



**NORTHWESTERN OKLAHOMA  
STATE UNIVERSITY**

**ANNUAL REPORT OF 2011-2012 STUDENT ASSESSMENT ACTIVITY**

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

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## **ANNUAL REPORT OF 2011-12 STUDENT ASSESSMENT ACTIVITY**

### **Section I – Entry Level**

#### **Administering Assessment**

- I-1. How were instruments administered?
- I-2. Which students were assessed?
- I-3. Describe how and when they were assessed, including options for the students to seek retesting, tutoring, or other academic support.

#### **Analyses and Findings**

- I-4. What were the analyses and findings from the **2011-2012** entry-level assessment?
- I-5. How was student progress tracked?
- 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.

#### **Other Assessment Plans**

- I-7. What other studies of entry-level assessment have been conducted at the institution?
- I-8. Describe results.
- I-9. What instructional changes occurred or are planned due to entry-level assessment?

### **Section II – Mid-Level/General Education**

#### **Administering Assessment**

- II-1. Describe how assessment activities were linked to the institutional general education program competencies.
- II-2. Describe how the instruments were administered and how students were selected.
- II-3. Describe strategies to motivate students to participate meaningfully.
- II-4. What instructional changes occurred or are planned in the programs due to mid-level assessment?

#### **Analyses and Findings**

- II-4. How was student progress tracked into future semesters and what were the findings?
- II-5. What were the analyses and findings from the **2011-2012** mid-level/general education assessment?

## **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.

### **Analyses and Findings**

- III-2. What were the analyses and findings from the **2011-2012** program outcomes assessment?

### **Other Assessment Plans**

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

## **Section IV – Student Satisfaction**

### **Administration of Assessment**

- IV-1. How were the students selected?

- IV-2. What were the analyses and findings from the **2011-2012** student satisfaction assessment?

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## **Executive Summary**

### **Entry Level**

During the 2011-2012 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 426 entering Northwestern entering freshmen, 175 scored less than 19 on the ACT in at least one area and were evaluated with the appropriate Accuplacer test. 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 the monitoring process and ongoing program redesign facilitated by Title III funding, the English composition sequence is undergoing major changes.

### **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 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. 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 748 students participated in the Student Satisfaction Survey of the 2,049 total undergraduates enrolled (36.51%). Participation slightly decreased from the previous year when 809 of the 2,116 undergraduate population (38.23%) were surveyed. The 2012 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 2011-2012 STUDENT ASSESSMENT ACTIVITY**

### **Section I – Entry Level**

#### **Administering Assessment**

##### **I-1. How were instruments administered?**

During the 2011-2012 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 2011-2012 academic year was the eleventh year Northwestern participated in the Accuplacer testing.

##### **I-2. Which students were assessed?**

Of the 426 entering Northwestern entering freshmen, 175 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 2011-2012 entry-level assessment?**

A total of 409 individuals were tested during the 2011-2012 academic year, of which 347 enrolled at Northwestern.

TABLE 1 –Accuplacer Test Results for enrolled Northwestern Students 2011-2012

Accuplacer Test	Total tested		Students scoring at college level		Student requiring remediation	
English	235	67.72%	49	20.85%	186	79.15%
Math	276	79.54%	37	13.41%	239	86.59%
Arithmetic for Science	197	56.77%	10	5.08%	187	94.92%
Reading	191	55.04%	38	19.90%	153	80.10%

### **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 2011-2012

Subject	07-08	08-09	09-10	10-11	11-12
English 0123 to Comp II 1213 English Proficiency Level >C	70.3	67.8	83.0	85.9	64.5
Math 0013 to College Algebra Proficiency Level >D	67.6	76.6	87.4	75.0	71.4
Math 0123 to College Algebra Proficiency Level >D	73.0	87.7	68.7	72.2	82.3

The results from the 2011-2012 study shows of the former English remedial students, 64.5% received passing grades in 2011-2012 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, 71.4% later received passing grades in credit bearing 1513 College Algebra in 2011-2012. Of those students originally enrolled Intermediate Algebra 0123 Math, 82.3% passed College Algebra in 2011-2012.

**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 the monitoring process and ongoing program redesign facilitated by Title III funding, the English composition sequence is undergoing major changes. A new course, ENGL 0125 Reading and Literacy, is being piloted for the first time in spring 2013, with the ultimate goal of replacing the two existing developmental courses with a single, 5-hour developmental course. Based on research and consultation with other schools that have undergone redesign, the course was designed to target both reading and writing simultaneously rather than as discrete skills. Scaffolding has been added to the composition program as well, with a support lab added for students who successfully pass the developmental course as well as students who are admitted directly into Composition I with marginal placement scores. Modifications to increase student engagement, including software and live tutoring support for students in Composition I and topics-based courses in Composition II, are being piloted within the composition sequence.

**Other Assessment Plans**

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

None

**I-8. Describe results.**

N/A

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

N/A

## **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 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 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* 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 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. The assessment in 2011-2012 represents the end of the first three-year cycle in this process. Data from all three years is currently being evaluated.

#### **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 2011-2012 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.

TABLE 3. ETS Proficiency Profile Results

Skill Dimension	Proficiency Classification					
	Proficient		Marginal		Not Proficient	
	NWOSU	Baccalaureate I and II	NWOSU	Baccalaureate I and II	NWOSU	Baccalaureate I and II
<b>Reading, Level 1</b>	59%	54%	23%	23%	18%	23%
<b>Reading, Level 2</b>	27%	26%	20%	17%	54%	57%
<b>Critical Thinking</b>	4%	4%	12%	11%	86%	85%

<b>Writing, Level 1</b>	51%	53%	37%	31%	12%	16%
<b>Writing, Level 2</b>	11%	14%	33%	31%	56%	55%
<b>Writing, Level 3</b>	4%	5%	21%	20%	75%	75%
<b>Mathematics, Level 1</b>	46%	39%	32%	28%	23%	33%
<b>Mathematics, Level 2</b>	19%	17%	27%	21%	54%	62%
<b>Mathematics, Level 3</b>	5%	4%	12%	10%	83%	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 2011-2012

Degree Program	Assessment Measures	Numbers of Individuals Assessed
Adult Education Management and Admn M.Ed.	Portfolio Defense	5
Accounting	Major Field Test	16
Agriculture and Agriculture Education	ACAT	0
Biology	ACAT	26
	Exit Survey	26
Business Administration	Major Field Test	35
Chemistry	American Chemical Society exam	NA
	Lab reports	NA
Computer Science	Exit Interview	2
Counseling Psychology MA	Locally developed exam	18
Criminal Justice	ACAT	0
	Capstone	NA
Curriculum and Instruction M.Ed.	Portfolio Defense	0
Early Childhood Education	OSAT	22
	OPTE	22
	Portfolio	22
Education Leadership M.Ed.	Portfolio Defense	5
Elementary Education	OSAT	26
	OPTE	26
	Portfolio	26
Elementary Education M.Ed.	Portfolio Defense	1
English	ACAT	7

