



**NORTHWESTERN OKLAHOMA  
STATE UNIVERSITY**

**2008 INSTITUTIONAL ASSESSMENT REPORT**

**Compiled by the  
Northwestern Oklahoma State University  
Office of Assessment and Institutional Effectiveness**

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## **Executive Summary**

Northwestern Oklahoma State University has endeavored to inspire a culture of assessment in the campus community. Several changes occurred in 2007-2008 moving the institution in alignment with Higher Learning Commission of the North Central Association guidelines and the Principles of Assessment in the Oklahoma State System of Higher Education (OSSHE). The Assessment committee was reorganized and two committees were formed, Assessment Day Committee and Institutional Effectiveness Committee in the fall 2007 semester. The purpose of the Institutional Effectiveness Committee was to set policy and coordinate assessment across all areas of the university. The purpose of the Assessment Day Committee was to coordinate the annual institutional event managed by seven subcommittees. The 2008 Assessment Day was attended by over 700 students and facilitated by hundreds of staff and volunteers in April.

Assessment Plans for both academic and co-curricular areas had great improvement in content and quality of goals and measures. A Co-curricular Assessment Retreat was established in the summer of 2008 for instruction on assessment plan completion. An Executive Review Board, consisting of the President and Vice Presidents, was established to review program and departmental assessment plans. The review synchronized the alignment of departmental goals to institutional mission and strategic plan. A Forum for the Academic Chairs was established to share assessment results across academic areas and plans were made to hold an Academic Assessment Retreat in 2009.

During the 2007-2008 academic year, Northwestern Oklahoma State University continued to use Accuplacer as an entry-level assessment tool. A total of 380 students were tested using Accuplacer in mathematics, reading, science, and English. Test cut levels were reassessed by the Institutional Effectiveness Committee for proper placement. For Mid-level testing, College Base was used to test 15 students. Test, test populations, and sample size have been re-evaluated by the Institutional Effectiveness Committee. Changes to the mid-level testing procedure will come from recommendations from the Institutional Effectiveness Committee, Program Chairs, and the General Education Committee with final approval from the executive vice president. Exit exams continue to be province of the academic departments and divisions. All areas now employ multiple measures and methodologies in their assessment of program outcomes and use caution in generalizing with small sample sizes.

Student satisfaction was measured in several surveys including the Course Evaluations given at the end of semesters, the Student Opinion Survey given on Assessment Day, the National Survey of Student Engagement, and Noel Levitz Student Inventory for graduate students. Results indicate students are satisfied with their choice to attend Northwestern and very satisfied with their relationships with faculty including availability and advising. Northwestern joined the Voluntary System of Accountability (VSA) and will post much of our assessment results, including student satisfaction, on the College Portrait web link.

Northwestern Oklahoma State University continues to build on the culture of assessment established over a decade ago with a commitment to continuous improvement of assessment, institutional effectiveness, and excellence.

## PART I

### ENTRY LEVEL ASSESSMENT

#### I-1 Administering Assessment: Instruments

During the 2007-2008 academic year, Northwestern Oklahoma State University used Accuplacer as an entry-level assessment tool. Accuplacer serves to identify students who should be placed into remedial courses. Testing consists of four areas including English, algebra, reading, and science. For the science testing, the reading and an arithmetic scores are used to place or hold students into science classes.

#### I-2 Administering Assessment: Students

A total of 381 students were tested during the 2007-2008 academic year. This included first-time freshmen who scored below 19 on any subject score of the ACT, or less than a 455 on the mathematics or verbal portions of the SAT assessment. These freshmen were required to participate in secondary testing to ensure proper placement in mathematics, reading, science, and English courses. In accordance with OSRHE guidelines, Northwestern admittance policy states that testing students with performance deficiencies is mandatory and must be completed prior to enrollment. Table 1 shows cut-scores for the Accuplacer that were revised during the fall 2002 semester.

**TABLE 1 – Accuplacer Placement Rules**

Test	Placement Rule
English >0 and <86.99	If the score of Sentence Skills is less than or equal to 86.99 then placement is in ENGL 0123 Developmental English.
English >87.00	If the score of Sentence Skills is greater than or equal to 87.00 then placement will be ENGL 1113.
Algebra >0 and > 44.00	If score on Elementary Algebra is less than or equal to 44.99 then student must enroll in MATH 0013 Pre-Intermediate Algebra.
Algebra >45.00 and <74.99	If the score of Elementary Algebra is greater than or equal to 45.00 AND the score of elementary algebra is less than or equal to 74.99 then student must enroll in MATH 0123 Intermediate Algebra.
Algebra >75.00	If the score of Elementary Algebra is greater than or equal to 75.00 then there is no remedial math requirement.
Reading >0 and <74.99	If the score on Reading Comprehension is less than or equal to 74.99 placement will be ENGL 0133 Development Reading and a hold is placed on enrolling in credit-bearing Science courses until the student passes remedial reading.
Reading >75.00	If the score of Reading comprehension is greater than or equal to 75.00 then there is no remedial reading requirement
Arithmetic >0 and <54.99	If the score on Arithmetic is less than or equal to 54.99 and remedial math is required, then a hold is placed on enrolling in credit-bearing Science courses until remedial math requirements are completed. .
Arithmetic >55.00	If Arithmetic is greater than or equal to 55.00, there is no hold on taking credit-bearing Science courses.

For students scoring below the standard, remediation courses exist for English and Math and holds are placed for Science courses. If the score of Sentence Skills is less than or equal to 86.99 then placement is in ENGL 0123 Developmental English. If the score of Sentence Skills is greater than or equal to 87.00, then placement is ENGL 1113. If score on Elementary Algebra is less than or equal to 44.99 then placement is MATH 0013 Pre-Intermediate Algebra. If the score of Elementary Algebra is greater than or equal to 45.00 AND the score of Elementary Algebra is less than or equal to 74.99 then placement is MATH 0123 Intermediate Algebra. If the score of elementary algebra is greater than or equal to 75.00, then placement is MATH 1513. If the score on Reading Comprehension is less than or equal to 74.99 placement is ENGL 0133 Development Reading. A hold is placed on enrolling in credit-bearing Science courses until the student passes remedial reading. If the score of Reading comprehension is greater than or equal to 75.00, then placement is ENGL 1113. If the score on Arithmetic is less than or equal to 54.99 and if English and Math remediation is required, then a hold is placed on enrolling in credit-bearing Science courses until English and Math remediation is complete. If Arithmetic is greater than or equal to 55.00, placement is in a credit-bearing science course.

