessed and reported is unclear.

### **Recommendations:**

1. Departments responsible for the GE Reports are encouraged to provide enough information to contextualize the Quantitative Data described in the report.
2. The committee recommends Chairs in General Education Departments coordinate with faculty teaching GE courses as to whether said course needs a GE Assessment Report in a given semester.
3. The committee recommends the Assessment/ITS looks into ways technological tools can be used to collect data more frequently. For example, certain assignments or quizzes given in a GE course could be flagged as GE Assessments. The data could be collected directly from the Canvas grade book and compiled into a report. This would eliminate the possibility of a report slipping through the cracks.

### **Response from Administration:**

We will encourage clarity and context.

## **Section III—Program Outcomes**

### ***ADMINISTERING ASSESSMENT***

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

#### **College of Arts and Sciences, Bachelor's Programs**

Degree Program	Assessment Measures	No.
Art, Communication, & Theatre:	Survey	22
Biological Sciences	Capstone, ETS Major Field Test, Exit Exam, Oral Presentation	30
Chemistry & Physics		
Chemistry	American Chemical Society Exams, Capstone	11
Physics, Engineering	Capstone, Final Exam Performance in Targeted Courses, Job Placement, Graduate School Acceptance	5
Interdisciplinary Studies	Various measures depending on learning outcomes chosen by individual departments	11
Language & Literature, English	Capstone, Exit Assessment, Exit Interview	11
Mathematics	Capstone	4
Music		
Music	Proficiency Exams, Recitals, Certification Exams	4
Music Therapy		5
Social Sciences		
Criminal Justice	Project, Term Paper	10
History	Capstone	8
Political Science	Capstone	4

#### **College of Associate and Applied Programs, Associate's Programs**

Computer Science	Curriculum-embedded assessments	5
Criminal Justice-Corrections		3
General Business		7
General Studies		53
General Studies, Pre-Nursing		61

#### **College of Pharmacy, Professional Program**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
Pharm.D.	North American Pharmacist Licensure Examination (NAPLEX), Multistate Pharmacy Jurisprudence Exam (MPJE)	74

## **Section III—Program Outcomes**

### **College of Professional & Graduate Studies, Associate's Programs**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
Medical Lab Technician	American Medical Technologists Registry Exam	11
Occupational Therapy Asst.	National Certification Exam (NBCOT)	9
Physical Therapist Asst.	National Licensure Exam	26
Radiologic Technologies	American Registry of Radiologic Technologists Exam	11
Wildland Firefighting	Certification Exam, Exit Survey, Internship Evaluation, Project	11

### **College of Professional & Graduate Studies, Bachelor's Programs**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
<b>School of Behavioral Sciences &amp; Education</b>		
<i>Education, Art</i>	Oklahoma Professional Teaching Examination, Oklahoma Subject Area Test	0
<i>Education, Early Childhood</i>		21
<i>Education, Elementary</i>		47
<i>Education, English</i>		3
<i>Education, Health, P.E. &amp; Rec.</i>		10
<i>Education, History</i>		7
<i>Education, Math</i>		3
<i>Education, Music</i>		5
<i>Education, Natural Science</i>		4
<i>Education, Special Education</i>		13
<i>Exercise Science</i>	Pre & Post Assessments	30
<i>Parks and Rec. Management</i>	Exit Interview, Internship Evaluation, Job Placement, Project	18
<i>Parks and Wildlife Law Enforcement</i>	Capstone, Exit Interview, Internship Evaluation, Project	11
<i>Psychology</i>	Exit Assessment, Exit Interview, Exit Survey	26
<b>School of Business and Technology</b>		
<i>Accounting</i>	Capstone, Exit Assessment, Exit Survey, Graduate Tracking	30
<i>Entrepreneurship</i>		4
<i>Finance</i>		29
<i>Management</i>		34
<i>Marketing</i>		23
<i>Computer Science</i>	Capstone	17
<i>Organizational Leadership</i>	Capstone, Graduate Tracking	8

