



**NORTHWESTERN OKLAHOMA  
STATE UNIVERSITY**

**ANNUAL REPORT OF 2019-2020 STUDENT ASSESSMENT ACTIVITY**

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

**Submitted to the  
Oklahoma State Regents of Higher Education  
December 2020**

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## OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

### Annual Student Assessment Report of 2019-20 Activity

This template is to assist institutions in compiling the Annual Student Assessment Report. Institution's response/rationale should follow each criteria of the policy (*Student Assessment and Remediation 3.20*). All information is to be submitted electronically as email attachments. No documents, other than a transmittal letter from the President to Chancellor Glen D. Johnson, will need to be printed and delivered.

Please submit by **December 4, 2020**.

### ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY

#### Section I – Entry Level Assessment and Course Placement

(*Student Assessment and Remediation 3.20.4*)

##### Activities

- I-1. What information was used to determine college-level course placement. Please report the specific multiple measures your institution used for FY 2019-2020 (e.g., high school GPA and CPT cut scores)?
- I-2. How were students determined to need remediation (e.g., CPT cut scores or advising process)?
- I-3. What options were available for identified students to complete developmental education within the first year or 24 college-level credit hours?
- I-4. What information was used to determine co-requisite course placement? Please report the specific multiple measures your institution used for FY 2019-2020 (e.g., high school GPA and CPT cut scores).
- I-5. Describe the method used to place “adult” students who do not have ACT/SAT scores.

##### Analyses and Findings

- I-6. Describe analyses and findings of student success in both developmental and college-level courses, effectiveness of the placement decisions, evaluation of multiple measures, and changes in the entry-level assessment process or approaches to teaching as a result of findings.

In an effort to collect data on various Complete College America (CCA) initiatives, please complete the additional questions addressing developmental and co-requisite placement.

**Complete the Online Reporting Form:** <https://forms.gle/KQMtSh4xq3CWbmiq5>.

**Section II –General Education Assessment**  
(*Student Assessment and Remediation 3.20.5*)

**Administering Assessment**

- II-1. Describe the institutional general education competencies/outcomes and how they are assessed.
- II-2. Describe how the assessments were administered and how students were selected.
- II-3. Describe strategies used to motivate students to substantively participate in the assessment.
- II-4. What instructional changes occurred or are planned in response to general education assessment results?

**Analyses and Findings**

- II-5 Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans.
- II-6. How is student performance tracked into subsequent semesters and what were the findings?
- II-7. Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation.

**Section III – Program Outcomes**  
(*Student Assessment and Remediation 3.20.6*)

**Administering Assessment**

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

**Analyses and Findings**

- III-2. What were the analyses and findings from the program outcomes assessment?
- III-3. What instructional changes occurred or are planned in the programs in response to program outcomes assessment?

**Section IV – Student Engagement and Satisfaction**  
(*Student Assessment and Remediation 3.20.7*)

**Administration of Assessment**

- IV-1. What assessments were used and how were the students selected?
- IV-2. What were the analyses and findings from the student engagement and satisfaction assessment?
- IV-3. What changes occurred or are planned in response to the student engagement and satisfaction assessment?

**Section V – Assessment Budgets**

State Regents policy states that academic service fees “shall not exceed the actual costs of the course of instruction or the academic services provided by the institution” (*Chapter 4 – Budget and Fiscal Affairs, 4.18.2 Definitions*).

Provide the following information regarding assessment fees and expenditures for 2019-20:

Assessment fees	
Assessment salaries	
Distributed to other departments	
Operational costs	
Total Expenditures	

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## ANNUAL REPORT OF 2019-2020 STUDENT ASSESSMENT ACTIVITY

### Section I – Entry Level Assessment and Course Placement Activities

#### I-1. What information was used to determine college-level course placement?

**Please report the specific multiple measures your institution used for FY2019-2020 (e.g., high school GPA and CPT cut scores)?**

Northwestern assesses ACT or SAT scores for entering students to determine appropriate course placement based on student level of preparedness. Secondary placement tools are used to determine appropriate course placement in limited number of departments (math, natural science).

#### I-2. How were students determined to need remediation for deficiencies (e.g., CPT cut scores or advising process)?

Students entering NWOSU who are determined to need remediation must remove deficiencies in one of the following ways.

#### **Math Placement**

Initial Math Placement is based on ACT or SAT math sub-score and is outlined below.

#### **ACT**

- 16 or below ACT Math sub-score – students take MATH 0115 Beginning Algebra.
- 17-18 ACT Math sub-score – students take MATH 1403 Contemporary Math **and** MATH 1403L Lab (non-STEM majors) **OR** MATH 1514 College Algebra with Rev (STEM majors).
- 19 or higher ACT math sub-score – students take MATH 1403 Contemporary Math (non-STEM majors) **OR** MATH 1513 College Algebra (STEM majors)

#### **SAT**

- 450 or below SAT Math sub-score – students take MATH 0115 Beginning Algebra
- 460-490 SAT Math sub-score – students take MATH 1403 Contemporary Math **and** MATH 1403L Lab (non-STEM majors) **OR** MATH 1514 College Algebra with Rev (STEM majors).

- 510 or higher SAT sub-score – students take MATH 1403 Contemporary Math (non-STEM majors) **OR** MATH 1513 College Algebra (STEM majors)

Students who take MATH 0115 at NWOSU should then progress to MATH 1514 College Algebra with Rev(STEM) or MATH 1403 Contemporary Math **and** MATH 1403L Lab (non-STEM). Transfer students with a passing grade on a remedial course at another accredited college or university should enroll in MATH 1514 College Algebra with Rev or MATH 1403 Contemporary Math **and** MATH 1403L Lab.

Transfer students with no college math background will choose from the following options:

- Submit ACT or SAT scores and place according to the policy above.
- Choose to enroll in MATH 0115 Beginning Algebra (and then progress to MATH 1514 or MATH 1403/MATH1403L).
- Take the residual ACT at NWOSU and place according to the policy above.

### **English Placement**

Initial English Placement is based on the ACT English and/or Reading sub-scores or SAT Evidence-Based Reading and Writing sub-score and is outlined below.

#### **ACT**

- 18 or lower in EITHER English or Reading ACT sub-score– students take ENGL 1114 Composition I with Lab.
- 19 or higher in BOTH English and Reading ACT sub-score – students take ENGL 1113 Composition I.

#### **SAT**

- 490 or lower Evidence-Based Reading and Writing SAT sub-score – students take ENGL 1114 Composition I with Lab.
- 510 or higher Evidence-Based Reading and Writing SAT sub-score – students take ENGL 1113 Composition I.

Transfer students with a passing grade on a remedial course at another accredited college or university should enroll in ENGL 1114 Composition I with Lab. Transfer students with no college English background will choose from the following options:

- Submit ACT or SAT scores and place according to the policy above.
- Choose to enroll in ENGL Composition I with Lab.

### **I-3. What options were available for students to complete developmental education within the first year or 24 college-level credit hours?**

Both the English and math departments have added a co-requisite course, ENGL 1114 Composition I with Lab and MATH 1514 College Algebra with Lab. In both cases, extra support is built into the credit-bearing course, which accounts for the extra hour of credit (1113 instead of 1114, 1513 instead of 1514). We have done this as part of the state co-requisite scaling project, an initiative that is part of Complete College America.