### **I-3 Administering Assessment: Testing, Tutoring, Academic Support, and Retesting**

The 2007-2008 academic year was the eighth year Northwestern participated in the Accuplacer testing. The Accuplacer secondary testing was administered by appointment or on a drop-in basis on the Alva, Enid, and Woodward campuses. Testing on the main campus at Alva was conducted using computers in the Recruitment Office located in the Fine Arts Building, and in the Academic Success Center located in the Industrial Education Building. University administrative staff on the Alva campus administered the testing on computers in those locations. University personnel at the Woodward and Enid campuses administer the Accuplacer on an as-needed basis. On the Enid campus, Accuplacer testing is conducted in the Student Services Office while in Woodward it is conducted in the administrative offices. Since testing is done online, scores are available immediately and reports can be downloaded as needed. Northwestern personnel advise area counselors and students of the four subjects which students may be required to test in so that they might prepare accordingly. Northwestern feels that it is the responsibility of individuals to prepare themselves to participate in any college-level entrance examination and the University does not provide tutoring. Upon completion of entry-level testing, students who are required to enroll in remedial courses have full access to the University's Academic Success Center (ASC). The ASC lab is open 8:00 a.m. to 9:00 p.m. daily. Academic support is provided at no charge to the student and includes tutoring services for students wanting to learn or improve basic skills in English, mathematics, and reading. The policy regarding retesting was revised in 2004 to allow individuals to retest following a period of 30 days between test administrations.

### **I-4 Analysis and Findings: 2007-2008**

The 380 individuals tested for possible remediation during the 2007-2008 academic year represents a significant increase from 2007-2008 academic year (230). Entry-level tests are given on demand throughout the academic year. The average number of remediation areas that students tested in was 2.4. Results of undergraduate students who took any secondary test in 2007-2008 based on scoring <19 ACT including those who were admitted whether they enrolled, started class, or paid tuition are reported in Table 2 below.

**TABLE 2 –Accuplacer Test Results 2007-2008**

Accuplacer Test	Students scoring at college level		Student requiring remediation		Total students tested	
	Count	Percentage	Count	Percentage	Count	Percentage
English	55	23.5%	179	76.5%	234	61.6%
Math	22	8.3%	244	91.7%	266	70.0%
Arithmetic for Science	65	45.5%	78	54.5%	143	37.6%
Reading for Science	53	24.4%	164	75.6%	217	57.1%
<19 on at least 1 subject of ACT	43	11.3%	337	88.7%	380	99.0%

Of the 384 first-time freshmen enrolled in 2007-2008, 168 or 43.8% were placed in remediation courses.

#### **I-5 Analysis and Findings: Student Tracking**

For the purpose of quality improvement, Northwestern annually monitors success rates of students who progress from remedial to credit-bearing courses. In previous years, results indicate that remedial students achieved a moderate success rate in credit-bearing courses as shown in Table 3.

**TABLE 3. Percent of Remedial Students Passing Credit-Bearing Course**

Subject	05-06	06-07	07-08
English 0123 to Comp II 1213 English Proficiency Level >C	72.0	85.0	78.6
Math 0013 to College Algebra >D	55.0	54.5	72.2
Math 0123 to College Algebra >D	70.0	62.5	72.7

The results from the 2007-2008 study revealed that in the area of English 78.6% of the remedial students later received passing grades in 2007-2008 Comp II 1213 English courses. Passing grades in Comp II are greater than a C to ensure English Proficiency and passing grades in Algebra are greater than a D. In the area of Algebra, 72.2% of those students enrolled in 2007-2008 Pre-intermediate Algebra 0013Math and 72.7% of those originally enrolled in 2007-2008 Intermediate Algebra 0123 Math later received passing grades in credit bearing 1513 College Algebra.

**TABLE 4. Tracking Remedial Students in Credit-bearing Courses 2007-2008**

<b>Remedial Students</b>	<b>English to English (Comp I)</b>	<b>Math (00 or 0) to Algebra</b>	<b>Math (00 or 0) to Science</b>	<b>Reading to Science</b>
Previous remedial students	127	130	154	64
With Grades F,W, or I in credit-bearing courses	20	33	25	11
Percent	15.7%	25.4%	16.2%	17.2%
With grades D,F,W, or I in credit-bearing courses	31	72	55	21
Percent	24.4%	55.4%	35.7%	32.8%

In 2007-2008, Northwestern had 127 remedial English students in credit-bearing English. Of those students, 31 received a grade of D or lower. Of the 130 Algebra remedial students in credit-bearing Mathematics courses, 72 received a grade of D or lower. Of the 154 Algebra remedial students in credit-bearing Science courses, 55 received a grade of D or lower. Of the 64 Reading remedial students in credit-bearing Science courses, 21 received a grade of D or lower.

#### **I-6 Analysis and Findings: Changes**

The success rates for students enrolled in remedial math classes have been monitored for the past few years and they are still of concern to University administration. Northwestern faculty and administrators are addressing this issue and are exploring the possibility of adding supplemental instruction in Math. Mathematics faculty reported that students are more appropriately placed in courses with the current testing and cut scores. English faculty have their remedial programs under review. Science faculty will request changing students with <19 on the science portion of the ACT should score at least an >75 on the Accuplacer algebra and >75 reading exams. With Northwestern admission standards, remediation of college freshmen will continue to be an ongoing concern.

#### **I-7 Other Assessment Plans: 2007-2008**

At this time, Northwestern is not exploring other options to test for assessment of entry-level competencies for identification of students who should be advised into remedial courses.

#### **I-8 Other Assessment Plans: Results**

At this time, Northwestern is not exploring other options to test for assessment of entry-level competencies for identification of students who should be advised into remedial courses.