## **Section III—Program Outcomes**

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

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
<i>School of Business and Technology</i>		
<i>Engineering Technology</i>		
<i>Computer Electronics</i>	National Certification Exam, Capstone, Projects	2
<i>Environmental</i>	Exit Exam	1
<i>Manufacturing</i>	Certification Exam	29
<i>Industrial Technology</i>		
<i>Electronics</i>	Exit Survey, Certification Exam	0
<i>Manufacturing</i>	Exit Survey, Certification Exam	3
<i>School of Nursing and Allied Health Sciences</i>		
<i>Health Care Administration</i>	Oral Reports, Essays, Internship, and Portfolio	17
<i>Health Info. Management</i>	Capstone, National Certification Exam, Job Placement	9
<i>Health Sciences</i>	Oral Reports, Research Papers, Poster Presentations, Portfolios	39
<i>Nursing, Professional/Traditional</i>	Nat. Council Licensure Exam for Reg. Nurses (NCLEX-RN), Job Placement	43
<i>Nursing, RN to BSN</i>	Job Placement	188

### **College of Professional & Graduate Studies, Master's Programs**

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>No.</b>
Business Administration	Capstone, Exit Assessment, Exit Survey, Graduate Tracking	36
Education Administration	Oklahoma Subject Area Test, Capstone, Internship Evaluation, Portfolio, Exit Survey	40
Education, Art	Oklahoma Subject Area Test	1
Education, Classroom Teaching	Oklahoma Subject Area Test	6
Education, Community Counseling	Capstone, Curriculum Embedded Assessments, Practicum Evaluation, Oklahoma Subject Area Test	14
Education, Music	Oklahoma Subject Area Test	2
Education, Parks and Rec. Management	Capstone, Exit Interview, Internship Evaluation	4
Education, Reading Specialist	Oklahoma Subject Area Test, Capstone, Internship Evaluation, Portfolio, Exit Survey	5
Education, School Psychology	Capstone, Practicum Evaluation, Oklahoma Subject Area Test	6
Education, School Psychometry	Capstone, Certification Exam (State), Graduate School Acceptance, Portfolio, Practicum Evaluation	19

## **Section III—Program Outcomes**

### **College of Professional & Graduate Studies, Master's Programs (cont.)**

Education, Social Sciences	Oklahoma Subject Area Test	3
Education, Special Education	Oklahoma Subject Area Test	13
Education, Sports Management	Capstone, Internship	17
Health Informatics and Information Management	Capstone, Research Thesis	4
Management	Capstone, Exit Assessment, Simulation Game, Exit Survey, Graduate Tracking	0
Music Performance		0
Nursing	Curriculum Embedded Assessments	37
Sports Management	Capstone, Internship Evaluation	17

### ***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: Common themes from the exit survey were satisfaction with skills learned and hands-on experiences.

Biological Sciences: Over the last two semesters, the mean scores from the ETS Biology Major Field Test were up to 50% better than the nation scores, which is improved from 40% of two years ago. This indicates that the undergraduate curriculum is well-rounded and of considerable depth for preparing student to competitively enter post-graduate research and degree programs.

##### **Chemistry & Physics**

*Chemistry:* One of the BA degree recipients chose to attend graduate school at Rutgers. The other preferred to look for employment. On the Diagnostic of Undergraduate Chemistry Knowledge (DUCK) Exam provided by the American Chemical Society for graduating seniors, SWOSU B.A. Chemistry Seniors completing the exam in 2019 averaged 26.73, corresponding to the 28th percentile nationally. This reflects an increase of 1.23 points and 4 percentiles compared to 2018. This exam covers materials from all five divisions of chemistry encountered in upper level chemistry courses. BA Chemistry Majors, however, are not required to take all of these courses, and are subsequently never exposed to all of the material. A score in the 28th percentile thus reflects good retention of and the ability to apply fundamentals encountered in introductory coursework.

*Physics Engineering:* Engineering Physics graduates from SWOSU are sought after by both potential employers and graduate schools. One graduate applied to and was accepted by the Physics Graduate Program at the University of Oklahoma. The remaining graduates found quick employment within the discipline.