**I-4 What information was used to determine co-requisite course placement?  
Please report the specific multiple measures your institution used for FY 2019-2020 (e.g., high school GPA and CPT cut scores).**

Northwestern assesses ACT or SAT scores for entering students to determine appropriate course placement based on student level of preparedness. In 2016, as part of the Complete College America effort, both English and Math faculty reviewed placement policies for students with deficiencies. The goal of this effort was to move these students into credit-bearing courses earlier in their academic careers in order to increase the chances of retention and success. The result of this effort was the introduction of credit-bearing co-requisite courses in both English and mathematics. If a student needs support, the student received support to successfully complete a remedial or co-requisite math course before being able to enroll in a science course. Northwestern will still offer one hour of support that will be non-credit bearing. NWOSU will no longer use Accuplacer, but the math department will use a secondary institutional test. Also, NWOSU will allow any student who made an A or B in the College Career Math Ready course their senior year to enroll in the credit bearing co-requisite class.

**I-5. Describe the method used to place “adult” students who do not have ACT/SAT scores.**

Secondary tests will be used to place “adult” students who do not have ACT/SAT scores. Secondary placement tools are used to determine appropriate course placement in limited number of departments (math, natural science).

**Analyses and Findings**

**I-6. Describe analyses and findings of student success in developmental and college-level courses, effectiveness of the placement decisions, evaluation of multiple measures, and changes in the entry-level assessment process or approaches to teaching as a result of findings.**

**In an effort to collect data on various Complete College America (CCA) initiative, please complete the additional questions addressing developmental and co-requisite placement.**

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.

Both the English and Math departments have added a co-requisite course, ENGL 1114 Composition I with Lab and MATH 1514 College Algebra with Lab. In both cases, the extra support is built into the credit-bearing course, which accounts for the extra hour of credit (1113 instead of 1114, 1513 instead of 1514). We have done this as part of the state



co-requisite scaling project, an initiative that is part of Complete College America.

TABLE 1. The following table represents students who took remedial English and enrolled in a credit bearing English course during the academic years listed. The graph represents in their results in the credit bearing course (ENGL 1113 or 1213) in percentages.

SCHOOL YEAR	PASS	FAIL	WITHDRAW
2014-2015	69%	17%	14%
2015-2016	63%	19%	8%
*2016-2017	79%	11%	10%
**2017-2018	75%	14%	11%
2018-2019	33%	67%	0%

\*ENGL0125 and ENGL0123 remedial courses

\*\*only ENGL0125 remedial course

Note: Success for ENGL 1113 & 1213 is a grade of A, B, or C

TABLE 2. The following graph represents students who took remedial Math classes at the **0015** level and enrolled in a credit bearing Math course during the academic years listed. The graph represents their results in the credit bearing course (MATH 1403 or 1513) in percentages.

SCHOOL YEAR	PASS	FAIL	WITHDRAW
2017-2018	77%	5%	19%
2018-2019	72%	16%	12%

TABLE 3. The following graph represents the results of the students who enrolled in Co-Requisite and Remedial courses for the specific semester Fall 2018 and Fall 2019 Semester.

Course Number / Name	Fall 2017			Fall 2018		
	Pass	Fail	Withdraw	Pass	Fail	Withdraw
ENGL1114 Composition I w/Lab	76%	13%	11%	73%	14%	13%
ENGL1113 Composition I	74%	18%	8%	79%	8%	13%
MATH0115 Beginning Algebra	71%	17%	12%	62%	26%	12%
MATH1403 Contemporary Math	65%	16%	19%	67%	12%	21%
MATH1514 College Algebra w/Lab	84%	14%	2%	88%	3%	10%
MATH1513 College Algebra	85%	9%	6%	82%	6%	12%

## **Section II – General Education Assessment**

*(Student Assessment and Remediation)*

### **Administering Assessment**

#### **II-1. Describe the institutional general education competencies/outcomes and how they are assessed.**

The general education outcomes include literacy, critical thinking, and ethical leadership. The specific SLOs that are assessed under each area are listed below.

##### Literacy

- solve problems using appropriate mathematical skills.
- demonstrate effective written and oral communication skills.
- display skill in effective personal financial planning and money management.
- explain principles of mental and physical wellness.
- solve problems or explain principles in nature through scientific relationships
- explain the scope and value of human diversity.
- articulate how the arts lead to enhancing the human experience.

##### Critical Thinking:

- demonstrate effective inquiry, reasoning, and analysis related to important problems and issues.
- gather, analyze, and communicate information effectively.
- solve problems using well-informed decision-making processes.
- develop new ideas and cognitive relationships.

##### Ethical Leadership

- demonstrate knowledge of civic responsibility and engagement.
- apply principles of ethical reasoning and decision making.
- collaborate with others in achievement of defined goals.

The general education assessment strategy is a three-prong approach to assessment: evaluation of course-embedded measures through a set of prescribed general education competencies, standardized evaluation through mid-level testing (ETS Proficiency Profile,) and a review of student engagement results from the National Survey of Student Engagement (NSSE.)

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

Northwestern Oklahoma State University completed a general education review at the end of the 2016-2017 academic year. The General Education committee worked in conjunction with department chairs and faculty members to review and revise the general education competencies, created new Student Learning Outcomes, and developed new course embedded assessment measures. In 2017-2018, the new process was utilized for the first time. Assessments consist of comprehensive exams, course embedded questions,

essays, and class projects.

Second in the three-prong approach to assessing general education, is the ETS Proficiency Profile. Administered annually during April of each academic year, the ETS Proficiency Profile is a mid-level examination of students who have between 40 and 75 credit hours and who have completed all of their general education requirements only at Northwestern. The ETS Proficiency Profile assesses students in four core areas: critical thinking, reading, writing, and mathematics. 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.

Third, Northwestern administers the NSSE (National Survey of Student Engagement) every three years to first-year and senior students as an indirect measure of student learning. The committee evaluates responses to selected questions from first-year students as indicators of student learning in general education.

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

The ETS Proficiency Profile is administered annually in April. In order to motivate students to participate, students are encouraged to complete the exam on a walk-in basis over a two day period. If the students are unable to take the assessment on one of the scheduled days, students are able to reschedule with the Director of Assessment & Institutional Effectiveness in order to arrange a convenient time. Students are informed via phone, email and social media, that all students who complete the assessment will be entered into a drawing for prizes.

The NSSE is administered online every third spring semester from February through April. Students are motivated via email, flyers, and social media announcements to participate. Again, students are notified that all who participate were be entered into a drawing for prizes.

\*\*This year the ETS Proficiency Profile and the NSSE were administered online due to the transition to distance learning after Spring Break in response to the coronavirus pandemic.

