



**NORTHWESTERN OKLAHOMA  
STATE UNIVERSITY**

**ANNUAL REPORT OF 2024-2025 STUDENT ASSESSMENT ACTIVITY**

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

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**NORTHWESTERN OKLAHOMA STATE UNIVERSITY**  
**Annual Student Assessment Report of 2024-2025 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 2024-2025 (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 2024-2025 (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.

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 Budget Profile

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 2024-2025:

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

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## ANNUAL REPORT OF 2024-2025 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 FY2024-2025 (e.g., high school GPA and CPT cut scores)?**

Any individual who (a) is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of his/her home state, or has achieved a high school equivalency certificate based on the General Education Development tests (GED), (b) has met the curricular requirements as set forth by State Regents policy, (c) has participated in the American College Testing Program or a similar battery of tests, and (d) has a composite ACT or SAT score that ranks in the top 50th percentile of Oklahoma scores (NWOSU=20 ACT or 1030 SAT) is eligible for admission to any of the regional universities in the State System including Northwestern.

A student who does not have an appropriate ACT/SAT score for admittance or has not taken the ACT/SAT, may be considered for admission if he/she has met one of the following criteria:

1. Have a high school cumulative grade point average that ranks in the top 50th percentile of Oklahoma scores and rank in the top 50th percentile of the high school graduating class (NWOSU =2.7 and upper half).
2. Have a cumulative grade point average in the fifteen (15) required core high school units that ranks in the top 50th percentile of Oklahoma scores (NWOSU=2.7).

The exact standardized test score will be specified annually by the Oklahoma State Regents for Higher Education based on the preceding three years' ACT scores of graduating seniors, if available, based on Oklahoma norms. An equivalency table will be used to determine SAT scores. The GPA will be defined annually to correspond to the rank in class.

The main intent of entry-level assessment is to confirm that Northwestern is providing opportunities for all students to succeed. Northwestern improves the students' chances of success by identifying their strengths and weaknesses and placing them relevantly. Northwestern assesses ACT or SAT scores for entering students to determine appropriate course placement based on student level of preparedness. Secondary placement tools such as course-specific and overall GPA (math, natural science, and English) are used to determine course placement in limited number of departments.

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

Initial math and English placement is based on ACT or SAT math and English sub-scores and/or high school GPA. GPA is the cumulative unweighted high school GPA for the student based on a 0.0-4.0 scale (minimum of a 7-semester high school transcript). If the student does not have an unweighted GPA on a 4-point scale, then the student is placed using ACT or SAT sub-scores in math and English.

When enrolling in lab courses, students must enroll in BOTH the class and the lab (2 separate key numbers) under the same instructor. Additionally, the math lab must be taken in the same time slot but on alternating days with the class.

**MATH**

**ACT**

- 16 or below ACT Math sub-score AND below 3.25 GPA – students take MATH 0115 Beginning Algebra.
- 17-18 ACT Math sub-score OR 3.25-3.49 GPA – students take MATH 1403/1403L Contemporary Math with lab (non-STEM majors) OR MATH 1513/1513L College Algebra with lab (STEM majors).
- 19 or higher ACT math sub-score OR 3.50 or higher GPA – students take MATH 1403 Contemporary Math (non-STEM majors) OR MATH 1513 College Algebra (STEM majors)

**SAT**

- 450 or below SAT Math sub-score AND below 3.25 GPA – students take MATH 0115 Beginning Algebra
- 460-500 SAT Math sub-score OR 3.25-3.49 GPA – students take MATH 1403/1403L Contemporary Math with lab (non-STEM majors) OR MATH 1513/1513L College Algebra with lab (STEM majors).
- 510 or higher SAT sub-score OR 3.50 or higher GPA – 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 1513/1513L College Algebra with Lab (STEM) or MATH 1403/1403L Contemporary Math with lab non-STEM). Transfer students with a passing grade on a remedial course at another accredited college or university should enroll in MATH 1513/1513L College Algebra with Lab or MATH 1403/1403L Contemporary Math with Lab.

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

- Submit ACT or SAT scores and/or a high school transcript and place according to the policy above.
- Choose to enroll in MATH 0115 Beginning Algebra (and then progress to MATH 1513/1513L or MATH 1403/MATH1403L).
- Take the ACT On-Campus at NWOSU and place according to the policy above.

## **ENGLISH**

### **ACT**

- 18 or lower in EITHER English or Reading ACT subscore AND below 3.50 GPA – students take ENGL 1113/1113L Composition I with Lab.
- 19 or higher in BOTH English and Reading ACT subscore OR 3.50 or higher GPA – students take ENGL 1113 Composition I.

### **SAT**

- 500 or lower Evidence-Based Reading and Writing SAT sub-score AND below 3.50 GPA – students take ENGL 1113/1113L Composition I with Lab.
- 510 or higher Evidence-Based Reading and Writing SAT sub-score OR 3.50 or higher GPA – 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 1113L 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 identified students to complete developmental education within the first year or 24 college-level credit hours?**

Students may enroll in MATH 0115, MATH 1403/1403L, MATH 1513/1513L, or ENGL 1113/1113L. Institutional practice is to advise students into these courses within their first year.

### **I-4 What information was used to determine co-requisite course placement? Please report the specific multiple measures your institution used for FY 2023-2024 (e.g., high school GPA and CPT cut scores).**

As noted above, NWOSU has only one non-credit-bearing remedial course. Information used to determine co-requisite placement is as follows:

## **Math Placement**

### **ACT**

- 16 or below ACT Math sub-score AND below 3.25 GPA – students take MATH 0115 Beginning Algebra.
- 17-18 ACT Math sub-score OR 3.25-3.49 GPA – students take MATH 1403/1403L Contemporary Math with lab (non-STEM majors) OR MATH 1513/1513L College Algebra with lab (STEM majors).
- 19 or higher ACT math sub-score OR 3.50 or higher GPA – students take MATH 1403 Contemporary Math (non-STEM majors) OR MATH 1513 College Algebra (STEM majors)

## **SAT**

- 450 or below SAT Math sub-score AND below 3.25 GPA – students take MATH 0115 Beginning Algebra
- 460-500 SAT Math sub-score OR 3.25-3.49 GPA – students take MATH 1403/1043L Contemporary Math with lab (non-STEM majors) OR MATH 1513/1513L College Algebra with lab (STEM majors).
- 510 or higher SAT sub-score OR 3.50 or higher GPA– 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 1513/1513L College Algebra with Lab (STEM) or MATH 1403/1403L Contemporary Math with lab non-STEM). Transfer students with a passing grade on a remedial course at another accredited college or university should enroll in MATH 1513/1513L College Algebra with Lab or MATH 1403/1403L Contemporary Math with Lab.

