



**NORTHWESTERN OKLAHOMA
STATE UNIVERSITY**

ANNUAL REPORT OF 2010-2011 STUDENT ASSESSMENT ACTIVITY

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

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ANNUAL REPORT OF 2010-11 STUDENT ASSESSMENT ACTIVITY

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

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Executive Summary

Entry Level

During the 2010-2011 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, and science. Of the 453 entering Northwestern entering freshmen, 150 scored less than 19 on the ACT in at least one area and were evaluated with the appropriate Accuplacer test. Northwestern has taken steps to ensure success for underprepared students, including assuring that enough seats in remedial courses will be available for incoming freshmen during the fall semester, standardizing its remedial education placement policy across all remedial disciplines (math, English, reading and science); and providing training for faculty members who teach remedial education courses. Accuplacer cut-scores for math were re-evaluated and adjusted approximately five years ago. Beginning in fall 2010, supplemental instruction was added in all sections of Math 0013 Pre-Intermediate Algebra. The goal is to not only improve success in remedial math, but also improve retention and success in credit-bearing math as well.

Mid-Level/General Education

The general education assessment strategy is a two-prong approach. Both assessments measure general education competencies as developed by the General Education Committee. One assessment is standardized testing for mid-level evaluation of the general education program. As Northwestern became part of VSA (Voluntary System of Accountability), the ETS Proficiency Profile (formerly MAPP) test was chosen for the standardized tests for mid-level assessment of general education in order to complement the on-going VSA testing requirements for freshmen and senior. The second assessment is a program accompanying the new general education curriculum which calls for significant expansion of assessment to include additional measures. All students in general education courses with designated competencies are assessed in the course level assessments. Assessments are administered by each course professor. The general education course-level data is a web-based database and after data has been collected, it is analyzed by the Assessment Office.

Program Outcomes

Assessment methodologies include both direct and indirect measures to assess how well students in undergraduate degree programs meet program goals set by faculty. Academic units are encouraged to use multiple assessment methods to triangulate data and avoid bias, so increases were seen in the types of assessment utilized. On the basis of result of assessment data, academic programs have responded accordingly to enhance student performance. Changes have included creating new options, adding seminars, creating new curriculum, changes to course content, adding remediation, ensuring faculty teamwork, providing more opportunities for communication with students, student handbook revisions and affirmation statement revision.

Student Satisfaction

Northwestern has five major sources of data for student satisfaction: the Student Satisfaction Survey, an internal instrument; NSSE, a national survey; the graduate studies survey; course evaluations, an internal online survey; and the alumni survey, an internal survey. A total of 809 students participated in the Student Satisfaction Survey of the 2,116 total undergraduates enrolled

(38.23%). Participation significantly increased from the previous year when 618 of the 2,233 undergraduate population (27.7%) were surveyed. By classification, students were 37.60% freshmen, 20.76% sophomores, 20.28% juniors, and 20.76% seniors. The 2011 Student Satisfaction Survey surveyed students regarding all areas of the university including academic, administration, and students' services and provides valuable information for institutional effectiveness. Results of the survey are sent to the departmental level and must be addressed in the department's annual assessment plan.

ANNUAL REPORT OF 2010-2011 STUDENT ASSESSMENT ACTIVITY

Section I – Entry Level

Administering Assessment

I-1. How were instruments administered?

During the 2010-2011 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, and science. For the science testing, reading and arithmetic scores are used to place or hold students into science classes. The 2010-2011 academic year was the tenth year Northwestern participated in the Accuplacer testing.

I-2. Which students were assessed?

Of the 453 entering Northwestern entering freshmen, 150 scored less than 19 on the ACT in at least one area and were evaluated with the appropriate Accuplacer test. All applicants 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 were tested to ensure proper placement in mathematics, reading, science, and English courses. In accordance with Oklahoma State Regents for Higher Education guidelines, Northwestern admittance policy states that testing students with performance deficiencies is mandatory and must be completed prior to enrollment.

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

Accuplacer secondary testing is administered by appointment or on a drop-in basis on the Alva, Enid, and Woodward campuses. Testing on the main campus at Alva is 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 to students and registry while reports can be downloaded as needed. Northwestern staff advises 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 for entry-level exams. Upon completion of entry-level testing, students who are required to enroll in remedial courses have full access to tutoring in the University's Academic Success Center (ASC). The ASC lab is open 8:00 a.m. to 9:00 p.m. Monday through Wednesday, 6:00 p.m. Thursday, and 3:00 p.m. Friday. Academic support is provided at no charge to students 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 2009 to allow individuals to retest one time 30 days after the first test and before the semester begins.

Analyses and Findings

I-4. What were the analyses and findings from the 2010-2011 entry-level assessment?

A total of 445 individuals were tested during the 2010-2011 academic year, of which 434 enrolled at Northwestern.

TABLE 1 –Accuplacer Test Results for enrolled Northwestern Students 2010-2011

Accuplacer Test	Total tested		Students scoring at college level		Student requiring remediation	
	Count	Percentage	Count	Percentage	Count	Percentage
English	306	70.51%	75	24.51%	231	75.49%
Math	358	82.49%	58	16.20%	300	83.80%
Arithmetic for Science	261	60.14%	28	10.73%	233	89.27%
Reading	252	58.06%	69	27.38%	183	72.62%

1-5. How was student progress tracked?