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

The General Education Committee met in the fall 2018 semester to review the results from each of the assessments embedded in coursework to meet Student Learning Outcomes; the results of the ETS Proficiency Profile; and the results from the NSSE. Representatives from the departments offering course embedded assessments were asked to report findings, and the group discussed changes to be made. SLOs L1,

L5, C1, and C3 had a high number of unacceptable scores in certain parts of the assessments, and the reason was determined to be students misunderstanding particular questions on the instruments. As a result, the departments in charge of the embedded assessment submitted modifications to clarify the assessments. The remaining assessments had moderate to high rates of achievement, and the committee encouraged continued use of those instruments. The committee triangulated the results from the ETS Proficiency Profile and NSSE and determined strengths and weaknesses in student performance were aligned among the three overarching assessments of the general education program. It was determined by the committee that increased participation was needed for the ETS, and the decision was made to stress the importance of participation to eligible students at the advisement and departmental levels, instead of depending on participation from the emails students receive from the office of assessment. As a result, participation increased significantly. The committee plans to meet each fall to review findings and discuss strategies to improve upon those findings. In 2018-2019, the general education committee continued to gather the general education assessments from each department.

### Analyses and Findings

#### II-5. Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans.

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>	22%	40%	19%	20%	59%	40%
<b>Reading, Level 2</b>	9%	18%	9%	13%	81%	69%
<b>Critical Thinking</b>	0%	3%	3%	6%	97%	92%
<b>Writing, Level 1</b>	28%	31%	47%	31%	25%	35%
<b>Writing, Level 2</b>	9%	21%	25%	21%	66%	69%
<b>Writing, Level 3</b>	3%	13%	16%	13%	81%	84%
<b>Mathematics, Level 1</b>	38%	24%	25%	24%	38%	48%
<b>Mathematics, Level 2</b>	9%	18%	47%	18%	44%	71%
<b>Mathematics, Level 3</b>	0%	8%	13%	8%	88%	90%

**II-6. How is student performance tracked into subsequent semesters and what were the findings?**

Northwestern will use the same standardized testing (ETS Proficiency Profile) for mid-level students annually and will continue to track student cohorts from first year to senior using data collected through NSSE every three years. Participation in the ETS Proficiency Profile has decreased from 112 participants in the spring of 2019 to 35 participants in the spring of 2020. Scores have stayed consistent over the past 5 years. The data from all three prongs of the general education assessment will be triangulated every fall semester. The general education assessment committee will meet every fall to discuss identified strengths and weaknesses.

\*\*This year the ETS Proficiency Profile was administered online due to the transition to distance learning after Spring Break in response to the coronavirus pandemic. This may be one reason for the low participation rate.

The Director of Assessment collaborated with deans, faculty and department chairs to increase participation in the 2020 ETS Proficiency Profile administration. The NSSE and ETS Proficiency Profile as course level assessment measures are triangulated and reviewed to examine the findings under the newly implemented general education curriculum. The NSSE was administered in spring 2020 and the general education committee will review the results.

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

The evaluation of general education assessment will be a triangulation of data from course assessments, the ETS Proficiency Profile, and first-year students' responses to selected NSSE questions to determine trends and present a set of concise results to the committee for recommendations to improve student learning in general education. Due to low participation in previous years, the general education committee made a modification to involved faculty at the departmental level to become involved in the process of encouraging students to participate in taking the ETS Proficiency Profile. Faculty were asked to explain the value of the ETS Proficiency Profile and to encourage students in their classes to take the test.

The General Education committee will triangulate the data gathered from the newly implemented assessment measures during the fall 2020 semester and prepare to make adjustments as a result of the findings.

### Section III – Program Outcomes

(Student Assessment and Remediation 3.20.6)

#### Administering Assessment

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

TABLE 4. Program Outcomes Assessments 2019-2020

Degree Program	Assessment Measures	Numbers of Individuals Assessed
Adult Ed. Mgmt. & Admn. M.Ed.	Comprehensive Exam	15
Agriculture	Final Course Grade in AGRI 3133	27
	Course Embedded Questions in AGRI 3543	16
	Final Exam Grade in AGRI 2123	27
	Individual Class Project Grades in AGRI 4623	15
	Individual Exam Grades in AGRI 3413	18
	Final Course Grades in AGRI 3214	19
	Final Course Grades in AGRI 1214	20
	Course Embedded Questions in AGRI 3033	12
Agricultural Education	OSAT	0
American Studies	Comprehensive Exam	7
Biology	Zoology Post-Test	0
	Genetics Post-Test	0
	Oral Presentation	12
	Literature Review	3
	Reflection Paper	12
Business	Peregrine Exam	46
Chemistry	Chemistry II Report & Presentation	31

	Organic Chemistry I Lab Practicum	0
	Organic Chemistry II Presentation	11
	Organic Chemistry I Literature Review	12
	Science Fair Judging Reflection	2
Computer Science	SLO 1 Assessment	16
	SLO 2 Assessment	33
	SLO 3 Assessment	7
	SLO 3.1 Assessment	7
	SLO 3.2 Assessment	0
	SLO 4 Assessment	7
	SLO 4.1 Assessment	0
Criminal Justice	4603 Final Exam Score	21
	4063 Research Paper Grade	21
	4723 Proposal Guide	11
	4723 Final Exam Grade	11
Counseling Psychology M.C.P.	Theory Section of Comps	8
	Counseling Methods and Tech Comps	8
	Assessment Class	15
	Research Class	41
Early Childhood Education	OSAT	3
Educational Leadership M.Ed.	Principle Comprehensive Assessment	19
Elementary Education	Subtest 1 & 2 (OSAT)	10
	Subtest 2 (OSAT)	10
English	English Department Senior Exit Exam	14
	ENG4103 Research Project	8
	Senior Exit Survey	13
	ENG 3433 Extemporaneous Exam Question	4

	ENG 4453 Portfolio Philosophy Portion	9
English Education	OSAT	1
Health & Sport Science Education	OSAT	5
Health and Sports Science (Option I – Non-Teaching)	SLO 1 Assessment 1	64
	SLO 2 Assessment 2	26
	SLO 2 Assessment 2	58
	SLO 3 Assessment 1	48
	SLO 4 Assessment 1	39
	SLO 5 Assessment 1	64
Health and Sports Science (Option 2 – Health and Fitness Management)	SLO 1 Assessment 1	10
	SLO 2 Assessment 1	64
	SLO 3 Assessment 1	10
	SLO 3 Assessment 2	7
	SLO 4 Assessment 1	57
	SLO 4 Assessment 2	63
	SLO 5 Assessment 1	58
History	4013 Term Paper Grade	4
	4013 Final Exam Grade	4
	4433 Proposal Grade	4
	4433 Final Exam Grade	4
Mass Communications	Video Production	15
	Audio Production	15
	Media Writing	25
	Visual Design	15
	Strategic Communication	19
	Intercultural Communication	10
	Review and Analysis of Research	11
	Review and Analysis of Research	8



