



**NORTHWESTERN OKLAHOMA
STATE UNIVERSITY**

ANNUAL REPORT OF 2013-2014 STUDENT ASSESSMENT ACTIVITY

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

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ANNUAL REPORT OF 2013-14 STUDENT ASSESSMENT ACTIVITY

Section I – Entry Level

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

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Executive Summary

Entry Level

During the 2013-2014 academic year, Northwestern Oklahoma State University used Accuplacer as an entry-level assessment tool. Accuplacer serves to identify students who should be placed into remedial courses. Testing consists of four areas including English, algebra, science and reading. Of the 410 entering Northwestern entering freshmen, 206 scored less than 19 on the ACT in at least one area and were evaluated with the appropriate Accuplacer test. Northwestern faculty, staff, and administrators continue to monitor enrollment in remedial education courses to assure that enough seats are available for all incoming freshmen who need remediation. The University has made a commitment to assuring accommodation for these students in critical remediation at the outset of their studies to develop or reinforce skills they will need in other courses. As a result of the monitoring process and ongoing program redesign facilitated by Title III funding, the English composition sequence underwent major changes with the implementation of a new remedial course in the 2012-2013 academic year. These changes resulted in higher student performance and therefore, all piloted courses were adopted department-wide during the 2013-2014 academic year. A new Composition I course will be piloted in the spring of 2015 for international students in hopes of addressing their ESL specific issues. Additionally, the faculty in the mathematics department completed a complete review of all algebra courses during the 2012-13 academic year. This process was also facilitated by Title III funding and as a result, many changes & enhancements have been made to algebra courses at Northwestern. These changes were piloted in the fall 2013 semester at Northwestern.

Mid-Level/General Education

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), which is administered every third year. The most recent NSSE administration was spring 2014. The General Education Committee will use the data collected to correlate and triangulate data from course assessments, the ETS 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 General Education Committee is currently reviewing the general education curriculum. The data collected from each assessment will be used to indicate areas of strength and need for improvement.

Program Outcomes

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

Student Satisfaction

Northwestern has five major sources of data for student satisfaction: 1) the Noel-Levitz SSI 2) NSSE, a national student engagement survey; 3) the graduate studies survey; 4) course evaluations, an internal online survey; and 5) the alumni survey, an internal survey. The Noel-Levitz SSI is done on a rotation and was administered most recently in spring 2013. The Noel-Levitz SSI surveyed students regarding all areas of the university including academic, administration, and student services and provided valuable information for institutional effectiveness. Of the 1,957 total undergraduates enrolled, a total of 655 (33.5%) students participated in the Noel-Levitz SSI. Participation decreased slightly from the previous year (2012) when 809 out of 2,049 students completed a student satisfaction survey (36.5%.) NSSE (National Survey of Student Engagement) is done on rotation and was administered in spring 2014 to first year and senior students. Course Evaluations apply directly to student satisfaction of academic programs. Of the 2,076 undergraduate students, 1,865 (89.8%) participated in course evaluations. The alumni survey was sent out to graduates who received a bachelor's degree from Northwestern in 2008 and 2013. There were 73 respondents.

ANNUAL REPORT OF 2013-2014 STUDENT ASSESSMENT ACTIVITY

Section I – Entry Level

Administering Assessment

I-1. How were instruments administered?

During the 2013-2014 academic year, Northwestern Oklahoma State University used Accuplacer as an entry-level assessment tool. Accuplacer serves to identify students who should be placed into remedial courses. Testing consists of four areas including English, algebra, science, and reading. For the science testing, reading and arithmetic scores are used to place or hold students into science classes. The 2013-2014 academic year was the thirteenth year Northwestern participated in the Accuplacer testing.

I-2. Which students were assessed?

Of the 410 Northwestern entering freshmen, 206 scored less than 19 on the ACT in at least one area and were evaluated with the appropriate Accuplacer test. All applicants who scored below 19 on any subject score of the ACT, or less than a 455 on the mathematics or verbal portions of the SAT assessment were tested to ensure proper placement in mathematics, reading, science, and English courses. In accordance with Oklahoma State Regents for Higher Education guidelines, Northwestern admittance policy states that testing students with performance deficiencies is mandatory and must be completed prior to enrollment.

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

Accuplacer secondary testing is administered by appointment or on a drop-in basis on the Alva, Enid, and Woodward campuses. Testing on the main campus at Alva is conducted using computers in the Recruitment Office located in the Fine Arts Building and in the Academic Success Center located in the Industrial Education Building. University administrative staff on the Alva campus administered the testing on computers in those locations. University personnel at the Woodward and Enid campuses administer the Accuplacer on an as-needed basis. On the Enid campus, Accuplacer testing is conducted in the Student Services Office while in Woodward it is conducted in the administrative offices. Since testing is done online, scores are available immediately to students and registry while reports can be downloaded as needed. Northwestern staff advises area counselors and students of the four subjects which students may be required to test in so that they might prepare accordingly. Northwestern feels that it is the responsibility of individuals to prepare themselves to participate in any college-level entrance examination and the University does not provide tutoring for entry-level exams. Upon completion of entry-level testing, students who are required to enroll in remedial courses have full access to tutoring in the University's Academic Success Center (ASC). The ASC lab is open 8:00 a.m. to 9:00 p.m. Monday through Wednesday, 6:00 p.m. Thursday, and 3:00 p.m. Friday. Academic support is provided at no charge to students and includes tutoring services for students wanting to learn or improve basic skills in English, mathematics, and reading. The policy regarding retesting was revised in 2009 to allow individuals to retest one time 30 days after the first test and before the semester begins.

Analyses and Findings

I-4. What were the analyses and findings from the 2013-2014 entry-level assessment?

A total of 320 individuals were tested during the 2013-2014 academic year, of which 180 enrolled at Northwestern.

TABLE 1 –Accuplacer Test Results for enrolled Northwestern Students 2013-2014

Accuplacer Test	Total tested		Students scoring at college level		Student requiring remediation	
	Count	Percentage	Count	Percentage	Count	Percentage
English	124	68.89%	40	32.26%	84	67.74%
Math	153	85.00%	48	31.37%	105	68.63%
Arithmetic for Science	113	62.78%	19	16.81%	94	83.19%
Reading	17	9.44%	4	23.53%	13	76.47%

1-5. How was student progress tracked?

For the purpose of quality improvement, Northwestern annually monitors success rates of students who progress from remedial to credit-bearing courses. In previous years, results indicate that remedial students achieved a moderate success rate in credit-bearing courses as shown in Table 2.

TABLE 2. Percent of former Remedial Students Passing Credit-Bearing Courses in 2013-2014

Subject	09-10	10-11	11-12	12-13	13-14
English 0123 to Comp II 1213 English Proficiency Level >C	83.0	85.9	64.5	55.6	65.9
Math 0013 to College Algebra Proficiency Level >D	87.4	75.0	71.4	70.2	65.9
Math 0123 to College Algebra Proficiency Level >D	68.7	72.2	82.3	70.3	60.8

The results from the 2013-2014 study shows of the former English remedial students, 65.9% received passing grades in 2013-2014 Comp II 1213 English courses. Passing grades in Comp II are a C or better to ensure English Proficiency. This broke the trend that began in 2010-2011 of fewer students passing the credit-bearing course. There was a greater percentage of students who passed credit bearing courses in 2013-2014 than in 2012-2013.

A passing grade in Algebra is D or better. Of the former students in remedial Pre-intermediate Algebra 0013 Math, 65.9% later received passing grades in credit bearing 1513 College Algebra in 2013-2014. No significant change has occurred since 2011-2012. Of those students originally enrolled Intermediate Algebra 0123 Math, 60.8% passed College Algebra in 2013-2014. This is a significant decrease, although year-to-year trends show notable up and down fluctuations in passing percentages.