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 2. Percent of former Remedial Students Passing Credit-Bearing Courses in 2010-2011

Subject	06-07	07-08	08-09	09-10	10-11
English 0123 to Comp II 1213 English Proficiency Level >C	82.2	70.3	67.8	83.0	85.9
Math 0013 to College Algebra Proficiency Level >D	64.1	67.6	76.6	87.4	75.0
Math 0123 to College Algebra Proficiency Level >D	70.9	73.0	87.7	68.7	72.2

The results from the 2010-2011 study shows of the former English remedial students, 85.9% received passing grades in 2010-2011 Comp II 1213 English courses. Passing grades in Comp II are a C or better to ensure English Proficiency.

A passing grade in Algebra is D or better. Of the former students in remedial Pre-intermediate Algebra 0013Math, 75.0% later received passing grades in credit bearing 1513 College Algebra in 2010-2011. Of those students originally enrolled Intermediate Algebra 0123 Math, 72.2% passed College Algebra in 2010-2011.

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

Northwestern faculty, staff, and administrators continue to monitor enrollment in remedial education courses to assure that enough seats are available for all incoming freshmen who need remediation. The University has made a commitment to assuring accommodation for these students in critical remediation at the outset of their studies to develop or reinforce skills they will need in other courses. As a result of this monitoring process, one new section each of ENGL 0123 Fundamentals of English and ENGL 0133 Developmental Reading was added to the fall schedule to manage burgeoning enrollment as it developed through the summer.

In addition to closely monitoring enrollment in remedial courses, University officials incorporated supplemental instruction into all MATH 0013 Pre-Intermediate Algebra sections on the Alva campus. Instead of meeting just three days per week, these classes met five days per week with three hours of lecture and two hours of lab work. Lab sections were managed by instructors with assistance of student tutors. Preliminary assessment of results from these classes indicates a 65% pass rate for the fall of 2010 as compared to a 64% pass rate for the fall of 2009 and a 54% pass rate for the fall of 2008. However, the number of students progressing from MATH 0013 directly to MATH 1513 College Algebra as a result of post-testing on the Accuplacer exam without taking MATH 0123 Intermediate Algebra increased significantly from 4.7% in the fall of 2008 and 8.2% in the fall of 2009 to 17.2% for the fall of 2010. Data on success rates in credit bearing courses for students enrolled in supplemental instruction Pre-Intermediate Algebra in the fall of 2010 will not be available until spring of 2012.

Other Assessment Plans

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

NSSE (National Survey of Student Engagement) is administered to freshmen every third year, with the latest administration in 2011.

I-8. Describe results.

Results from the 2011 administration of NSSE are currently under review.

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

Instructional changes due to entry-level assessment will be determined after review.

Section II – Mid-Level/General Education

Administering Assessment

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

The general education assessment strategy is a two-prong approach. Both assessments measure general education competencies as developed by the General Education Committee. One assessment is standardized testing for mid-level evaluation of the general education program. As Northwestern became part of VSA (Voluntary System of Accountability), the ETS Proficiency Profile (formerly MAPP) test was chosen for the standardized tests for mid-level assessment of general education in order to complement the on-going VSA testing requirements for freshmen and seniors. The second assessment is a program accompanying the new general education curriculum which calls for significant expansion of assessment to include additional measures. Assessment methodologies include comprehensive exams, course embedded questions, essay test questions, and class projects.

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

The two strategies for assessing general education are the ETS Proficiency Profile (formerly MAPP) test selected by Program Chairs and embedded in course programs, managed by the General Education Committee and designed at the faculty level. The Office of Assessment and Institutional Effectiveness administers the mid-level standardized test each year on Assessment Day. Beginning in 2009 and continuing hereafter, the *ETS Proficiency Profile (formerly MAPP)* is administered to rising juniors who have completed approximately 40-75 credit hours as a measure of General Education competencies. Of those students, the appropriate sample size was determined and a random selection of students was made. The ETS Proficiency Profile is designed to assess four core skill areas — critical thinking, reading, writing and mathematics — in a single test that the Voluntary System of Accountability (VSA) has selected as a gauge of general education outcomes. The competencies of critical thinking, reading, writing and mathematics are assessed in the context of humanities, social sciences and natural sciences. The test is administered to gain a unified picture of the effectiveness of general education program to meet requirements for accreditation, promote curriculum improvement with actionable score reports that can be used to pinpoint strengths and areas of improvement, and provide comparative data on student performance with more than 380 institutions and 375,000 students nationwide.

In addition, the General Education Committee has instituted a new assessment program for departments to report on each Gen Ed competency in course-embedded assessments. The competencies are measured on a three-year rotation as follows:

- Year 1: Results of assessment methodologies for Competency area I—Critical Thinking
- Year 2: Results of assessment methodologies for Competency area II—Leadership
- Year 3: Results of assessment methodologies for Competency area III—Literacy

All students in general education courses with designated competencies are assessed in the course level assessments. Assessments are administered by each course professor. The general education course-level data is a web-based database and after data has been collected, it is analyzed by the Assessment Office.

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

The Mid-Level exam is administered on Assessment Day, usually the first Wednesday in April, when all Northwestern students are participating in a variety of assessments including, but not limited to, student satisfaction surveys, exit exams across all programs, and programs admissions interviews. For purposes of inducement, the Assessment Day Committee provides a picnic lunch, raffle, and student workshops while regular classes are canceled.

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

Data collection began in the spring of 2008 for the General Education program utilizing several assessment methodologies for general education competencies including the ETS Proficiency Profile (formerly MAPP) standardized test and the course-embedded. Data from the Mid-Level testing as measured by ETS PP (MAPP) and the course-embedded system was widely presented and discussed meetings across campus. Notwithstanding, continuous improvement of general education programs in terms of teaching the skills of critical thinking, college-level writing, and leadership are incessant.