## **Section III—Program Outcomes**

Mathematics: By completing the capstone, graduates demonstrate an ability to take a goal, determine the resources at hand that would be applicable, and marshal these toward attaining the goal.

### **Music**

*Music:* Students earned a 74% pass rate on Proficiency Exams and Recitals. Vocal performance students place as finalists in state and regional competitions.

*Music Therapy:* There was a 63% pass rate on Proficiency Exams and Recitals. Eight graduates passed the Music Therapy Board Certification exam.

### **Social Sciences:**

*Criminal Justice:* Our top students (7) made presentations at a regional conference in San Antonio. They also won second place in the region in the Quiz Bowl Southwest Association of Criminal Justice competition.

*History:* There was a 100% pass rate on the Capstone. Research abilities have improved since incorporating more research papers into courses. One student's capstone project won first place at the annual Phi Alpha Theta regional conference (National Honor Society).

*Political Science:* Graduates had a 100% pass rate on the Capstone. Research abilities have improved since incorporating more research papers into courses.

### **College of Pharmacy, Professional Program**

A high percentage of students consistently complete the program and pass licensure examinations (MPJE and NAPLEX), which are taken after graduation. MPJE and NAPLEX pass rates are regularly above the national average. Among December 2018 and May 2019 graduates who took licensure exams during the reporting period, 96% passed NAPLEX; 97% passed MPJE. MPJE data is reported only for those who took the exam with Oklahoma as the designated license state.

### **College of Professional & Graduate Studies, Associate's Programs**

*Occupational Therapy Assistant:* At this date, the formal pass rate for the National Certification test (NBCOT) is still unclear as there are several students that haven't tested yet. Our advisory board continues to be complementary of our students and faculty. Currently, we graduated 16, but only 9 have taken the exam to date. Formal programmatic site review is scheduled for April 2020.

*Medical Laboratory Technician:* The program earned a 100% pass rate on the national certification examination. We enjoy 100% employment placement into the field.

*Radiologic Technology:* Analysis was conducted after the 2017-2018 academic year. There was a 94% pass rate on the Registry Exam along with 100% job placement.

*Physical Therapist Assistant:* So far there is a 96% pass rate on the licensure exam.

*Wildland Firefighting:* There is a 100 percent pass rate on the certification exam as well as the other assessments. All graduates of the program demonstrated a high level of competence within the field of Wildland Firefighting and were highly recruited by various agencies associated with the field.

## **Section III—Program Outcomes**

### **College of Professional & Graduate Studies, Bachelor's Programs**

#### **School of Behavioral Sciences & Education**

*Education:* Overall, there was a 78% pass rate on the Oklahoma Professional Teaching Exam and a 62% pass rate on the Oklahoma Subject Area Tests. Faculty are undergoing a curriculum alignment process as part of our continuous improvement model for CAEP accreditation. We expect to see growth in enrollment as well as higher levels of success as a result.

*Education, Early Childhood:* Graduates received a 33 percent pass rate this year on certification tests.

*Education, Elementary Education:* Certification test results reveal a 78 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 40 percent success rate on the certification exam.

*Education, History:* All of our history education graduates have passed all state certification exams and have been hired within the first year of graduation. The National Council for the Social Science granted national recognition to our History Education program in the summer of 2019.

*Education, Music:* Graduates earned a 100 percent pass rate on the OSAT, and a 73% pass rate on all other assessments.

*Education, Natural Science:* There was an 83 percent success rate on the certification exams.

*Education, Special Education:* Certification test results reveal a 69 percent success rate.

*Parks and Recreation Management:* There is a 100 percent pass rate on all assessments. All graduates of the program demonstrated a high level of competence within the field of Wildland Firefighting and were highly recruited by various agencies associated with the field.

*Parks and Wildlife Law Enforcement:* There is a 100 percent pass rate on all assessments. All graduates of the program demonstrated a high level of competence within the field of Wildland Firefighting and were highly recruited by various agencies associated with the field.