Mathematics Education	OSAT – Advanced Level	0
	OSAT – Mid-Level Intermediate	1
Music	BA Jury Examination	0
Music Music Instrumental Education	Applied Examination	1
	Junior and Senior Recital	1
	Sophomore Examination	1
	Music Theory Test	1
	Music History Test	1
	Music History Paper	1
	Piano Proficiency	1
Music Vocal Education	OSAT	0
Music Instrumental Education	OSAT	0
Nursing	NLCEX RN	25
Reading Specialist	OSAT	0
School Counseling M.Ed.	OSAT	2
Natural Science Education	Biology OSAT	0
	Chemistry OSAT	0
	Physics OSAT	0
Political Science	POL Written Paper Grade	8
	POL Oral Presentation Grade	8
	POL Final Exam Grade	8
	SOC Proposal Guide	3
	SOC Final Exam Grade	3
Psychology	History of Psychology	62
	Research	36
	Experimental	25
	Social Psychology	39
	Personality	58
Social Science Education	OSAT	0
Social Work	Field Instrument	14
	Signature Assessments	120
Sociology	3203 Term Paper Grade	15

	3203 Final Exam Grade	15
	4723 Proposal Grade	5
	4723 Final Exam Grade	5
Special Education	Mild/Moderate OSAT	4
Speech Theatre	Informative Speaking	13
	Persuasive Speaking	13
	Group Communication – Generating Strategies	13
	Group Communication – Using Strategies	13
	Intercultural Communication	3

## Analyses and Findings

### III-2. What were the analyses and findings from the 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 2019-2020 at Northwestern are given below.

#### Quantitative Methods

##### Direct

Capstone course  
Class project (individual or group)  
Commercial instrument or test  
Comprehensive exams  
Course embedded questions  
Essay test question  
Intercollegiate Competitions  
Juried review of performances and exhibitions  
Licensure or certification exams  
Major project  
Multiple-choice test question  
National Major Field Achievement Tests  
Observations of student performance  
Oral presentation

##### Indirect

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

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. Follow-up communication is continuous throughout the process between the Director of Assessment and Institutional Effectiveness, the department Chairs, and the deans.

### **School of Arts and Sciences**

#### Biology

For the SLOs that the department was able to assess for the 2019-2020 academic year, NWOSU biology students met the measure of success.

#### Chemistry

For the SLOs that the department was able to assess for the 2019-2020 academic year, NWOSU chemistry students met the measure of success.

#### Computer Science

Overall, students are doing well after graduation. A high percentage of students are finding full-time employment in a CMSC or CMSC-related job.

#### Criminal Justice

Criminal Justice students need constant reinforcement to master content skills, knowledge, and procedures.

#### English, Foreign Language and Humanities

Students need to budget time on exams to proofread for grammar and clarity. The department needs to continue to work to broaden the range of voices with which our students engage.

#### History

History majors performed well in the capstone course for the program as well as the content area capstone course, earning well above the expected course grade in both

classes.

### Mass Communication

Students met or exceeded goals set in the areas of video production, audio production, visual design, strategic communication, and review and analysis of research for upperclassmen. Lowerclassmen, however, did not meet the goal for review and analysis of research. Students also did not meet the goal for media writing and intercultural communication.

### Music – B.A.

No program completers for the 2019-2020 academic year.

### Music – B.M.

We are meeting our goals and objectives.

### Political Science

Political Science students enrolled in the two assessment courses overall performed at or above the expectations for the major as it concerns content area knowledge, skills, and demonstrated abilities.

### Sociology

Sociology majors, who have completed the majority of their coursework at NWOSU, prove well-prepared to enter the workforce or a graduate program in their field. The current curriculum prepares these students for post-graduate work.

### Social Work

Social work education is based upon a competency based educational model. Students are assessed based on the demonstrated mastery of 9 competencies through 31 operational practice behaviors. Results indicated the top priority for explicit changes related to competencies 6- engaging with individuals, families, groups, organizations, and communities.

### Speech Theatre

Students met or exceeded goals for informative speaking, persuasive speaking, and small group communication. Students did not meet the goal for intercultural communication. No students completed the theatrical production measures of success during this assessment cycle.

## **School of Professional Studies**

### Business

The Division of Business at NWOSU uses the Peregrine Exam as the major tool for assessment of student learning outcomes on major topics and curriculum content. Students take an Inbound exam during GBUS1021 Business Environment, and this serves as a key indicator for evaluating the DOB's program effectiveness. In the last semester before graduation, students take the Outbound exam during MGMT4433 Business Policy. Results from the Inbound exam (2019-2020 graduates) show that students correctly

answered 38.64% of the questions. Results from the Outbound exam reflect that students correctly answered 46.28% of the questions. The difference, 7.64%, reflects an improvement in score of approximately 20%. Comparing NWOSU student exam results to other publicly owned universities, shows that NWOSU lags behind many of our peer institutions in improved student performance, between the Inbound and the Outbound exams. Some reasons for the lower “improvement scores” vis-à-vis our peer institutions, may be attributed to the following factors, of which NWOSU may have little or no influence or control over: 1. NWOSU has a substantially high non-traditional student population in the business program, which may tend to inflate the Inbound score. The fact that Northern Oklahoma College is a “feeder” into our program means that those students will have completed most of the basic foundation business courses before they take the Inbound test. Therefore, the overall NWOSU Inbound score is higher - a false floor - creating the illusion that the improvement is not as large as it truly is. Unfortunately, our sample size is not large enough to break out the differences between non-traditional students and “native NWOSU” students. 2. NWOSU is a small university offering a general Business Administration degree. Most public universities in our peer group have specialized majors within their larger Colleges of Business such as: Management, Human Resources, Economics, Accounting, Marketing, and Finance. NWOSU students often take only a few courses in each business discipline, while students attending other public universities may take as many as 5-10 courses within one discipline. As a result, NWOSU students are being compared to students who have spent a substantive amount of time studying one or two topics in much greater depth. 3. The NWOSU student population has a very high frequency of (substantial) employment, with many students working more than one job, or athletes on scholarship who work during their non-competitive semester. Work and athletic commitments take time away from academic activities and therefore a direct comparison unjustly casts a negative light on the performance of NWOSU students.

### Nursing

2020 program cumulative NCLEX-RN pass rate for first-time testers is 88% with national average at 88.93% for the first 2 quarters of 2020. Program outcome target (80%) was met even though the students were switched to alternative methods of course delivery due to COVID - 19.

## **School of Education**

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

SLO 1: One hundred percent (100%) of students scored at an 80% or above on the final exam in EDUC 5903/Higher Education Philosophy and Practice. The goal, SLO 1-1.1, was met. Ninety-five percent (95%) of students scored at an 80% or above on the two article reviews from The Chronicle of Higher Education assigned in EDUC 5903/Higher Education Philosophy and Practice. The goal, SLO 1-1.2, was met. Students understood and could successfully discuss many current issues/problems facing higher education today. They could also apply their understand to their future career ambitions. SLO 2: Ninety percent (90%) of students scored at an 80% or above on the book review assignment in EDUC 5913/Adult Learning Theory and Practice. The goal, SLO 2-2.1,