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

- Submit ACT or SAT scores and/or a high school transcript and place according to the policy above.
- Choose to enroll in MATH 0115 Beginning Algebra (and then progress to MATH 1513/1513L or MATH 1403/MATH1403L).
- Take the ACT On-Campus at NWOSU and place according to the policy above.

## **English Placement**

### **ACT**

- 18 or lower in EITHER English or Reading ACT subscore AND below 3.50 GPA– students take ENGL 1113/1113L Composition I with Lab.
- 19 or higher in BOTH English and Reading ACT subscore OR 3.50 or higher GPA – students take ENGL 1113 Composition I.

### **SAT**

- 500 or lower Evidence-Based Reading and Writing SAT sub-score AND below 3.50 GPA – students take ENGL 1113/1113L Composition I with Lab.
- 510 or higher Evidence-Based Reading and Writing SAT sub-score OR 3.50 or higher GPA– 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 1113L 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-5. Describe the method used to place “adult” students who do not have ACT/SAT scores.**

Students who are 21 years of age or older or on active military duty may be admitted based on established criteria. NWOSU will consider the probability of the academic success of the student. Adult students may be admitted to NWOSU by taking the ACT exam (optional), overall GPA, and demonstrating satisfactory proficiency in the curricular areas. Transfer students are not eligible for adult admission.

**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.**

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 offer a co-requisite course, ENGL 1113L Composition I with Lab and MATH 1513L College Algebra with Lab. In both cases, the extra support is built into the credit-bearing course. We have done this as part of the state co-requisite scaling project, an initiative that is part of Complete College America. As part of the institutional degree completion plan submitted to the state regents, we track remedial success rates and we are finding similar success rates in course with lab and courses without lab.

Rather than requiring students to take MATH 0015, the Math department chose to make credit-bearing coursework available to all students, including those with lower placement scores. This decision was made at the encouragement of OSRHE to move away from zero-credit remedial courses.

TABLE 1. The following graph represents outcomes for students who took a remedial math classes at the 0115 level and enrolled in a credit-bearing math course (MATH 1403 or MATH 1513) during the academic year listed.

SCHOOL YEAR	PASS		FAIL		WITHDRAW	
2020-2021	62%	37	17%	10	22%	13
2021-2022	74%	31	19%	8	7%	3
2022-2023	66%	19	14%	4	21%	6
2023-2024	70%	33	21%	10	9%	4
2024-2025	71%	29	10%	4	20%	9

TABLE 2. The following graph represents the results of the students who enrolled in Co-Requisite courses for the specific semester.

Course Number / Name	Fall 2022			Fall 2023			Fall 2024		
	Pass	Fail	Withdrawal	Pass	Fail	Withdrawal	Pass	Fail	Withdrawal
ENGL1113 Composition w/Lab	65%	22%	13%	69%	18%	13%	70%	15%	16%
ENGL1113 Composition I	88%	7%	5%	88%	8%	3%	92%	3%	5%
MATH0115 Beginning Algebra	58%	28%	14%	42%	50%	8%	49%	32%	19%
MATH1403 Contemporary Math	81%	9%	9%	79%	21%	0%	84%	8%	8%
MATH1513 College Algebra w/Lab	84%	5%	11%	77%	6%	17%	77%	8%	14%
MATH1513 College Algebra	74%	15%	12%	63%	23%	13%	17%	33%	50%

## 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 program at Northwestern Oklahoma State University provides a foundation for all degree programs and offers opportunities for students to develop competencies in critical thinking, leadership, and literacy. 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 (E-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 adjust as data indicates.

#### 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 Committee will use the data collected to correlate and triangulate data from course assessments, the E-Proficiency Profile, and first-year student responses to selected NSSE questions to determine trends and present a set of concise results to the committee for recommendations to improve students learning in general education. The data collected from each assessment will be used to indicate areas of strength and need for improvement.

### **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 as part of the three-prong assessment approach. 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 E-Proficiency Profile. Administered annually during April of each academic year, the E-Proficiency Profile is a mid-level examination of students who have successfully completed between 61 and 90 credit hours and who have completed all of their general education requirements only at Northwestern. The E-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 the 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 500 institutions and 600,000 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 E-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 the period of one month. 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 will be entered into a drawing for prizes.

**\*\*This year the NSSE was not administered. The next administration of the NSSE survey will be in the spring 2026 semester.**

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

The General Education Committee met to review the results from each of the assessments embedded in coursework to meet Student Learning Outcomes; the results of the E-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 E-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 E-Proficiency Profile, 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.

The next General Education Committee meeting will be held in the fall 2025 semester for a comprehensive review. The committee is waiting to make any major overhauls until the state determines what changes they are going to make.

## Analyses and Findings

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

TABLE 3. E-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>	51%	60%	34%	20%	15%	20%
<b>Reading, Level 2</b>	23%	31%	21%	21%	55%	48%
<b>Critical Thinking</b>	0%	4%	11%	18%	89%	78%
<b>Writing, Level 1</b>	49%	55%	36%	29%	15%	15%
<b>Writing, Level 2</b>	4%	16%	36%	34%	60%	51%
<b>Writing, Level 3</b>	2%	7%	17%	21%	81%	72%
<b>Mathematics, Level 1</b>	47%	52%	32%	25%	21%	23%
<b>Mathematics, Level 2</b>	23%	26%	26%	25%	51%	49%
<b>Mathematics, Level 3</b>	6%	7%	15%	14%	79%	79%

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

Northwestern will use the same standardized testing (E-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 E-Proficiency Profile decreased from 91 participants in the spring of 2023 to 46 participants in the spring of 2024, and 48 participants in the spring of 2025. 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.