	Exit Interview	7
English Education	ACAT	7
	OSAT	7
	Service Learning Course Completion	NA
	Exit Interview	7
Health & Sport Science	Embedded Course Assignment	NA
Health & Sport Science Education	OSAT	10
History	ACAT	0
	Capstone Course Completion	NA
Mass Communication	Supervisory Evaluation of Internship	NA
Mathematics	Locally Developed Test	1
	Exit Survey	1
Mathematics Education	OSAT	NA
	Student Teacher Evaluations	NA
	Locally Developed Test	NA
Music	Major Fields Test	0
	Sophomore Examination	1
	Music Theory Examination	1
	Music History Examination	2
	Music History Paper	2
	Piano Proficiency	2
	Recital	1
	Jury Examination	5
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	4

	NLCEX RN licensure exam--100%	31
	ATI RN Predictor exam--75%	31
Political Science	ACAT	0
Psychology	ACAT	12
Reading Specialist M.Ed.	OSAT	0
	Portfolio Defense	0
School Counseling MEd	OSAT	4
	Portfolio Defense	18
Secondary Education MEd	OSAT	0
	Portfolio Defense	0
Social Science Education	OSAT	3
	Capstone	3
	Exit Interview	3
Social Work	ACAT	15
	Capstone	15
	Signature Assignment	15
	Senior Exit Survey	15
Sociology	ACAT	0
Spanish	Locally Developed Exam	1
Special Education	OSAT	8
	OPTE	8
	Portfolio	8
Speech & Theatre	Case Study Analysis	12
	Panel Discussion	12
	Informative Presentation	16
	Persuasive Presentation	12
	Theatrical Production	2

### Analyses and Findings

#### **III-2. What were the analyses and findings from the 2011-2012 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 2011-2012 at Northwestern results are given below.

### Quantitative Methods

<b>Direct</b>	<b>Indirect</b>
Capstone course	Final course grade
Class project (individual or group)	Graduate school acceptance of program grads
Commercial instrument or test	Program GPA
Comprehensive exams	Student graduation rates
Course embedded questions	Student program retention
Essay test question	Survey of graduates
Intercollegiate Competitions	Survey of internship supervisors
Juried review of performances and exhibitions	Survey of student satisfaction
Licensure or certification exams	Surveys of alumni
Major project	Surveys of department faculty
Multiple-choice test question	Surveys of employers
National Major Field Achievement Tests	Surveys of other faculty
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	

### Qualitative Methods

<b>Direct</b>	<b>Indirect</b>
Clinical evaluation	Internship evaluations
Practicum or internship	Exit interviews
Reflective journals	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

N/A

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

N/A

### Computer Science

Both students indicated they felt well-prepared for careers in computer science. One student indicated a need for additional networking classes.

The locally developed test provided limited information for assessment.

### Criminal Justice

26 students enrolled in and completed the Criminal Justice 4613 Administration and Mgmt course. 50% of these students scored at or above 80% on the comprehensive final exam in the course. 50% of the students scored at or above 80% on the term paper for the course.

27 students enrolled in the completed the Social Research and Evaluation 4723 course which is the program capstone course. 20 of these students scored at or above 80% on the research proposal assignment. 9 of the 27 scored at or above 80% on the comprehensive final exam for the course.

### English

ACAT English Exam--Students did not meet the acceptable measure of 50% of students performing at the 50th percentile on this instrument. Of the seven students who sat for the exam, only one (14%) performed acceptably. The department was able to determine particular areas of strength (American literature since 1865, 18th Century British literature, and Victorian literature) in the students' performance. (See below for further analysis.) The department is currently reviewing whether the ACAT is the best instrument with which to measure SLO 1, "Students will identify significant literary works, authors, and movements, as a requisite skill for literary analysis."

Cumulative GPA for survey courses--Students performed at an acceptable level on this assessment tool, with 82% of majors having a GPA of 3.0 or better in the required survey courses. The average GPA of students in these courses was 3.17.

Using a departmentally-developed rubric for a research project or paper in ENGL 3173, the department assessed SLO 2, "Drawing upon both primary and secondary sources, students will critique one or more literary works in a research paper or project." Students performed at an acceptable rate, with 66% receiving a score of 78 or better on the rubric. However, students did not meet the target goal of 80% scoring a 78 or better on the rubric.

Using a departmentally-developed rubric to assess SLO 3, "Students will compose a multi-paragraph extemporaneous response that demonstrates competence in grammar, mechanics, and organization" on an embedded essay question in ENGL 3433, the department assessed students' competence in functional aspects of writing. Eighty-seven percent of students received a score of "acceptable" or "excellent" on the rubric, thereby demonstrating acceptable performance on this measure. With only 54% of students receiving an "excellent" score on the rubric, the sample

group did not meet the target measure of 75% of students receiving an "excellent" on this assessment.

Students are prepared to use discipline-specific concepts and skills, as demonstrated by their success on assessments that require application (research paper, multi-paragraph response, and course performance). In each case, students met the "acceptable" level of performance. However, students did not perform well on the ACAT. Regarding the cumulative performance of students on the ACAT, the department considered these results in light of five-year assessment data on this measure, which is significantly better than the 2012 results. The department will review the 2013 results with particular interest to determine whether the results are anomalous or indicative of a pattern of decline in student achievement on this measure.

#### English Education

In the 8 Assessments required for the Language Arts Program, 100% of the candidates scored Acceptable, Competent, or Proficient. Candidates are sufficiently prepared for the role of Language Arts teacher in the secondary schools; however, additional attention needs to be placed on curriculum development. For example, we are in the process of developing a Young Adult Literature course as indicated in the SPA report.

#### History

5 students completed the World History since 1945 (HIS 4013) course. 3 of the five scored at or above 80% on the term paper assignment for the course. 2 of the 5 scored at or above 80% on the final exam for the course. 27 students completed the departmental capstone course Historical Methods 4433. 20 of the 27 scored at or above 80% on the research proposal assignment. 9 of 27 scored at or above 80% on the final exam.

#### Mass Communication

We assessed our mass communication majors in six prominent areas of professional work skills: audio, video, online media, public relations, graphic design, and media writing. Our data shows that students are proficient in creating audio, video, online media, and public relations projects—meaning at least 80 percent of the students earned at least an 80 percent grade on the assignment used for the data. What we take from this is that while the students are doing well, they may be able to handle more difficult challenges in each of these four areas.

Students did not meet the proficiency standards we set for graphic design projects or media writing projects; however, neither category was below 50 percent, suggesting there is need for improvement, but the majority of students are proficient. For graphic design faculty members noticed a trend in students not following rules completely for a project leading to lower grades.

For media writing the low proficiency tended to center on two issues: not following Associated Press (AP) writing style which is the industry standard and not having enough interview material in news stories.