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

Northwestern faculty, staff, and administrators continue to monitor enrollment in remedial education courses to assure that enough seats are available for all incoming freshmen who need remediation. The University has made a commitment to assuring accommodation for these students in critical remediation at the outset of their studies to develop or reinforce skills they will need in other courses.

As a result of the monitoring process and ongoing program redesign facilitated by Title III funding, the English composition sequence underwent major changes with the implementation of a new remedial course, ENGL 0125 Reading and Literacy, in spring 2013. In addition, Modifications to increase student engagement, including software and live tutoring support for students in Composition I and topics-based courses in Composition II, were piloted within the composition sequence. These changes resulted in higher student performance and therefore, all piloted courses were adopted department-wide during the 2013-2014 academic year. A new Composition I course will be piloted in the spring of 2015 for international students in hopes of addressing their ESL specific issues.

In addition, faculty in the mathematics department completed a review of all algebra courses during the 2012-13 academic year. This process was facilitated by Title III funding and as a result, many changes & enhancements have been made to algebra courses at Northwestern. These changes were piloted in the fall 2013 semester at Northwestern and several follow-up meetings were held in the spring 2014 semester to evaluate the changes implemented.

Other Assessment Plans

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

None

I-8. Describe results.

N/A

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

N/A

Section II – Mid-Level/General Education

Administering Assessment

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

The general education assessment strategy is a 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 instruments were administered and how students were selected.

Assessment of Northwestern's general education competencies, critical thinking, leadership, and literacy, occurs on a three-year rotation, targeting one competency and its sub-categories per year in the data-gathering process. In the first stage of this process, the Chair of the General Education Committee distributes an electronic form to faculty who teach selected courses so that they may report the findings of targeted assessments tied to the competency. Assessment methodologies include comprehensive exams, course embedded questions, essay test questions, and class projects. At the end of the three-year collection process, the data and results from each course are added to a master list for evaluation and recommendations to the General Education Committee. Course-level assessment occurs as follows:

Year 1: Results of assessment methodologies for Competency area I—Critical Thinking

Year 2: Results of assessment methodologies for Competency area II—Leadership

Year 3: Results of assessment methodologies for Competency area III—Literacy

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

Second in the three-prong approach to assessing general education, is the ETS Proficiency Profile. Administered annually during Assessment Day, the ETS PP 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 ETS PP is used to gain a unified picture of the effectiveness of the general education program and to pinpoint strengths and areas for improvement. 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 to motivate students to participate meaningfully.

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

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

The General Education Committee is currently performing a general education curriculum review. Assessment data and recommendations from the committee chair will be used for possible curriculum adjustments.

Analyses and Findings

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

Northwestern will use the same standardize 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. Previously the ETS Proficiency Profile was administered annually on Assessment Day, but due to the cancellation of Assessment Day it will now be administered on two separate days in the first full week of April.

II-5. What were the analyses and findings from the 2013-2014 mid-level/general education assessment?

Upon completion of the most recent three-year cycle of collecting data, the General Education Committee has correlated and triangulated data from course assessments, the ETS 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 student learning in general education. A General Education Assessment Correlations document mapping data from these three instruments and indicating areas of strength and need for improvement was presented to the chair of the committee for review.

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

TABLE 3. ETS Proficiency Profile Results

Skill Dimension	Proficiency Classification					
	Proficient		Marginal		Not Proficient	
	NWOSU	Baccalaureate I and II	NWOSU	Baccalaureate I and II	NWOSU	Baccalaureate I and II
Reading, Level 1	65%	52%	14%	22%	21%	26%
Reading, Level 2	29%	25%	19%	17%	52%	58%

Critical Thinking	2%	3%	21%	11%	77%	86%
Writing, Level 1	59%	48%	27%	32%	14%	19%
Writing, Level 2	16%	12%	35%	30%	49%	58%
Writing, Level 3	7%	4%	20%	18%	73%	78%
Mathematics, Level 1	44%	35%	30%	27%	26%	38%
Mathematics, Level 2	23%	15%	22%	21%	55%	64%
Mathematics, Level 3	4%	3%	15%	9%	81%	88%

Section III – Program Outcomes

Administering Assessment

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

TABLE 3. Program Outcomes Assessments 2013-2014

Degree Program	Assessment Measures	Numbers of Individuals Assessed
Adult Ed. Mgmt. & Admn. M.Ed.	Portfolio Defense	8
Agricultural Education	OSAT	6
Biology	ACAT	25
Counseling Psychology M.C.P.	Comprehensive Exam	21
Early Childhood Education	OSAT	13
Educational Leadership M.Ed.	Core Principal (OSAT)	23
	Elementary (OSAT)	14
	Secondary (OSAT)	12
Elementary Education	Subtest 1 (OSAT)	31
	Subtest 2 (OSAT)	21
English	ACAT	3
English Education	OSAT	4
Health & Sport Science Education	OSAT	7
History	Capstone	4
Mass Communications	Portfolio Review	13
Mathematics Education	OSAT	1
Music	BA Jury Examination	2
	BM Jury Examination	5
Music Instrumental Education	OSAT	1
Music Vocal Education	OSAT	2
Nursing	NLCEX RN	24
Political Science	Capstone	2
Psychology	ACAT	17
School Counseling M.Ed.	OSAT	5

Social Science Education	OSAT	4
Social Work	Capstone	10
Spanish	Locally Developed Exam	0
Special Education	OSAT	6

Analyses and Findings

III-2. What were the analyses and findings from the 2013-2014 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 2013-2014 at Northwestern results are given below.

Quantitative Methods

Direct

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

Indirect

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

Qualitative Methods

Direct

Indirect

Clinical evaluation
Practicum or internship
Reflective journals

Internship evaluations
Exit interviews
Focus groups

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

School of Arts and Sciences

Biology

The number of students passing each method of measure for the Student Learning Outcomes ranges from 73% - 95%. This indicates that the student outcomes are being met.

For other measures such as the reflection paper in BIOL 3011, oral presentation in BIOL 3011 and research literature review in BIOL 4011, student submitted artifacts which were used to determine if a particular Student Learning Outcome was achieved. For both of these measures, the vast majority of students demonstrated proficiency. These results are consistent with faculty experience with the students in other courses.

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

Results from the methods of measure in chemistry indicate NWOSU's chemistry students are achieving the Student Learning Outcomes. About 70% of students assessed successfully completed the measure in CHEM 3114, which is the only cause for possible concern.

Computer Science

Alumni survey results indicated Computer Science graduates have been very successful obtaining full-time employment in IT fields. Of graduates from 2008-2013 contacted, 22 of 25, or 88% were employed full-time in a Computer Science/IT job or in graduate school.

Criminal Justice

Over 80% of the Criminal Justice students demonstrate content knowledge competency, communications competencies, critical thinking competencies, integrity and values competencies, and project management competencies. These students demonstrated competencies in these programmatic areas by completion of assignments, exams, and proposals in two senior level courses. Over 80% of the Criminal Justice majors performed at or above the 70% score on all assignments and most of the exams in these courses. Specifically, these majors scored as follows:

Criminal Justice Administration and Management 4603

Term Paper 100% scored at or above 70%

Final Exam 50% scored at or above 70%

Task Assignment 100% scored at or above 70%

Social Research and Evaluation 4723

Proposal Development Assignment 85% scored at or above 70%

Final Exam 100% scored at or above 70%

English

Goal #1 for SLO 1 was met with 66.6% of English majors scoring at or above the 50th percentile on the ACAT exam. Of the three students who took the ACAT exam, one scored in the 64th percentile, another at the 61st percentile, and the third at the 34th percentile.