*Psychology:* There is a 100% passrate on all assessments. All graduates demonstrated a satisfactory level of comprehension and competency of the major's theories, concepts, and applications associated with the field of Psychology.

#### **School of Business & Technology**

*School of Business:* Dobson SBT's curriculum is aimed directly at its mission to "develop students' ability to think critically and creatively, solve problems, adhere to ethical principles, value diversity, and communicate effectively." Dobson SBT's business programs cover the Common Professional Core areas. However, due to the results of the Common Professional Core (CPC) exit exam, global dimensions of business, introductory marketing, and information management systems are currently identified as students' problem areas. A curriculum review occurred in Fall 2017 and is being implemented in Fall 2019. Using the same broad spectrum as in the past, Dobson SBT continuously gathers information from students, faculty, and Advisory Board to determine how to address the problem areas. Committees covering each of the five undergraduate business areas examined the curricula and made suggestions concerning changes. The changes were discussed by the business faculty and are currently being implemented. Business ethics was previously identified as a problem area for our students in the CPC exam. We have made curriculum changes in response to this including adding a business ethics course to our



## **Section III—Program Outcomes**

professional business core. Our students are now scoring above average on the CPC exam in this area.

*Computer Science:* High involvement of students in research, internships, and other extracurricular activities is evidence of the success of the Computer Science programs. There is a high level of activity of the Computer Club.. Over the past year, our students have placed in the following competitions:

Place	Event
2 <sup>nd</sup>	Code Jam
2 <sup>nd</sup>	Computer-Generated Art (People's Choice Award)
3 <sup>rd</sup>	Games Design
1 <sup>st</sup>	Programming

In the determinate problem competition, OU and SWOSU were in the same division. SWOSU's completion time was four times faster than OU's or any of the other seven teams in the track, including graduate students. At the HPC Competition, SWOSU assisted a former faculty members who now teaches at Moore Norman Technology Center finish within a few seconds of OU undergraduate team for the determinate problem. The Computer Club hosts two gaming competitions each year (one per semester).

### *Engineering Technology*

*Computer Electronics:* The outcomes of assessment reflect that not all students were able to apply electrical theory to solve issues with electrical circuits.

*Environmental:* The student passed the Exit Exam. Students' knowledge of SDS sheets remains high and knowledge of federal law is high. It also apparent that students understand how to evaluate accident situations. However different educational strategies will need to be developed to increase learning in the area of environmental ethics.

*Manufacturing:* There was a pass rate of 24% on the certification exam. There is a need to place greater emphasis on areas of simulation/engineering design analysis and concurrent engineering, review integrated product development (concurrent engineering) with students, maintain proficiency in process design and development by addressing additive manufacturing in the curriculum and updating lab equipment to meet industry standards, and increase students' ability to apply their knowledge of cutting tool technology.

### *Industrial Technology*

*Manufacturing:* There was a 33% pass rate on the certification exam.

## **School of Nursing and Allied Health Sciences**

*Health Care Administration:* Students are complementary of our faculty, coursework, and experiences.

*Health Information Management:* we raised our 1st time pass rate for the RHIA credentialing exam from a 68% in 2017-2018 to an 89% and the overall pass rate from an 84% to an 89%. We also passed the CAHIIM annual program review at 100% with no areas for concern.

*Health Sciences:* Students are complementary about our faculty, coursework, and experiences. Our Health Statistics course enables student to actively perform research and present their finding on an annual basis through poster presentation. Our Cultural Competence course allows student

## **Section III—Program Outcomes**

the opportunity to participate in a service learning project that puts into practice the objectives learned in the course as well as fostering life-long volunteerism.

*Nursing, Professional/Traditional:* There was an 88% pass rate on the NCLEX-RN licensing exam, which is a slight decline.

*Nursing, RN to BSN:* There is a 96% success rate in job placement. Our enrollment numbers are down. There is difficulty getting students accepted into the program and university in a timely manner and before students choose to go elsewhere. We are hoping to streamline this process to build our numbers back up.

### **College of Professional & Graduate Studies, Master's Programs**

*Business Administration and Management:* Students earned a 100% pass rate on the Capstone, and a 94% pass rate on the Exit Assessment.

