



**NORTHWESTERN OKLAHOMA
STATE UNIVERSITY**

ANNUAL REPORT OF 2016-2017 STUDENT ASSESSMENT ACTIVITY

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

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ANNUAL REPORT OF 2016-2017 STUDENT ASSESSMENT ACTIVITY

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Assessment Budgets

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

Provide the following information regarding assessment fees and expenditures for 2016-17:

Assessment fees	
Assessment salaries	
Distributed to other departments	
Operational costs	
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ANNUAL REPORT OF 2016-2017 STUDENT ASSESSMENT ACTIVITY

Section I – Entry Level Assessment and Course Placement Activities

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

During the 2016-2017 academic year, Northwestern Oklahoma State University (NWOSU) used ACT or SAT scores as well as an entry-level assessment tool, the Accuplacer, to determine course placement.

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

NWOSU used cut scores to determine the need for remediation.

I-3. What options were available for the students to remediate lack of preparedness?

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

1. Re-taking the ACT and scoring 19 or higher on the appropriate subtest. (NOTE: Students may take a residual ACT one time only.)
2. Achieving the appropriate score on an Accuplacer test.
3. Successfully completing the appropriate remedial course with a passing grade.

Analyses and Findings

I-4. 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 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 have added a co-requisite course, ENGL 1114 Composition I with Lab and MATH 1514 College Algebra with Lab. In both cases, the remediation is built into the credit-bearing course, which accounts for the extra hour of credit (1113 instead of 1114, 1513 instead of 1514). We have done this as part of the state co-requisite scaling project, an initiative that is part of Complete College America.

TABLE 2. Percent of former Remedial Students Passing Credit-Bearing Courses in 2016-

2017.

Subject	11-12	12-13	13-14	15-16	16-17
English 0123 to Comp II 1213 English Proficiency Level >C	64.5	55.6	65.9	44.4%	66.7%
Math 0013 to College Algebra Proficiency Level >D	71.4	70.2	65.9	72.4%	78.6%
Math 0123 to College Algebra Proficiency Level >D	82.3	70.3	60.8	77.8%	76.14%

Section II – General Education Assessment Administering Assessment

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

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

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

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

Second in the three-prong approach to assessing general education, is the ETS Proficiency Profile. Administered annually during April of each academic year, the ETS 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 Proficiency Profile 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 used to motivate students to substantively participate in the assessment.

The ETS Proficiency Profile is administered annually in April. In order to motivate students to participate, students are encouraged to complete the exam on a walk-in basis over a two day period. If the students are unable to take the assessment on one of the scheduled days, students are able to reschedule with the Director of Assessment & Institutional Effectiveness in order to arrange a convenient time. Students are informed via letter, 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.

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

None as of the 2016-2017 academic year. The General Education Committee completed a review of the general education curriculum at the end of the 2016-2017 academic year. We did not assess the general education curriculum during this time as we implemented the new general education curriculum in fall 2017.

Analyses and Findings

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

The General Education Committee completed a review of the general education curriculum at the end of the 2016-2017 academic year. The new general education curriculum was implemented in fall 2017. NWOSU will begin gathering data for general education assessment during the fall 2017 semester.

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	64%	52%	20%	22%	16%	25%
Reading, Level 2	29%	24%	18%	18%	53%	58%
Critical Thinking	0%	2%	22%	12%	78%	85%
Writing, Level 1	56%	47%	29%	34%	16%	19%
Writing, Level 2	16%	12%	33%	30%	51%	59%
Writing, Level 3	4%	4%	24%	17%	71%	79%
Mathematics, Level 1	51%	37%	24%	28%	24%	35%
Mathematics, Level 2	36%	16%	16%	21%	49%	63%
Mathematics, Level 3	4%	3%	24%	9%	71%	87%

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

Northwestern will use the same standardized testing (ETS Proficiency Profile) for mid-level students annually and will continue to track student cohorts from first year to senior using data collected through NSSE every three years. Participation in the ETS Proficiency Profile has decreased, but scores have stayed consistent over the past 5 years. Findings were not examined during the 2016-2017 academic year as the general education curriculum was revised for the 2017-2018 academic year.

The Director of Assessment will cooperate with deans, faculty and department chairs to increase participation on the 2018 ETS Proficiency Profile administration. The NSSE, ETS Proficiency Profile as course level assessment measures will be triangulated and reviewed after the 2017-2018 academic year examining the findings under the newly implemented general education curriculum.

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

The General Education Committee completed a general education review that went into effect at the beginning of the 2017-2018 academic year. The committee will begin using the

new assessment measures during the 2017-2018 academic year. General education assessment did not take place in 2016-2017 due to the review. The evaluation of general education assessment will be a triangulation of data from course assessments, the ETS Proficiency Profile, and first-year students' responses to selected NSSE questions to determine trends and present a set of concise results to the committee for recommendations to improve student learning in general education.