Goal #2 for SLO 1 was met with 85% of English majors maintaining a G.P.A. of 3.00 or above for all survey courses completed at NWOSU.

Goal #1 for SLO 2 was met with 100% of English majors scoring at 80% or above on the research project in ENGL 4103: English Novel.

Goal #2 for SLO 2 was not met with only 75% of graduating seniors completing the graduating student survey. Of those, 100% marked "agree" or "strongly agree" to questions related to preparation for research and literary analysis.

Goal #1 for SLO 3 was met with 80% of English majors having no more than one structural flaw and no more than two significant mechanical issues on an essay response in ENGL 3433: Nineteenth Century American Novel.

Goal #1 for SLO 4 was not met since the assessment is part of the new English Department Capstone course which was not offered in the 2013-2014 academic year.

Goal #2 for SLO 4 was not met with only 75% of graduating seniors completing the graduating student survey. Of those, 100% marked "agree" or "strongly agree" to questions relating to fostering a "respect for intellectual and human diversity."

English Education

What were the analysis and findings from last year's department assessments? Include results of the assessments, analysis, or meaning. (A brief paragraph.)

Three students took the licensing exam.

Two students passed on the first attempt.

One student passed on the third attempt. This student exhibited text-taking anxiety during conferences with the program coordinator.

History

History students who are prepared for the History 4013 and History 4433 courses (senior level students) and who have completed the majority of their major area coursework are expected to perform well in both of these courses on all measures of competency. Students who enroll in these courses and who have not completed the majority of their degree program coursework will not perform at or above the standards for competency.

Mass Communication

Student Learning Objectives (SLOs) were met for following professional standards to create projects in the areas of audio production, video production, media writing, visual design, and public relations. In addition, the intercultural communication SLO was met through completion of case study projects. Although measures of success for all SLOs in mass communication were met, the areas varied by level of success. The stronger areas (90% or greater) appeared to be video production and basic visual design skills. The areas of mid-level success (85-90%) appeared to be public relations and media writing projects. The categories with lower levels of success (80-84%) were audio productions and intercultural communication strategies.

The broadcast area of the mass communication program encompasses the video and audio production components. Student productions in the area of video (91%) ranked higher than student productions in the area of audio (81%). Changes in the professional industry resulted in previous curriculum changes significantly decreasing the student experiences in the area of audio production. Effective audio production skills, however, are necessary to create successful projects in various areas.

Visual design elements appear to be a strength of the program; however, the specific measure utilized required basic skills in this area. This could have inflated the overall success rate. Students and faculty have expressed concern with the level of students' skills necessary to create more complex visual design projects. Two two-credit hour design courses may have resulted in the duplication of students' experiences in learning basic visual design skills with lack of opportunities to learn more complex and creative skills.

Students' skills in introductory public relations appeared effective. This area, however, continues to expand in the professional industry calling for more complex skills.

The students' learning experiences in intercultural communication appeared to lead to use of effective strategies for strong intercultural communication necessary for success in our global society. Due to the importance of global capabilities and the adaptability of communication skills, this area should be considered for expansion.

Students must learn and follow professional standards to better prepare them for employment in the professional industry. Faculty must monitor the students' development and progress toward use of professional standards in completion of projects within the program.

Mathematics

No students assessed in 2014 (no math graduates in spring 2014, there were several math education graduate who were assessed through the math education program).

Mathematics Education

No program completers for the 2013-2014 academic year.

Music – B.A.

Two BA candidates completed the jury assessment. There was a 100% pass rate. All students received grades of a B or higher. This assessment indicates that the performance level of students is competent-proficient at the BA degree requirement level. There was no BA candidate that took the piano proficiency or the sophomore examination during this academic school year. One BA candidate was enrolled in the Music History class. The candidate scored unacceptable in the class however, this student scored competent on the history paper. Additionally, the same BA student who scored an unacceptable in Music History also took Music Theory. Due to the changing of their major, the student withdrew from the course.

Music – B.M.

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

Four students took the music theory examination. There was a 100% pass rate however, two candidates scored in the lower percentile.

Two students completed the Music History examination and paper. One student scored proficient on the exam and paper while the other scored competent in both.

Two B.M. candidates took the piano proficiency examination. Both candidates passed the examination.

Music Education Instrumental and Vocal

What were the analysis and findings from last year's department assessments? Include results of the assessments, analysis, or meaning. (A brief paragraph.)

Within the vocal music and instrumental music OSAT, all students passed the examination. Major coursework included theory, aural skills, piano, instrumental literature and conducting.

Course:	# of Students	# Passing
Music Theory	10	10
Aural Skills	9	9
Piano IV	3	3

Conducting 7

7

Nintey percent of all students enrolled in all music education courses passed with a C or better.

Natural Science Education

The science content knowledge was not at an acceptable level for one of the candidates. This student was advised to retake science courses and/or complete additional science coursework during the summer of 2014. This action was taken and the student's GPA increased to 2.5 (the minimum acceptable level).

Political Science

The Political Science faculty need to make pedagogical adjustments in the Political Theory 3013 class. The grading is too subjective and students do not appear to be well prepared for the content being tested. Competency does not appear to have been reached by even half of the students in this class. This is a trend that needs addressed. The Department Chair will meet with this faculty member and provide support and instruction on appropriate methods to employ which support student learning and mastery of content.

Social Science Education

OSAT 018 World History had a 100% pass rate with one student taking the test.

Sociology

Sociology students who were prepared for the soc 3203 course and who were prepared for the soc 4723 capstone course performed at or above competency levels. No changes are expected in either course or the program.

Social Work

Social work education is based upon a competency based educational model. Students are assessed based on the demonstrated mastery of 11 competencies through 43 operational practice behaviors. Results indicated the top priority for explicit and implicit curriculum changes related to competencies 4, 6 and 7. Competency 4: Engage diversity and difference in practice; Competency 6: Engage in research-informed practice and practice-informed research. Competency 7: Apply knowledge of human behavior and the social environment. Assessment data indicated competencies 1, 9, 10 and 11 as the highest areas of achievement for social work students. Explicit and implicit curriculum changes are planned for SOCW 3523, SOCW 3214, and SOCW 4143 as a means to improve student achievement in the areas of engagement in diversity in practice, research informed practice/practice informed research, and application of human behavior knowledge.

Spanish

Due to no students being enrolled in the courses used for assessment, there are no results to report at this time. However, the faculty have determined how assessment of student learning will take place and clear expectations are outlined in course syllabi.

Speech Theatre

Students in our speech & theatre program met or exceeded goals in speech communication areas and theatrical productions. Targeted skills were in areas of public speaking, small group communication, and intercultural communication. For informative public speaking, 11/13 of our students (85%) earned an 80% or better to just meet the measure of success (85% to earn 80% or better). For persuasive speaking, 12/13 students (92%) earned an 80% or better exceeding the measure of success (85% to earn 80% or better). Measures in both areas of public speaking for 2013-2014 show student success with individual presentations given as parts of team presentations. To fully represent our students' public speaking skills, scores from independent presentations also need to be reviewed.