#### **I-9 Other Assessment Plans: Changes**

At this time, Northwestern is not exploring other options to test for assessment of entry-level competencies for identification of students who should be advised into remedial courses.

## **PART II**

### **MID-LEVEL ASSESSMENT**

#### **II-1 Linking Assessment to Competencies**

College Base scores assess students in relation to a defined body of knowledge rather than comparing student performance against the performance of others. This method provides results that are better suited for assessing strengths and weaknesses of individual students and academic programs than for comparing different institutions. The Northwestern Assessment Committee chose the College Base as the tool for mid-level assessment of the institution's General Education Program. The College Base presents individual scores for each of the four subject areas – social studies, science, math, and English. In addition, the test provides scores in interpretive, strategic, and adaptive reasoning plus a composite score for the entire test. For diagnostic purposes, the four subjects are divided into levels that become increasingly more specific, from Subjects (i.e. English) to Clusters (reading and literature) to Skills (reading critically). However, competencies for General Education changed in 2007 to literacy and critical thinking skills.

#### **II-2 Students Tested**

In April 2008, 15 Rising Juniors were tested at Northwestern Oklahoma State University using the College Base. For the purposes of mid-level testing, Rising Juniors are defined as students who have completed an identified core of classes in the general education curriculum in mathematics, English, Science, Biology, History, and Political Science. Student names are drawn from the University database and these students are sent a letter requesting that they participate in the testing, which is conducted on Assessment Day. The letter encourages students to participate in the testing to help the University improve its general education program. A student who is invited to test but fails to do so is not allowed to pre-enroll for the following semester. Eighteen (18) students were asked to participate and 15 students completed exams. The following analysis of Northwestern's results College Base testing was prepared on this basis. Due to the small sample size the data cannot be generalized across programs and caution should be exercised in making programmatic change based on the assessment results new measures are under consideration.

#### **II-3 Strategies for Student Participation**

The exam is administered on Assessment Day in the spring semester when all students are participating in a variety of assessments.

#### **II-4 Tracking Student Progress**

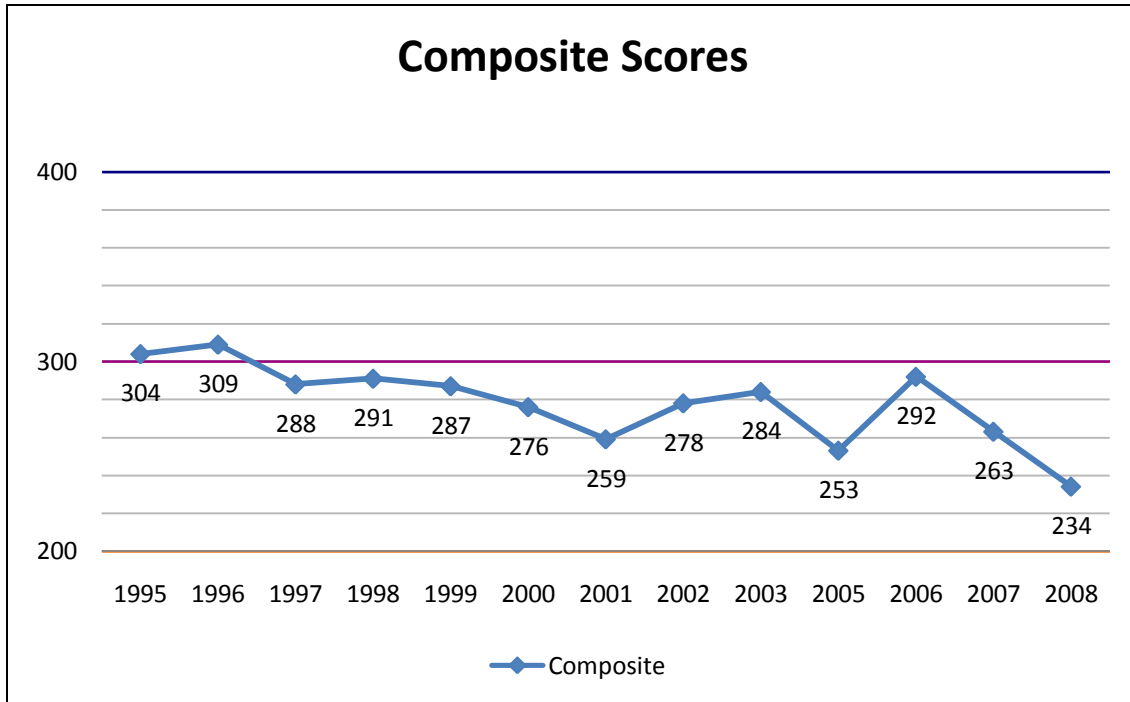
Northwestern Oklahoma State University has gained membership in the Voluntary System of Accountability which requires testing of freshmen and seniors every third year. Using this data as a baseline, Northwestern will use the same testing for mid-level students annually.

#### **II-5 Analyses and Findings**

College Base exams were used for mid-level testing in April 2008. The national average for the College Base tests is 300; 50% of the students surveyed scored above 300. In making comparisons, anything more than a 17 point difference is meaningful. Historically, NORTHWESTERN students' composite scores have a range of 50 points from 309 to 253. Scores have fluctuated and were slightly below the national average (300 points). Considering data from 1995 to 2007, the score in the middle of the range (median) and the number appearing most often (mode) score is 287 and the average (mean) score is 282. For the year 2007, the institutional composite score of 263 was 20 points below the 12-year institutional average (282). The average of composite scores for 2008 is 234, 48 points lower than composite scores for 2007.

The overall score for English was 216 for 2008. The overall score for Mathematics was 261. The overall score for Science was 218. The overall score for Social Studies was 212.

However, the sample size of the rising juniors fell to 15 eligible students and results are not meaningful and cannot be generalized across academic departments; scores merely reflect the efforts of individual students.



## PART III

### PROGRAM OUTCOMES

#### III-1 Administering Assessment

Northwestern began assessing program outcomes in the spring of 1996. Since that time, many problems associated with implementing assessment procedures have been addressed. This process has resulted in the creation of a culture of program assessment in which multiple measures are utilized. The table below summarizes the assessments completed and the numbers of students involved in the assessment procedures at Northwestern Oklahoma State University during the 2007-2008 academic year.