Analyses and Findings

II-4. How was student progress tracked into future semesters and what were the findings?

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 standardize testing (ETS Proficiency Profile) for mid-level students annually. The database is used to track students.

II-5. What were the analyses and findings from the 2010-2011 mid-level/general education assessment?

The results of the ETS Proficiency Profile testing indicated that Northwestern students are comparable or better than the proficiency level of the average of Baccalaureate I and II students that take the ETS PP in the area of Reading I and II, Writing I, and Mathematics I, II and III.

Skill Dimension	Proficiency Classification					
	Proficient		Marginal		Not Proficient	
	NWOSU	Baccalaureate I and II	NWOSU	Baccalaureate I and II	NWOSU	Baccalaureate I and II
Reading, Level 1	55%	54%	25%	23%	20%	23%
Reading, Level 2	25%	25%	19%	17%	57%	58%
Critical Thinking	2%	4%	11%	11%	86%	85%
Writing, Level 1	55%	53%	31%	31%	14%	17%
Writing, Level 2	11%	13%	31%	31%	58%	55%

Writing, Level 3	5%	5%	11%	20%	84%	75%
Mathematics, Level 1	45%	37%	29%	28%	27%	36%
Mathematics, Level 2	21%	16%	23%	20%	55%	64%
Mathematics, Level 3	3%	4%	15%	10%	82%	86%

Section III – Program Outcomes

Administering Assessment

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

TABLE 3. Program Outcomes Assessments 2010-2011

Degree Program	Assessment Measures	Numbers of Individuals Assessed
Adult Education Management and Admn M.Ed.	Portfolio Defense	8
Accounting	Major Field Test	NA
Agriculture and Agriculture Education	ACAT	12
Biology	ACAT	19
	Exit Survey	19
Business Administration	Major Field Test	NA
Chemistry	American Chemical Society exam	48
	Lab reports	NA
Computer Science	Exit Interview	2
Counseling Psychology MA	Locally developed exam	20
Criminal Justice	ACAT	4
	Capstone	8
Curriculum and Instruction M.Ed.	Portfolio Defense	2
Early Childhood Education	OSAT	8
	OPTE	8
	Portfolio	8
Education Leadership M.Ed.	Portfolio Defense	3
Elementary Education	OSAT	31
	OPTE	31
	Portfolio	31
Elementary Education M.Ed.	Portfolio Defense	2
English	ACAT	2
	Service Learning Course	4

	Completion	
	Exit Interview	2
English Education	ACAT	2
	OSAT	3
	Service Learning Course Completion	4
	Exit Interview	2
Health & Sport Science	Embedded Course Assignment	NA
Health & Sport Science Education	OSAT	8
History	ACAT	2
	Capstone Course Completion	4
Mass Communication	Portfolio Review (Audio, Video, Media Writing, Graphic Image, Resume)	14
	Portfolio Review (Public Relations Content)	4
	Portfolio Review (Online Media Content)	1
	Supervisory Evaluation of Internship	14
	Performance in External Competitions	49
Mathematics	Locally Developed Test	0
Mathematics Education	OSAT	2
	Student Teacher Evaluations	2
	Locally Developed Test	2
Music	Major Fields Test	0
	Junior and Senior Recitals	NA
	Jury Examination	2
Music Vocal Education	Live Piano Proficiency Examination	NA
	Jury Examination	11
	Choral Literature Database	4
Music Instrumental Education	Major Fields Test	0
	Live Piano Proficiency Examination	NA
	Jury Examination	2
	Instrumental Literature Database	2
Natural Science Education	Teacher Disposition Assessment	0

Non-Certificate M.Ed.	Portfolio Defense	7
Nursing	Students in graduate school from last three classes==15% average	108
	NLCEX RN licensure exam--100%	17
	ATI RN Predictor exam--75%	17
	Mean CGPA upon admission=3.32; mean CGPA upon graduation-3.24 and mean nursing CGPA-3.16 20 students GPA-3.16	54
	Completion rate--82.27 %	19
	Employment rate as RN=100% over last three years	55
	78 or better average on all examinations in nursing courses	54
Political Science	ACAT	1
Psychology	ACAT	9
Reading Specialist M.Ed.	OSAT	2
	Portfolio Defense	2
School Counseling MEd	OSAT	4
	Portfolio Defense	3
Secondary Education MEd	OSAT	2
	Portfolio Defense	2
Social Science Education	OSAT	6
	Capstone	6
	Exit Interview	6
Social Work	ACAT	18
	Capstone	18
Sociology	ACAT	1
Spanish	Locally Developed Exam	2
Special Education	OSAT	5
	OPTE	5
	Portfolio	5
Speech & Theatre	Verbal Quiz	3
	Informative /Persuasive Presentation	7
	Theatrical Performance Completion	2
	Exit Interview	3

Analyses and Findings

III-2. What were the analyses and findings from the 2010-2011 program outcomes assessment?

Assessment methodologies include both direct and indirect measures to assess how well students in undergraduate degree programs meet program goals set by faculty. Academic units are encouraged to use multiple assessment methods to triangulate data and avoid bias, so increases were seen in the types of assessment utilized. The direct and indirect assessments used and reported in 2010-2011 at Northwestern results are given below.