#### Mathematics

Only 1 student was assessed in 2011-12

### Mathematics Education

In the eight assessments required for the Mathematics Education Program, 100% of Program Completers scored Acceptable, Competent or Proficient. 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. 2 of 2 students passed the Oklahoma certification exam for Advanced Math. Minimal data was received from the exit surveys.

### Music – B.A.

Two BA candidates completed the jury. There was a 100% pass rate. All students received grades of a B or higher. One BA candidate completed the sophomore examination. Based on the pass/fail system of the exam, the student failed three out of the four sections of the exam. Northwestern students are not successful in meeting all the necessary requirements on their performance medium. The student that failed the sophomore examination had an extenuating circumstance. With only one student taking the exam, it is difficult to interpret results at this time.

One student took the music theory examination (form and analysis). There was a 100% pass rate. In regards to Music History, two students took the examinations. One student scored a 47% on the history field exam and a 91% on the research paper. The other student scored a 54% on the history field exam and an 85% on the research paper.

One BA candidates took the piano proficiency examination. The student passed all sections of the examination. Based on the data, the BA student was prepared for the examination. No program modifications needed at this time.

### Music – B.M .

Five BM candidates completed the jury. There was a 100% pass rate. All students received grades of a B or higher. One BM candidate completed a junior recital. The student received the highest possible grade of proficient. One BM candidate completed the sophomore examination. Based on the pass/fail system of the exam, there was a 100% success rate.

One student took the music theory examination. There was a 100% pass rate. The student was successful in the music theory examination however, in music theory 1, retention was low, students received poor grades. Also, another examination in music must be give for the aural theory segment. Due to the course rotation aural skills III will not be tested until spring 2013. Because only one student took the examination, it is difficult to interpret data at this time.

### Music Education Instrumental and Vocal

In the eight assessments required for the Music Education program (with the exception of the OSAT of which 0 students took), 100% of candidates scored Acceptable, Competent or Proficient. Candidates are sufficiently prepared for a career in music education; however, additional attention needs to be placed on the actual value of the assessment. The music literature database for example covered music in only one musical genre. While students were proficient in the assessment, a vocal music education student will not be able to comprise a cohesive choral concert made up of only renaissance music.

### Natural Science Education

N/A

### Political Science

15 students completed the Political Theory 3013 course and 8 of these students scored at 80% or better on the term paper assignment. 10 of these students scored at or above 80% on the comprehensive final exam in the course. The capstone course, Social Research and Evaluation 4723, enrolled 27 students. 20 of them scored at or above 80% on the research proposal assignment. 9 of the 27 scored at or above 80% on the comprehensive final exam.

### Social Science Education

This assessment demonstrates that our Program candidates have developed the ability to understand and apply NCSS Standards 1.8 and 1.9 to scientific or technological issues and topics relating to a region of the world, and critically reflect on the global implications of these issues. Demonstration of proficiency with NCSS Standards 1.8: Science, Technology and Society, and 1.9: Global Connections, is an indication of the depth and breadth of our Program candidates' overall grasp of how content learning in dominant subject areas in the Secondary schools such as History and Geography actually often involve a range of NCSS standards.

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

20 students completed Social Theory 3203 and 5 of these students scored at or above the 80% rate on the term paper assignment. 5 of the 20 also scored at or above 80% on the comprehensive final exam in the course. In the Social Research 4723 capstone course, 27 students enrolled. 20 of the 27 scored at or above 80% on the research proposal assignment. 9 of the 27 scored at or above

80% on the comprehensive final exam in the course.

### Social Work

Social work education is based upon a competency based educational model. Students are assessed based on the demonstrated mastery of 11 competencies through 43 operational practice behaviors. Results indicated the top priority for explicit and implicit curriculum changes related to competencies 3: Apply critical thinking to inform and communicate professional judgments; and competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Assessment data indicated competency 1, 2, 9, 10, and 11 are the highest areas of achievement for social work students. Explicit and implicit curriculum changes are planned for SOCW 3143 and 4023 as a means to improve student achievement in the areas of critical thinking and social welfare policy and services.

### Spanish

One (1) student took the Spanish Exit Test. This student achieved 90% on the test. Two new learning outcomes were added to the test in 2011-2012: 1) a written Essay and 2) an oral Interview. In both tests there was significant evidence of the student's strong Spanish linguistic skills. This year, more emphasis was made on Spanish linguistic skills, which included accuracy and fluency in all time frames, past, present, and future. These skills support the student's communicative ability combined with the cultural component in our Spanish courses highlighted in Span 3113 Peninsular Spanish American Culture and Spanish 4223 Survey of Spanish American Literature. Similarly, the student scored 90% or above in the Oral Interview which included the cultural component of the Hispanic World. Thus, indicating knowledge of the Hispanic culture. As a result, the learning outcomes were met.

### Speech Theatre

14/16 (88%) students completing an upper level speech class were able to present effective informative speeches (at 80% or above) in a public speaking setting. Students were not as successful with persuasive speaking as only 8/12 (68%) successfully presented persuasive speeches with use of the Monroe's Motivated Sequence structure (at 80% or above) in a public speaking setting. Persuasion is a more complex type of public speaking; therefore, it is common for performance to be stronger with informative speaking than it is with persuasive speaking. Opportunities to develop and enhance overall public speaking skills appeared limited based on an overall review of the major curriculum. Group communication requires students to incorporate communication techniques or strategies for success. 10/12 (83%) of students successfully produced (at 80% or above) specific group communication strategies when provided with group-based case scenarios. 9/12 (75%) students incorporated effective strategies (at 80% or above) into their own communication patterns when participating in small group discussions. Students were more successful with producing effective strategies in relation to a case study than they were with incorporating those strategies into their own group communication. On the theatrical side of the major, the theatre-based senior performance requires students to combine knowledge and skills learned throughout their education in order to develop a full theatrical production. In academic years 2009-2010, 2010-2011, and 2011-2012, five students completed this senior production. Over the last three years, 4/5 (80%) students earned 80% or better on their full theatrical production. For the current report year, 2011-2012, 1/2 (50%) of students earned 80% or above on the production. The one student who did not reach the goal for this report year, however, was the only student over the last three years to complete the production below the determined level of success (80% or higher).

## School of Professional Studies

### Accounting

*Each graduating student should have appropriate accounting software skills.*

In ACCT 4133 Accounting Information Systems students complete a computer software project with a written report. It is expected that 80% of the students will score at or higher than acceptable on a faculty-approved rubric.

In AY 2010, 91% of the students met the standard. This measure was instituted in AY 2010-11. Generally, ACCT 4133 is only offered once per year.

*Each graduating student should know the accounting standards of the accounting profession.*

*Graduating students should know the code of conduct which is required by certifying bodies.*

A majority of the students who took the majority of their Accounting classes from NWOSU who sit for CPA exam in Oklahoma will pass.

The Oklahoma CPA exam pass rate for students who took the majority of the Accounting classes from NWOSU will be at or above the median pass rate for all Oklahoma, 4-year institutions.