was met. Students completed a book review that reflected the students ability to analyze and evaluate the information when considering the following; student success, student failure, political agenda, and author's personal opinion of the student/learner centered classroom. Ninety-five percent (95%) of students scored at an 80% or above on the final exam in EDUC 5913/Adult Learning Theory and Practice. The goal, SLO 2-2.2, was met. Students examined and evaluated various teaching and learning strategies as they relate to adult learners in higher education. They also defined their own educational philosophy. Ninety-five percent (95%) of students scored at an 80% or above on the lesson plan assignment in EDUC 5913/Adult Learning Theory and Practice. The goal, SLO 2-2.3, was met. Students successfully created a lesson plan for an online class and incorporated all 6 elements of Bloom's taxonomy for diverse learners. SLO 3: Ninety-three percent (93%) of students scored at an 80% or above on the final exam in EDUC 5953/Institutional Management. The goal, SLO 3-3.3, was met. The students articulated in written form an analysis of the historical roots and development of higher education in the United States, including the many diverse structures in which higher education is delivered in the U.S. Students could articulate and apply the four frames of management philosophies as they concern higher education practices and to the student's future careers. SLO 4: Ninety-six percent (96%) of students scored at an 80% or above on the research project in EDUC 5933/Classroom Research and Institutional Management. The goal, SLO 4-4.1, was met. Students learned to collect, interpret, and report data by developing a research proposal consisting of identifying a problem and developing a research plan. One hundred percent of students scored at an 80% or above on the digital presentation assignment in EDUC 5933/Classroom Research and Institutional Effectiveness. The goal, SLO 4-4.2, was met. Students could successfully convey information to their peers concerning the research paper's problem, theory and design.

### Agriculture

Student performance during the 2019-2020 academic year did not always meet expectations for each Student Learning Outcome methodology outlined in the Agriculture Department Assessment plan. However, improvements were made for some methodologies in comparison to the previous academic year. We feel that it is important to note that sample size was small for many methodologies, and changes to the program curriculum will be considered as additional data warrants.

### Agriculture Education

There were no program completers for our assessments in AY 19-20. However, we anticipate having multiple program completers in the current and next AY as we have several Ag Ed majors.

### American Studies

One hundred percent of students scored at an 80% or above on their museum projects in HIST 5412/Museum Studies. The goal was met. Students understood the different elements of museum displays and were able to apply those elements to their own projects. One hundred percent of students scored at an 80% or above on their projects in HIST 5422/Public History. The goal was met. Successful projects have prepared students to work with corporations, media organizations, and communities in the future as public

historians. Sixty-six percent of students enrolled in AMST 5103/Introduction to American Studies scored at an 80% or above on the final exam. The goal was not met. (This low score is probably due to having only three students enrolled in the course, one without effective writing skills). This one student experienced difficulty in understanding and expressing the historical development of American Studies as an academic discipline due to poor research and writing skills. One hundred percent of students scored at an 80% or above on the research proposals in AMST 5113/Interdisciplinary Research in American Studies. The goal was met. Students did a good job of utilizing the interdisciplinary research process to put together their research proposals for their publishable research paper. Fifty percent of students scored at an 80% or above on the final exam in HIST 5203/The American West. The goal was not met. (This low score is probably due to having only two students enrolled in the course, one without effective writing skills). One student experienced difficulty in discussing the history, development, and cultural understanding of the American West on the final exam in HIST 5203/The American West. One student (100%) successfully defended her creative thesis, entitled "A Girl Called Harvey," at the end of the Fall 2019 semester. The student researched local history and employed elements of historical fiction to create a draft of the novel that she set in Waynoka, OK in the 1920s.

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

Overall, the master of counseling psychology program is providing knowledge for students to enter the counseling field.

#### Early Childhood

The number of students taking the Early Childhood Education certification test (OSAT) was at 3 for the year. The number passed was a perfect score of 3.

#### Educational Leadership

The second constructed response question on the elementary principal test consisted of all passing scores (above 240) with the exception of one. This is an improvement. The first constructed response question had more scores under 240. The secondary principal test results had one score above 240 on the second constructed response question. All other attempts were below 240. The first constructed response question results had two passing scores with the others below a passing score. The remaining four sub-tests results show overall strong scores with a few exceptions.

#### Elementary Education

We have strengthened our Reading courses to align with the the OSAT and allow for hands on application and our scores have been good on Subtest 1.

#### English Education

For the 2019 - 2020 school year, one former student took the English 107 exam. The student failed twice; thus, the results show a 0% pass rate. After a previous analysis of the course alignment, and after discussions with English Ed coordinators around the state who have analyzed their data, we stand by our previous conclusions that, namely, the test is not an accurate measure of our students' learning or teaching aptitude. Course

alignment cannot, at this stage, be improved. However, with the implementation of focused testing strategies into two different required courses for English Education majors, we hope to see improvement in test scores once the students who have taken these two courses take the English 107 OSAT.

#### Health and Sports Science Education

The criterion for passing the (OSAT) Physical Education/Health/Safety exam is a minimum score of 240 points. The overall pass rate for teacher education program completer candidates for 2019-2020 was 40%. The state pass rate for the same time frame was 43%. Mean scores for teacher candidates across the state taken at the same time in 2019-2020 was 236, Northwestern Oklahoma State's mean score was 237. The mean scores are below the passing score of 240 and above the state mean scores taken during that same time period. The above data also indicates that Northwestern Oklahoma State teacher candidates performed above the state mean scores in four of the seven subareas taken at the same time. Subarea one, three, and five were not higher than state mean scores. The department will continue to collect data to determine and focus on subareas one, three, and five to determine if any program modification is needed.

#### Health and Sports Science (Option 1 – Non-Teaching)

The analysis and findings from the program outcomes and assessments for option 1 were that all SLO assessments were successfully achieved with the exception of SLO 2 Assessment 1, PE&R 3662 Recreational Leadership which states that 70% of students will receive a score of 80% or higher, SLO 2 Assessment 2, HED 3112 Adapted Physical Education which states that 70% of students will receive a score of 80% or higher, SLO 4 Assessment 1, PE&R 1462 Concepts of Aerobics which states that 75% of students will receive a score of 75% or higher, SLO 5 Assessment 1, PE&R 4502 Legal Liabilities in Sports & Recreation which states that 70% of students will receive a score of 80% or higher, and also SLO 2 Assessment 2, PE&R 3693 Physiology of Exercise which states that 80% of students will receive a score of 75% The goal for SLO 2 Assessment 1 was not achieved as 69% of the students received a score of 80% or higher, just shy of the goal of 70% of students scoring 80% or higher. The goal for SLO 2 Assessment 2 was not achieved as 38% of the students received a score of 80% or higher, shy of the goal of 70% of students scoring 80% or higher. The goal for SLO 4 Assessment 1 was not achieved as 72% of the students received a score of 75% or higher, just shy of the goal of 75% of students scoring 75% or higher. The goal for SLO 5 Assessment 1 was not achieved as 78% of the students received a score of 75% or higher, just shy of the goal of 80% of students scoring 75% or higher.

#### Health and Sports Science (Option 2 – Health and Fitness Management)

The analysis and findings from the program outcomes and assessments for option 2 were that all SLO assessments were successfully achieved with the exception of SLO 4 Assessment 1, PE&R 3693 Physiology of Exercise which states that 70% of students will receive a score of 70% or higher and also SLO 5 Assessment 1 which states that 70% of students will receive a score of 80% or higher. The goal for SLO 4 Assessment 1 was not achieved as 58% of the students received a score of 70% or higher, shy of the goal of 70% of students scoring 70% or higher. The goal for SLO 5 Assessment 1 was not



achieved as 38% of the students scored 80% or higher, shy of the goal of 70% of students scoring 80% or higher.