Other areas of focus in speech communication included students' skills for formulating strategies that lead to effective small group communication as well as effective intercultural communication. For small group communication, 12/13 students (92%) scored 80% or higher on case study activities. These scores exceeded the measure for success (85% to earn 80% or better). For intercultural communication, 11/13 students (85%) scored 80% or higher on case study activities meeting the measure for success (85% to earn 80% or better). Students were successful when generating strategies to lead to effective communication in situations involving small group communication and in situations requiring intercultural communication. To fully understand our students' learning in these areas, students' application of skills must be addressed. Previous reports (2012-2013) indicate students struggled with actual implementation of strategies for effective small group communication. Students' performances in future activities that focus on implementation of targeted skills need to be reviewed to provide a complete picture of our students' skills in these areas.

With limited numbers, it can be difficult to obtain meaningful data. For theatrical productions, students' scores from academic years 2012-2013 and 2013-2014 were combined for this report. For completion of full theatrical productions, 3/3 students (100%) earned an 80% or better on their senior productions exceeding the measure of success (80% earning 80% or better). Additional information submitted for 2012-2013 supports our students' successes in this area. 6/6 students (100%) completing TCOM 3423 Principles of Directing (in Spring 2013) earned an 80% or better for their one-act play productions. Measures indicate that students are obtaining the necessary knowledge and skills to successfully analyze, design, and direct theatrical productions.

School of Professional Studies

Adult Education Management and Administration M.Ed.

In EDUC 5903/Higher Education Philosophy and Practice, 100% of students scored at an 80% or above on the final exam, and 100% scored at an 80% or above on assigned article reviews from the *Chronicle of Higher Education*. The final exam accurately assesses the student learning outcomes for EDUC 5903 since the target score was exceeded, and the article reviews accurately assess student understanding of contemporary issues in higher education since the target score was exceeded there as well.

In EDUC 5913/The Learning College, 100% of students scored at an 80% or above on two book reviews, 100% of student scored at an 80% or above on the final exam, and 100% scored at an 80% or above on the Bloom's Taxonomy Lesson Plan. The book reviews accurately assess

student understanding of issues in teaching adult learners in higher education since the target score was exceeded. The final exam accurately assesses overall course content and students' understanding of their own teaching philosophy since the target score was exceeded. The lesson plan illustrates student's understanding of Bloom's Taxonomy and its application in creating a lesson plan since target score was exceeded.

In EDUC 5953/Institutional Management, 85.7% of students scored at 80% or above on assigned case studies, 100% scored at an 80% or above on the research paper, and 100% scored at an 80% or above on the final exam. The case studies illustrate students' abilities to apply management theories to real life situations since target score was exceeded. On the research paper, 100% of students scored at an 80% or above, illustrating graduate students' understanding of the role and responsibility of an administrative position in higher education. The final exam illustrates students' general understanding of management concepts in higher education since target score was exceeded.

In EDUC 5933/Classroom Research and Effectiveness, 100% of students scored at an 80% or above on the research project, and 100% scored at an 80% or above on assigned power point assignments. The research project illustrated student understanding of conducting research in higher education since target score was exceeded. The power-point presentation illustrate students' understanding of using technology with instruction since target score was exceeded.

Agriculture

While student performance during the 2013-2014 academic year did not always meet expectations for each Student Learning Outcome methodology outlined in the Agriculture Department assessment Plan, improvements were shown in comparison to the 2012-2013 and 2011-2012 academic years. It is important to note that data were limited across for most methodologies all 3 previous academic years. Changes in the agriculture program / curriculum are not planned for the immediate future, but will be reconsidered as additional data warrants.

Agriculture Education

OSAT scores showed improvement (2.42 points) of the mean comprehensive score of the OSAT taken by teacher candidates from the previous year's data. More importantly, data improved from a 75% pass rate to a 100% pass rate, indicating all candidates had proficiency in content knowledge. Previous year's data indicated weakness in the constructed response with a mean score of 213.5, and it was recommended to focus special attention on assessing student's written work to help improve their ability to complete a constructed response. As a result, the constructed response mean score improved substantially by 45.5 points to a 259. The remaining areas remained close in regard to previous years' data.

Business

Student Learning Results for all Division of Business did not meet the target any year. Peregrine will reformat this assessment and hopefully give a better opportunity for students to meet target. The overall Major Field Test (MFT) scores had a slight improvement, but consistently under. In both communication and technology students surpassed goal (80 %). The assessment for Team simulation have been impacted by changes in curriculum and created a positive trend. Surpassed the goal in 2013-14. Some assessments cannot be made until the new rubric is implemented this year. A change was

made the Policy course to stress stakeholders in the analysis. In 2013-14 the students met target from 45% to 80 %. Ethical assessment portion is above expectations annually.

Counseling Psychology (M.C.P.)

Over 71% of students met the criteria of passing the written comprehensive exam Counseling Theory section at the set level of 70%. Ten of 21 students scored above 80% with 5 students scoring in the 70-79% level which is passing for the comprehensive exam. Three students took the exam twice before passing and those scores are reflected in the totals. One hundred percent of students taking the oral comprehensive exam were able to articulate a counseling theory at the acceptable level of 75%. The SLO for Counseling Theory was met.

On the Counseling Strategies section of the written comprehensive exam, 13 of 21 students or 62% passed with a score at or above the 70% cutoff mark. The 8 student scores below 70% included 3 students taking the exam a second time before passing. On applied strategies and techniques, 86% or 12 of 14 % of students were able to demonstrate effective use of strategies and techniques. The SLO was partially met.

On the Assessment/Appraisal section of the written comprehensive exam, 48% or 10 of 21 students scored at or above the acceptable level of 70%. suggesting that improvement is needed in this area.

On the Research section of the comprehensive exam, 38% or 8 of 21 students scored at or above the 70% cutoff level. Of the 16 students enrolled in the research class, 100% completed the Literature Review section of their research project at or above the 70% cutoff. The average score was 88%. The SLO was partially met.

Curriculum & Instruction

The Curriculum & Instruction M.Ed program does not have any candidates currently enrolled. There is no data nor analysis to submit.

Early Childhood

The pass rate for the Early Childhood Education SPA is not up to standards for the program or for the state.

Educational Leadership

It appears that the Educational Leadership Program successfully prepares candidates to be elementary and secondary principals. From analysis of all Performance Assessments, it has been determined that candidates most likely do not receive enough guidance and practice to develop critical thinking skills and this may stem from their lack of preparation in writing (less than half of candidates passed the constructed response items on the combined OSAT exams). It is also important to note that the Statewide pass rate on this exam is only 48%, so NWOSU candidates are above the state average.

Elementary Education

There is still a weakness in the Elementary Subtest 1. The state of Oklahoma is revising the test

to be released October 2014. There is 100% pass rate on Subtest 2.

Health and Sports Science

SLO 1: 4603 Kinesiology: Exam #1 84% of the students scored at 80% or better demonstrating their ability to positively explain, interpret, and critique in the area of osteology as it relates to a fitness program. Exam #2 only 53% of the students scored at 80% or better. The data analysis showed the students had the most difficulty with syndesmology area of the test.

SLO 2: 3662 Recreational Leadership: Students were prepared to write extensively about leadership within Parks Recreation Leisure Services field. They were able to apply the different leadership styles that were learned while taking the course. 87% of the students met or exceeded the minimum threshold for understanding the content and material of the class. 3112 Adapted PE: First year instructor, a better comfort level of instruction made the second semester assessment increase in a productive way. More familiarity with the subject matter and student feedback should increase the results in a positive fashion.

SLO 3: 4622 Organization and Management of Intramurals: The results show that students know and understand fundamental principles to develop, fund, market, and ultimately provide proper leadership for a successful intramural program.

SLO 4: 1462 Concepts of Aerobics: The data indicates that the majority of students 92% demonstrated comprehension and knowledge of exercise, the degree of acceptable levels and application of maintaining physical fitness.