The Director of Assessment collaborated with deans, faculty and department chairs in hopes of increasing participation in the 2025 E-Proficiency Profile administration. The NSSE and E-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 2025 and the general education committee will review the results in the fall of 2025.

## **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 E-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 E-Proficiency Profile. Faculty were asked to explain the value of the E-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 2023 semester and prepare to make adjustments as a result of the findings.

During the 2023-2024 academic year, the committee discovered that personal finance scores were low and determined that there were confusing questions on the assessment and a new textbook was being utilized which eliminated some of the material that on the assessment. Comp II, Personal Finance, and General Biology also submitted modified assessment that were approved by the committee.

College Algebra began assessing Literacy 1 after the textbook changed in Personal Finance and the course no longer required solving as many problems using mathematical skills. As such, the committee approved their assessment, and we have collected two rounds of data for that SLO in 2024 and 2025.

After waiting for changes from the State Regents for Higher Education in regard to general education, the committee plans to meet in October 2025 to consider modifying the current program, based on the past five years of data collection.

### **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 2024-2025

Degree Program	Assessment Measures	Number of Individuals Assessed	Number of Students Passing
Adult Ed. Mgmt. & Admn. M.Ed.	Comprehensive Exam	19	19

Agriculture	Final Course Grade in AGRI 4753	19	19
	Course Embedded Questions in AGRI 3543	8	4
	Final Exam Grade in AGRI 2123	16	5
	Individual Class Project Grades in AGRI 4623	23	19
	Individual Exam Grades in AGRI 3413	10	2
	Final Course Grades in AGRI 3214	24	8
	Pre/post test %-unit change in AGRI 1214	27	16
	Individual exam grades in AGRI 3033	4	2
Agricultural Education	OSAT	6	4
American Studies	Comprehensive Exam	2	2
Biology	Zoology Tests 3 and 4	114	82
	Genetics Post-Test	21	21
	Science Fair Oral Presentation	27	27
	Seminar Literature Review	25	25
	Science Fair Reflection Paper	27	27
Business	Peregrine Exam	40	27
Business Administration (MBA)	Peregrine Academic Services Assessment Test (PAS)	7	5
Chemistry	General Chemistry II Lab Report	21	21
	Organic Chemistry Lab Exam	0	0
	Physical Chemistry II Presentation	6	6
	Physical Chemistry I Oral Presentation	6	6
	Science Fair Judging Reflection Paper	1	1
Computer Science	Programming II Final Exam	26	22
	Scripting final	28	24
	Exit Assessment – Alumni	10	9
Counseling Psychology (MCP)	Theory Section of Comps	9	66.65% mean score from all students tested
	Couns. Strats. & Techs.	20	19
	Assessment Class	9	67.23% mean score from all students tested

	Research Class	9	67.545 mean score from all students tested
Criminal Justice	CJUS 4603 Final Exam Score	21	16
	CJUS 4063 Research Paper Grade	21	12
	CJUS 4723 Final Exam Grade	21	16
Doctor of Nursing Practice	AANCB Family Nurse Practitioner Exam	3	2 students have taken, and 2 have passed with their 1 <sup>st</sup> attempt, 1 student has not taken the exam
Early Childhood Education	OSAT	5	4
Educational Leadership M.Ed.	Principle Comprehensive Assessment	6	3
Elementary Education	Subtest 1 & 2 (OSAT)	14	12
	Subtest 2 (OSAT)	15	9
English, Foreign Language, and Humanities	SLO 1 – Senior Exit Exam	1	0
	SLO 2.1 – Research Paper	4	3
	SLO 2.2 – Survey Question 3	1	1
	SLO 3 – Shakespeare Exam	1	1
	SLO 4.1 – Capstone Philosophy	1	1
	SLO 4.2 – Survey Question 2	1	1
English Education	OSAT	4	4
Health & Sport Science Education	OSAT	9	4
Health and Sports Science (Option I – Non-Teaching)	SLO 1 Assessment 1	55	40
	SLO 2 Assessment 1	26	19
	SLO 2 Assessment 2	70	41
	SLO 3 Assessment 1	45	41
	SLO 4 Assessment 1	31	27
	SLO 5 Assessment 1	46	39



Health and Sports Science (Option 2 – Health and Fitness Management)	SLO 1 Assessment 1	3	3
	SLO 2 Assessment 1	55	40
	SLO 3 Assessment 1	3	3
	SLO 3 Assessment 2	3	3
	SLO 4 Assessment 1	37	32
	SLO 4 Assessment 2	48	39
	SLO 5 Assessment 1	70	41
History	4103 Term Paper Grade	3	3
	4103 Final Exam Grade	3	3
	4103 Proposal Grade	3	3
Mass Communications	Audio production portfolio item	7	6
	Video production portfolio item	7	5
	Media writing portfolio item	7	5
	Visual design portfolio item	7	7
	Strat. Comm. Portfolio item	7	4
	Intercultural comm. case study	10	10
	Intercultural comm. use	10	8
	Research paper – MCOM 2023	9	7
	Research paper – MCOM4213	4	1
Mathematics Education	OSAT – Advanced Level	1	1
	OSAT – Mid-Level Intermediate	1	1
Music BA	Musicality	1	1
	Music Theory	1	1
	Music History	1	1
	Keyboard Skills	1	1
Music BM	Piano Proficiency	0	0
	Music History	0	0
	Music Theory	0	0
	Junior Recital	0	0
	Senior Recital	0	0
Music Instrumental Education	OSAT	0	0
Music Vocal Education	OSAT	2	2