**Table 5. Program Outcomes Assessments 2007-2008**

Degree Program	Assessment Measures	Numbers of Individuals Assessed
Agri-Business & AgEcology	ACAT	12
Accounting	Major Field Test	13
Business Administration	Major Field Test (MFT)	39
	Course Portfolio	55
	Syllabi Review	55
	Written Assignments	55
	Oral and Written Presentations	55
Biology	ACAT	8
	Graduate exit questionnaire	7
	Alumni Survey	4
Chemistry	American Chemical Society standardized exam	10
	Lab reports	21
	Term papers	21
	Oral presentations	10
Computer Science	Locally Developed Test	2
Criminal Justice and Sociology	Exit Exam	10
	Capstone Course Completion	15
	Post Graduation Alumni Survey Results	12
Early Childhood Education	OSAT	20
Elementary Education	OSAT	123

Elementary Education Masters	OSAT	9
E-Commerce	Course Portfolio	2
English	ACAT	2
Spanish	Locally Developed Test	20
Health & Sport Science	Embedded course assignment	28
	Embedded course assignment	43
	Embedded course assignment	86
History & Political Science	ACAT	4
	Capstone Course Completion	3
	Post Graduation Alumni Survey	1
Mass Communication	Syllabus Review	5
Mathematics Education	OSAT	3
	Locally Developed Test	3
Mathematics	Locally Developed Test	4
Music	Faculty Jury Applied Music Examination	6
	Junior and Senior Recitals	2
	Live Piano Proficiency Examination	1
Music Vocal Education	Faculty Jury Applied Music Examination	3
	Live Piano Proficiency Examination	1
	Prescribed Credit Hour Completion	1
Music Instrumental Education	OPTE & OSAT	1
	Preliminary Recital Hearing and a Public Senior Recital	1
	Live Piano Proficiency Examination	2
	Prescribed Credit Hour Completion	1
Natural Science Education	OSAT	1
	Assessment of Disposition of Teacher Candidates	2
	Student Teacher Evaluation Report	2
	OPTE	2
Nursing	ERI Exams	45
	NCLEX	15
Psychology	ACAT	12
	Transcript Review for courses	12
	Syllabi review	12

	Exit Survey	7
Psychology Masters	ACAT	28
	Locally Developed Exam	36
	Syllabi review	28
Social Science Education	Exit Exam (OSAT)	5
	Capstone Completion)	6
	Post Graduation Interview	2
Social Work	Exit Exam in Program	15
	Capstone Course Completion	15
	Post Graduation Placement Rates and Graduate School Admissions	15
Speech & Theatre	Senior Performance Course	2
Speech & Theatre Education	Senior Performance Course	2

### Programs Outcomes III-2: Analysis and Findings

**Accounting.** For Northwestern accounting, 10 out of 13 majors scored at or above the 50th percentile or 77% scored above the 50th percentile; however, our accounting students scored a mean percent correct of 48% compared to the national mean percent correct of 50.3%, which put our students in the 30th percentile.

**Agriculture Business & Ecology.** As a group, Northwestern agriculture students exhibited performances on the 2007-2008 ACAT assessment exam that were average to slightly below average in nature. The 6 percentage unit decrease (year-over-year) in the number of students scoring at the 50th percentile or greater, however, indicates that improvements still need to be made in order to fulfill standards. Students generally performed well on microcomputer-based projects that included both written and oral presentation assignments. This success is undoubtedly associated with a number of factors, but perhaps the most significant factor has been the increased emphasis of these projects in Agriculture classes. The Northwestern Agriculture Program will continue to emphasize these types of projects to better prepare students for the challenges they will face in the workforce upon graduation.

**Biology.** ACAT Exit Exam to Graduating Biology Seniors: Test results in 2007 showed both Botany and Genetics reached the stated criteria of success. Genetics, Zoology and Botany have had a statistically positive improvement from the previous 5 years. Human Anatomy remained consistent to past years. Exit questionnaires were mailed to all 8 Biology graduates in May 2008. Of the 7 returned surveys, all felt they were “adequately prepared” for their postgraduate career and most have been accepted in graduate schools or are pursuing life science-related careers. For Biology alumni (3 year, 2005 graduates), all responders were highly complimentary of the Biology program and felt their biology degree prepared them for their current occupation. Many of the alumni suggestions for improving the program have been implemented (senior research

projects, literature groups, and speaker series).

**Business Administration.** In the Business, E-Commerce, and Agriculture 2007-2008 Major Field Test (MFT) report, 9 out of 39 business administration majors (23%) scored at or above the 50th percentile. As a result, BEA determined that overall the goal of 50% was not met. However, our goals were met for syllabi review, written assignments, and oral & written presentation in our classes.

**Business Education.** Due to zero Business Education graduates since 2006 and only 10 graduates since 2000, this program is being analyzed for deletion.

**Chemistry.** Content Knowledge in Organic Chemistry I and II was assessed by administering to students enrolled in the course a standardized, nationally normed exam, the American Chemical Society (ACS) test. Twenty percent of the students taking organic chemistry I & II during the 2007 - 2008 academic year (two out of 10 students) met the criteria for success in organic chemistry course content which represents an increase in rate of success from 6.6% in 2005-2006. One hundred percent of all lab reports and other assignments generated using word-processing programs were graded and all of them received a passing grade. All students participated in these presentations/discussions and thus received passing grades. Problem-Solving Skills: in the Organic Chemistry course sequence, 100% of all students passed the course with a C or better.

**Computer Science.** Results from the locally developed test did not provide useful feedback. The computer science faculty are considering alternative assessment methodologies. This may include the development of a capstone course for majors. This course would encompass various aspects and applications of computer science and draw on student's knowledge from several prerequisite courses. This course would be used as an assessment by helping the department identify specific areas of strength or weakness within the program. Additionally, the computer science department is in the process of reviewing and updating the curriculum.