The pass rates for NWOSU as reported by the OSCPA are:

2008 – 67%  
2009-67%  
2010-46%  
2011-26%

### Adult Education Management and Administration (M.Ed.)

SLO 1: Students will analyze the historical roots and development of higher education in the United States, including its various programs and services, financial support, and contemporary roles and missions.

Fifty percent of students enrolled in EDUC 5903/Higher Education Philosophy and Practice scored at an 80% or above on the final exam.

Eighty percent of students enrolled in EDUC 5903/Higher Education Philosophy and Practice scored at an 80% or above on the Chronicle of Higher Education article reviews.

The target score of 80% was not achieved by 80% of students on the final exam in EDUC 5903.

SLO 2: Students will examine and evaluate various teaching and learning strategies as they relate to adult learners in higher education, focusing on the creation of pedagogy for college courses that attend to the learning styles of a diverse population.

Eighty percent of students enrolled in EDUC 5913/The Learning College scored at an 80% or above on the book reviews.

Sixty-one percent of students enrolled in EDUC 5913/The Learning College scored at an 80% or above on the final exam.

Eighty percent of students enrolled in EDUC 5913/The Learning College scored at an 80% or above on the lesson plan.

The target score of 80% was not achieved by 80% of students on the final exam.

SLO 3: Students will analyze the various structures and components of managing institutions in higher education.

Eighty-seven percent of students enrolled in EDUC 5953/Institutional Management scored at an 80% or above on the case studies assignments.

Forty percent of students enrolled in EDUC 5953/Institutional Management scored at an 80% or above on the research paper.

One hundred percent of students enrolled in EDUC 5953/Institutional Management scored at an 80% or above on the final exam.

The target score of 80% was not achieved by 80% of students on the research paper.

SLO 4: Students will analyze classroom and institutional problems by learning the methods and techniques of classroom research.

One hundred percent of students enrolled in EDUC 5933/Classroom Research and Institutional Effectiveness scored at an 80% or above on the research project.

One hundred percent of students enrolled in EDUC 5933/Classroom Research and Institutional Effectiveness scored at an 80% or above on the power point assignments.

All scores exceeded target scores of 80%.

### Agriculture

Student performance did not always meet expectations for each Student Learning Outcome methodology outlined in the 2011-2012 Agriculture Department assessment Plan. However, data were not available for one of the methodologies, and were limited for other methodologies. Therefore, changes in the agriculture program / curriculum are not planned for the immediate future, but will be reconsidered as additional data warrants.

### Agriculture Education

Looking at the reported data tables, all candidates were found to be at an acceptable level of performance in each assessment. Further, the majority of candidates were found to be at a target level of performance.

Assessment 1 showed a mean comprehensive score of 265.58 for the OSAT in Agricultural Education. This is a level well above the 240 cutoff score. A 100% pass rate indicates candidates are at a target level for content knowledge.

Assessment 2 data indicate candidates are at an acceptable to target level in content knowledge as reported by course grades. Highest areas reported by the highest mean scores were in the agricultural education state competencies of Agricultural Mechanics and Foundations of Agricultural Education, FFA, and Communications.

Assessment 3 showed 100 percent of candidates meeting expectations for pedagogical and professional knowledge. This was a two part assessment and over 85% of candidates were considered target in both data tables, while less than 15% were at acceptable levels of performance.

Assessment 4 data reported 100% of candidates were at an acceptable level of performance in presenting lessons during their student teaching experience. Data show an 85% and 90% target level of performance in a two part assessment of using a university evaluation and an evaluation specific to agricultural education. The remaining 15% and 10% of candidates for each evaluation form met acceptable levels of performance.

Assessment 5 data identify 100% of candidates meeting the minimum expectation, or acceptable level of performance, for student learning. The mean score for the formative and summative evaluation assignment to assess student learning was 3.42.

Assessment 6 data were a measure of content knowledge in agricultural mechanics. Data clearly suggest 100% of candidates met an acceptable level of performance in a two part assessment. Candidates were strong in safety, which is a critical element of managing an agricultural class when they become teachers. Weaker areas, although acceptable ranges, were in skill which will continue to take practice to become a target welder.

### Business Administration

*Graduating Business Administration majors, as a graduating class, will demonstrate a basic knowledge of the functional areas of accounting, business law, economics, finance, management and marketing.*

75% of students are expected to score above the 50<sup>th</sup> percentile on the Major Field Test in Business. Scores have remained fairly consistent over past five years. The scores have not been close to meeting target.

It is expected that the institution overall score will be above the median score of our identified peer institutions. The results are:

Summer 2011 – 144.3  
Spring 2011 -150.1  
Fall 2010 – 149.8  
Peer Institution Mean – 152.2

In all 9 assessment indicators of the MFT, the mean percent correct should be 50 or higher. Only 4 of the 9 measures were at or above a mean percent correct of 50 or higher. However three other measures were between 45-49%.

In MGMT 4433, students are required to complete simulation presentations. In each of seven disciplines, 70% of the students are expected to meet or exceed expectations in response to the statement “The team member demonstrates a clear understanding of \_\_\_\_\_ principles.”

In Spring 2011, 20% met the standard. In Summer 2011, 0% met the standard.

*Graduating students should demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.*

In MGMT 4433, students are required to complete a case analysis. It is expected that 80% of the students will score at least 20 points on the assessment rubric. The results are:

Fall 2010 – 20%  
Spring 2011 – 13%  
Summer 2011 – 0%

Students did not exceed 20% toward achieving the goal.

### Counseling Psychology (M.C.P.)

We measured four student learning outcome areas and found that students were scoring at acceptable levels in three of the four areas including counseling strategies and techniques, appraisal and assessment, and research. However, our first student learning outcome related to counseling theories was slightly below the set mark. Eighteen students took the comprehensive exam with an average proficiency level of 79% which was 1% below our set level of 80%. Students do not appear to be demonstrating a sufficient knowledge and understanding of counseling theories. Knowing and being able to articulate theories is an area we deem vital to effective therapy and is one of the areas on the State licensing exam.

The comprehensive examination is structured in a way that is similar to the licensed professional counselor exam. Areas of weakness on the comprehensive exam suggest similar difficulties on the licensing exam and so students with identified areas of weakness are provided with learning guidance in anticipation of that exam.

### Curriculum & Instruction

For the 2011-2012 academic year, no candidates were enrolled in the Curriculum and Instruction; thus, no scores are available for the specialty standards.

### 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. Candidates are very well prepared for their roles of Early Childhood educators.

### Educational Leadership

With limited data that was collected, 100% of teacher candidates met acceptable or above standards. Due to circumstances of previous program coordinator, data was lost for the 2010-2011 school years.