SLO 5: 4502 Legal Liability: The data indicates that the students demonstrated a positive interpretation, evaluation, and application of legal terminology as well as, basic principles that govern the legal ramifications of his/her responsibilities in the field of health and sports science.

SLO 1: 4233 Internship I: The data indicates that the majority of students demonstrate mastery of Wellness Center equipment necessary for employment in a Wellness Center/Gym/ Fitness Center setting.

SLO 2: 4603 Kinesiology: 84% of the students scored at 80% or better demonstrating their ability to positively explain, interpret, and critique in the area of osteology as it relates to a fitness program. Exam #2 only 53% of the students scored at 80% or better. The data analysis showed the students had the most difficulty with syndesmology area of the test.

SLO 3: Internship Portfolio, Assessment one indicates that a the majority of students 6 of 7 scored at a very high percentage indicating comprehension of management, operations, and resources used with clients in a Wellness Center setting. Assessment two indicates that all students became proficient at computer task, and the use training equipment within the Wellness Center.

SLO 4: 3212 Fitness Assessment indicates that a very high percentage 83% scored at the desired range in understanding the basic principles for physical fitness assessment, screening, programing, and exercise prescription, as well as physiological changes that occur as a result of exercise. 3693 Physiology of Exercise, failed somewhat short of the desired goal. Instructor change occurred and this was the first year of teaching this course for the instructor. It is difficult to make assumptions during the first semester taught. More experience and familiarity with the course objectives will help.

SLO 5: 3112 Adapted PE: Students demonstrated comprehension of developing and implementing adapting physical education services in the school system. Students also

demonstrated understanding of policies and procedures in implementing adapted physical Ed. Programs.

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 2012-2014 is 100%. Mean scores for teacher candidates across the state taken at the same time in 2012-2014 was 242.5, Northwestern Oklahoma State 247.5. These scores are above the passing score of 240 and above the state mean scores taken during that same time period. The above data also indicates that the mean scores for each of the seven subareas also indicates that teacher candidates from Northwestern Oklahoma State performed above the state mean scores taking at the same time. The only exception was subarea one Healthy Growth, Development, and Relationships, with a difference of three points in 2012-13, 5 points in 2013-14, and subarea five, Consumer, Community, and Environmental Health with a difference of one point in 2012-13. However in 2013-14 subarea five was above the state mean by 9 points.

Non-Certificate Option (M.Ed.)

In EDUC 5013/Introduction to Educational Research, 60.5% of students enrolled scored at an 80% or above on the research report, and 94.6% scored at an 80% or above on the article reviews assignment. For the research report, students *failed* to meet target results, illustrating that some graduate students may need remediation in the areas of writing, research, and documentation. For the article reviews, student performance exceeded the target result, which illustrates their ability to interpret and review scholarly articles in the field of education.

In EDUC 5203/Educational Practices, 86.75% of students enrolled scored at an 80% or above on the blog essay assignments, and 100% of students scored at an "acceptable" or above on their statement of teaching philosophy in their graduate portfolios. For the blog essays assignment, student performance exceeded target results, which show that students are exposed to and understand contemporary theories and major philosophies of education. For the statement of teaching philosophy, student performance also exceeded target results, which illustrate that students are capable of stating their own teaching philosophy theoretically and aligning them with major educational theories.

In EDUC 5212/Psychology of Teaching, the new instructor did away with the article reviews and final paper. Subsequently, there are no scores for these measures to report. These have been replaced by an assignment to respond to study guide questions and an additional assignment to present chapter reviews orally to class. The scores for these new measures will be collected for the 2014-2015 academic year.

In EDUC 5822/Multicultural Education, 85.7% of students scored at an 80% or above on the autoethnographic essay, and 92.8% scored at an 80% or above on the social action project. For the autoethnographic essay, student performance exceeded target results, which show that students have learned about the construction of their own "multiculturalness" and "multicontextualness." For the social action project, student performance also exceeded target results, which illustrate the ways in which students plan to help multicultural students in their classrooms, schools, and communities.

Nursing

In 2013-2014, the Division of Nursing continued to use the Assessment Technologies Institute (ATI) standardized testing throughout the nursing curriculum to benchmark students progressing through the courses for mastery of content. All students performed at the national norm or exceeded the benchmarks for each of the exams. The ATI Predictor exam for NCLEX-RN licensure examination was used for the 2014 senior class to assess readiness for licensure examination. The Virtual ATI (VATI) program was then implemented to further assure student/graduate readiness for the NCLEX-RN exam. The students agree to have their transcripts held for release to the Oklahoma Board of Nursing for licensure examination until successful completion of the VATI program.

Forty-five students graduated in May 2014 and are eligible to take the NCLEX-RN national licensure examination for registered nurses. As of September 12, 2014, thirty-seven of the graduates have successfully completed the VATI program and twenty-four have taken their NCLEX-RN licensure exam. Twenty have passed the exam on the first attempt. Faculty advisors along with the VATI program preceptors work continue to work with the remaining 8 graduates who have not completed the VATI program as well as with those thirteen students who have completed the VATI program and are awaiting their NCLEX-RN examination.

Psychology

Four areas were assessed for the 2013-2014 academic year. In the Knowledge Base of Psychology area, 8 of 17 students scored at or above the 19th percentile. However, the average score placed the group at the 16th percentile and the criteria was met. In the Research/Statistics area, 17 students were assessed with an average percentile rank of 21.3 which indicated that students met the specified level. Thirtysix students out of 36 (100%) completed research projects with 31 of the 36 or 86% receiving scores above 80%. Criterion was met. In the Critical Thinking area, 91 students were assessed with 81 students or 89% scoring an 80% or above. A total of 45 students were randomly selected to take a critical thinking test with an average score of 85.2% for the group. The student learning outcome in critical thinking was met. In the Application of Psychology area, 55 students were assessed with 49 of the students or 89% scoring at or above 80%. A second applied area evaluation involved students in Abnormal Psychology. A total of 41 students were evaluated on diagnosing mental disorders and understanding mental disorders. One hundred percent of students completed the projects with 36 students or 87.8% scoring above 80%. The learning outcome was met.

Results suggest that students in the program do generally have a solid understanding of major concepts, theories, and trends in psychology. The average percentile rank for students evaluated in Research Design was well above the cutoff point (16th percentile). Students appear to be learning how to do research at an acceptable level. Students appear to be able to utilize critical thinking skills as applied to psychology. Students appear to have a basic understanding of personal adjustment as well as an understanding of mental disorders and diagnosis. Criteria were met in Research, Application, Critical Thinking, and Basic Knowledge.

Reading Specialist

No analysis available due to zero program completers.

School Counseling

Courses/assignments were recently realigned to the counselor standards as well as continued development toward the OSAT competencies.

Secondary Education

Assessment 1: One (1) candidate who was enrolled in the M.Ed. Secondary Option submitted Milestone 3 in his LiveText graduate portfolio during the 2013-2014 academic year. Data revealed that this candidate achieved or exceeded the target score of “acceptable” for all core and specialty standards.

Assessment 2: The M.Ed. Secondary Program had one (1) graduate from this collection cycle. The data from the Exit Interview Survey for this candidate shows that scores exceeded target scores in all areas. This candidate gave target scores of “5” for all four Graduate Exit Survey questions, which illustrates his satisfaction with the M.Ed. Secondary Program. Ranked on the ordinal scale from 1 (poor) to 5 (excellent), all scores on the four major questions exceed the target score of four.

Assessment 3: One (1) M.Ed. Secondary Program candidate was enrolled in required core courses during the 2013-2014 academic year. Candidate #1 achieved a target score for EDUC 5822.

