

Northwestern Oklahoma State University
Assessment Plan

Office of Assessment and Institutional Effectiveness
580-327-8150

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Office of Assessment and Institutional Effectiveness

Assessment Plan

MISSION

The Office of Assessment and Institutional Effectiveness will advance learning excellence through information, evaluation, and recommendations while striving for improvement through communication and collaboration.

GENERAL INFORMATION

The Office of Assessment and Institutional Effectiveness, a department of the Office of the Executive Vice President of Academic Affairs, promotes rigorous evaluation in the pursuit of institutional excellence. The office supports, coordinates, and advances efforts to demonstrate that the university is fulfilling its academic mission and enhancing learning excellence within the community of learners.

Assessment is the systematic and ongoing process of collecting, analyzing and acting on data and information and is an essential component in achieving the university's mission and supporting goals and outcomes. Assessment is oriented towards measuring results and using these results to aid in decision-making enhancement. Assessment is not an isolated event, but rather a communication loop affording continuous quality improvement of programs, departments, and courses

The goal of institutional effectiveness is to integrate planning, evaluation, and budgeting processes into a comprehensive program that not only encompasses teaching and learning, but also the array of administrative and support services which sustain the core of activities of the university.

ENTRY-LEVEL ASSESSMENT

The main intent of entry level assessment is to confirm that Northwestern is providing opportunities for all students to succeed. Northwestern hopes to improve the chances of success by identifying students' strengths and weaknesses and placing them relevantly.

All incoming freshman submit high school transcripts and ACT/SAT scores in order to be evaluated to determine whether their basic academic skills are adequate for success in collegiate-level courses or if remediation is necessary.

Remediation

Students who enter Northwestern with an ACT subtest score of 18 or lower in English, science, math, or reading must remove those deficiencies in one of the following ways:

1. Retaking the ACT and scoring 19 or higher on the appropriate subtest.
2. Achieving the appropriate score on an Accuplacer test
3. Successfully completing the appropriate remedial course with a passing grade.

For more information, see the remedial education policy at: <http://www.nwosu.edu/accuplacer>.

GENERAL EDUCATION (MID-LEVEL) ASSESSMENT

The general education assessment strategy is a three-prong approach to assessment: evaluation of course-embedded assessment of student learning derived from a competency-based curriculum, standardized evaluation through mid-level testing (ETS Proficiency Profile), and a review of student engagement results from the National Survey of Student Engagement (NSSE). The general education committee will use these results to address successes and areas for improvement in student achievement tied to general education competencies, and make adjustments as data indicates.

- **ETS Proficiency Profile:** Administered annually in early April to sophomores and juniors achieving 40-75 credit hours (excluding transfers).
- **NSSE:** Administered every third year between February and April to all first year and senior students.

PROGRAM LEVEL ASSESSMENT

Program-level assessment examines student work or other evidence of student learning within a department/program (major or minor). Program-level assessment gives faculty within an academic department the opportunity to ask: What and how is our department contributing to the learning and development of our students as a whole?

Each academic department identifies Student Learning Outcomes (SLOs), which reflect upper cognitive levels of Bloom's taxonomy and aligns the SLOs with the curriculum (via curriculum mapping, Table 3.). Academic programs submit assessment plans and data annually using a template created in LiveText (Table 1.), a web-based data management system to assist in streamlining and supporting assessment of student learning and institutional effectiveness. Each department gathers evidence of student learning by using both direct and indirect measures (Table 2.), interprets the evidence of data in order to determine whether or not program modifications should be made to improve student learning.

Table 1.**Academic Assessment Plan**

2014-2015 Plan			2014-2015 Results		
SLO 1	Methodology 1	Measure of Success 1	Findings 1	What Did Your Data Tell You?	Program Modifications 1
Student Learning Outcome	Multiple Measures	Cut Marks	Results of Assessment	Interpretation of Results	Pedagogical Adjustments

Table 2. The direct and indirect assessments used and reported in 2013-2014 are given below.