**Conservation Law.** Due to zero graduates, this program is being analyzed for deletion.

**Counseling Psychology Masters.** Of all attempts at the comprehensive examination, 16 of 28 (57%) passed the section of the exam pertaining to appraisal or assessment techniques. Twenty-three students out of 28 (82%) taking the comprehensive examination passed the section pertaining to social and cultural foundations. In the group theories and techniques section, 24 of 28 (86%) passed overall. For the counseling theories section, 16 of 28 (57%) passed and 16 of 22 (73%) of those who passed the overall comprehensive examination passed the section. For the counseling strategies and techniques section, 14 of 28 (50%) passed the section and 13 of 22 (59%) who passed the entire comprehensive examination passed the section. Goals for the syllabi review were met for the courses in supervised experience and practicum.

**Criminal Justice and Sociology.** Exit Exam results indicate that greater emphasis must be placed on theory and substantive issues rather than procedural issues. Curriculum revision is needed. Technology and resources need updating and used appropriately in the classroom. Students need greater emphasis placed on critical thinking skills and problem solving. Criminal Justice and Sociology students will be required starting in 2009-2010 academic year to enroll in the Internship class and the Public Service Leadership class to better prepare them for the workforce and graduate programs.

**E-Commerce.** The E-Commerce faculty has determined that their Criteria for Success have been met. This is based on the fact that two E-Commerce students completed the degree portfolio

as required by the department. The two students received ratings of “satisfactory” or better (1 - A & 1 - B).

**Health and Sport Science and Health and Sport Science Education.** All goals were met with the exception on the locally developed test which resulted in a 60% success rate. However, the average score of the exam was over 70 %.

**History and Political Science.** Exit exam results indicate that greater emphasis must be placed on theory, content breadth and depth knowledge. Curriculum was updated two years ago, so improvement should become evident next year. Previous curriculum was out of date and lacked relevancy as is reflected in exit exam results. Capstone course completions indicate that history and political science students need more exposure to writing and critical thinking within program curriculum to better prepare students for capstone course and graduate programs. History and Political Science students must be using contemporary software programs such as GIS mapping and SPSS analysis tools. Faculty in these programs will be required to travel to Woodward and Enid campuses to assist with student advisement once per term. This will improve student rapport between faculty and the student and help encourage more to seek application to graduate programs in their respective fields.

**Mass Communications.** Syllabi in the mass communications program adequately address the program goals.

**Mathematics.** Results from the locally developed test did not provide useful feedback. The math faculty are considering alternative assessment methodologies. The development of a capstone course encompassing various aspects and applications of mathematics would draw on students’ knowledge from several prerequisite courses enabling department identify specific areas of strength or weakness within the program.

**Mathematics Education.** Results from the state certification exams were very positive. Additionally, all three graduating Math education majors from spring 2008 have successfully obtained teaching jobs in mathematics. Results from the locally developed tests did not provide useful feedback. The math department is considering alternative assessment methodologies. This may include the development of a capstone course for majors. This course would encompass various aspects and applications of mathematics and draw on student's knowledge from several prerequisite courses. This course would be used as an assessment by helping the department identify specific areas of strength or weakness within the program.

**Music.** Given the small number of students currently enrolled in the degree program and the inconsistencies of data-keeping, it is difficult to draw any meaningful conclusions at this time. Current data does show that we are meeting our goals in the area of performance, but not in the area of piano proficiency.

**Music Education – Instrumental.** Given the small number of students currently enrolled in the degree program and the inconsistencies of data-keeping, it is difficult to draw any meaningful conclusions at this time. However, the available data does seem to indicate that we are meeting all of our student outcome goals for this degree program.

**Music Education – Vocal.** Given the small number of students currently enrolled in the degree program and the inconsistencies of data-keeping, it is difficult to draw any meaningful conclusions at this time. However, the available data does seem to indicate that we are meeting all of our student outcome goals for this degree program.

**Natural Science Education.** One of one student successfully completed two separate examinations: Oklahoma Subject Area Test (OSAT) in Biology (Test 10) and Middle Level Science (Test 26). Two of two students received ratings of “Acceptable” or above on their Assessment of Disposition of Teacher Candidates during their professional semester. This form has been adopted by all Teacher Education Faculty at Northwestern. Two of two students received ratings of “Competent” or above on at least one of their Student Teacher Evaluation Reports (completed during the professional semester). This assessment is a standard form used to assess student teachers adopted by all university supervisors at Northwestern. Two of two students successfully completed the Oklahoma Professional Teaching Exam (OPTE). No students were enrolled in BIOL 4162 during the 2007 – 2008 academic year; therefore no data were collected for the thematic unit or laboratory safety assessments.

**Nursing.** In all cases, nursing students did not score at the criteria for success for standardized examinations during their nursing coursework as indicated in the assessment report. However, they did score above the criteria for success on the National Council of State Boards of Nursing (NCLEX) examination (100%-Alva; 87.7%--Enid). There are several explanations for this. Part of the reason for the poor performance in course standardized examination scores has to do with the multiple issues with the curriculum. Those issues are being addressed with a curriculum revision. Also, now that ATI has bought ERI, the examinations will be changing and will more accurately reflect success, starting with a more stringent admission examination. In addition, several things were done to improve scores on the NCLEX examination so the assessment scores were in-progress evaluative methods and provided data for the nursing faculty to determine what was needed to improve NCLEX performance for that class. Multiple strategies were employed and, given the results, were successful as indicated in other sections of the assessment report.