Quantitative Methods

Direct

Capstone course
 Class project (individual or group)
 Commercial instrument or test
 Comprehensive exams
 Course embedded questions
 Essay test question
 Intercollegiate Competitions
 Juried review of performances and exhibitions
 Licensure or certification exams
 Major project
 Multiple-choice test question
 National Major Field Achievement Tests
 Observations of student performance
 Oral presentation
 Performance piece (e.g., musical recital)
 Portfolios, electronic or printed
 Pre and posttests
 Senior thesis or major project
 Standardized test
 Video or audio tapes student performance

Indirect

Final course grade
 Graduate school acceptance of program grads
 Program GPA
 Student graduation rates
 Student program retention
 Survey of graduates
 Survey of internship supervisors
 Survey of student satisfaction
 Surveys of alumni
 Surveys of department faculty
 Surveys of employers
 Surveys of other faculty

Qualitative Methods

Direct

Clinical evaluation
 Practicum or internship
 Reflective journals

Indirect

Internship evaluations
 Exit interviews
 Focus groups

All Northwestern degree programs submit an annual assessment plan and report results. Assessment plans and reports are developed by department Chairs and faculty from the programs. Assessment plans have a three-stage process for completion: a retreat is held to communicate new information and review forms, revisions and recommendations are made by the Director of Assessment, and a review by Executive Board must be passed. Follow-up communication is continuous throughout the process.

School of Arts and Sciences

Biology

General Chemistry (I and II) and Organic Chemistry (I and II)

Computer Science

2 students completed the exit questionare in Computer Science. Both gave positive feedback about the program. One of the graduates had secured full-time employment in a Cmsc field, while the second has a full-time job in a non-Cmcs field. Students and faculty have informal discussed the need for some software engineering classes.

Criminal Justice

4 students completed the ACAT exam for Criminal Justice. These students scored, collectively, at the 50th percentile nationally. 8 students completed the capstone course and scored at the 70th percentile collectively for this course.

English

Last year's assessment plan identified the goal of replacing retiring department members with faculty who would broaden the range of expertise in British literature. Two new faculty members with complementary areas of specialization in British literature were hired for the 2011-2012 academic year. These faculty members will share equally in composition and literature instruction. The desired outcome is that students will perform better and with more consistency in all areas of British literature. As part of the English curriculum review, department members will discuss whether linguistics should be a priority of the program and, if so, how it can more effectively be included in the curriculum.

English Education

Students met the measure of success (100% passing) on the OSAT subject area test. Their scores, which ranged from 244 to 279, were well above the minimum passing rate of 230. These results suggest that the department is teaching content that will allow students to be successful in the classroom. Analysis of the English Major Exit Interview revealed that students desire more course offerings in classical and world literature. The students also expressed a preference for site-based courses over courses delivered through ITV. Students are successfully completing the department's Service Learning Course. The department will designate a different SLC course if the curriculum review results in requirement changes that impact the existing course. Students did not meet the measure of success (80% of majors above the 50th percentile) on the ACAT exam. Small sample sizes make it difficult to generalize from these results, so the department undertook an analysis of the exam subscores for the last five assessment cycles to determine trends. Analysis of this data suggests that students in the sample group were best prepared in British Medieval literature and American literature since 1865, and least prepared in British Victorian literature and linguistics.

History

2 students completed the ACAT exam for Programmatic Exit Assessments. These students scored at the 90th percentile nationally. This is evidence that the curriculum is sound and instruction is good. 4 students completed the capstone course in History. These students scored at the 89th percentile which demonstrates soundness in curriculum and instruction.

Mass Communication

Students majoring in mass communication are demonstrating effectiveness by reaching goals in audio and video production, graphic image design, public relations, and media writing indicating that methods being utilized are successful. It is inappropriate to comment on the effectiveness of students' online media competency at this time since only one student could be evaluated in this area. Students, however, are discovering increased opportunities through new and renovated courses to help develop keen skills in online media. Although students did not fare as well in contests, they are able to apply the knowledge and skills they learn in the mass communication program during their internships at professional organizations. External supervisors consistently rate students' internship performances above average (A or B). Students are also satisfied with their own levels of preparation as indicated in the program's exit interviews.

Mathematics and Mathematics Education

No assessment data is available for 2010-2011 as there were no graduates in Math. In the eight assessments required for the Mathematics Education Program, 100% of Program Completers scored Acceptable, Competent or Proficient.

Music, Music Education Instrumental and Music Education Vocal

Given the small number of students currently enrolled in the degree program 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

Political Science

The political science and public administration program does not plan to make any curriculum adjustments. Assessment data indicate that students are finishing the degree program prepared for the workplace and those who have applied to professional schools have been admitted.

Social Science Education

2010-11 data demonstrates both consistency and overall improvement in our Program Candidates ability to apply NCSS Standards 1.8 (Science, Technology and Society) and 1.9 (Global Connections) to a Global Studies Project, both in their research and writing, and in the creation and presentation of their completed projects. In 2010-11, our Program candidates demonstrated an overall average mean score of 3.5 (out of 4) and an average mean percentage of 88.6% for this assessment. These results correlate closely to the 2009-10 performance outcomes of 3.5 (out of 4) and an average mean percentage of 88.75%. In comparison to aggregate 2008-09/2009-10 data-sets for this assessment, our 2010-11 Program Candidates posted an even greater gain. Aggregate 2008/09-2009-10 data demonstrates a combined score of 3.33 out of 4, and an average mean percentage of 86.4%. A significant improvement was also observed in the percentage of Program Candidates achieving proficiency in this assessment. In 2010-11, 50% of all Program candidates attained maximum proficiency (4 points). This demonstrates a 25% gain over the percentage of Program candidates attaining proficiency in the aggregate 2008/09-2009-10 data-set. The nature of this assessment, which incorporates research, writing and presentation, is to also serve as a bridge to the development and application of pedagogical skills applied to content.