#### Psychology

Based on student grades progress has been demonstrated in the psychology department.

#### Mathematics Education

We have a large number of students dropping out of the Mathematics Education program to go Alternative Certification. Students in the program and those going alt. cert. are all doing well and most are employed before they graduate, indicating a strong Mathematics Education program at NWOSU.

#### Music Education Instrumental

We had no students take the exam this past year.

#### Music Education Vocal

All students passed, therefore, there is no need to make modifications.

#### Reading Specialist

There were no program completers for our assessments in AY 19-20.

#### School Counseling

The school counseling candidates have performed well on the assessments administered in class.

#### Science Education

Biology Education: There is no candidate data from this time frame (2019-2020). The science director remains in communication with graduates of the program, serving as a mentor to a recent graduate.

Chemistry Education: There is no candidate data from this time frame (2019-2020). The science director remains in communication with the graduate of this program, serving as a second year mentor.

Physics Education: There is no candidate data from this time frame (2019-2020).

#### Social Science Education

Looking over the scores candidates are passing the exam. The weakest area continues to be Constructed Response.

#### Special Education

Review of the data indicates that of the four (4) attempts of the M-M Disabilities OSAT (129), one (1) passed (25%). This pass rate is much lower than previous years. Several things are notable: 1) Two of the failed attempts were taken during the time in which COVID-19 protocols were in place; 2) Two of the failed attempts only missed passing by three (3) points cumulatively (238, 239). Further, it is noteworthy to highlight that the

scores in Subarea 1 have improved on average from 240 (18/19) to 245.25 (19/20). This was an area of focus for which adjustments were made to the program. Unfortunately, despite making changes to address the recurring deficiencies in Subarea 5, the average score remains low. Additional program changes (detailed below) are in the process of being implemented.

## **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, and providing more opportunities for communication with students. Changes specific to programs follows.

#### **School of Arts and Sciences**

##### Biology

No instructional changes are anticipated at this time.

##### Chemistry

No adjustments are anticipated at this time.

##### Computer Science

No immediate changes. However, CMSC faculty continue to evaluate the curriculum and look for ways to update classes and stay current with the field of Computer Science.

##### Criminal Justice

The department does not anticipate any adjustments to the curriculum or requirements for this assessment strategy.

##### English, Foreign Language and Humanities

On exams, essay question instructions will include a notation about the necessity of proofreading and a point deduction for poor grammar and loss of clarity. Embedding the graduating senior survey into the culminating course has been effective in ensuring completion.

##### History

The department does not anticipate making any adjustments to the requirements for either course or for the program curriculum.

##### Mass Communication

Additional opportunities for implementing more learning experiences in the areas of media writing and intercultural communication are being considered. Different avenues

for strengthening skills learned in these areas are being explored.

#### Music – B.A.

No changes are necessary at this time.

#### Music – B.M.

There are no instructional changes necessary at this time.

#### Political Science

The department does not anticipate making any adjustments to curriculum or assessment approaches in this area. Without additional funding for more faculty members, it is impossible for this program to become too much more complex or extensive, as only one full-time faculty member serves in this program.

#### Sociology

The department does not anticipate making any adjustments to curriculum or teaching strategy alterations to the Sociology program at this time.

#### Social Work

All program modifications relating to engaging with individuals, families, groups, organizations, and communities: Although the benchmark competency was met across all program options and at each campus location it is important to note it was the lowest percentage achieved across all program options. In addition, the Enid location did not meet the outcome benchmark on measure 2. In an attempt to improve student attainment of competency 6, explicit curriculum changes will include implementation of a case method of instruction across “practice courses” where faculty will highlight theoretical frameworks and interpersonal skills to engage with clients and constituencies. This methodology will stimulate class discussions and help students internalize social work values and ethics, develop skills to engage with clients, and apply theory to practice. In an attempt to address academic needs on the Enid campus, a concentrated effort will be placed on each location taking lead of the class analyses and discussions pertaining to decision cases presented in class. The program affirms a commitment to use an integrated case method of instruction and emphasize the importance of engagement with individuals, families, groups, organizations and communities.

#### Speech Theatre

Additional opportunities for addressing strategies for intercultural communication in the speech and theatre program will be explored.

### **School of Professional Studies**

#### Business

CHANGES BASED ON QUANTITATIVE DATA/ANALYSIS: Based on the data, no major (programmatic) changes are planned for AY 2020-2021. The major change to our curriculum (adding Business Communications, and deleting Cross-Cultural Management), is expected to boost students’ writing, critical thinking, and presentation

skills. It will take time before the impact of this change can be measured and analyzed, as the first semester for the new curriculum to take effect is Fall of 2020. Based on the data regarding student performance in the topic areas as measured by the Peregrine exam, we do not find that any topic area is recurrently weak. Also, it was found that the 5-year trend of the difference in scores between the Inbound and Outbound tests is positive. Putting these pieces of information together, we see an overall trend of slow, but steady, increase in student performance across all topical areas. CHANGES BASED ON QUALITATIVE DATA/ANALYSIS: One of the big changes last year was to get more students involved with real-world projects. In Summer, 2019 a meeting of local business people and community leaders took place on the Alva campus to elicit collaborative opportunities. This meeting was titled the “Public, Private, Partnership” meeting. This meeting resulted in many requests from regional businesses to work with Northwestern business students. Based on these requests, the Fall, 2019 Business Policy course was restructured to include some of these collaborative partnerships. These projects were the focus of student activity in the Business Policy class (in lieu of the more traditional business simulation experience.) This was viewed as a “grand experiment.” The grand experiment was deemed unsuccessful, for several reasons. Early on, communications between the teams and the local businesses was poor, and there appeared to be culpability on both sides. Another factor creating difficulty was due to the nature of the NWOSU multiple campuses, and the fact that a majority of our full-time students also work a substantial number of hours per week. Add to this the fact that this had never been tried before. Overall, the experience was frustrating, and did not provide the kind of learning experience for which we had hoped. The experience was negative enough, that the DOB decided to revert back to the “tried-and-true” team-based business simulation in the Spring of 2020. To put more emphasis on business communication skills, the DOB Faculty changed the Core business curriculum to include a mandatory course in business communications: GBUS 3013 – Business Communications. MGMT 4343 – Cross-Cultural Management was removed from the Core. The Planning Committee made these recommendations, based largely on changing ACBSP guidelines, and similar curricular trends at other Oklahoma universities.

### Nursing

In late March, all classroom, practice laboratory and clinical experience education moved to virtual delivery in light of the COVID-19 shut down. Virtual simulation and patient teaching conferences via ZOOM technology was used to replace clinical and lab hours. Faculty taught didactic through ZOOM synchronously and supplemented with materials in Blackboard.