Nursing	NLCEX-RN	33	30 passed first take, 33 passing with 1 <sup>st</sup> and 2 <sup>nd</sup> take
Natural Science Education	Biology OSAT Chemistry OSAT Physics OSAT	1	1
Political Science	3013 Term Paper	6	3
	3013 Final Exam Grade	6	3
	3013 Final Grade	6	3
Psychology	History of Psychology	73	60
	Research	48	39
	Experimental	39	37
	Social Psychology	59	51
	Human Life Span	147	122
	Personality	55	60
Reading Specialist	OSAT	1	1
School Counseling M.Ed.	OSAT	3	2
Social Science Education	OSAT-US History/Oklahoma History/Government/Economics	2	2
Social Work	Field Instrument	16	16
	Course Embedded Measures	27	25
Sociology	SOCW 3203 Term Paper Grade	8	6
	SOCW 3203 Final Exam Grade	8	7
	SOCW 3203 Final Grade	8	6
Spanish	SLO 1	4	4
	SLO 2.1	3	3
	SLO 3	3	3
	SLO 4	3	3
	SLO 5	3	3
Special Education	Mild/Moderate OSAT	1	0
Speech Theatre	Informative speech	4	4
	Persuasive speech	4	4
	Group comm. strategies	4	4
	Theatrical production – directing scene	2	1
	Intercultural comm. generating	10	10

	strategies		
	Intercultural comm. generating strategies	4	4
	Intercultural comm. strategy use	10	8
Superintendent Certificate	OSAT	0	0

## 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. The direct and indirect assessments used and reported in 2024-2025 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  
Performance piece (e.g., musical recital)  
Portfolios, electronic or printed  
Pre and posttests  
Senior thesis or major project  
Standardized test  
Video or audio tapes student performance

##### Indirect

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

## Qualitative Methods

Direct	Indirect
Clinical evaluation	Internship evaluations
Practicum or internship	Exit interviews
Reflective journals	Focus groups
Course evaluations	

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

The program had successes as evidenced by all assessed SLOs being met in the Measures of Successes. With the implementation of a new Method of Assessment that better assesses students' learning for SLO 1, the Biology faculty are better able to see the progress in their program.

### Chemistry

For all SLOs assessed, the Measure of Successes were all met.

### Computer Science

The number of students and graduates in CMSC at NWOSU remains strong. General feedback from students is positive.

### 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 for in-class exams better. Additionally, it may prove beneficial to faculty to spend more time reviewing primary and secondary research best practices in their upper-level courses. Our students are growing, and our department is making every effort to continue to foster this growth.

### History

Though a small sample, most of the students 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 goals in audio production, visual design, and intercultural communication. Students, however, did not meet goals in the areas of video production, media writing, strategic communication, and research analysis.

#### Music – B.A.

Not applicable at this time. There were no graduates in the 2024-2025 academic year.

#### Music – B.M.

Not applicable at this time. There were no graduates in the 2024-2025 academic year.

#### Political Science

Though a small sample, a number of Political Science students enrolled in the assessment course overall performed at or above the expectations for the major as it concerns content area knowledge, skills, and demonstrated abilities, but more improvement is needed for other students. This outcome can vary from year to year in the class.

#### Social Work

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion. DATA INTERPRETATIONS FOR PROGRAM RENEWAL The assessment data indicated the competency benchmark measure was met across all program locations, however it was the lowest overall percentage. The Alva location did not meet the expected level of benchmark achievement. Program modifications are planned at the Alva campus location as well as the program overall.

#### 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.

#### Spanish

Students in the program are demonstrating very high proficiency in speaking Spanish but need additional guidance when it comes to writing at the advanced level. Students demonstrated sufficient evidence of understanding the interrelatedness of cultural products, practices, and perspectives, but in formal writing are sometimes prone to overgeneralization or permitting sources to speak for themselves, rather than offering cogent and coherent analyses. Students are very good at identifying arguments being made in both spoken and written work, but need additional practice in presenting and producing arguments.

#### Speech Theatre

The goals for informative and persuasive speaking were exceeded. The goal for generating intercultural comm. strategies was also exceeded. The goal for use of intercultural comm. strategies, however, was not met. The theatrical production goal was not met; the small number of students (2) assessed is a factor in interpreting the results.

### **School of Professional Studies**

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

All goals were met or exceeded except for Methodology 3.1. Students experienced difficulty in summarizing the course readings' main points and finding real-life applications to their future careers in EDUC 5953/Institutional Management.

### Agriculture

Student performance during the 2024-2025 academic year met expectations for methodologies 1.1 and 2.2. It is important to note that sample size was small ( $n < 10$ ) for several methodologies. Changes to program curriculum will be considered as additional data warrants.

### Agriculture Education

Last year's scores showed mixed results across the subarea outcomes. Overall, student performance was strongest in Foundations of Agricultural Education and Environmental Science, while the most significant gaps appeared in Animal Science and Agricultural Mechanics, which clearly differentiated pass from fail outcomes. Constructed Response and Environmental Science scores showed little variation between groups, suggesting they are less predictive of overall success. The findings indicate that while students demonstrate consistent strengths in foundational knowledge, targeted improvement efforts should focus on applied content areas like Animal Science and Mechanics to better support overall student achievement and raise pass rates. Past results have indicated students were strong in Animal Science and Ag Mechanics, so it is difficult to determine if these results are based on instruction or test takers.

### American Studies

All goals were met except for Methodology 2.2. This goal was not met since only 62.5% of students scored at an 80% or above on their research proposals in AMST 5103/Introduction to American Studies.