### Elementary Education

The average English/Reading grades for the Spring 2011 semester teacher candidates applying to student teach in the Fall 2011 semester is 3.7 (on a 4-point scale) or a B (ACEI 2.1). The average area for the Sciences (ACEI 2.2) is 3.1. The average for the Mathematics (ACEI 2.3) is 3.2. The average Social Studies (ACEI 1.0 and 2.4) are 3.5. The average for Fine Arts (ACEI 2.5) is 3.6. The average for Wellness and Health (ACEI 2.6 and 2.7) is 3.9.

An interpretation of how the data provides evidence for meeting standards: Candidates demonstrated satisfactory achievement in all courses and were able to demonstrate progress towards satisfying the ACEI standards related to content knowledge (ACEI 2.1-2.7) and human development (1.0). The lowest grade average was in 1114 Biology a 2.5. This is in contrast to the other prescribed science course which is an upper level course 3114 Earth and Space Science which has an average GPA of 3.6. Other areas of concern are the 1513 College Algebra grade average of 2.9 and the 1113 American Federal

Government grade average of 2.9. The highest GPA was in the areas of; 4203 Creative Activities with a 4.0, 1113 Speech with a grade average of 3.9, Wellness Concepts with a grade average of 3.9 and 4173 English Usage with a grade average of 3.8.

Prior to 2009 students were required to take a 2003 Leadership. After review of OSAT scores a deficiency was revealed in Social Studies. The requirement was changed to 1113 Geography. This requirement was justified by the underlying foundation of educational methods courses is leadership. In the methods courses students are required to plan, prepare, organize and instruct students based on objectives set by the state of Oklahoma. Some student's data represents Leadership instead of Geography. Future teacher candidates will be required to take the 1113 Geography course.

This assessment has reviled the requirement of Fine Arts is varied because of the unlimited number of courses a student can choose to take for the requirement. This is one area which will presented to Teacher Education Committee to see if the requirements can be more specific in order to align better to the ACEI standard 2.5.

Data collected from the candidates' Clinical Interdisciplinary Unit for the Spring of 2011 shows that the candidates are scoring in the Acceptable or better range in all content areas on a three-point scale. The scale is as follows: Proficient (3pts), Acceptable (2 pts) and Unacceptable (1 point). The area of weakness is the ACEI 5.2 standard. This area needs more emphasis in the course work to show the importance of collaboration. The whole unit is based on working with a mentor teacher in the classroom for 64 hours.

The goal of the Elementary Education Unit is to have everyone scoring in the Acceptable or better range. The students are meeting the expectations in all areas except ACEI 5.2 involving community. Overall the ACEI 5.2 standard is acceptable but, this area needs to be addressed to all the candidates to better understand and utilize community recourses. More emphasis and documentation on ACEI 5.2 would show better data for the standard being met. Upon review of this standard the Elementary Unit at NWOSU will meet to discuss a better way to document the many ways NWOSU teacher candidates collaborate with public schools, parents and the community.

In the analysis of the data for the Creative Activities Showcase shows alignment with standards 2.5, 2.6, 2.7, This activity incorporates central concepts involved with inquiry, content, the arts, physical education, integration of knowledge and active engagement in learning. The data shows candidates from Summer 2011.

The data findings for the Creative Activities Showcase shows candidates scoring proficient or competent in each of the aligned ACEI standards 2.5, 2.6, 2.7, The majority of the scores for all ACEI standards fall in the competent area.

#### Health and Sports Science/Health and Sports Science Education

All SLOs were successfully met with exception of SLO, Assessment One, in option One 4502 Legal Liability comprehensive final. This is the first time this assessment was not successfully met. The assessment however will be changed from the comprehensive final to a course embedded assignment and/or exam. Option Two SLO 4 assessment two 3212 Fitness Assessment

and Exercise Prescription was also not met for the first time.

#### Non-Certificate Option (M.Ed.)

SLO 1: Student will learn the techniques of educational research, which include the interpretation of data and results.

Eighty percent of students enrolled in EDUC 5013/Introduction to Educational Research scored an 80% or above on their research report.

Eighty-two percent of students enrolled in EDUC 5013/Introduction to Educational Research scored an 80% or above on their article reviews.

All scores met or exceeded target score of 80%

SLO 2: Students will analyze the major philosophies of education, including the development of public education and the contemporary theories of curriculum development.

Eighty-eight percent of students enrolled in EDUC 5203/Educational Practices scored at an 80% or above on blog essays.

One hundred percent of students enrolled in EDUC 5203/Educational Practices scored at acceptable or above on this section in their graduate portfolios.

All scores met or exceeded target scores of 80% or "acceptable" on the Required Paperwork section of the graduate portfolio.

SLO 3: Students will examine and evaluate strategies as they relate to the process of learning that apply to individuals from different cultural and personal backgrounds.

Seventy-seven percent of students enrolled in EDUC 5212/Psychology of Teaching scored at an 80% or above on the article reviews.

Seventy-three percent of students enrolled in EDUC 5212/Psychology of Teaching scored at an 80% or above on the article.

These scores failed to meet the target scores of 80% or above.

SLO 4: Students will analyze the development of required leadership philosophies and principles necessary in developing multicultural education in public schools, which include institutional and individual practices and evaluation methodologies.

One hundred percent of students enrolled in EDUC 5822/Multicultural Education scored at an 80% or above on the autoethnographic essay.

Ninety-seven percent of students enrolled in EDUC 5822/Multicultural Education scored at an 80% or above on the social action project.

All scores exceeded target scores of 80% or above.

#### Nursing

NA

#### Organizational Leadership

*Graduating students should be able to integrate prior work experience with complimentary knowledge of business principles grounded in an academic environment.*

A pretest will be administered in the first ORGL class – Foundations. A post-test will be administered in the final ORGL class – Capstone. 80% of the students are expected to show at least a 50% reduction in errors from the pre-test. This goal, and thus this measure, began with

AY 2010-11. Therefore there has been no measurement yet, as no students have gone through the program having taken the pre-test.

*Graduating students should demonstrate the necessary skills to identify, conceptualize, diagnose, evaluate and analyze business problems.*

Students in ORGL 4553 Capstone will perform a detailed case analysis. 80% of the students are expected to score at least 80% on a faculty-approved assessment rubric. Only two NWOSU students in the program have taken ORGL 4553 since this measure was adopted. Both students took the class in Spring 2011 and exceeded the standard. Too few students have been observed to make any type of conclusion. We need to continue to monitor this measure.

### Psychology

We measured four student learning outcome areas and found that students were scoring at acceptable levels in three of the four areas including counseling strategies and techniques, appraisal and assessment, and research. However, our first student learning outcome related to counseling theories was slightly below the set mark. Eighteen students took the comprehensive exam with an average proficiency level of 79% which was 1% below our set level of 80%. Students do not appear to be demonstrating a sufficient knowledge and understanding of counseling theories. Knowing and being able to articulate theories is an area we deem vital to effective therapy and is one of the areas on the State licensing exam.