Consistent improvements posted in this assessment from year to year demonstrate that our Program is helping our candidates learn to hone content knowledge specific to these standards toward pedagogical applications that require optimal organization and delivery of course material.

Sociology

The sociology program assessed one student during the last academic year. While the program does not have a tremendous number of majors each year, it provides coursework necessary for the criminal justice, substance abuse, social work and social science education programs. The sociology program's curriculum is current with field expectations and adequately prepares students for post graduate study and for the workplace. Student who complete degree requirements perform well on all end of instruction testing and typically perform well in the capstone course for the social sciences department. This year, one sociology degree student completed the Exit Exam and the capstone course and performed above the degree required cut score of 70% on both assessments.

Social Work

Results indicated curriculum changes were needed in SOCW 3143 Social welfare policy and services and SOCW 3214 human behavior in the social environment. Curriculum will be modified to assess core competencies through measurable practice behaviors. Curriculum will also stress a greater vertical integration of policy and theory through coursework. SOCW 3143 has been modified into an online format and will include an one-time face to face seminar to stress the connection between policy, theory, and practice and verbally state course requirements and course expectations.

Speech Theatre

Syllabi (6/6) of the Speech & Theatre Program consistently align with national standards for both theatre and speech communication; however, instruction in the area of interpersonal communication is limited. To successfully complete the Speech & Theatre Program, students must produce a complete picture by integrating pieces of information from multiple sources in order to construct & present program-based performances or products. In the speech communication area, students are generally successful with preparation & presentation of informative speeches (86%) and persuasive speeches (100%). Small group communication was not tested at this time, but it was last assessed with results reported in 2009-2010. At that time, students (100%) were able to recognize use of appropriate strategies when examining case studies; however, fewer students (71%) were able to generate appropriate communication strategies when participating in group panel discussions. In the theatre area, students are successful (100%) with constructing full theatrical productions for senior performances. In addition, students (100%) are able to explain the importance of strong communication skills in the professional and personal arenas. Only 67% (2/3) of graduating seniors, however, indicated satisfaction with their level of preparation for graduate studies or working professionally in speech & theatre related areas.

School of Professional Studies

Accounting

Adult Education Management and Administration

Agriculture and Agriculture Education

As a group, Northwestern agriculture students exhibited performances on the 2010-2011 ACAT assessment exam that were approximately below average in nature. While there was a decrease

(year-over-year) in the number of students scoring at the 50th percentile or greater, data from the ACAT exam suggest an odd year for student performance. Because the ACAT exam is a standardized measure, it covers content that spans a wide array of agricultural topics. Many of these topics are addressed in courses within the NWOSU Agriculture program, but only in an elective capacity. For instance, there is a horticulture component within the Plant Science section of the exam. While students at Northwestern now have the opportunity to take a horticulture class, most can only count the course toward their degree as a lower-level elective. This factor, and others like it, often discourage students from enrolling in these classes, and they subsequently suffer in these areas of the ACAT exam. We, therefore, plan to cease from using the ACAT exam as an assessment tool, and will use other, more direct, assessment methods in future years. Students generally performed well on microcomputer-based projects that included both spreadsheet and oral presentation assignments. This success is undoubtedly associated with a number of factors, but perhaps the largest 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.

Business Administration

Counseling Psychology

For the four goals evaluated this time, those relating to appraisal, methods and techniques of counseling, preparedness to practice were all successfully passed, with a minimum of 85% and a maximum of 95% of the students passing the relevant subtests on the comprehensive examination given at the end of the student's program. Only one area, research methods and statistical studies, did not meet the criterion for passing with 55% rather than the needed 75% passing this area. The comprehensive examination parallels the test students must take to become a licensed professional counselor and indicates areas of weakness they may experience. This allows the students committee to ask questions in the areas not passed and give suggestions for further study before the student takes the licensing examination. Rarely do most students pass all ten subareas. The research and statistics area is generally a weak area for students on both the comprehensive examination and the licensing examination they take later.

Curriculum & Instruction

Early Childhood

In the eight assessments required for the Early Childhood Education degree, all scores were positive except for the one area of multiple assessments.

Educational Leadership

With limited data that was collected, 100% of teacher candidates met acceptable or above standards.

Elementary Education

All candidates who matriculated completed the assessments at the acceptable, competent or proficient level, indicating success in the program and a thorough understanding of the standards.

Health and Sports Science/Health and Sports Science Education

All student assessment goals measured were met with satisfaction and were very useful in determining objectives being taught to meet the National Standards for Physical Education as well as the Certification Examination for Oklahoma Educators.

Nursing

Psychology

For the first goal evaluated (Students should have an understanding of applications of psychology to personal, social, and organizational issues), the criterion evaluated was that 75% of graduating psychology majors will complete at least two elective courses relating to the goal with at least a 2.5 GPA for the courses. The goal was met with almost 94% of graduating seniors meeting the criterion. Further analysis revealed considerable variation in the number of available courses taken by students in this area. Because of the generalized nature of the undergraduate psychology program at NWSU, this is not problematic, but as new APA suggestions concerning curriculum are being introduced, department faculty will need to evaluate each of the elective areas. For the second goal evaluated (Students should demonstrate information competence and the ability to use computers and other technology for multiple purposes), the criterion evaluated was syllabi for PSYC 4222 Research Methodology and PSYC 4232 Experimental Psychology would contain the goal and/or appropriate outcomes for the goal. The goal was met with 100% of the syllabi containing the goal. As we have reached 100% compliance on this methodology of measuring the goal, the department faculty will consider new methods of evaluation for this goal. For the second goal evaluated (Students should demonstrate information competence and the ability to use computers and other technology for multiple purposes), the second criterion evaluated was that 75% of the students in PSYC 4232 Experimental Psychology would complete an original research project with a grade of at least 2.5. This criterion was met with 100% of the students (31 of 31) completing the paper with a minimum grade of 2.5 and 87% of the students (27 of 31) completing the paper with a minimum grade of 3.0. As 100% of the students met the criterion, department faculty will discuss changing the criterion to a grade of 3.0.