## **School of Education**

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

SLO 1: For the 2020-2021 reporting SLO 1 will be changed to: Understand the predominant philosophical foundations of higher education as well as the range of missions, governance, financing, and major practices of higher education and the community college (EDUC 5903 Higher Education Philosophy and Practice). SLO 2: 1)For the 2020-2021 reporting SLO 2 will be changed to: Understand fundamental

concepts, roles, and issues regarding adult education, the Learning College movement, the community college, college teaching, accountability, and institutional effectiveness, including such issues as approaches to teaching underprepared students, using social media as a pedagogical tool, and embracing a service model of teaching that promotes student success (EDUC 5913 The Learning College). 2) The course name was changed from EDUC 5913 The Learning College to EDUC 5913 Adult Learning Theory and Practice SLO 3: 1) For the 2020-2021 reporting SLO 3 will be changed to: Develop knowledge and skills that will assist them in effectively and responsibly managing organizations by understanding the structures of organizations, the interpersonal dynamics of groups through human resource management, the evaluation of political environments, and guiding the institutional culture to achieve the goals and mission (EDUC 5953 Institutional Management). 2) The six case study assignment was replaced with six reading reflections. The data for this modification will be reflected in the 2020-2021 report. 3) The research paper assignment has been combined with the final exam. The 2020-2021 report will reflect the 3.2 and 3.3 combination. Hence, next year's reporting will have two data collection points (the reading reflections and the final exam/research paper combination). SLO 4: 1) For the 2020-2021 reporting SLO 4 will be changed to: Review and apply educational research processes and results to classroom curriculum, design, and practice and identify classroom issues, especially as they relate to outcomes assessment of adult learners (EDUC 5933 Classroom Research and Institutional Effectiveness). 2) The instructor has expanded the scope of the digital presentation to include PowerPoint, Prezi, Google Slides, digital poster, or any other acceptable presentation platform. Hence SLO Standard 4.2 will read "Students enrolled in EDUC 5933 will prepare a PowerPoint, Prezi, Google Slides, digital poster, or any other acceptable presentation platform that covers various methodologies and techniques of research design." in the 2020-2021 report.

### Agriculture

Most of the changes we made for the 2019-2020 academic year were associated with assessment methodologies and were intended to more accurately capture data. We did use a higher number of forage plant and seed examples for species and morphological structure identification exercises in AGRI 3033 Forage Crops & Pastures in an attempt to improve student performance for SLO 4. We plan to alter the criteria associated with the Measure of Success for SLO 4.1 due to the unexpected relatively high pre-test scores. Based on the average difference between pre- and post-test scores of 11.2 percentage units, we feel a reasonable expectation for improvement would be an increase of 15 percentage units. Agriculture faculty will continue to emphasize and support student internship experiences and to seek interaction with local businesses and governmental entities to provide quality internships for Northwestern students.

### Agriculture Education

There were no program completers for our assessments in AY 19-20. However, we anticipate having multiple program completers in the current and next AY as we have several Ag Ed majors.

### American Studies

In AMST 5103/Introduction to American Studies, the professor will spend an additional class period on the historical development of American Studies as an academic discipline, discussing the ways it relates to other disciplines. He will also conference with students to help improve their writing skills. To help students with HIST 5203/The American West, the director of the American Studies program will conference with American Studies students in both AMST 5103/Introduction to American Studies and AMST 5113/Interdisciplinary Research in American Studies to help improve their writing skills for future coursework.

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

Continue to develop a more consistent instruction for all classes, continue to provide student support for academic assistance, and provide clearer objectives for students to obtain. Additionally, we will use best practices in the teaching of counseling psychology, critical thinking, and problem solving to pedagogy in courses.

### Early Childhood

The Early Childhood professors are continuing their strong teaching strategies and coordinating even more stringent guidelines for observations/field experiences in order to ensure application of theory to practice.

### Educational Leadership

As with previous years, the two constructed response items are problematic. The two response items are related in that the first constructed response item relates to analysis of data. The second constructed response item relates to the use of data to make informed decisions. The results of the elementary test in the second response item indicates the candidates know how to make informed instructional decisions based upon data. For both the elementary and secondary tests, candidates are not doing well in the analysis of data. Case studies that include data analysis are being incorporated into course work. Preliminary results indicate this is working for candidates taking the elementary test. It is not clear why case studies are not working as well with those taking the secondary test as the course curriculum is the same for all candidates no matter the level at which they are testing. Faculty will continue to incorporate case studies that include data analysis and data informed decision making.

### Elementary Education

We have realigned the methods courses to Subtest 2 OSAT. New assignments have been developed to allow for further exploration of the content.

### English Education

The English Education Program Coordinator continues to collaborate with other program coordinators to develop test preparation strategies that are currently in the implementation process. These strategies are designed to better prepare testers for the exam. The curriculum of the English Education Teaching Methods course has been rewritten to include OSAT test strategies and test preparation. Additionally, a new course proposed by the Coordinator - Advanced Composition: Pedagogy - was approved for

English Education majors for the fall 2020 semester. This course also includes an OSAT test preparation component. Over the summer, English Education Program Coordinators, along with a representative from the testing company, had planned to hold a focus group regarding the difficulty our students have passing the exam. Due to Covid-19, however, the focus group was cancelled.

#### Health and Sports Science Education

The Northwestern Oklahoma State University Health & Sports Science department has realigned methods courses through faculty changes. The department will continue to collect data to determine and focus on subareas one, three, and five to determine if any program modification is needed.

#### Health and Sports Science (Option 1 – Non-Teaching)

In regard to SLO 2 Assessment 1, no new assessments, outcomes, or instructional changes are planned at this time. In regard to SLO 2 Assessment 2, instructional changes will consist of increased lecture time as well as increased use of visual aids presented. The visual aids will be primarily video examples of content discussed in class and will be made available to students through the course Blackboard webpage. SLO 2 Assessment 2 will be closely monitored to gather and analyze more data before making decisions for change. The program chooses to continue to strive for at least 70% of students to achieve a score of 80% or better. In regard to SLO 4 Assessment 1, no new assessments, outcomes, or instructional changes are planned at this time. In regard to SLO 5 Assessment 1, no new assessments, outcomes, or instructional changes are planned at this time.

#### Health and Sports Science (Option 2 – Health and Fitness Management)

In regard to SLO 4 Assessment 1, instructional changes will consist of increased lecture time as well as increased use of visual aids presented. The visual aids will be primarily video examples of content discussed in class and will be made available to students through the course Blackboard webpage. The program will continue to strive for at least 70% of students to achieve 70% or better. In regard to SLO 5 Assessment 1, instructional changes will consist of increased lecture time as well as increased use of visual aids presented. The visual aids will be primarily video examples of content discussed in class and will be made available to students through the course Blackboard webpage. SLO 5 Assessment 1 will be closely monitored to gather and analyze more data before making decisions for change. The program chooses to continue to strive for at least 70% of students to achieve a score of 80% or better.

#### Psychology

Continue to develop a more consistent instruction for all classes, continue to provide student support for academic assistance, and provide clearer objectives for students to obtain. Additionally, we will use best practices in the teaching of critical thinking and problem solving to pedagogy in courses. We still need substantial improvement in the Research Methodology and Experimental Psychology courses to increase the success rates in those courses, and departmentally this will be a priority of focus for the next year.