### Business

QUANTITATIVE DATA: The Peregrine Exam was completed by 40 students (Accounting - 9, BBA - 31) in the business capstone course, MGMT4433-Business Policy (Fall 2024 and Spring 2025). Business Administration majors' Peregrine Exam results were: 1) range 25.4% - 64.6%, 2) mean score =56.6%, 3) standard deviation 14.3, and 4) 21 out of 31 students were at or above the 50% correct mark. Seventeen topics showed aggregate topical average scores at or above the 50% correct mark for this cohort of students: Business Communications (62.9), Business Integration Strategic Management (56.2), Business Leadership (57.1), Economics (54.2), Economics/Macro (54.2), Economics/Micro (54.2), Global Dimension (54.5), Information Management Systems (60.3), Legal Environment of Business (58.4), Management (57.7), Management/HRM (57.8), Management/Org. Behavior (60.2), Quantitative Research Techniques (57.1), Accounting (55.8), Business Finance (56.1), Management/POM (54.0) and Marketing (59.4). Areas needing the most improvement were: Business Ethics (46.5). None of the 18 topic area scores were below 46.5%. Seven of the scores were lower than last year, but not substantially lower. Eleven of the scores were similar (or substantially superior) when compared to last year (2023-2024). Accounting majors' exam results were: 1) range 25.0% - 66.7%, 2) mean score 53.8%, 3) standard deviation 13.0, and 4) 6 out of 9 were at or above the 50% correct mark. Eight topics showed aggregate topical average scores at or above the 50% correct mark for this cohort of students: Accounting (62.2), Cost Accounting (50.0), Business Ethics in Accounting (71.1), Business Finance (54.4), Financial Statement Analysis (55.6), Quantitative Techniques (54.4), Statement of Cash Flows (52.2) and Master Budgeting (57.8). Areas needing the most improvement were: Taxation/Individual (48.9%), Economics (46.7), Economics/Micro (46.7), Time Value of Money (49.4), Management (47.8) and Management/POM (47.8). None of the 14 topic scores were below 46.7%. QUALITATIVE DATA: Data were captured from

meetings and/or interviews with: Business Advisory Council members, Student Advisory Council members, and/or (40) graduating seniors in the Business Policy classes. Suggestions for program improvement (common themes): 1) Put more focus on oral and written communication, 2) Provide more opportunities for student presentations, 3) Include more content on Accounting Information Systems, 4) Add content about Artificial Intelligence (AI), and how it can be used in the workplace, 5) Design online courses to include more interaction (between instructors and students, as well as between students), 6) Improve the “responsiveness” of instructors when communicating with students via e-mail, 7) Provide more classroom assignments based on practical business applications.

#### Business Administration (MBA)

Overall, the scores for year one appeared to be satisfactory in all categories except Health Care Administration. However, no major changes were made. Only one year of data has been collected at this point, and no trends can be observed.

#### Counseling Psychology (MCP)

The MCP program met only 1 out of 4 SLO goals for the academic year 24-25. The metrics were changed a year earlier to help better measure true performance and track progress. In turn, the SLOs are harder to reach as older measurements were not sensitive enough to detect true change or provide detailed, specific feedback.

#### Early Childhood

In 2023-2024, there were 6 passing scores and 4 failing scores. Areas of strength were Subarea II: The Learning Environment, Physical Development, and Assessment and Subarea IV: Professional Knowledge and Responsibilities. Areas of weakness were: Subarea 1: Child Development Language and Learning and Subarea V: Analysis of Children's Learning (Constructed Response).

#### Educational Leadership

Those who failed the test had lower scores in 2 content areas: 1) Stakeholder Community Relations and Professional Norms and Ethics 2) Org, Resource, Op Management Legal Guidelines All of the students excelled in the categories of Visionary Leadership and Educational Leadership. After Assessing the scores and final outcomes of the data, the determination is made that there had to be alterations in the content of both of the categories that the students struggled with in the assessment.

#### Elementary Education

Teacher candidates continue to do well on Subtest 1. Reading Language Arts and Constructed Response. Subtest 2 has the most difficulty in the areas of Social Studies and Mathematics.

#### English Education

The department saw a 100% pass rate with all four students successfully passing the English OSAT assessment with scores ranging from 248-261. Subarea 1 (listening, speaking, and viewing) saw the strongest overall performance, and Subarea 4 (pedagogical content knowledge) saw the weakest overall performance.

### Health and Sports Science Education

The criterion for passing the (OSAT) Physical Education/Health/Safety exam is a minimum score of 240 points. Northwestern Oklahoma State University students had a mean score was 226. The mean scores are below the passing score of 240. NWOSU had 6 total students take the exam, with 4 of the 6 students passing the first attempt with an average score of 255. NWOSU had 2 students account for all 5 failed exams, with an average score of 203.

### 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 2.

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

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 5.

### Psychology

Based on student grades, the psychology department is meeting or exceeding expectations on all Student Learning Outcomes.

### Mathematics Education

The mathematics department has made changes to the geometry curriculum, to better prepare the students for the OSAT. The department has also provided students with testing prep from Exam Edge, which has continued to help improve the success of our students.

### Music Education Instrumental

The assessments are effective, and students are succeeding in passing them.

### Music Education Vocal

The assessments are effective.

### Nursing / Doctor of Nursing Practice

BSN and DNP faculty updated or created a crosswalk document to show how the programs curriculum for all courses in the programs incorporate the professional standards and regulations (2021 AACN Essentials and the 2022 NONPF Nurse Practitioner Role Competencies).

Traditional BSN students and faculty continue to give positive feedback for the integrated testing and NCLEX preparation system. The live NCLEX review was moved to finals week for these students to help with time management and preparation for their career beginning. This allowed for transcripts to be released earlier and students to have the ability to test earlier. Positive results and feedback were given for this change, with students noting that the timing of the review was more conducive to their learning. Faculty also noted positive outcomes and were able to more available to students during this time for questions and after for follow-through of the process.

### Reading Specialist

We are continuing to monitor the new 115-Reading Specialist exam. This candidate is the second candidate to take and pass the exam. There was no area in which the candidate scored under 240. No trends can be determined from these two scores.



### School Counseling

Two candidates passed the test and one failed. The constructed Response continues to be a difficult task for our majors.

### Science Education

Biology Education: Last year there were no students that took the Biological Sciences certification exam, so there is no analysis to report.

Chemistry Education: Since no students took the exam, there is no data to report.

Physics Education: No students took the exam so there is no analysis to report.

### Social Science Education

The OSAT exam was taken by one student who graduated in the Spring of 2024 and one student who graduated in the Spring of 2025. The 2024 graduate had previous attempts. The 2025 graduate passed the exam with a score of 270. This is 30 points over the required 240 point threshold.