Reading Specialist

School Counseling

In the assessments required for the School Counselor program, 100% of candidates scored Acceptable, Competent or Proficient for data available. The Oklahoma Subject Area Test reflects 75% of candidates have passed. Individual candidates are advised to review materials prior to re-taking the exam.

Secondary Education

Special Education

In the eight assessments required for the Special Education Mild/Moderate program, 100% of candidates scored Acceptable, Competent or Proficient. Only one of the candidates that passed the subject area test will complete the program.

Technical Management

Other Assessment Plans

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

On the basis of result of assessment data, academic programs have responded accordingly to enhance student performance. Changes have included creating new options, adding seminars, creating new curriculum, changes to course content, adding remediation, ensuring faculty

teamwork, providing more opportunities for communication with students, student handbook revisions and affirmation statement revision. Changes specific to programs follows.

School of Arts and Sciences

Biology

General Chemistry (I and II) and Organic Chemistry (I and II)

Computer Science

None at this time

Criminal Justice

Highlight department change and achievements based on assessments. The curriculum changes which were implemented three years ago for this program should improve student competency and the expectation is that this coming academic year will demonstrate improved student competency on the ACAT exam.

English

Analysis of the English Major Exit Interview revealed that students desire more course offerings in classical and world literature. The students also expressed a preference for site-based courses over courses delivered through ITV. Students are successfully completing the department's Service Learning Course. The department will designate a different SLC course if the curriculum review results in requirement changes that impact the existing course. Students did not meet the measure of success (80% of majors above the 50th percentile) on the ACAT exam. Small sample sizes make it difficult to generalize from these results, so the department undertook an analysis of the exam subscores for the last five assessment cycles to determine trends. Analysis of this data suggests that students in the sample group were best prepared in British Medieval literature and American literature since 1865, and least prepared in British Victorian literature and linguistics.

English Education

Last year's assessment plan identified the goal of replacing retiring department members with faculty who would broaden the range of expertise in British literature. Two new faculty members with complementary areas of specialization in British literature were hired for the 2011-2012 academic year. These faculty members will share equally in composition and literature instruction. The desired outcome is that students will perform better and with more consistency in all areas of British literature. As part of the English curriculum review, department members will discuss whether linguistics should be a priority of the program and, if so, how it can more effectively be included in the curriculum. Another priority of the English curriculum review will be the reduction of English hours necessary for English Education majors. Students are currently required to complete 52 within the major field, while other schools within the regional system require approximately 42 hours.

History

No changes in curriculum will be undertaken. Additional emphasis has been placed on faculty to work closely with all history majors to insure quality advisement and to improve retention and graduation rates--even among marginally performing students.

Mass Communication

Although students are demonstrating effectiveness in areas listed above, video production is at a lower level of effectiveness in comparison to the others. In order to increase effectiveness in video production, the instructor will emphasize quality over quantity in future classes addressing video components. Classes will focus on providing opportunities for students to work hands-on with all aspects of video production. Students continue to have difficulty with creating effective, professional résumés; however, the individual scores have been steadily increasing since 2008. Recent curriculum updates seem to result in better overall résumés, but additional opportunities and time will be provided to enhance résumé-building skills. Percentage of students receiving recognition by winning awards is another item that did not meet the stated goal; therefore, faculty will continue to stimulate professional-level work to assure that students complete and submit professional-caliber contest entries.

Mathematics and Mathematics Education

None at this time for Math. In Math Education, candidates are sufficiently prepared for the role of mathematics teacher; however, additional attention needs to be placed on making the “Candidate Effect on Student Learning” more content specific. TEF should work together to develop a stronger assessment that allows for more content specific input. May need to do some team grading.

Music, Music Education Instrumental and 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

Political Science

Students on all three NWOSU campuses requested additional course availability via online and ITV. It is imperative that political science faculty continue to have adequate access to ITV and the online technologies so that students may enroll in appropriate coursework according to degree program sequencing. Faculty have also been encouraged to utilize alternative teaching methods such as experiential learning, group work, and field work so that students can learn via participatory methods.

Social Science Education

While 2010-11 Program candidates demonstrate improvement aimed toward attaining proficiency with respect to NCSS Standard 1.8 and 1.9, the Program is ready to move its target to the achievement of proficiency for all candidates in the meeting of these standards. Beginning in 2008, the Program added its Global Transformations in History

(HIST 4441) course, designed specifically to address these two standards and to serve as an introductory bridge between content knowledge and pedagogical applications of content knowledge. The addition of this course, as well as a policy put into place making this course a prerequisite to all other Program content courses has likely helped to improve outcomes in 2010-11 for our Program candidates in their performance on this assessment. As a result of these outcomes, the assessment instrument for meeting these two standards will be moved in the spring of 2012 to the Global Transformations course. It will also be deepened in order to more robustly measure Program and candidate performance across a set of rubrics designed to illustrate sub-area levels relating to the specific components of each of these two standards.