*Education Administration:* So far there is a 59% pass rate on the OSAT, and a 100% pass rate on all other assessment.

*Education, Community Counseling:* The analyses indicated that students were struggling with case conceptualization in Theories and Techniques of Counseling. However, students continue to have extremely high pass rates on the National Counselor Exam.

*Education, Parks and Recreation Management:* All graduates earned a 100% pass rate on all assessments, demonstrated a high level of competence, and were highly recruited by various agencies in the field.

*Education, Reading Specialist:* Graduates earned a 100% pass rate on the OSAT.

*Health Information Management:* Students had a 100% pass rate on assessments.

*Nursing:* A change in leadership disrupted normal data collection. Faculty are getting feedback from graduates and attempting to recover data.

*School Counseling:* There was a 100% pass rate on all assessments demonstrating a very high rate of mastery. The capstone exam provided feedback regarding gaps in the curriculum. One weak area of this assessment was in the area of human development.

*School Psychology:* All students took the Praxis exam in School Psychology (national examination). The state and national criterion score is 147. All students exceeded this score; the mean score was 164. All students successfully completed a 1200 hour internship and received above satisfactory evaluations from their field supervisors.

*School Psychometry:* There was a 100% pass rate on all assessments except the OSAT, which was 95%.

### ***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:* New equipment for the Mac media lab was purchased. Students said most of the companies visited used Apple products and that it's important to continue to update technology.

## **Section III—Program Outcomes**

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

**Chemistry and Physics:**

*Chemistry:* A course offering is planned in Scientific Ethics. All students performing research within NIH or NSF sponsored research projects will be required to take this course.

**Interdisciplinary Studies:** An Exit Survey is planned for 2020.

**Mathematics:** Instructors are encouraged by the chair to incorporate at least some inquiry based learning units into various courses.

**Music:** New Zoom technology allows for distance education. The computer lab has been updated through funding from the Berrong Endowment. Other equipment has also been updated. All of these updates will enhance student learning.

**Social Sciences**

*History:* Faculty are working to implement more research assignments in upper division courses. There is also a concern that more non-Western world history courses would benefit our students.

*Political Science:* We are currently revising the program to streamline the requirements so that students can graduate on time.

### **College of Professional & Graduate Studies, Associate's Programs**

*Occupational Therapy Assistant:* Our faculty are currently working on completing the Certification of Online Instructors and Online Rubric Training modules in order to teach one class each semester in an online format. This change is warranted and requested by students to facilitate more hands-on learning.

*Medical Laboratory Technician:* As the program migrates to the Weatherford campus, instruction for all MLT courses can be made by one instructor as support courses are taught by faculty in other departments.

*Physical Therapist Assistant:* For the 2018-2019 academic year, we implemented all face-to-face skills checkouts, new textbook for Threats to Basic Human Needs, and honing our technology skills with ZOOM, as expected. These changes resulted in a higher overall pass rate on the FSBPT licensure exam. For the 2019-2020 academic year, we are raising the passing score on all exams to 75% as encouraged by our advisory boards.

*Radiologic Technology:* Faculty have identified the need refresh students during their clinical semesters with information that was studied in didactic semesters. Results on the registry prompted raising the minimum GPA for application to 2.5. We have also implemented the HESI entrance exam as a part of the application.

## **Section III—Program Outcomes**

### **College of Professional & Graduate Studies, Bachelor's Programs**

#### **School of Behavioral Sciences and Education**

*Education:* Success rates on some OSAT's have been unacceptable. With efforts in course revision and program realignment, we expect to see great improvement.

*Education, Early Childhood:* We have added an Early Childhood Specialist to our faculty to coordinate the program.

*Education, Music:* New Zoom technology allows for distance education. The computer lab has been updated through funding from the Berrong Endowment. Other equipment has also been updated. All of these updates will enhance student learning.