The comprehensive examination is structured in a way that is similar to the licensed professional counselor exam. Areas of weakness on the comprehensive exam suggest similar difficulties on the licensing exam and so students with identified areas of weakness are provided with learning guidance in anticipation of that exam.

### Reading Specialist

No students were enrolled in this program in 2011-2012.

### 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. Candidates are sufficiently prepared for the role of school counseling; however, additional attention needs to be placed on preparation for the OSAT.

### Secondary Education

Seven candidates who were enrolled in the M.Ed. Secondary Option submitted milestones in their graduate portfolios during the 2011-2012 academic year. All candidates achieved or exceeded the target score of “acceptable” for all core and specialty standards except for Specialty Standard 10, in which one candidate received a score of unacceptable.

Data from the Exit Interview for graduate candidates shows that scores exceed the target score of 3 on all areas. Ranked on an ordinal scale from 1 (poor) to 5 (excellent), all scores on the four major questions exceed a score of four (4), which are .8% or closer to the “excellent” range.

### 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. 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.

### Technical Management

*Graduating students should have added commentary knowledge of business principles to the skills gained from their career specialty.*

A pretest will be administered by the program advisor before students take their first class in the program. A post-test will be administered in the MGMT 4433 Business Policy. 80% of the students are expected to show at least a 50% reduction in errors from the pre-test. This goal, and thus this measure, began with AY 2010-11. Therefore there has been no measurement yet, as no students have gone through the program having taken the pre-test.

*Graduating students should demonstrate the necessary skills to identify, conceptualize, diagnose, evaluate and analyze business problems.*

Students in MGMT 4433 Business Policy will perform a detailed case analysis. 80% of the students are expected to score at least 20 points on a faculty-approved assessment rubric. No Technical Management students have taken MGMT 4433 since this measure was adopted.

### **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

N/A

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

N/A

##### Computer Science

The computer science department regularly reviews the curriculum in order to keep up-to-date with the background necessary for students to be successful in computer science related careers.

### Criminal Justice

The curriculum changes which were implemented four years ago for this program should continue to improve student competency and program/departmental faculty continue to tweak curriculum and teaching strategies to improve student performance in the capstone coursework.

### English

Based on 2010-2011 and 2011-2012 departmental assessment results, the department is proposing program modifications that will strengthen core courses in Shakespeare and World Literature by specifying the required course in each of these areas. In the current program, students may choose one of two World Literature courses and one of two Shakespeare courses to satisfy degree requirements. Specifying one course as required will allow the instructor to concentrate the focus in each course on the important canonical works (and authors, in the latter). The remaining course in each area will remain in the catalog and be offered as an elective, but the change in requirement will ensure that students are exposed to significant works and authors in the required course.

Program modifications also include making "Literary Criticism" a required course to be taken as a capstone course in the senior year. This change will serve the goal of strengthening students' critical and analytical abilities late in their degree programs, when they have mastered the content of the requisite courses.

Program modifications will include a required, 2000-level "Foundations of Literary Studies" course for all English majors. This course will establish a framework for literary study which can be built upon in the survey courses within the major.

### English Education

To better prepare our Language Arts teacher candidates, our assignments/assessments need to be revised to reflect the new core standards of the State of Oklahoma.

### History

The history program underwent substantial revision four years ago. In addition to the history major, students now have the option of pursuing a major in global studies. Students in the program must be willing to commit to ongoing study and reading. Teaching methods have been adjusted to bring currency and relevancy to the program through new technology. At this time, 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

Mass communication faculty members will continue instruction strategies already in place, but add in extra challenges to audio, video, online media, and public relations project assignments, especially as the semester progresses to challenge the students to produce more intricate and difficult projects.

In regard to graphic design curriculum, the instructor will put more emphasis on students fully following written directions and on "design gestalt" (the design concept of looking at a final project in its entirety and how all pieces flow together).

In regard to media writing, instructors will put more emphasis on grammar and AP style drills already in place, either with more in depth or more frequent assignments and will spend more time on lectures in interviewing and using sources in media writing.

### Mathematics

Over the past several years, assessment results for both math & math ed majors have indicated a need for additional algebra topics to be covered prior to students taking Calculus and subsequent math classes. In 2011 the math department reorganized the topics to be covered in Math 1513 College Algebra in order to cover additional topics. (systems of equations, non-linear equations, etc)

Additionally, the math department is considering adding Math 1313 Elementary Statistics as an additional requirement for math majors. (to help with algebra skills as well as provide additional background for students prior to taking Math 3033 & Math 4033)

### Mathematics Education

TEF should work together to develop a stronger assessment that allows for more content specific input. May need to do some team grading.

Over the past several years, assessment results have indicated a need for additional algebra topics to be covered prior to math majors taking Calculus and subsequent math classes. In 2011 the math department reorganized the topics to be covered in Math 1513 College Algebra in order to cover additional topics. (systems of equations, non-linear equations, etc)

Additionally, the math department is considering adding Math 1313 Elementary Statistics as an additional requirement for math majors. (to help with algebra skills as well as provide additional background for students prior to taking Math 3033 & Math 4033)

### Music – BA

Assessment has indicated that students were successful in regard to performance, however there is a need to rework the aural theory examination. Due to the course-offering schedule, the third semester of theory can only be assessed every other year. Faculty is currently reviewing alternative methods of assessment for this student-learning objective. The faculty is also reevaluating the need for BA candidates to take all four semesters of piano. It is has been suggested by the piano faculty that we consider changing the assessment to a three semester curriculum.

### Music – BM

No program modifications necessary at this time.

### Music Education Instrumental and Vocal

To better prepare candidates as music educators, assignments/assessments will need to be revised.

### Natural Science Education

N/A

### 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

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 online students need constant feedback and reminders to perform well by studying and engaging in the course if the student wishes to do well in the course and programmatically.

### Social Work

Explicit curriculum changes in SOCW 4023 will relate to lectures in weeks 5, 7, 13 and 14 and focus specific attention to analyzing models of assessment, prevention, intervention and evaluation and distinguishing and integrating multiple sources of knowledge. In addition, the social work program is adopting a case study method of instruction. One case study will be introduced earlier in the curriculum and revisited in each course to highlight the course content's role (critical thinking) in the social work helping process. A greater concentration on higher order thinking and application of knowledge questions will be utilized on assignments and quizzes throughout the curriculum. The program will continue to use practice scenarios in coursework and create opportunities for students to practice critical thinking outside of the classroom through

service learning initiatives and student organization activities. In Spring 2012, SOCW 3143 incorporated an ITV (face-to-face) seminar to supplement this online course based upon assessment data and experienced a slight increase in performance on the ACAT examination and overall course percentage grades. This course will continue to increase opportunities for students to have time face-to-face to discuss the complexities of analyzing, formulating, and advocating for policies that advance social well-being. This course will also now incorporate taped video lectures to assist students with comprehension and connectedness. This year's assessment results affirm the previous program modification made in relationship to competencies 1, 2, 4, 5, 6, 7, 9, 10, and 11.