### Special Education

During the 2024-2025 academic year, the program recorded a 0% passing rate. Only one student attempted the certification examination associated with the program. Due to the limited sample size, it is challenging to conduct a thorough analysis of the data. Furthermore, this student is no longer pursuing certification in this field.

### Superintendent Certificate

Through analysis of the contents of the program, the determination was made that the program could use some more emphasis in school finance and school law. Adjustments to the content and the syllabus are being contemplated as to what adjustment can be made in the future to sustain a strong program.

### **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.

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

#### Biology

There are no planned changes in the curriculum as students are meeting the SLOs outlined. The faculty are always discussing methods to improve their teaching and for students to meet the goals.

### Chemistry

Next year, Organic Chemistry II will have the SLO assessed. There will also be discussions of how to best measure success for this class.

### Computer Science

None at this time.

### Criminal Justice

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

### English, Foreign Language and Humanities

While we have experienced faculty turnover annually over the past three years, incoming faculty members have been developing courses that are consistent with our department's objectives. However, the department will be hosting a faculty retreat in Spring 2026, and we will provide an extensive and exhaustive review of our program.

### History

The department does not anticipate making any adjustments to the requirements for either course or for the program curriculum. However, a new fundamentals (methods) class now being taught to sophomores and juniors in the department will continue to help prepare students to produce higher quality research papers and overall academic performance in this class.

### Mass Communication

Significant curriculum updates went into effect for fall 2025. These updates include the addition of a lower-level media-writing course to expand students' writing skills and prepare them for the upper-level writing courses. In addition, the strategic communication coursework has been expanded. The current broadcast faculty member has increased learning opportunities in the area of video production. Department faculty are reviewing the alignment between our updated degree program and our current assessment program. All full-time faculty of the Comm. Dept. recently completed the voluntary faculty development program of 2025 to improve instructional skills and contribute to student success.

### Music – B.A.

Not applicable at this time. There were no graduates in the 2024-2025 academic year.

### Music – B.M.

Not applicable at this time. There were no graduates in the 2024-2025 academic year.

### 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.

### Social Work

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion. PROGRAM MODIFICATIONS MADE OR PLANNED: The program will work to integrate anti-oppressive practice, intersectionality, and power/privilege frameworks across foundation courses, as well, provide real-world case studies that reflect systemic racism, classism, ableism, etc., in various practice settings in SOCW 3543 & 3143. The program will engage in an assignment review of SOCW 3143 for strategies and approaches which advance social, economic & environmental justice.

### Sociology

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

### Spanish

To address the above issues, a new course, Foundations of Spanish Studies, has been added starting in the next academic year for students to better prepare for advanced-level writing. This course will emphasize the use of valid sources and forming arguments and will complement the current introduction to Hispanic literature course that focuses on the types of discourses available to students in Spanish.

### Speech Theatre

Course content for Principles of Directing will be carefully reviewed prior to the next time the class is taught to make sure students have the appropriate opportunities to learn the necessary skills for completing the directing process. More application activities and structured reflection will be added to the intercultural communication component of Bus. & Professional Communication to help students better learn strategy use.

## **School of Professional Studies**

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

None at this time. The Associate Dean of Graduate Studies will keep a watch on this assessment/methodology to see if this current academic year was an anomaly or if pedagogical changes need to occur in order to bring up student scores.

### Agriculture

Planned instructional changes for the 2025-2026 academic year are associated with individual assessment methodologies and are intended to help capture more accurate data. We plan to continue using forage plant and seed examples for species and morphological structure identification exercises in AGRI 3033 Forage Crops & Pastures to improve student performance for methodology 4.2, and to incorporate the use of mobile device applications to aid in species identification. In an attempt to increase student performance for methodology 3.1, faculty will devote class time to emphasizing specific concepts associated with content included in Exam #2. 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

Based on the findings, the department has prioritized strengthening instruction and support in Animal Science and Agricultural Mechanics, as these areas showed the largest gaps between passing and failing students. Faculty plan to integrate additional applied learning experiences in these subareas. Procedurally, the department is aligning assignments more closely with the OSAT framework to ensure better preparation. These changes highlight the department's commitment to continuous improvement and demonstrate responsiveness to assessment data in order to increase student success rates and overall program quality.

### American Studies

None at this time. Dr. Holliday will continue to meet with students individually to work on their writing issues before final drafts are submitted in the intro. and research AMST courses.

### Business

**CHANGES BASED ON QUANTITATIVE DATA/ANALYSIS:** Based on the data, the average student scores (as measured by the Peregrine Tests), were higher than last year. Furthermore, this represents two years in a row of increasing scores overall. The majority of the subsections of the Peregrine test are substantially higher (mean values) than in the last five years. Many of the “non-Peregrine” outcome measures are also higher this cycle. Two data points, however, does not necessarily indicate a long-term trend. What is responsible for the higher scores? Probably multiple things. It could be that our current mix of faculty (which has changed somewhat over the past few years), has stabilized. The full-time faculty for 2025-2026 is the exact same faculty from 2024-2025. The current Division Chair, who has been in his position since Fall, 2021, has instituted a policy of reducing the number of new preps (per year). The end result, is that instructors teach a more limited number of classes, but teach those classes more frequently. This leads to instructors generally having more time to focus their energies on classes they teach regularly. Ultimately, instructors do a “better job” teaching their classes. A third possibility to explain the improved overall student scores, is the mix of students. It could be that a few high performers are skewing the results. The sample sizes of 41 and 40 tend to make one doubt that this is what is driving the better results, however. Because of the increasing scores, we recommend no major changes in curriculum, or instructional techniques. If the scores drop substantially next cycle, a more in-depth analysis will be performed to recommend any substantial changes. 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. The data point for AY 2023-2024 and AY 2024-2025 did increase markedly, but the high standard deviation suggests that this may be an anomalous increase. Putting these pieces of information together, we see an overall trend of either no significant change, or a slow increase in student performance across the average of most topical areas. As mentioned in the section below, the current Program Assessment Process, is undergoing needed simplification and modification, in order to provide the kinds of concrete, specific recommendations for change the DOB feels is needed to improve our students' performance in some areas.