Quantitative Methods	
Direct	Indirect
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
Intercollegiate Competitions	Survey of graduates
Juried review of performances and exhibitions	Survey of internship supervisors
Licensure or certification exams	Survey of student satisfaction
Major project	Surveys of alumni
Multiple-choice test question	Surveys of department faculty
National Major Field Achievement Tests	Surveys of employers
Observations of student performance	Surveys of other faculty
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	
Direct	Indirect
Clinical Evaluation	Internship evaluations
Practicum or internship	Exit interviews
Reflective journals	Focus groups

Curriculum Mapping

Curriculum mapping was implemented in spring 2015 to show which SLOs are being introduced, reinforced, and/or mastered in which courses. As well as including in which courses evidence is collected and evaluated for program-level assessment. Curriculum mapping helps to create a unified program, improve communication among faculty, enhance understanding for students regarding what should be accomplished within each course, and increase the likelihood that students meet the SLOs.

Table 3.



Division/Department:

Prepared by:

Student Learning Outcomes					
SLO 1					
SLO 2					
SLO 3					
SLO 4					
<p>"I" - The SLO is introduced.</p> <p>"R" - The SLO is reinforced and students are given opportunities to practice.</p> <p>"M" - Students can now demonstrate mastery.</p> <p>"A" - Evidence is collected and evaluated for program-level assessment.</p>					
Curriculum Map					
Course	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5

INSTITUTIONAL ASSESSMENT

In 2004, NWOSU planned and implemented an assessment program with the goal of assessing administrative areas for continuous improvement. All Northwestern institutional areas (financial aid, registry, libraries, etc.) submit an annual assessment plan using a template created in LiveText (Table 4.), a web-based data management system, to assist in streamlining and supporting institutional effectiveness.

Annually, at the beginning of the fall semester, each institutional area identifies goals, proposes assessment strategies, and provides anticipated outcomes. At the end of the academic year, the areas report their results, budget implications and to whom the information was reported. Based on the findings, institutional areas may carry their goals to the next year or plan new projects/goals in order to continuously improve the institutional area.

Table 4.

Institutional Assessment Plan and Results

2014-2015 Plan			2014-2015 Results		
Goal 1	Methodology	Success Measure	Results of Goal 1	Budget Implications	Internal and External Reporting
Issue to be resolved; Improvement sought Strategic Alignment	Assessment Strategy Measures	Objective Anticipated Outcome	Report specific results Was goal met?	Tie budget requests to assessment outcomes	Diffusion of Information Modes of sharing results and audience

STUDENT SATISFACTION

Northwestern has five major sources of data for student satisfaction.

- The **Noel-Levitz Student Satisfaction Inventory** is administered every third year to all students during the spring semester. The last administration occurred in April 2013.
- The **National Survey of Student Engagement (NSSE)** is administered every third year to all first year and senior students. The administration was available from February to April of 2014. Results can be viewed at www.nwosu.edu/assessmet-results (check)
- The **Graduate Student Satisfaction Survey** is administered every other year to all graduate students during April. The next administration will occur in 2015.
- **Course evaluations:** All courses are required to be evaluated each fall semester (excluding tenured faculty, not up for tenure review). 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** is administered annually during the summer to select years of graduates. Our most recent administration surveyed 2008 and 2013 graduates.

ADMINISTRATOR EVALUATIONS

Administrator evaluations are available to full-time faculty to evaluate: department chairs, deans, executive vice president and president. These are available for faculty to complete annually during the spring semester (April-May). Results are reported to Executive Vice President in June.

DISSEMINATION

Results of surveys and assessments, and any assessment updates are disseminated through a newsletter which is released once per semester. The most recent can be found on the assessment website at: <http://www.nwosu.edu/news-and-announcements>.

Results are also posted on the assessment website at: <http://www.nwosu.edu/assessment-results>.