**Psychology.** Syllabi review--100% of reviewed courses contain goal ACAT 5 of 12 (42%) were at or above 40th percentile--did not meet goal; 2 of 12 (17%) were above the 80th percentile; only 4 of 12 (33%) were below the 25th percentile. On ACAT, of the mean and standard deviation are taken into account rather than the percentile ranks, 9 of 12 (75%) were within on standard deviation of the mean. Of those 9, 3 were above the mean, and 4 were within 1/2 SD below the mean. The criterion for success for goal 2 was met: 11 of 12 (92%) scored at least a 350 on the experimental design portion of the ACAT and 10 of 12 (83%) scored at least a 350 on the statistics portion of the ACAT. The criterion for success for goal 3 was partially met: For 6 of 9 classes with syllabi reviews; goal not included in psychology of learning, child guidance, and adolescent guidance. The criterion for success for goal 4 was met: Syllabi review for research methodology and experimental psychology--goal met with both course syllabi containing Goal 4. The criteria for success for goal 6 were met : 11 of 12 (92%) took Abnormal Psychology. 9 of 12 (75%) took Child Guidance. Additionally, 5 of 12 (42%) took Therapy, 3 of 12 (25%) took Industrial Psychology, 5 of 12 (42%) took Adolescent Guidance, and 6 of 12 (50%) took Consumer Behavior. The criteria for success for goal 7 were met: The overall response percentages for all of the Goal 7 Outcomes questions were 19% strongly agreed , 75.6% agreed, 6.3% disagreed, and 0% strongly disagreed with the outcomes. For all but 3 items in the goal 7 area of the survey, 100% of the respondents indicated they agreed or strongly agreed with the statement. For three areas, all of which related to interpersonal skills, communication skills, and career skills, one or two respondents out of the seven indicated they disagreed, but none strongly disagreed.

**Social Science Education.** OSAT Exam results that the new curriculum requirements for Social Science Education has already helped students meet the demands of test preparation. The revised curriculum implemented in the 07-08 academic year provides much greater continuity, more

emphasis on content and better advisement than previous curriculum. Capstone course requirements better prepare the student for OSAT testing, classroom teaching in the field, and understanding of the National Council on Social Studies Education standards of practice. Student's hard copy lesson plans were extremely beneficial during job interviews and for first teaching position. Social Science Education students indicated that the Livetext Portfolio process is a barrier to competency and expressed dissatisfaction use of the portfolios. Students do not feel that there is enough attention paid to secondary education students' needs in the specialty program areas. Specifically, secondary education students prefer to work with content area faculty for the majority of coursework. History and Political Science students must be using contemporary software programs such as GIS mapping and SPSS analysis tools.

**Social Work.** Exit exam results indicate that the Bachelor's of Social Work program, which is nearly finished with initial accreditation requirements, has a much improved recruitment, retention, and graduation rate among program students. The caliber of student has increased and the program will earn initial accreditation within the next 6 months. Students are employed in their field or have been admitted to a graduate program within 6 months post graduation. Northwestern staff must work closely with Southwestern Oklahoma State faculty to insure that all students adhere to programmatic admission and retention standards. Fifteen students completed the Exit Exam and the capstone and all are employed in their field.

**Spanish.** No changes were made during this academic year.

**Speech Theatre.** Speech and theatre course syllabuses adequately cover program goals.

**Speech Theatre Education.** Speech and theatre course syllabuses adequately cover program goals.

**Technical Management.** The Technical Management faculty has determined that the Criteria for Success have been met. This is based on the fact that one Technical Management student completed the degree portfolio as required by the department. This student received a rating of "satisfactory".

### **Outcomes III-3: Instructional Change**

**Accounting.** As a result of 10 out of 13 majors scoring above the 50th percentile, BEA determined that at least 50% of the accounting students taking the MFT received a score at or above the 50th percentile and this goal was met. However, because our accounting students scored a mean percent correct of 48% compared to the national mean percent correct of 50.3%, we have made some accounting program changes: 3 online courses (Intro to Accounting, Financial Accounting and Managerial Accounting) are no longer taught in the summer and they are taught by only full-time faculty with proctored exams which has created the need for a full-time accounting professor.

**Agriculture Business and Ecology.** No change.

**Biology.** Changes implemented during the 2007-08 year in response to prior assessment outcomes: Performance in General Biology 1114 course. Although not a Biology major core class, student performance on midlevel testing (C-BASE) and comprehensive final exam

questions needs improvement. Optional retake exams were implemented during 2007-08 to encourage students to review material, improve retention and course grades. A majority of students did retake exams and average exam scores increased slightly but final exam scores were not improved. Thus, this change in testing methodology will not be continued in the future.

**Increase Performance on ACAT Exit Exam.** The ACAT exit exam will be incorporated as part of a course requirement and grade in senior Biology capstone courses in the future to increase student motivation in taking the exam. Biology degree options in Health Science and Natural History are currently being designed and will include these capstone courses. Additional technology to enhance critical thinking, exploratory and laboratory research skills in all biology laboratories is proposed by purchasing Vernier LabPro Systems, additional laptops and discipline- specific software. Develop stipend lab assistantships to assist biology faculty in the teaching of labs.

**Business Administration.** At this time, the assessment committee recommends that we begin pursuing Association of Collegiate Business Schools and Programs (ACBSP) accreditation which will include an in-depth study of our business program. In addition, since the Major Fields Test (MFT) exam isn't tied to a course grade it is felt that many students don't take the exit exam seriously and more than 20% of the students don't even show up to take the MFT exam. We have discussed giving the MFT exam as part of our Business Policy class and/or having a consequence for those that do not show up for the MFT exam. Last, there are certain Business Administration majors that minor in various other minors than Business Administration (example: Management Information Systems or Entrepreneurship). Students in these other minors don't take classes in all of the MFT areas tested. As a result, it is also recommended that we consider testing only the Business Administration Major/Minor students and Accounting Major/Minor students in the future.

**Business Education.** Due to zero Business Education graduates since 2006 and only 10 graduates since 2000, this program is being analyzed for deletion.

**Chemistry.** Comprehensive questions were incorporated on all written exams to help improve student retention of material. Students were given weekly quizzes with multiple-choice questions similar to those in the American Chemical Society (ACS) standardized test to enhance the students' abilities at taking standardized exams. Due to these changes, an increase in rate of success from 6.6% in 2005-2006 to 20% in 2007-2008 was obtained. Literature search sessions were introduced to help students to be able to find any chemical information on the web and to learn to critically discuss a scientific article in the area of organic chemistry. They communicated their acquired knowledge writing term papers and giving oral presentations concerning the preparation of a chosen target molecule which is an organic compound of exceptional significance in everyday life.