**CHANGES BASED ON QUALITATIVE DATA/ANALYSIS:** Over the last three years, the Accounting curriculum has been changed/improved, based on changing CPA-Exam requirements in Kansas, Oklahoma and Texas. These changes are: adding a Business Income Tax course, adding Advanced Accounting to the core, and adding a course in Financial Reporting and Analysis. The following changes are planned for AY 2025-2026, based on data captured from meetings and/or interviews with:

Business Advisory Council members, Student Advisory Council members, and/or (40) graduating seniors in the Business Policy classes: Put more focus on oral and written communication in more required courses: Changes in Progress: Some faculty (especially in Accounting) are changing their pedagogy to allow more time in class for instructors to call upon students directly. There is an increased sense of urgency in many business faculty to challenge students to explain what they know (rather than simply doing written assignments). In the age of Generative AI, this may become more common. Add content about Artificial Intelligence (AI): Changes in Progress: All faculty have been required (this year) to include Student AI-Use policies in our syllabi. Also, some faculty are encouraging students to use AI tools to help with class assignments. This is happening primarily in Management and Marketing classes. Design online courses to include more interaction (between instructors and students, as well as between students): Changes in Progress: Faculty are now required (as of Fall, 2025) to re-format all of our syllabi into what has been called an “accessibility format.” This format, among other things, does tend to encourage more interaction between instructors and students. This interaction typically takes the form of Discussion Posts. Some instructors have also started to provide access to regular (optional) Zoom sessions. Improve the “responsiveness” of instructors when communicating with students via e-mail: Changes in Progress: All business faculty now include in their syllabi expectations for timeliness in responding to student questions via e-mail. The business faculty have adopted a 48-hour policy, although many business faculty have adopted a 24-hour policy.

#### Business Administration (MBA)

The Peregrine Academic Services Assessment Test (PAS) is the instrument used to measure student performance in many key indicators. Faculty believed that the PAS provided many benefits that could be instrumental to identifying, measuring, and amending student learning outcomes over the long-term. Among these benefits is having the raw data to be able to analyze, assessing the ACBSP Common Professional Component, and breadth of outside benchmarking opportunities. This approach has been used for the undergraduate program with only minor changes since the 2014-2015 academic year. The MBA Program Assessment Plan and processes are completely new, as the MBA Program at Northwestern is barely over one year old. It is likely that the MBA Program Assessment Process will require modifications going forward. This 2024-2025 Data Collection report captures data from courses offered during the initial year of the MBA Program operation: Fall 2024, Spring 2025, and Summer 2025.

#### Counseling Psychology (MCP)

The MCP program has established more consistent instruction for all classes and provides student support for academic assistance. In the past two academic years, the NWOSU psychology department added two full-time faculty members (from four to six). Beginning the academic year '24-'25, the NWOSU MCP program boasts three full-time faculty members who were licensed as LPCs in Oklahoma. Beginning academic year '25-'26, the MCP program boasts six full-time faculty members with the additional member having a CV with a research background and emphasis. By decreasing the number of adjuncts that teach the core classes directly informing the measurements here, our goal is to meet and exceed all SLOs within the next two years.

### Nursing / Doctor of Nursing Practice

The DNP Orientation course next year will start the first week of August. The course has always been considered a fall course but has started in the summer. This confused students even though they were informed of this in their acceptance letter. Faculty assignments were updated based on strength of experience and knowledge. New faculty were assigned to assist in core courses to ensure faculty were mentored and more availability to work individually with students, ensuring increased student success. The Spring 2025 Day of Caring with Career Fair was successful based on students, faculty, staff, and community of interests' feedback. Students were able to meet with potential employers and faculty were not tasked with finding time for these interactions within class periods. The students gave positive feedback for implementing Engage series. Many mentioned being appreciative of the cost savings as well as the technology that allowed for more interaction in course periods as well as course assignments. Faculty saw positive course outcomes, with no decrease in students' preparation and knowledge. The DON administration and faculty are working with the community of interest to include more recruitment opportunities for students to help ensure knowledge of open positions. The opportunities for facilities to visit with students has increased over the last year and preparations are in place for the division to include a career fair for students as well. To increase clinical judgement in needed NCLEX categories faculty have implemented more NCLEX style questions covering that content as well as clinical and lab content to help increase clinical judgement and critical thinking.

### Early Childhood

Subarea V has been a point of emphasis for several years. We continue to work on the student's writing and help them develop a stronger foundation in this area. Moving forward, we are also placing an emphasis on child development and taking a closer look at the coursework and refining assignments to meet the needs of the students.

### Educational Leadership

A review of the program was completed at the conclusion of each semester to assess the content in the classes. In the courses that related to Organizational Leadership and Operational Management, the determination of made that the content of the course was not specific to a building leader and adjustments were made in the curriculum to address this deficit. Also, modifications were made to the instructional content if the courses that were related to Instructional Leadership and Culture and Professional Norms and Ethics to broaden the instructional information topic to include more methodology and strategies to have a direct impact on the knowledge the students could apply to the position and skill set to be successful. In order to achieve this goal, alterations were made to the syllabi of the courses to reflect the needed emphasis on content.

### Elementary Education

We will continue with our Reading courses, as they seem to be successful. We are working on changing and realigning materials in Mathematics and Social Studies.

### English Education

The assessment showed that Subarea 4 (pedagogical content knowledge) was our students' weak point. As a result, it may be beneficial, as a department, to focus on strengthening instruction in

pedagogical concepts. The assessment also showed that Subarea 3 (critical writing and writing process) saw a wide range of scores, and perhaps, as a department, we can look into why this is the case.