Assessment 4: Two (2) M.Ed. Secondary Program candidates were enrolled in required related area of study courses during the 2013-2014 academic year. Both candidates achieved a target score in the related area of study course.

Assessment 5: Two (2) M.Ed. Secondary Program candidates were enrolled in EDUC 5903 Curriculum and Instruction for Special Learners during the 2013-2014 data collection cycle. All candidates achieved or exceeded the target score of “acceptable” for five of the six evaluated categories. The student who scored “unacceptable” in the Hours of Tutoring with Students category provided no evidence of completing the hours.

Special Education

Candidates were sufficiently prepared for the content areas of the OSAT, sub-area 1 thru 4; therefore, the candidates possess the knowledge and preparation for the subject area test. However, the candidates need increased preparation for the Constructed Response sub-area. The special education teacher candidates scored within the Target or Acceptable range indicating ability to plan lessons, assess and analyze student learning, demonstrate knowledge of legal and ethical practices required for teaching students with disabilities. Number of tests taken includes one teacher candidate that took the test multiple times unsuccessfully. The candidate who was unsuccessful with the OSAT was allowed to student teach through a pilot study. This study looked at the progress of candidates who had not passed the OSAT.

Other Assessment Plans

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

On the basis of result of assessment data, academic programs have responded accordingly to enhance student performance. Changes have included creating new options, adding seminars, creating new curriculum, changes to course content, adding remediation, ensuring faculty teamwork, providing more opportunities for communication with students, student handbook

revisions and affirmation statement revision. Changes specific to programs follows.

School of Arts and Sciences

Biology

The only case of possible concern is student performance in the BIOL 3343 Genetics course. This core course is required of all students and is foundational to a complete background in biology. The department will monitor student performance on this instrument; performance below 60% might be cause for modification/action.

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

The 70% success rate in CHEM 3114 Organic Chemistry I literature review may reflect a difference between students who are chemistry majors and those who are majors. Students minoring in chemistry do not have to complete the assessment instruments in CHEM 4114. Based on the successful completion of the instruments in the CHEM 4114 course, there are no recommended changes at this time.

Computer Science

Continued efforts to help students seek internships and employment in the IT field.

Criminal Justice

Criminal Justice does not anticipate undergoing programmatic changes. However, students will be required to participate in a comprehensive exam review session prior to sitting for the Final Exam in CJ 4603 to insure competency is met on that methodology.

English

To achieve scores for SLO 1 goal 1, the English faculty will develop more multiple choice items on exams to help prepare students for standardized tests. Furthermore, during advising sessions, professors will encourage students to enroll in these courses in these subject areas for elective credit.

To achieve projected completion rates on the Graduating English Survey for SLO 2, goal 2 and SLO 4, goal 2, the English department will implement a policy to ensure full cooperation of all graduating seniors. Furthermore, the one student who did not complete the survey was a student at the Enid campus, the department must work more closely with Enid personnel to ensure that graduates complete all required paperwork.

For SLO 4, goal 1, the English department will offer the new English Capstone course during the 2014-2015 academic year.

English Education

The English department recommends that candidates attend test-taking study sessions from the education department in order to improve student test-taking anxiety. The English department will continue to conduct further monitoring of education candidates through advising. In

addition, the English department will be examining standards and program alignment in coordination with the education department.

History

History students who enroll in both History 4013 and History 4433 will have their transcripts analyzed to insure that they are ready for these two capstone courses. Data indicate over the past several semesters that students who are not ready to enroll in these courses because they lack significant coursework in the major will not perform at or above the cut scores in these classes. Students Learning Outcomes for the entire program and goals of the department have been analyzed and will be refreshed before assessing students in all social sciences degree program areas for 2015. Appropriate advisement will be a key to managing student preparation.

Mass Communication

Adjustments in the mass communication program curriculum beginning with the 2014-2015 academic year address specific issues that are apparent when reviewing program assessment outcomes. Faculty discussion and review of specific issues will also help address program concerns.

Curriculum updates help provide efficient learning experiences in both broadcast areas. With stronger video production skills displayed by students, more audio components will be incorporated. TV Practicum changes to Broadcast Practicum allowing for coverage of both video and audio components. In addition, the content addressed in Introduction to Audio & Video Production course will be reviewed by faculty to ensure that students experience appropriate learning opportunities to build the necessary skills needed in video production and audio production.

With concern expressed about lack of students' design skills necessary to create more complex visual design projects, the manner in which these skills are addressed is changing. Two two-credit hour design courses have been replaced by one three-credit hour class. This adjustment can eliminate the duplication of basic design skills as the focus of two separate courses and allow for expansion of these skills throughout the semester. One three-credit hour design course allows for basic skills to be addressed initially then expanded upon as students move to creating more complex projects within the same course.

With students displaying effective skills learned in the introductory public relations course, additional coursework in strategic communication will provide opportunities for students to build more complex skills. These classes will include higher level projects building stronger, more creative skills in strategic communication. The additions in this area are appropriate for public relations in the professional arena.

Intercultural communication skills are necessary for success in today's global society. Our students displayed effective strategies in the area of intercultural communication, however, this objective is addressed in only one course. Faculty will discuss other courses in which this objective could be directly addressed. Faculty will also consider how intercultural communication experiences can be embedded within the program to increase opportunities for students to practice effective strategies to communicate across diversity.

Faculty will also evaluate prerequisites to ensure that students complete courses in the proper order when applicable. They will also monitor students' progress toward application of professional standards when building skills and completing projects.

Mathematics

No students assessed in 2014 (no math graduates in spring 2014, there were several math education graduate who were assessed through the math education program).

Mathematics Education

Even though we had no completers the Mathematics Department has spent time reviewing the new NCTM Standards and is anticipating a program modification to add Multivariate Calculus as a requirement to the Mathematics Education Program which will bring us into alignment with the new NCTM Standards.

Music – B.A.

It is difficult to say if success was not achieved due to any inconsistencies within the assessment, or due to the low number of students enrolled in the class. Within performance assessment students consistently score at a proficient level. The majority of candidates in the BA program score between competent to proficient in most areas of assessment.

Music – B.M.

No policy modifications for the Bachelor of Music program at this time.

Music Education Instrumental and Vocal

The music department has seen an improvement in the overall grades of students in the music education program. There have not been any significant procedural changes within the department of music however in the past two years, two of the faculty members are new to Northwestern. This could attest to the improvement of instruction by assessment.

Natural Science Education

NWOSU pursued a 3-year grant to assist with recruitment efforts into the science education program. Program modifications will be submitted in the 2014-2015 academic year to reflect more desirable options for potential secondary teacher education candidates in the sciences.

The science education director will continue to emphasize the areas where self-study are prudent in preparing for the OK OSAT exam in the science disciplines.

Political Science

The Social Sciences Department has adjusted its departmental goals and each program's student learning outcomes have been adjusted. All faculty in each program will be asked to insure that individual course objectives are in fact meeting with the overall curriculum map intentions for each program. Faculty will be provided support with technology advancements and pedagogical

methods to insure that student competency is achieved in each program.

Social Science Education

In order to meet the needs of students, the Social Sciences Department is now offering HIST 4441 Global Transformations in History and HIST 4442 Secondary Social Studies Methods during both the fall and spring semesters. A re-evaluation of standards and course offerings in process to ensure that curriculum content is being offered to prepare students for the OSAT tests.

Sociology

The social sciences department has changed its departmental goals and subsequent student learning outcomes in each program to be in alignment with each program's curriculum map.