### Mathematics Education

We are considering making Discrete Math a prerequisite for all upper level math courses. Discrete is required but we felt the students would have better success if it were taken before they took advanced math classes. Right now our teacher candidates are having trouble finding places where they can take the OSAT due to sites being closed because of the Covid-19 pandemic.

### Music Education Instrumental

We did not have anyone take the test in our department.

### Music Education Vocal

There are no instructional changes necessary at this time.

### Reading Specialist

Program recruitment is ongoing.

### School Counseling

We will continue with what we are doing in the classroom and monitor testing results.

### Science Education

Biology: Based on assessments, no changes are anticipated. Assessments are in the process of being re-examined as a result of the change in status of the SPA and transitioning to state accreditation.

Chemistry: Based on assessments, no changes are anticipated. Assessments are in the process of being re-examined as a result of the change in status of the SPA and transitioning to state accreditation.

Physics: Based on assessments, no changes are anticipated. Assessments are in the process of being re-examined as a result of the change in status of the SPA and transitioning to state accreditation.

### Social Science Education

We continue to ensure the alignment of the standards into the course work. We have added more writing responses to mimic the constructed response to ensure more practice in writing.

### Special Education

In an attempt to fully align the program with regard to the OSAT Competencies, CEC Standards (2012), and High-Leverage Practices (2017), the program director is reviewing all aspects of the program and revising or redesigning every course. It is anticipated that the first phase of the realignment/redesign will be implemented in the Spring 2021. Additional revisions and realignment will be ongoing and adjusted as new data becomes available. It is anticipated that this alignment and redesign, in addition to the provision of various supports to improve students' facility to analyze data and construct appropriate responses (Subarea 5), will increase the overall pass-rate.



## **Section IV – Student Satisfaction**

*(Student Assessment and Remediation 3.20.7)*

### **Administration of Assessment**

#### **IV-1. What assessments were used and how were the students selected?**

Northwestern has five major sources of data for student satisfaction.

- The **Ruffalo/Noel-Levitz Student Satisfaction Inventory** is administered every third year to all students during the spring semester. The last administration occurred in spring 2019. This will be administered again in spring 2022.
- The **National Survey of Student Engagement (NSSE)** is administered every third year to all first year and senior students. The last administration occurred in spring 2020. This will be administered again in 2023.
- The **Graduate Student Satisfaction Survey** is administered every other year to all graduate students during April. The last administration occurred in spring 2020. This will be administered again in 2022.
- **Course evaluations:** All courses are required to be evaluated each fall semester. Business, nursing and education courses are evaluated during, both, fall and spring. Any faculty members that request his/her course(s) to be evaluated can do so during any semester (fall, spring and/or summer).
- The **Alumni Survey** was made available to all 2014 and 2020 graduates in summer 2020.

#### **IV-2. What were the analyses and findings from the 2019-2020 student satisfaction assessment?**

The Ruffalo/Noel-Levitz Student Satisfaction Inventory is administered on a 3-year rotation. The Ruffalo/Noel-Levitz Student Satisfaction Inventory (SSI) was last administered in spring 2019. The SSI surveyed students regarding all areas of the university including academic, administration, and student services and provided valuable information for institutional effectiveness. A total of 842 students participated in the SSI. There were five institutional strength areas that were identified. The strengths included:

1. Advisor is knowledgeable about requirements in my major.
2. The campus is safe and secure for all students.
3. My academic advisor is available when I need help.
4. I receive the help to apply my academic major to my career goals.
5. I am able to register for classes I need with few conflicts.

There were also five institutional challenge areas that were identified. The challenges included:

1. The quality of instruction I receive in most of my classes is excellent.
2. Sufficient courses in my program of study are available each term.

3. Faculty are fair and unbiased in their treatment of students.
4. Faculty provide timely feedback about my academic progress.
5. This institution helps me identify resources to finance my education.

The SSI will be administered again in 2022. The Office of Assessment and Institutional Effectiveness will begin developing ways to enhance participation for the next administration.

The NSSE is administered on a 3-year rotation. The NSSE was administered in spring 2020. The administration was available from February to April 2020. When asked to rate their overall experience 79% of first-year students and 84% of senior students responded with “Excellent” or “Good.” When asked if they would attend this institution again, 82% of first-year students and 85% of senior students responded “Definitely” or “Probably.”

The graduate studies satisfaction survey is administered on a 3-year rotation. The graduate studies satisfaction survey was last administered in spring 2019, and was made available to all graduate students. There were 36 respondents who took the survey. When asked to rate their level of satisfaction with the NWOSU graduate program, 66.7% of the respondents answered either “extremely satisfied”, 33.3% answered “somewhat satisfied”, and there were 0% respondents who answered “extremely dissatisfied” or “somewhat dissatisfied”.

Course Evaluations apply directly to student satisfaction of academic programs. Of the 1,745 undergraduate students, 1,413 (80.97%) students participated in course evaluations during fall 2018 semester. Northwestern students believe faculty made full use of class time and were prepared for each class. Students believe that faculty could improve on utilizing a variety of teaching methods to help students learn, providing constructive feedback, presenting material in a clear manner, stimulate thinking, and provide assignments to better understand course content.

The alumni survey was sent out to graduates who received a bachelor’s degree from Northwestern in 2014 and 2019. There were 92 respondents total. Eighty-two respondents (90.24%) reported that they were either “very satisfied” or “satisfied” with the educational experience they had at Northwestern.

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

All results (excluding course evaluations) are disseminated to the entire NWOSU community via a newsletter. Various committees and institutional offices are able to use these to guide decision-making. Course evaluations results are disseminated to the individual instructors, department chairs, deans, and executive Vice President to address any concerns with course instruction.

The NSSE results were reports to several institutional areas in 2020. The results will continue to guide goals toward improvement in annual institutional assessment plans. All of the NWOSU faculty and department directors/chairs received a copy of the NSSE

snapshot of the results as well as identified challenge areas. One of the major changes planned is to implement a new administrative system, Ellucian. This system will greatly improve the efficiency of the processes within each of the Financial Aid Office, Business Office, Registry Office, Human Resources, Student Services, Recruitment Office, and Housing Office. We received information from the SSI and NSSE that students were dissatisfied with the time it took to award financial aid, this new system will have a significant impact on the timeliness of the awarding process.

Student responses to course evaluations continue to be used in annual faculty evaluation and in making adjustments to instruction.

The results from the graduate student satisfaction survey were reported to the dean of graduate studies and will be used to guide departmental goals.

The Director of Assessment & Institutional Effectiveness committee will meet throughout the academic year to report results and make sure information is being disseminated to appropriate departments to guide changes.

**Section V - Assessment Budgets**

State Regents policy states that academic service fees “shall not exceed the actual costs of the course of instruction or the academic services provided by the institution” (Chapter 4 – Budget and Fiscal Affairs, 4.18.2 Definitions).

Provide the following information regarding assessment fees and expenditures for 2019-2020:

Assessment fees	\$0
Assessment salaries	\$57,400
Distributed to other departments	\$0
Operational costs	\$8,125
Total Expenditures	\$65,525