#### Health and Sports Science Education

The Northwestern Oklahoma State University Health & Sports Science department has maintained the previously implemented curriculum alignment for the major of Health & Sports Science Education (HSSE) through methods courses being taught by the same instructor. This strategy has continued to prove effective in recruitment and retention of teacher education candidates, as well as the increase in scholarship availability to teacher education majors. More alignment to revised standards during methods courses will be focused on, as new state standards are implemented. Through the capstone course in the HSSE department, continuing an increased emphasis has been placed on the written component of the OSAT (subarea 7). The instructors in the department will encourage students to take the OSAT after the subarea seven discussion in the capstone course. The department will continue to collect data to determine if any program modifications are needed while learning more appropriately how to prepare students for the OSAT. Additional time will be placed with students who have failed the first attempt on the OSAT.

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

There are no new assessments, outcomes, or instructional changes planned at this time.

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

There are no new assessments, outcomes, or instructional changes planned at this time as the outcomes were close to the lines of demarcation.

#### Psychology

The department showed improvement meeting SLO 3 compared to last year. Correction tasks appeared to improve outcomes. Continue to deliver more consistent instruction for all classes, continue to provide student support for academic assistance. Additionally, we will use best practices in the teaching of critical thinking and problem solving to pedagogy in courses. We will continue our work in the Research Methodology course to increase the success rates in that course, and departmentally this will continue to be a priority of focus for the next year. We were concerned that we struggle to meet expectations in SLO 3 which involves teaching critical thinking and application of a cumulative skill set in the Research class. We will continue creating ways to assess student ability in critical thinking, engaging in best practices in teaching critical thinking, and also continue fostering research activities in other classes that serve as prerequisites to the Research class.

#### Mathematics Education

The department has not made any policy modifications, procedural changes, or other improvements based on the 2024-2025 data. The department will continue to look for any modifications or other improvements to better assist our students on the OSAT.

#### Music Education Instrumental

None at this time.

### Music Education Vocal

None at this time.

### Reading Specialist

With low enrollment numbers, recruitment became a focus. Fall of 2025, we enrolled 4 additional reading specialist candidates.

### School Counseling

We will incorporate more constructed response-type questions into the coursework for our candidates to work through.

### Science Education

Biology: No modifications were made because there was no data to report.

Chemistry: No modifications were made because there was no data to influence the modifications.

Physics: No modifications are planned because there is no data to influence the change.

### Social Science Education

Currently, a program review is being conducted for the Social Science Education degree. More upper division government classes are being added to the program requirements. Currently, there is a requirement for a 1000 level government and one upper division government course. By adding a second upper division course, students will be exposed to a broader array of political science content. This means that in addition to the 1000 level government course, there will be a choice between three upper division courses of which they will take two. The three options include a focus on the Constitution, political theory, and the relationship between local, state, and federal government. These modifications will aid students by providing more opportunity for them to gain a broader knowledge of political science topics that are included in the OSAT 117 exam.

### Special Education

Standards are aligned with coursework. The program will continue with the current approach until we have the opportunity to collect and analyze additional data.

### Superintendent Certificate

There were no results of the assessments presented for the superintendency program for the 24-25 school year. The assessments of the program were made through a review of the contents of the program and discussions with the students that were in the program last year.

## **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 2025. This will be administered again in spring 2028.
- 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 2024. This will be administered again in spring 2026.
- The **Graduate Student Satisfaction Survey** is administered every other year to all graduate students during April. The last administration occurred in spring 2025. This will be administered again in spring 2027.
- **Course evaluations:** All courses are required to be evaluated each fall semester. Business, nursing and education courses are evaluated each 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 2018, fall 2023, and spring 2024 graduates in 2023-2024 academic year.

#### **IV-2. What were the analyses and findings from the student engagement and 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 administered in spring 2025. 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 904 (46.69%) students participated in the SSI. Institutional strength areas and institutional challenge areas were identified. The top five strengths included:

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

The top five challenges included:

1. The quality of instruction I receive in most of my classes is excellent.
2. There are sufficient courses within my program of study available each term.
3. The content of the courses within my major is valuable.
4. Faculty are fair and unbiased in their treatment of individual students.
5. Financial aid awards are announced in time to be helpful in college planning.

The SSI will be administered again in 2028. 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 last administered in spring 2024. The administration was available from February to April 2024. When asked how satisfied the

students were with their educational experience, 84% of first-year students and 87% of senior students responded with “Excellent” or “Good.” When asked if they would attend this institution again, 84% of first-year students and 84% of senior students responded “Definitely” or “Probably.” The next administration will be in spring 2026.

The graduate studies satisfaction survey is administered on a 2-year rotation. The graduate studies satisfaction survey was last administered in spring 2025, and was made available to all graduate students. There were 85 respondents who took the survey. When asked to rate their level of satisfaction with the NWOSU graduate program, 70.37% of the respondents answered “extremely satisfied”, 22.22% answered “somewhat satisfied”, 4.94% answered “somewhat dissatisfied”, and 2.47% respondents who answered “extremely dissatisfied”.

Course evaluations apply directly to student satisfaction of academic programs. Seventy-four percent (71%) of students participated in course evaluations during fall 2024 semester.

The alumni survey was sent out to graduates who received a bachelor’s degree from Northwestern in 2018, fall 2023, and spring 2024. Ninety-nine percent (98.56%) of students answers 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 engagement and 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.

In fall 2023, the university purchased Watermark Course Evaluations and Surveys (CES) that will allow faculty to have access to their data through the CES system. The system allows faculty to disaggregate their own data to provide them with an individual experience tailored to their instructional needs.

The Noel-Levitz Student Satisfaction Inventory results will reported to several institutional areas in fall 2025 which will continue to guide goals toward improvement in annual institutional assessment plans. All of the NWOSU faculty and department directors/chairs will receive a copy of the NWOSU SSI Infograph.

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 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 Budget Profile

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 2024-2025:

Assessment salaries	\$67,151
Operational costs	\$6,350
Postage	\$275
Assessment Software	\$12,400
Printing/Copying	\$1,500
Travel	\$1,215
E&G Student Wages	\$3,480
<b>Total Expenditures</b>	<b>\$92,371</b>