**Computer Science.** No changes.

**Conservation Law.** No data available.

**Counseling Psychology Masters.** Full-time faculty have evaluated this area (appraisal and assessment) and are working with adjunct faculty who sometimes teach some of the assessment courses to ensure that required concepts are covered. Faculty teaching the two areas (counseling theories and counseling strategies and techniques) in which the 75% criterion was not met have been reviewing the curriculum to determine if a wide enough variety of theory and technique are being introduced to students.

**Health and Sport Science and Health and Sport Science Education.** No changes.

**History and Political Science.** History and Political Science students must be using contemporary software programs such as GIS mapping and SPSS analysis tools. Faculty in these programs will be required to travel to Woodward and Enid campuses to assist with student advisement once per term. This will improve student rapport between faculty and the student and help encourage more to seek application to graduate programs in their respective fields.

**Mass Communications.** Although all program goals are adequately represented on the mass communications course syllabuses, equipment and curriculum updates are planned to assist with reaching program goals. A new video camera, new computers, and new software are being purchased. These will allow for more practical work projects to be completed by the students. In addition, the required photography class has been updated to "Media Photography" thus focusing specifically on field-related information and skills.

**Music.** Based on this year's program assessment, the faculty in the department of fine arts is currently re-evaluating the curricula for this degree program as well as the assessment tools used to evaluate it.

**Music Education Instrumental.** Based on this year's program assessment, the faculty in the department of fine arts is currently re-evaluating the curricula for this degree program as well as the assessment tools used to evaluate it.

**Music Education Vocal.** Based on this year's program assessment, the faculty in the department of fine arts is currently re-evaluating the curricula for this degree program as well as the assessment tools used to evaluate it.

**Natural Science Education.** The student attempting the Biology (Test 10) OSAT successfully passed during the third attempt. After each unsuccessful attempt prior, a personal consultation with the Natural Science Education program director was arranged to design a new course of action that would help the student meet success. Although just a single case study, this policy proved effective for this student and will become standard protocol for the future. To better track the progress of students' development of professionalism, it is now the practice of the Natural Science Education program director to complete the Assessment of Disposition of Teacher Candidates during the BIOL 4162 course (teaching methods course) in addition to during the professional semester. This protocol will also serve as a mechanism to overtly guide students toward a model teacher the program strives to produce by making explicit what expectations are regarding professionalism and disposition.

**Nursing.** Curriculum revision is being done for implementation in Fall, 2009. A review was provided through funding with our clinical partners for the NCLEX examination. Clinical hours and sequencing was re-arranged for the 08-09 school year. A Pass report was written for the Oklahoma Board of Nursing (OBN) to discuss previous year's NCLEX pass rates and was approved. Accreditation survey by OBN occurred and program was fully approved. An Independent Study was begun in Spring of the Senior year to facilitate approaches to individualized preparation for NCLEX and success in nursing. Faculty development in teaching pedagogies and test item writing occurred. Student Success Coordinator was hired during summer to work on those activities. Students who failed Spring semester of Junior year have had specific recommendations regarding remediation which have been required before re-entry. Admission standards continue to be evaluated and assessed.

**Psychology.** The ACAT as exit assessment: While some areas of the ACAT are closely aligned with our curriculum, other areas are not. We need to consider alternative testing mode, possibly developing our own exit assessment that better follows the program of study than does the ACAT. Additionally, a change to using mean and standard deviation as goal measure as it is more stable than the percentile rankings is indicated for all areas of assessment involving the ACAT. The department has a need to be able to provide more on site sections of some classes which requires more faculty. While undergraduate results were not impacted, other factors are suggesting a need to separate the graduate and undergraduate sections of Statistics which also may require additional faculty to cover the teaching loads. Faculty will review courses to see if the three courses that were to contain goal 3 but did not should contain the goal or if they should be removed from the review for goal 3--the goal may not be appropriate to the three courses. Exit Survey: We will monitor responses to see if they remain at this level.

**Social Science Education.** Social Science Education students indicate that the Livetext Portfolio process is a barrier to competency and expressed dissatisfaction with the use of the portfolios. Students do not feel that there is enough attention paid to secondary education students' needs in the specialty program areas. Specifically, secondary education students prefer to work with content area faculty. History and Political Science students must be using contemporary software programs such as GIS mapping and SPSS analysis tools.

**Social Work.** Based on Exit Exam scores, Social Work students are responding well to improved curriculum standards and are more than prepared to meet professional requirements upon graduation or admission to the MSW program. No programmatic changes are planned except that the capstone course will become the senior practicum class.

**Spanish.** No changes.

**Speech Theatre.** Although course syllabuses adequately cover program goals, updates in equipment and resources are necessary to continue to reach these goals. A new computer and projector system has been ordered to improve the ability of students to prepare and present multimedia presentations. Additional funding for the theatrical productions would also be beneficial to the program.

**Speech Theatre Education.** Although course syllabuses adequately cover program goals, updates in equipment and resources are necessary to continue to reach these goals. A new computer and projector system has been ordered to improve the ability of students to prepare and present multimedia presentations. Additional funding for the theatrical productions would also be beneficial to the program.

**Technical Management.** No changes.

## PART IV

### STUDENT SATISFACTION

#### IV-1 Student Selection

Northwestern assesses student satisfaction through a Student Opinion Survey which gathers opinions of undergraduate students. Northwestern conducted a Student Opinion Survey during the spring semester of 2008 as part of the annual Assessment Day held on each campus during April. A total of 490 students participated in the survey of the 2,183 total undergraduates enrolled (22.4%). Participation slightly decreased from the previous year when 640 of the 1780 undergraduate population (35.9%) were surveyed. Of the students surveyed, 218 (44.9%) were male, 268 (55.1%) were female. By classification, students were 27.6% freshmen, 19.5% sophomores, 22.2% juniors, and 27.6% seniors. Students completed the Student Opinion Survey (SOS), an instrument to measure student satisfaction.

#### IV-2 Analysis and Findings

More than three-fourths (81.3%) of students entering Northwestern intended to obtain a bachelor's degree. Thirty six (36 or 7.3%) indicated they were likely to transfer to another school because Northwestern does not offer a complete program in the area they chose to study. Several services were surveyed. The scale of student satisfaction ranged from 1 (very dissatisfied) to 6 (very satisfied).