Social Work

Explicit curriculum changes are planned in SOCW 3523, SOCW 4143, and SOCW 3214 which relate specifically to core competencies 4, 6 and 7. Significantly marked improvements have been achieved in competencies 3- critical thinking and 5- human rights and social and economic justice based on previous program modifications. This year's assessment results affirm the previous program modification made in relationship to competencies 1, 2, 8, 9, 10, and 11.

Spanish

Spanish faculty have learned in years past that they are capable of offering an alternative exit exam to the online test currently in use (STAMP4s). In case of technical difficulties, faculty are prepared to administer the exit exam and interview to gather assessment statistics. However, to ensure consistency in assessment priority will be given to the online exit testing.

Speech Theatre

Program modifications for the speech & theatre major were approved for the 2014-2015 academic year. Changes in the program were primarily based on data obtained from assessment procedures, results of assessment activities & reports, and student feedback.

In the speech communication coursework, changes include additional upper-level classes with updates to the content of existing classes. These modifications focus on providing additional opportunities for students to practice use of targeted skills in the majority of the courses. In our assessment, students have continued to meet and/or exceed measures of success in public speaking for several years. Public speaking, however, serves as the foundation for many other speech communication skills and is important for professional success. Therefore, it is emphasized throughout our speech coursework. Updates provide additional opportunities for students to prepare and present informative and persuasive presentations in multiple courses. Individual and team presentations remain important elements of specific courses. Student performances assessed for 2013-2014 were individual sections of team presentations which did not provide a complete picture of our students' skills. Data collected for future reports will cover students' performances for independent individual presentations in addition to other applicable presentations (in the areas of informative and persuasive speaking). This information will provide a better representation of our students' public speaking skills.

Upon review of the last few years of assessment reports, a common theme is students succeeding at formulating ideas to manage situations but struggling with actually implementing their ideas in authentic situations. Based on this observation, more of the speech communication coursework is covering behaviors and strategies that lead to effective communication in specific situations. Students will develop a stronger foundation by expanding their knowledge base and experiences related to effective communication behaviors. In addition, specific classes incorporate more opportunities for students to practice actual use of their ideas and implementation of communication strategies. The core communication settings addressed continue to be small groups and diverse situations. Students focus on application of skills in the areas of intercultural communication and small group communication. Strong skills in the areas of small group communication and intercultural communication can be vital to success in many career situations. Nonverbal Communication, a new course for our program, is a good example. The course content provides opportunities for students to learn the nonverbal aspects connected to successful small group and intercultural communication. The nonverbal behavior is a key element of determining and applying communication strategies based on the specific situation. The student has opportunities in this class to apply previously learned strategies and ideas when practicing their implementation in class activities. He/she will then add to previous knowledge and build on experiences by adjusting ideas/strategies to incorporate the new information related to nonverbal elements. This is also a good example of how the new and updated courses address primary communication skills while teaching course-specific content.

Our students continue to successfully analyze, design, and produce complete theatrical productions starting with a one-act production in the Principles of Directing class and moving to a full theatrical production for their senior project. These learning opportunities are of great importance to our speech & theatre program. Previously, a student could select to complete a speech communication-related project or to complete a full theatrical production as his/her senior project. One of our program adjustments is requiring all speech & theatre majors to take TCOM 4443 Senior Performance in order to analyze, develop, and direct a full theatrical production. The assessment results may not indicate the need for this adjustment, but it is an important change in our program. In addition to the content-based advantages, it places full responsibility on the student. It also shows how important this project is to our program, our faculty, and the students' educational experiences.

Course rotations have been adapted based on the other program changes. Data collection in some cases will be affected by changes to the course rotations. This information will be considered in future adaptations to our assessment program.

School of Professional Studies

Adult Education Management and Administration M.Ed.

No modifications, changes, or improvements have occurred or are planned since all scores exceed target cut scores.

Agriculture

The NWOSU Agriculture Department Assessment Plan was modified significantly for the 2011-2012 academic year in response to continued efforts to close the assessment loop by departmental faculty, University administration, and the Director of Assessment and Institutional Effectiveness.

While student performance for NWOSU Agriculture Department SLO's is currently deficient, consistent improvements have been observed over the past three academic years in spite of the fact that no major curriculum changes were implemented. As a result, changes in the agriculture program / curriculum are not planned for the 2014-2015 academic year as additional data is necessary to accurately evaluate agriculture academic programs.

Agriculture Education

Although most scores were above the 240 cutoff and the majority of the candidates performed well, Agribusiness dipped below the 240 cut score mark. Therefore, it is recommended that faculty work with candidates to improve content knowledge in this area. All instructors within agribusiness content will be advised. As mentioned, the constructed response score increased by 45.5 points by adhering to the recommendation to focus on students' written work, resulting in a substantial boost in subarea 7.

Business

The Division of Business assessment tool has been currently reevaluated and is taught in fall only, but missing F13 numbers. There was a change from Peachtree to QuickBooks and improvement showed with QuickBooks. Next report needs new data from new rubric. One business professor developed a new test for Intermediate Accounting I, II, International, and Government- will measure these items with our own internal measurements. Since the Division of Business is using Peregrine this year and not using MFT measure, the students should have a better score in each area from Peregrine (designed for ACBSP). Also, the MFT test overall did not provide the mean with the test results.

Counseling Psychology (M.C.P.)

Graduate faculty will meet this fall to examine syllabi and course content in all sections of the comprehensive exam assessed by the Student Learning Outcomes. We will determine if course content matches test items. Improvements will be made in identified curriculum areas while making certain that the test items are effective measures of course content. In the Assessment area, we will continue to order new testing materials so that students in all remote sites have test kits available as needed for instruction. We will continue to search for new methods of instruction that may enhance student learning. We will consider seeking training opportunities in the assessment area.

Curriculum & Instruction

The Curriculum & Instruction M.Ed program is currently being revised to make the program more relevant in meeting current educational needs. A proposed change is in progress where individuals with alternative certification could meet the state professional education requirements while completing a masters of education degree.

Early Childhood

One-on-one tutoring and study sessions are being planned.

Educational Leadership

Since the courses have recently been re-aligned with the 2011 ELCC standards, it will be

practical to monitor the data for trends before recommending modifications. The Educational Leadership OSAT tests are being revised. Once completed the program will need to re-align the ELCC standards and OCTP/CEOE standards for the Principal exams to ensure NWOSU candidates to perform successfully on the exam.

Elementary Education

Due to the weakness in the Reading and Constructed Response areas study sessions have been provided to teacher candidates. As well as incorporating more constructed response questions into the curriculum. The timing of courses have also been reevaluated; such as Diagnosis of Reading is now offered in only the Fall and Spring semesters to provide access to students recommended by the school systems needing reading tutoring. This will enable the students to see growth over time with students and enable them to use the reading strategies learned in the course work. Providing more of a hands on learning experience.

Health and Sports Science

SLO 1: More time will be spent on syndesmology in the future as well as demonstrations using the skeleton will be used to reinforce understanding of body mechanics and joint movement.

SLO 2: The department will continue to use both of the assessments and measures of success; no modifications are sought at this time. Instructional experience and more familiarity should better the results in Adapted PE.

SLO 3: The department will continue to use the assigned assessments; there are no current plans to change or adapt either the assessment or measure of success at this point.

SLO 4: The department feels this assessment is at the core of our program and will continue to use the assessment; no changes are being made at this time. New assessments are always considered, however no changes are in place for the next academic year.

SLO 5: No modifications are planned at this time. Student feedback and results show positive results.

SLO 1: As a result of the findings, no modifications are determined at this time. Students demonstrate a positive feedback in regard to assessment and methodology.