Sociology

The sociology program provides substantial support courses for criminal justice, social work, substance abuse and social science education degree programs. The majority of courses offered in sociology are taught via ITV or online which insures that students on all NWOSU campuses have access to both lower and upper division courses. Students are well prepared for graduate study and the workplace once they have completed the degree requirements. End of instruction testing indicates that sociology students are retaining the content knowledge for the discipline and that they have demonstrated problem solving abilities by successfully completing the capstone course for the program. Research and writing skills are demonstrated in the capstone course by the completion of a full-fledged research proposal.

Social Work

The results of the ACAT examination indicated that students could benefit from a greater emphasis placed on the vertical integration of curriculum in the content areas policy and theoretical foundations. The social work program has implemented a more rigorous admissions policy and is making curriculum modifications to emphasis competency based education operationalized through measurable practice behaviors. Faculty in the social work program will continue placing a greater emphasis in assisting students' with post-graduation plans. The results of these efforts have led to 100% of graduates being accepted into graduate school and 100% of students being employed as professional social workers. Faculty is assessing implicit curriculum and looking at changes in the educational environment which could support explicit curriculum. Specific areas being assessed are diversity, admissions policies, advisement, and resources.

Spanish

Speech Theatre

Communication is a skill that can always be improved; therefore, providing challenging opportunities for our majors to excel in the various communication areas is needed. In addition, instructors need to re-evaluate speech communication courses to determine how additional interpersonal communication elements can be included in the current courses. Based on previous data, the Small Group Communication course is under review to determine necessary changes and include more lab activities in the class. Student success with communication strategies has been linked to less complex activities. Providing additional practice at the lower level will better prepare

students to communicate effectively in more complex group situations. Once students have gained a strong foundation, more complex activities should be incorporated so students can receive feedback and strengthen their skills. With use of this method, students should be able to integrate & formulate key communication strategies in a variety of group settings. Additional lab activities and practice with communication strategies will be incorporated next time Small Group Communication is taught. Carry-over of skills from basic to more complex levels is not an unusual problem in education. This type of method can be applied to various "performance-based" communication courses to help with carry-over of skills to more complex & authentic-types of situations.

School of Professional Studies

Accounting

Adult Education Management and Administration

Agriculture and Agriculture Education

Course content adjustments - The Northwestern Agriculture Department does not currently have the resources to offer formal, semester-long courses covering each and every species of agriculturally-important animal species. However, in response to student feedback regarding content areas included on the ACAT exam, additional sections on specific animal species have been incorporated into the content of Introduction to Animal Science (AGRI 1124), Breeds of Livestock (AGRI 3133), and Live Animal Evaluation (AGRI 3112).

Business Administration

Counseling Psychology

Students leaving the MCP program generally pass the LPC licensing exam on their first try, so the work on the comprehensive examination appears to prepare them for the licensing process.

One change that was implemented in the 2010-2011 school year was the move to a separate course in statistics for graduate and undergraduate students. Additionally, discussion has continued on the feasibility of creating a separate graduate research course for MCP students. Currently they take the educational research course, which does not always emphasize research in counseling. A third area under discussion concerns changing requirements on passing the comprehensive examination to require a student to pass the counseling theories and methods/techniques subtests in order to pass the written examination. This has not been decided at this time.

Curriculum & Instruction

Educational Leadership

We will review all assessments to see if they meet standards and make necessary revisions for the 2011-2012 school years.

Early Childhood

Review all data scores to see where the program could be strengthened or enhanced.

Elementary Education

Health and Sports Science/Health and Sports Science Education

No instructional changes are planned at this time. The Health and Sports science Education department will continue to correlate objectives being taught in class to the National Standards for Physical Education, as well as, the competencies of the Certification Examination for Oklahoma Educators.

Nursing

Psychology

Past assessment results have led to a few course reassignments among faculty. Current changes are in the areas of reevaluation of criteria for measuring goals. For several criteria relating to goals and outcomes being included in appropriate syllabi, syllabi have been updated to ensure that the goals are named. Evaluation of student transcripts for courses in particular areas highlight which courses are being taken most frequently and if there is a trend from one area of interest to another over time.

Reading Specialist

School Counseling

Candidates are sufficiently prepared for the role of school counseling; however, additional attention needs to be placed on preparation for the OSAT. To better determine candidates' ability to meet School Counseling standards, rubrics will be revised for better alignment with those standards.

Secondary Education

Special Education

Candidates are sufficiently prepared for the role of special education teacher; however, additional attention needs to be placed on preparation for the subject area test. To better prepare candidates as special education teacher, assignments/assessments that incorporate student assessment and the individualized education program will need to be revised. Constructed responses have been incorporated in the core special education courses in order to better prepare teacher candidates for the subject area test.

Technical Management

Section IV – Student Satisfaction

Administration of Assessment

IV-1. How were the students selected?

Northwestern has five major sources of data for student satisfaction: 1) the Student Satisfaction Survey, an internal instrument; 2) NSSE, a national survey; 3) the graduate studies survey; 4)

course evaluations, an internal online survey; and 5) the alumni survey, an internal survey. The Student Satisfaction Survey is administered on Assessment Day in the spring semester when all students are to participate in a variety of assessments while regular classes are canceled. Response rates are high for the survey, about 38% of the student body. For purposes of inducement, Assessment Day provides a picnic lunch, raffle, and student workshops. NSSE (National Survey of Student Engagement) is done on rotation and was administered again in 2011. Student selection is completed by NSSE and is a random selection based on supplied database of Northwestern freshmen and senior students. The graduate studies survey is sent to all graduate students. Course evaluations are done online. Each of the over 900 courses on all campuses are scheduled into a computer lab in November and all students in class are required to take the assessment. Alumni surveys are sent to all students that graduated one year and five years ago.