Table 6-College Services	Percent Satisfied		
	Very Satisfied	Satisfied	Combined
Libraries facilities/services	46.5	43.4	89.9
Academic Advising	34.1	51.8	85.9
Recreational/Intramural programs	35.6	45.1	80.7
Financial aid services	35.7	43.5	79.2
Student employment services	38.3	39.8	78.1
Personal counseling services	28.1	47.1	75.2
College-sponsored social activities	23.9	50.0	73.9
Career planning services	23.2	46.4	69.6
Degree audit/degree check	20.2	40.4	60.6
Veterans' services	17.9	42.1	60.0
Cultural programs	21.4	38.2	59.6
Residence Hall services/programs	19.2	38.5	57.7
Parking facilities	17.4	29.9	47.3
Food services	13.0	26.7	39.7

The survey also measured student satisfaction for the college environment. Student satisfaction ranges from *very dissatisfied* to *very satisfied*.

### **IV-3 Changes and Planning**

Prior years' response to this section has been in terms of the results of the Student Satisfaction survey given on Assessment Day in April each year (see Part IV. Student Services). However, additional assessments of student satisfaction taken throughout the years include the National Survey of Student Engagement (NSSE), course evaluations, the Noel Levitz student inventory, and the Northwestern Student Opinion Survey.

Students gave Northwestern high marks in areas of faculty relationships with students including faculty advisement and faculty availability. Efforts will continue to improve advisement of students through greater communication between administration and advising faculty and increased face-to-face meetings between students and advising faculty.

Course Evaluations and NSSE apply directly to student satisfaction of academic programs. Data correlated from both surveys support the need for faculty instruction in Bloom's Taxonomy. Students revealed a limited understanding of the cognitive levels beyond knowledge acquisition: application, analysis, synthesis and assessment. Faculty development in the form of workshops will address the deficiency. From the surveys, changes in demographics were noted such as student populations moving from traditional freshmen to non-traditional seniors with families. More attention will be placed on making academic support fit the needs of students. Students most often mentioned the lack of instructional variety and we are committed to moving from a dominance of lecturing to multiple methodologies that encourage critical thinking.

The Noel Levitz survey is given to graduate students and responses to the Noel Levitz survey are found in Part V-3 Graduate Program. The Northwestern Student Opinion Survey generates student satisfaction on the non-academic areas and changes due to the survey are found in Part

Academic Affairs will work with departments within its area to ensure that customers are treated with respect in all offices. More programs are being developed which will increase job opportunities for our students. Arts and Sciences: The student satisfaction survey indicated some problems with music facilities. The dean will investigate needs in this area. Assessment and Institutional Effectiveness: Student comments about Assessment Day were that the surveys were too long. The responsibility of survey design was given to a member of the Assessment Day Committee. Athletics: There were a few comments regarding the athletic facilities and improvements in the Student Satisfaction Survey. Based on these comments, the athletic department will continue to seek ways to make improvements to the athletic facilities. Bursar: The bursar plans to question student focus groups to determine what actions merit the negative comments on surveys. Campus Security: Due to the parking comments students made in the survey, we raised parking enforcements to control parking. Enid Campus: A Wellness Room was added for students and employees to promote healthy lifestyles and a campus coffee cafe. Both these improvements were in direct response to student survey results. The NW Enid Alumni Task Force raised funds and purchased a grand piano for use at special events hosted on campus and the University upgraded computer labs and lounges. Financial Aid: Various ways to improve efficiency will be evaluated. Additional outreach will be promoted and tracked in the form of personal assistance to counselors, students and parents in an effort to inform the community of availability and guidelines associated with financial aid and scholarships.

Graduate Studies: The 2008 student survey indicated continuing concerns about qualifications and effectiveness of adjunct faculty in some classes. The assessment did not pinpoint specific

individuals or programs, so we will continue to improve the evaluation procedures for adjunct faculty members. Housing: While the goals established by the Housing Unit were met, we will continue to work toward improving the overall satisfaction of the student residents. To that end, additional financial resources have been allocated for the renovation of the dormitories. Additionally, the Housing Unit is developing a long term plan for continued renovations. Libraries: One comment was made about the need for extended Library hours. More specific questions will be asked about Library hours to see if many students feel more hours are needed. Particularly, students who identify themselves as nonusers of Library facilities might be targeted. Physical Plant: More sidewalks and stairs will be replaced.

Office of the President. Improvement and updating of infrastructure and facilities will continue. A greater focus on customer service will be put in place. Fund-raising efforts to support new and current programs will continue as state appropriations shrink. Registry: The student satisfaction assessment indicated at least one complaint of Registration Office employees being rude and unhelpful. We will strive to provide better customer service. Student Service: In reviewing the student satisfaction survey, intramural sports will be a focus for providing fun and activity for all students including rule reviews. Facilities mainly housing for this area and food in the dorm will be continuously addressed as they are each year trying to make each better for our student residents who live there. Parking issues are continually addressed and reviewed annually. We will be working to provide a better college experience for our students each day through helping them succeed academically, connecting their parents and the student to the university working with our freshman from the moment they get here, providing opportunities through cultural enrichment, building our SGA and enhancing all opportunities by continuous evaluation.

Walch Center for Business Development. Student survey responses were directed to career services and employment. Career Services seeks to improve awareness of its services to increase student use of these services. One of the challenges in doing so, however, is that Career Services is staffed as a half-time position with the other half of job responsibilities to the Walch CBD. While a greater number of students have used student employment services, many students obtain employment independently. Level of satisfaction in career planning services is 70%; thus, customer service to students seeking our services will remain a top priority. Over 80% of students have not heard of the Discover program used in Career Services. While some professors require students to use the program, many students did not take it seriously as it was mandated rather than voluntary. However, Career Services will improve familiarity of the Discover program to the students. Students who have a defined academic program and are successful in college tend to overlook the need to use the Discover program. Woodward Campus: The Northwestern Oklahoma State University-Woodward Campus will provide more parking, study areas, and expanded hours for computer labs and Libraries access. Additional ITV rooms have been provided to meet the need for increased course offerings.