### Spanish

Based on 2010-2011 and 2011-2012 departmental assessment results, the department is proposing program modifications that will strengthen core courses in Shakespeare and World Literature by specifying the required course in each of these areas. In the current program, students may choose one of two World Literature courses and one of two Shakespeare courses to satisfy degree requirements. Specifying one course as required will allow the instructor to concentrate the focus in each course on the important canonical works (and authors, in the latter). The remaining course in each area will remain in the catalog and be offered as an elective, but the change in requirement will ensure that students are exposed to significant works and authors in the required course.

Program modifications also include making "Literary Criticism" a required course to be taken as a capstone course in the senior year. This change will serve the goal of strengthening students' critical and analytical abilities late in their degree programs, when they have mastered the content of the requisite courses.

Program modifications will include a required, 2000-level "Foundations of Literary Studies" course for all English majors. This course will establish a framework for literary study which can be built upon in the survey courses within the major.

### Speech Theatre

Faculty of the speech & theatre program are currently conducting a curriculum review as a precursor to recommending program modifications. Assessment outcomes, student feedback, and results of the faculty reviews will be used to determine necessary updates to the program. The assessment results will help determine the specific elements to focus on during the course review. Due to 2010-2011 assessment results, the speech curriculum will be analyzed to determine the amount and quality of opportunities for students to develop the skills needed for effective public speaking. Students seem to develop adequate informative skills, but the number of required classes addressing this topic is limited. Persuasive skills are more complicated so the number and type of opportunities to develop these skills must be present in our program. Small group communication is addressed in the upper level courses with one course dedicated entirely to the topic. The level of complexity that is reached in our program is crucial as students must develop/improve their abilities to combine the needed elements to generate and incorporate specific strategies into their own communication for successful small group communication. Assessment outcomes indicate that the number of opportunities for students to develop these skills is appropriate; however, the level of complexity needs to be reviewed with courses modified if deemed appropriate. The theatre side of the program has a variety of classes devoted specifically to the skills needed to analyze, design, develop, and produce a theatrical production.

The majority of our students are able to combine the skills and knowledge gained from these classes in order to complete one production. The theatre coursework, however, will be reviewed to determine if any updates are needed to best to serve our students.

## **School of Professional Studies**

### Accounting

*Each graduating student should have appropriate accounting software skills.*

In ACCT 4133, the goal was met, but no general conclusions can be made with one data point. The DOB will need to see if a trend develops in the future. No changes occurred.

*Each graduating student should know the accounting standards of the accounting profession.*

*Graduating students should know the code of conduct which is required by certifying bodies.*

Seeking ACBSP accreditation, curriculum changes and course-level assessment are actions taken to address this goal. Regarding the curriculum change, Accounting majors are now required to take Governmental/Non-profit Accounting and International Accounting and an additional 3 hours of upper level Accounting coursework. Current data demonstrates a downward trend that resulted in not meeting the goal the past two years. Further data collection is needed to determine if additional changes are needed. It is too early to determine if the ACBSP accreditation process and curriculum changes have had an impact, as the graduating students in 2010-11 were under the old curriculum. It will not be until AY 2012-13 that the graduating seniors will be under the new curriculum.

### Adult Education Management and Administration (M.Ed.)

To improve the above scores, the Office of Graduate Studies recommends offering a one-hour writing course for graduate students in the Adult Education Management and Administration option that will offer remediation in writing, research, and documentation. With this change, students should achieve or exceed the recommended cut marks.

### Agriculture

The NWOSU Agriculture Department Assessment Plan was modified significantly for the 2011-2012 academic year in response to continued efforts to close the assessment loop by departmental faculty, University administration, and the Director of Assessment and Institutional Effectiveness. As a result, changes in the agriculture program / curriculum are not planned for the 2012-2013 academic year as additional data is necessary to effectively and accurately evaluate agriculture academic programs.

### Agriculture Education

Assessment 1 – Although, scores were well above the 240 cutoff and candidates performed well. Weak areas are indicated in Agricultural Mechanics with the lowest mean score of 256.92; therefore, faculty will work to improve candidates' content knowledge in this area.

Assessment 2 data reported a mean score of 2.15 in the course AGRI 1113 Agricultural

Economics, identifying candidates at only an acceptable level of performance in this area. To increase candidate scores, agricultural education faculty recommend improvement in this area by communicating with the instructor of the course and discussing learning objectives needed for agricultural education.

Assessment 3 data identified the weakest areas of candidates being their ability to identify learning objectives at the beginning of their lesson presentation. This is an important step in reaching successful student learning outcomes; therefore, recommendations will be made to stress the importance of learning objectives.

Assessment 4 identified weak areas in classroom management and communication, with 60% of candidates meeting target expectations and 40% meeting acceptable. Classroom management and communication strategies are recommended to be implemented in courses the agricultural education faculty members teach.

Assessment 5 data indicated one candidate as a weak outlier in the data with an unacceptable rating in pretest assessment; therefore, the mean score was reduced. Although 100% of candidates rated acceptable, the low score reduced other candidate scores. It is recommended to emphasize the importance of administering formative assessment to students to measure student learning.

Assessment 6 data indicated weaker areas in welding skill: therefore, it is recommended to allow more laboratory time to candidates to increase skill. Content knowledge and safety were at a target rating for the majority of candidates.

### Business Administration

*Graduating Business Administration majors, as a graduating class, will demonstrate a basic knowledge of the functional areas of accounting, business law, economics, finance, management and marketing.*

As of 2010-11 the MFT was incorporated into Policy class. The MFT was worth 5% of the student's grade. The historic MFT results were one factor in the decision to seek ACBSP accreditation. The MFT scores and ACBSP accreditation process resulted in a significant change in the curriculum effective in Fall 2010.

Effective AY 2011-12, course-level assessment was instituted to standardized learning outcomes for each course. Starting in AY 2011-12 a case study was included in MGMT 3043 Principles of Management. Starting in AY 2012-13 a simulation will be included in MRKT 3063 Principles of Marketing.

It is too early to determine if the ACBSP accreditation process, course-level assessment and curriculum changes have had an impact, as the graduating students in 2010-11 were under the old curriculum. It will not be until AY 2012-13 that the graduating seniors will be under the new curriculum.

As for incorporating the MFT into a class, the impact was minimal at best. The percentage of the grade was increased to 10% in AY 2011-12.

*Graduating students should demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.*

Effective AY 2010-11, instituted course-level assessment to standardized learning outcomes for each course. Starting in AY 2011-12 a case study was included in MGMT 3043 Principles of Management. Starting in AY 2012-13 a simulation will be included in MRKT 3063 Principles of Marketing.

It is too early to determine if the ACBSP accreditation process, course-level assessment and curriculum changes have had an impact, as the graduating students in 2010-11 were under the old curriculum. It will not be until AY 2012-13 that the graduating seniors will be under the new curriculum.