SLO 2: The department will continue to use the assessment and measure of success; no modifications are sought at this time.

SLO 3: The department will continue to use both assessments; there are no current plans to change or adapt either the assessment or measure of success at this point.

SLO 4: The department feels these assessments are at the core of our program and will continue to use the assessments; no changes are being made at this time. 3693 Physiology of Exercise, failed somewhat short of the desired goal. Instructor change occurred and this was the first year of teaching this course for the instructor. It is difficult to make assumptions during the first semester taught. More experience and familiarity with the course objectives will help.

SLO 5: The department will continue to use the assessment and measure of success; no

modifications are sought at this time.

Health and Sports Science Education

The overall pass rate for teacher candidates substantially exceeds the 80% mark required by NCATE and provides evidence that teacher candidates have the necessary content knowledge to be successful. The subarea scores, as noted in the scoring guide, are descriptive only and there is no “passing” score required for each area. However, scores in the 240-300 range indicate areas of strength while below 240 suggests more preparation may be needed. Based on these guidelines, teacher candidates have strengths in subareas I- Healthy Growth, Development, and Relationships,

II- Health-Related Physical Fitness, III- Motor Skills Movement Activities,

IV- Safe Living and Risk Reduction, V Consumer, Community, and Environment Health VI- Health and Physical Ed Program. Teacher candidates may need further development in the subarea VII- Constructive Response, but still out performed the state mean. 2013-14 mean scores in the constructive response section rose 20 points. Faculty will continue to review NASPE standards related to this area to ensure all content subject matter is addressed to enable students’ success. In general, scores on the OSAT provide evidence that teacher candidates are meeting NASPE Elements 1.1-1.4.

Non-Certificate Option (M.Ed.)

Since student performance in EDUC 5013/Introduction to Education Research failed to meet target results on the research report again for this academic year, the Associate Dean of Graduate Studies will offer remediation in writing, research, and documentation for those students who need help with these skills. This will be determined on a case-by-case basis on coordination with the instructor(s). The Associate Dean will also propose a one-hour writing course again this year to the Graduate Committee for those students who need help with their writing, research, and documentation skills.

Two new measures for EDUC 5212/Psychology of Teaching have replaced the article reviews and final paper. These new measures an assignment to respond to study guide questions and an additional assignment to present chapter reviews orally to class. The scores for these new measures will be collected for the 2014-2015 academic year.

Nursing

For the traditional nursing program, an additional site was added at the University Center in Ponca City. A full time nursing faculty member was hired to be officed at the University Center site. Two students completed their junior year at the University Center Site in May 2014 and will complete their senior year of the nursing program in Ponca City in May 2015. Five new junior nursing students were admitted to the University Center site in July 2014. The Division also graduated three students in December 2013 from the new online offering of its baccalaureate in nursing degree to registered nurses with an associate’s degree who wish to continue their education to a BSN level. Another cohort of three are due to graduate in December 2014.

Psychology

Highlight department change and achievements based on assessments.

Reading Specialist

Recruitment for the program is needed.

School Counseling

Realignment of standards and competencies.

Secondary Education

Assessment 1: Since one (1) M.Ed. Secondary candidate earned scores that met or exceeded acceptable scores, there is no need for recommendations for improvement at this time. Because of the small sample size, it is difficult to extrapolate needed program changes. The Education Division will continue to monitor portfolio scores in this program to see if possible changes need to be made to improve candidate performance or to strengthen the program's curriculum in the future. Instructors and committee members will work more closely with candidates to review core and specialty standards, giving appropriate response and feedback when needed.

Assessment 2: Data from this assessment reveals that the candidate's scores for the M.Ed. Secondary Program exceeded the minimum requirements in this area. It is difficult to extrapolate needed program changes from such a small sample. The Division of Education will continue to monitor this assessment in order to see if possible program changes need to be made.

Assessment 3: It is difficult to extrapolate needed program changes from such a small sample. However, the Education Division will continue to monitor core course grades for this program to see if possible changes need to be made to improve candidate performance or to improve pedagogical instruction.

Assessment 4: Because of the small number of candidates in the program, it is difficult to extrapolate needed program changes from such a small sample size and high success rate. However, the Education Division will continue to monitor related area of study course grades for this program to see if possible changes need to be made to improve candidate performance or to improve pedagogical instruction.

Assessment 5: Since the two candidates who submitted their portfolio for review met or exceeded the minimum requirements on five of the six categories, it is difficult to extrapolate needed program changes from such a small sample. The Education Division will continue to monitor this assessment and program to see if possible changes need to be made to improve candidate performance or to strengthen the program.

Special Education

Written responses to the competencies for the mild/moderate OSAT exam have been infused throughout the core special education curriculum as an additional assignment. Response to mock special education scenarios have been added as an essay assignment in order for teacher candidates to practice answering the Constructed Response sub-area. Incorporating case studies with essay-style written responses will be infused into the core courses.

Section IV – Student Satisfaction

Administration of Assessment

IV-1. How were the students selected?

Northwestern has five major sources of data for student satisfaction: 1) the Noel-Levitz SSI 2) NSSE, a national student engagement survey; 3) the graduate studies survey; 4) course evaluations, an internal online survey; and 5) the alumni survey, an internal survey. The Noel-Levitz SSI was administered online to all undergraduate students during April 2013. NSSE (National Survey of Student Engagement) is done on rotation and was administered last in 2014. Student selection is completed by NSSE and is a random selection based on supplied database of Northwestern first-year and senior students. The graduate studies survey, last administered in 2013, is sent to all graduate students. Course evaluations are done online. Each of the over 900 courses on all campuses are scheduled into a computer lab in November and all students in class are required to take the assessment. Alumni surveys are sent to all students who graduated one year and five years ago.

IV-2. What were the analyses and findings from the 2013-2014 student satisfaction assessment?

The Noel-Levitz SSI was last administered in 2013. The Noel-Levitz 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 655 students participated in the Noel-Levitz SSI of the 1,957 total undergraduates enrolled (33.5%). Participation decreased slightly from the previous year when 809 out of 2,049 students completed a student satisfaction survey (36.5%.) With the transition to an online survey, this was still a very good response. Northwestern performed better than the national benchmark in most areas of student satisfaction. Areas of strength included advising, course availability, campus safety, faculty availability, online access to services, a welcoming environment, and adequate and accessible computer labs. Challenges included registration conflicts, faculty fairness to students, timely feedback from faculty, timely financial aid awards, information availability, and living conditions in residence halls. The Noel-Levitz SSI will be administered again in 2016.

Course Evaluations apply directly to student satisfaction of academic programs. Of the 2,076 undergraduate students, 1,865 (89.8%) participated in course evaluations. Northwestern students believe faculty encouraged them to actively participate in the course and provided ample opportunities to ask questions. Students believed instructors were generally well prepared for each class. Students believe that faculty could improve the types of assignments for a better understanding of course contents, improve the clarity of their presentations, and vary teaching methods to help students learn.

The alumni survey was sent out to graduates who received a bachelor's degree from Northwestern in 2008 and 2013. There were 73 respondents. Data from the survey is currently being reviewed by the Office of Assessment and will be reported to the Office of Career Services and university administration.

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

The General Education Committee will begin reviewing the results from the 2014 administration of NSSE as part of a triangulated assessment of general education outcomes. The NSSE and ETS Proficiency Profile results from 2014 will be reviewed and help guide adjustments that need to be

made to the general education curriculum. Noel-Levitz results that were reported to several institutional areas in 2013 to guide goals toward improvement in institutional assessment plans. Student responses to course evaluations continue to be used in annual faculty evaluation and in making adjustments to instruction.