IV-2. What were the analyses and findings from the 2010-2011 student satisfaction assessment?

Northwestern has five major sources of data for student satisfaction: the Student Satisfaction Survey, an internal instrument; NSSE, a national survey; the graduate studies survey; course evaluations, an internal online survey; and the alumni survey, an internal survey. A total of 809 students participated in the Student Satisfaction Survey of the 2,116 total undergraduates enrolled (38.23%). Participation significantly increased from the previous year when 618 of the 2,233 undergraduate population (27.7%) were surveyed. By classification, students were 37.60% freshmen, 20.76% sophomores, 20.28% juniors, and 20.76% seniors. The 2011 Student Satisfaction Survey surveyed students regarding all areas of the university including academic, administration, and students' services and provides valuable information for institutional effectiveness. Results of the survey are sent to the departmental level and must be addressed in the department's annual assessment plan.

Course Evaluations and National Survey of Student Engagement (NSSE) apply directly to student satisfaction of academic programs. The NSSE is given on a three-year rotation. Of the 2,116 undergraduate students, 1,802 (85.2%) participated in course evaluations, an increase of 5%. Northwestern students believe faculty encouraged them to actively participate in the course and provided ample opportunities to ask questions. Students believed instructors were generally well prepared for each class. Students believe that faculty could improve the types of assignments for a better understanding of course contents, improve the clarity of their presentations, and vary teaching methods to help students learn. Areas of dissatisfaction were addressed with the following changes.

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

Executive Offices

The President's Office

Improvement and updating of infrastructure and facilities with particular attention given to campus housing and parking will continue. Focus will continue to be placed on customer service. Fund-raising efforts to support programs, facilities and scholarships will continue.

Academic Affairs

Plans are to continue the expansion of supplemental instruction to the Woodward branch campus. Selected programs have been approved for online delivery and two new additional locations have been approved by the HLC. The new locations include

Oklahoma Panhandle State University and Crabtree Correctional facility, located in Helena, Oklahoma.

Student Affairs

Campus security continued to provide trainings for students and employees. We have continued our five year plan on housing renovation. We will look at the survey and make any improvements that may enhance students' lives: Campus security will be an ongoing project for us inside and outside our buildings. We will be working on our resident halls to make our students opportunity to live on campus a positive one.

Academic Affairs

Academic Success Center

We will continue to publicize our facilities, and we plan to hold an open house in the expanded Academic Success Center early in the fall semester, as well as visit both Ranger Connection and developmental education classes. Tutor training will address service to students, and additional computers have been allocated to the ASC to help meet the demand for computing facilities.

Arts & Sciences

No immediate changes are planned due to student satisfaction assessment items. However, the one issue related to student satisfaction that remains a primary concern is the variety and availability of course offerings, particularly in general education. With rising enrollments, the university faces challenges of providing enough seats in these courses to accommodate an increase in student population while effectively managing human resources.

Enid Campus

Students reported some dissatisfaction with ITV classroom experiences on the Enid campus. Continual upgrades to technology for interactive television equipment and SMART boards were completed to improve the learning environment for all students and faculty members. In addition, the computer labs are kept up to date and a testing room was opened for single/small group test situations. The library has remodeled their space to be more comfortable and inviting to students. Additionally, the wellness area has received equipment and been upgraded based on students suggestions. Finally, recycling initiatives were implemented at the request of student comments.

Graduate Studies

Most students in the service area would like to see additional graduate program options that will offer a broader range of employment opportunities. Graduate Studies will continue to work with administration and faculty to explore expanding curricular options. Graduate Studies will also continue to work diligently to decrease enrollment conflicts and to offer a wider range of scheduled course times.

Libraries

Both the Alva and Enid libraries have made some changes to their physical spaces. At the request of students, whiteboards have been installed in all Alva study rooms and these rooms have had paint updates. The Enid library has added some color through paint and new furniture for group gatherings.

Registry

The results of the student satisfaction survey yielded ratings of 86.89 - 84.30% regarding this office. The Registry office will strive to improve this percentage by creating a more student services type environment.

Woodward Campus

The Student Satisfaction survey showed strong support (80% satisfaction) on communication with the Campus Dean. The Campus Dean will meet at least once with every student each semester. The Woodward Student Leadership Advisor Board (WLAB) will continue to be student ambassadors building community support and giving a voice to student concerns. There will be a continued effort to broaden the Alumni base in Woodward, improve and update the campus building, continue with fundraising efforts and maintain an positive relationship with the donors. In addition, The Campus Dean will promote a student friendly atmosphere, increase enrollment and promote student success on the campus.

Administrative Affairs

Bursar

Bursar office personnel will address Ranger Connection classes to inform new students of services available.

Human Resources

No major changes are planned at this time in the Human Resources Office since satisfactory results were obtained from questions about sexual harassment being observed between employees and between employees and students.

Information Technology

Completed the final phase of ITV classroom upgrades and continue to work to make ITV experience more pleasant. Plan to upgrade to new version of Blackboard learning management system to improve online course delivery.

Student Affairs

Campus Police

Increasing the size and coloring on signs in parking lots to increase visibility. Parking lots and curbing are being repainted to show fire zones and handicapped areas better.

Recruitment

The Office of Recruitment will hold regular meetings and trainings to increase our knowledge or the procedures associated with achieving admission. We will also work to increase the information provided in campus tours and in telecommunications with prospective students and their parents.