#### Counseling Psychology

We will require students to pass the counseling theories section of the comprehensive exam in order to pass the exam itself. We are requiring students to articulate effectively a counseling theory of their choice during the oral comprehensive examination. We will also require students in the theories class to prepare a poster presentation detailing a counseling theory. We are considering developing student lead "colloquy" sessions during which they will actively discuss various counseling theories. In addition we have asked to have a separate research course taught by the Psychology Department which focuses more on psychology research perspective for the Fall semester. We will also develop a more uniform set of guidelines for grading/scoring acceptable performance on counseling role play session proficiency. We are attempting to use a fulltime faculty member to teach the appraisal courses to ensure more consistency and accountability.

#### Curriculum & Instruction

For the 2011-2012 academic year, no candidates were enrolled in the Curriculum and Instruction. The only program revision that needs to occur is to recruit more students to make this a viable program.

#### 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 enhance.

#### Elementary Education

Changes made to the Elementary Education Program Report are as follows:

1. Rubrics were realigned to only one ACEI standard.
2. Data reported are in correlation to the rubric.
3. Data has been disaggregated.
4. One application of data has been reported on the following assessments.

The standards met with conditions on the previous Program Report were the Curriculum

Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 and one standard 5.2. Curriculum Standards 2.1-2.7 are aligned with Assessments 2, 4, and 6. Curriculum Standards 2.5, 2.6, and 2.7 are aligned with Assessment 7. Standard 5.2 is aligned with Assessments 1, 4, and 6.

All changes in Assessments are listed as follows: Assessment # 2 -Changed to the Student Grade Point Averages to meet content standards. A matrix showing the alignment of the content standards to the course work is in the assessment. Assessment # 6 -The assessment was clarified and aligned to only the content standards 2.1-2.7 and standard 5.2. The rubric and assignment was realigned to show a how each standard is met individually. Assessment # 7 -This assessment was clarified to show that the descriptions are based on individual work rather than group work. It also was changed to directly address health and physical education. These changes should change the data already collected except the health and physical education data. This data was realigned to show the assignment and rubric is aligned to meet one standard.

Assessment # 8 – removed

### Health and Sports Science

Course portfolios are now required by instructors in Health and Sports Science. This policy and procedural change will hopefully better prepare instructors to meet the required objectives and or assessments to reach the SLO's stated in our assessment plan. The Health and Sports Science Department will continue to correlate objectives and assessments being taught with those of the National Standards for Physical Education and the competencies of the Certification Examination for Oklahoma Teacher Education. This correlation will ensure that our majors are meeting the standards and objectives of our State and National Accreditation. The Health and Sports Science department is currently State and Nationally accredited.

### Health and Sports Science Education

There will be an instructor change of that course in the spring of 2013. A meeting between the new instructor and the Department Chair will take place to go over the assessment and objectives to meet the assessment. The SLOs and assessment were determined very helpful to ensure that the students in Health and Sports Science are meeting the necessary objectives to be successful in the employment area opportunity. Continued data will be collected for analysis for improvements in teaching and instruction, as well as objectives to be taught.

### Non-Certificate Option (M.Ed.)

Since low scores for standard three were caused by poor writing skills and inaccurate documentation, the Office of Graduate Studies plans to implement a onehour writing course for graduate students to help sharpen skills. This course should help to improve student performance in all areas.

### Nursing

NA

### Organizational Leadership

*Graduating students should be able to integrate prior work experience with complimentary knowledge of business principles grounded in an academic environment.*

No changes have occurred.

*Graduating students should demonstrate the necessary skills to identify, conceptualize, diagnose, evaluate and analyze business problems.*

No changes have occurred.

#### Psychology

Results suggest that students are generally proficient at the set levels in most areas. In the area of critical thinking, we do need to improve our data collection in order to determine effectiveness of student learning. We plan to provide clarification of the assignment and guidelines on grading so that consistent scoring can be accomplished.

#### Reading Specialist

No students were enrolled in this program in 2011-2012. No program changes occurred.

#### School Counseling

To better determine candidates' ability to meet School Counseling standards, rubrics will be revised for better alignment with those standards.

#### Secondary Education

Portfolios: Since only one candidate earned a score of unacceptable for Specialty Standard 10 during the 2011-2012 academic year, it is difficult to extrapolate needed program changes from such a small sample. The Education Division will continue to monitor this standard and this program to see if possible changes need to be made to improve candidate performance or to strengthen the program.

Exit Interviews: While the mean scores above exceed acceptable target scores, the open-ended questions at the end of the interview allowed for particular issues to be addressed. The most numerous comments concerned offering courses more frequently on the Education Division course rotation, offering more courses via ITV, and offering more courses on-line. The Office of Graduate Studies and the Education Division are in the process of addressing these issues by offering fast-track Educational Leadership and Reading Specialist programs as well as offering some initial hybrid and weekend courses. These changes should increase enrollment and will strengthen NWOSU's M.Ed. programs by allowing more diverse students to enroll.

#### Special Education

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

*Graduating students should have added commentary knowledge of business principles to the skills gained from their career specialty.*

No changes have occurred.

*Graduating students should demonstrate the necessary skills to identify, conceptualize, diagnose, evaluate and analyze business problems.*

No changes have occurred.

## **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 37% 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 2011-2012 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 748 students participated in the Student Satisfaction Survey of the 2,049 total undergraduates enrolled (36.51%). Participation significantly increased from the previous year when 809 of the 2,116 undergraduate population (38.23%) were surveyed. The 2012 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 apply directly to student satisfaction of academic programs. Of the 2,049 undergraduate students, 1,784 (87.1%) participated in course evaluations. 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.

Northwestern has administered NSSE (National Survey of Student Engagement) three times, in 2007 and 2008, and again in Spring 2011. In the Spring 2011 administration, 211 students (98 freshmen and 123 seniors) responded. In a benchmark comparison to selected Midwest South Regional universities, Northwestern students were found to participate more in service learning activities (45% of freshmen and 55% of seniors) than students in the comparison group (37% of freshmen and 51% of seniors.) Engagement with faculty also showed high with: 30% of freshmen students who discussed ideas from classes with faculty outside of class (above 22% of MW South Regional students,) 25% of freshmen students who worked with faculty members on activities other than coursework (above 19% of MW South Regional students,) 71% of seniors who discussed grades or assignments with an instructor (above 67% of MW South Regional students,) and 52% of senior students who talked about career plans with a faculty member or advisor (above 48% of MW South Regional students.) Areas for further discussion and focus include rigor of assignments and engagement with fellow students from diverse backgrounds. The next administration of NSSE at Northwestern will be in Spring 2014.

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

Northwestern is evaluating all facets of our student satisfaction assessment for improvement. In an effort to obtain consistent, benchmarked data on student satisfaction, the Office of Assessment will implement the Noel-Levitz student survey beginning in Spring 2013. This will replace the current internally developed satisfaction survey and will be administered on a rotation every third year.