#### **School of Business & Technology**

*School of Business:* Due to the results of the Common Professional Core (CPC) exit exam, changes in the plans of study for the five undergraduate business degrees occurred in the CPC, as well as in the upper level requirements for each major. The Bachelor in Business Administration (BBA) degrees have five options: accounting, finance, entrepreneurship, management, and marketing. Five committees, made up of faculty members who taught in each of the five BBA areas, met several times over 2017-18 to discuss and agree on the new plans of study. Additionally, changes in General Education requirements have been submitted on the same program modifications. The new plans of study are being implemented in Fall 2019. To gather better data in the business core, both formative and summative rubric assessments will be implemented in the following courses: ENTRP 3423 Business Communication, MNGMT 4923 Strategic Management and Policy, MNGMT 5533 Management and Organization Behavior, MNGMT 5923 Business Strategy and Policy.

*Computer Science:* Computer Science faculty added and deleted courses throughout the 2018-2019 academic year as necessary to meet the constantly changing field of computer science and student needs. In Fall 2018, computer science faculty group revised the computer science degree plan. The new degree was approved by OSHRE and ready for Fall 2019.

*Engineering Technology:*

*Computer Electronics:* Students need clear instructions about project guidelines. Stressing project guidelines will provide a more accurate analysis of the student's technical knowledge.

*Manufacturing:* A couple of courses will be redesigned to include cutting tool technology theory and application, and a couple of courses will add topics related to concurrent engineering.

*Industrial Technology:*

*Manufacturing:* We have refocused our coursework to add refreshers to the ProCert course work.

#### **School of Nursing and Allied Health Sciences**

*Health Care Administration:* Students are complementary of our faculty, coursework, and experiences.

*Health Information Management:* Areas of concern from the low pass rate from 2017-2018 were identified and changes were made to the curriculum and the exam prep review course. Additional

## **Section III—Program Outcomes**

changes were made to the management practicum placement process. In 2019-2020 a major curriculum change is required by CAHIIM and will be completed prior to Fall 2021.

*Health Sciences:* We are currently looking at program, course, and learning outcomes to map areas of assessment.

*Nursing, Professional/Traditional:* We are evaluating areas of weakness and targeting the curriculum to strengthen those areas.

*Nursing, RN to BSN:* We are hoping to streamline the program acceptance process to build our enrollment numbers back up.

### **College of Professional & Graduate Studies, Master's Programs**

*Business Administration:* A curriculum review occurred in Fall 2017 and will be implemented in Fall 2019.

*Education, Community Counseling:* In an effort to better prepare students for the licensure exam, we are adding additional case study assignments.

*Education, School Psychometry:* Based on the evaluation of assessment results, it appeared that students did not fully understand response to intervention and curriculum based measurement. Therefore, EDPSY 5563: Special Diagnostic Methods was completely restructured to ensure they were given a solid foundation in these areas. An assignment was added and incorporated into the program assessment data for reading intervention. Embedded within this course is a field-based experience where students are required to complete a survey specific-level curriculum based assessment in the basic skill areas of reading and math. For each assessment, a report is written that summarizes the results of the survey-level assessment and includes a graphic representation of the data as well as goal statements for each skill area. Graduate students work with the student and monitor the progress toward the goal for at least four weeks in order to provide an effective assessment of the impact on student learning. An additional case study assignment was also added to the practicum course to provide more practice in report writing and instructional interventions. This particular case study assignment requires two case study analysis. One requires a standard comprehensive battery of assessments and the other one requires nontraditional assessment using Curriculum Based Assessment and ongoing progress monitoring to determine effectiveness of the selected evidence-based intervention. This has been a very rewarding assignment as many students are able to make significant progress with the students they are working with over the course of the semester.

*Health Information Management:* A curriculum revision was made to the program. Faculty replaced two courses with two new courses. New admission criteria was added to the program to meet accreditation standards. The program applied for accreditation in April 2019 and was awarded candidacy status. The program is currently going through a self-study which is due in April 2020.

# **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 2019. Sophomores, juniors, and graduate students were asked to complete the Noel-Levitz Student Satisfaction Inventory (SSI), which last administer during the Spring 2018 semester. Exit surveys were administered in April 2019 to graduates of associate, bachelor, and graduate degrees. The last Alumni Survey was run in 2018, but the low response has prompted consideration of another administration in the near future.

### ***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 1.51.

#### **National Survey of Student Engagement**

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

ITEM	SW FY	OK FY	SW SR	OK SR
Participated in one or more high impact practice / at least two	<b>54%</b> / 7%	50% / 10%	<b>28%</b> / 60%	25% / 62%
Average hours of weekly class preparation time	12.5	13.6	14.1	14.9
Average hours of weekly reading for courses	4.2	5.7	6.0	6.7
Average number of pages of assigned writing	46.4	51.8	63.9	80.0
Courses highly challenged students to do best work	45%	47%	<b>59%</b>	54%
Institution emphasizes spending significant time studying and on academic work	<b>86%</b>	78%	<b>81%</b>	78%

## **SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION**

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

- Quality of interactions with other administrative staff and offices
- Quality of interactions with student services staff
- Institution emphasis on providing support for your overall well-being
- Institution emphasis on using learning support services
- Reviewed your notes after class

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

- Evaluating a point of view, decision, or information source
- Included diverse perspectives in course discussions or assignments
- Connected your learning to societal problems or issues
- Assigned more than 50 pages of writing
- 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
- Quality of interactions with academic advisors
- Talked about career plans with a faculty member
- Institution emphasis on using learning support services

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

- Prepared for exams by discussing or working through course material w/other students
- Participated in a study abroad program
- Explained course material to one or more students
- Combined ideas from different courses when completing assignments
- Completed a culminating senior experience

### **Perceived Gains Among Seniors**

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

1. Thinking critically and analytically (81%)
2. Working effectively with others (75%)
3. Writing clearly and effectively (71%)
4. Acquiring job- or work-related knowledge and skills (71%)

## **SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION**

5. Solving complex real-world problems (67%)
6. Developing or clarifying a personal code of values and ethics (66%)
7. Speaking clearly and effectively (65%)
8. Understanding people of other backgrounds (65%)
9. Analyzing numerical and statistical information (65%)
10. Being an informed and active citizen (60%)

### **Satisfaction with SWOSU**

ITEM	SW FY	OK FY	SW SR	OK SR
Overall experience as “Excellent” or “Good”	91%	86%	93%	86%
Would “Definitely” or “Probably” attend this institution again	88%	85%	91%	84%

### **Student Satisfaction Inventory**

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

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

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



## **SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION**

3. For item 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.), the satisfaction of SWOSU students was a little lower than the national average (4.61 and 4.82, respectively).
4. On item 54. Bookstore staff are helpful, the satisfaction of SWOSU students (5.49) was a little lower than the national average (5.53).

### **Exit Surveys**

Toward the end of the Spring 2019 semester, Southwestern administered exit surveys to 2019 graduates of Associate's, Bachelor's, and Master's degrees.

#### **Graduates of Associate's Degrees**

Sixty-four graduates responded, and on scales of 1 to 5 (Extremely Satisfied to Extremely Dissatisfied), questions relating to departmental engagement earned a mean score of 1.65 compared to last year's 1.81. Questions regarding career preparedness scored a 1.56 again (1 equaling Very Confident and 5 equaling Not At All Confident). Faculty Interaction was viewed with scores of 1.88 and 1.57, two more improvements over last year. (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.)

**Ninety-seven percent responded that they were provided a high quality education at SWOSU and 95% would attend SWOSU if they had it to do over again.**

#### **Graduates of Bachelor's Degrees**

Three hundred forty-eight graduates responded, and departmental engagement was viewed with the following scores:

1.59 (1 to 5, Strongly Agree to Strongly Disagree); last year's score was 1.51.

1.21 (1=Agree, 2=Neutral, 3=Disagree); last year's score was 1.18.

1.54 (1 to 4, Extremely Satisfied to Extremely Dissatisfied); last year's score was 1.46.

Questions regarding career preparedness scored a 1.56 (1 equaling Very Confident and 5 equaling Not At All Confident); last year's score was 1.50. Faculty Interaction was viewed with scores of 1.89 and 1.67 (One scale with 1 representing Very Frequently and 5 being Communication Was Not Ongoing; one scale with 1 representing Happens Frequently and 3 being Has Never Happened); last year's scores were 1.85 and 1.65 respectively. A few self-rating questions resulted in the following scores that range from 1 to 4 (Highest 10% to Below Average):

1.88 Critical Thinking; 1.84 last year

2.30 Mathematical Ability; 2.28 last year

2.12 Writing Ability; 2.10 last year

2.01 Overall Academic Ability; 1.95 last year

2.17 Self-Confidence; 2.09 last year

## **SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION**

**Ninety-seven percent responded that they were provided a high quality education at SWOSU and 92% would attend SWOSU if they had it to do over again.**

### **Graduates of Master's Degrees**

One hundred twenty graduates responded, and departmental engagement was viewed with the following scores:

1.44 (1 to 5, Strongly Agree to Strongly Disagree); last year's score was 1.45.

1.18 (1=Agree, 2=Neutral, 3=Disagree) ; last year's score was 1.19.

1.47 (1 to 5, Extremely Satisfied to Extremely Dissatisfied); last year's score was 1.40.

Questions regarding career preparedness scored a 1.35 (1 equaling Very Confident and 5 equaling Not At All Confident) ; last year's score was 1.38. Faculty Interaction was viewed with scores of 1.93 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) ; last year's scores were 1.86 and 1.67 respectively. A few self-rating questions resulted in the following scores that range from 1 to 4 (Highest 10% to Below Average):

1.84 Critical Thinking; 1.88 last year

2.44 Mathematical Ability; 2.51 last year

2.04 Writing Ability; 2.08 last year

1.90 Overall Academic Ability; 1.93 last year

2.06 Self-Confidence; 2.10 last year

**Ninety-eight percent responded that they were provided a high quality education at SWOSU and 95% would attend SWOSU if they had it to do over again.**

### **Alumni Survey**

With efforts to administer the 2018 Alumni Survey online, Assessment was provided with only 168 useable email addresses for contact purposes. Southwestern expects to improve in the future.

Twenty-four graduates responded. While this feedback be taken seriously, we should also keep in mind that this is actually only about .6% of the entire group of graduates between 2013 and 2018; opinions should not be taken too generally.

Close to Ninety-two percent of the respondents indicate that they use the knowledge and skills gained in their area of study; seventy-one percent are employed in the area they studied at Southwestern. Generally, respondents feel their investment in their degree(s) at Southwestern was worthwhile (87 percent) and that the quality of overall education received was high or fairly high, especially in the area of their major (87 percent).

## **SECTION IV—STUDENT ENGAGEMENT AND SATISFACTION**

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

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

1. Increase student awareness of Career Services.
2. Provide services to alumni to help them advance in their careers/employment.
3. Encourage graduates to maintain contact with professors/advisors.
4. Expand GA advisors (offered through Office of Retention Management) to do schedule building for students' enrollment. This will allow faculty advisors to focus on discussing career and employment with students.
5. Create advising center(s) to free faculty advisor's time to provide career/employment guidance to students.
6. Add a question to the Alumni Survey to determine in what areas SWOSU could offer continuing education.
7. Continue with plans to administer the Alumni Survey more frequently and to obtain reliable email addresses.
8. Provide alumni with perpetual SWOSU email address.
9. Collaborate with JED Campus Team members to prioritize and delegate SWOSU Counseling Services JED Strategic Plan objective items to stakeholders across the campus.
10. Continue to monitor monthly and yearly stats (as found in Clery reports) and find ways to reduce crime, increase officer presence, and increase community sense of safety.

## **SECTION V—ASSESSMENT BUDGET**

### ***ASSESSMENT BUDGET***

Provide the following information regarding assessment fees and expenditures for 2018-2019.

Assessment fees	\$0
Assessment salaries	\$253,189
Distributed to other departments (for admissions and outcomes testing)	\$651
Operations costs	\$58,281
Total Expenditures	\$311,470