**Section III – Program Outcomes
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 3. Program Outcomes Assessments 2016-2017

Degree Program	Assessment Measures	Numbers of Individuals Assessed
Adult Ed. Mgmt. & Admn. M.Ed.	Portfolio Defense	16
Agricultural Education	OSAT	5
Counseling Psychology M.C.P.	Comprehensive Exam	14
Early Childhood Education	OSAT	7
Educational Leadership M.Ed.	Elementary (OSAT)	6
	Secondary (OSAT)	4
Elementary Education	Subtest 1 (OSAT)	23
Elementary Education English	Subtest 2 (OSAT)	23
	ACAT	11
English Education	OSAT	4
Health & Sport Science Education	OSAT	2
Mass Communications	Portfolio Review	14
Mathematics Education	OSAT	0
Music	BA Jury Examination	0
Music	BM Jury Examination	2
Music Instrumental Education	OSAT	1
Music Vocal Education	OSAT	0
Nursing	NLCEX RN	37
Reading Specialist	OSAT	1
School Counseling M.Ed.	OSAT	4
Science Education	Biology OSAT	2
	Chemistry OSAT	1

Social Science Education	OSAT	1
Social Work	Capstone	5
Sociology	Proposal	8
	Final Exam	8
Special Education	Mild/Moderate	2
	State Attempts	45
Speech Theatre	Speeches	7

Analyses and Findings

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

Assessment methodologies include both direct and indirect measures to assess how well students in undergraduate degree programs meet program goals set by faculty. Academic units are encouraged to use multiple assessment methods to triangulate data and avoid bias, so increases were seen in the types of assessment utilized. The direct and indirect assessments used and reported in 2016-2017 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

Qualitative Methods

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

All Northwestern degree programs submit an annual assessment plan and report results. Assessment plans and reports are developed by department Chairs and faculty from the programs. Follow-up communication is continuous throughout the process between the Director of Assessment and Institutional Effectiveness, the department Chairs, and the deans.

School of Arts and Sciences

Biology

Students met the measure of success in 3 of the 5 SLO's. Results from SLO 1: 62% pass rate (70% indicates measure of success); SLO 2: 57% pass rate (75% indicates measure of success); SLO 3: 100% pass rate; SLO 4: 96% pass rate; SLO 5: 95% pass rate.

Chemistry

Students met the measure of success in 2 of the 4 SLO data reported in the table above. Results from SLO 2: 75% pass rate (75% indicates measure of success); SLO 3: 84% pass rate (75% indicates measure of success); SLO 4: 85% pass rate (85% indicates measure of success); SLO 5: 71% pass rate (90% indicates measure of success).

Computer Science

Our CMSC students are being successful in obtaining full-time employment in the field. Students are working a variety of areas of CMSC including hardware, software, web development, and networking.

Criminal Justice

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

English

The department is doing a fair job of instructing students in a variety of areas, from correct sentence structure to articulating a coherent literary philosophy; however, there is room for improvement.

English Education

Students taking the OSAT and OPTE passed examinations. While individual scores suggested areas of strengths and weaknesses in content and constructed responses, overall, the assessments yielded passing scores.

History

Students majoring in history performed well in the capstone course for the program and the content area capstone course in the program, earning well above the expected course grade in both courses.

Mass Communication

Students exceeded the measure of success for following professional media standards to create audio productions, video productions, media writing items, visual design items, and strategic communication items. Students also exceeded the measure of success for reviewing situations and determining effective intercultural communication strategies. Students, however, did not meet the measure of success for application of these strategies. In addition, students did not meet the measure of success for reviewing and analyzing mass communication related research. (This was the first year of assessment for this area.)

Mathematics

No program completers for the 2016-2017 academic year.

Mathematics Education

No program completers for the 2016-2017 academic year.

Music – B.A.

No program completers for the 2016-2017 academic year.

Music – B.M.

Students are successfully reaching the projected goals.

Music Education Instrumental and Vocal

As for the OSAT scores, music education students at Northwestern have scored well in all sub-areas except Music History. The curriculum for music history classes has been carefully revised for the current and future academic years.

Political Science

92% of the political science students who enrolled in the two assessment courses performed at or above the expectations for the major in terms of content area knowledge, skills, and demonstrated abilities.

Social Science Education

The OSAT 017 (which covers US History, Oklahoma History, Government and Economics) consists of 80 selected response questions that comprise 85 percent of the total test score and one constructed response essay question that comprises 15 percent of the total test score. For OSAT 017 exams, the total test score and each sub-area score is reported as a scaled score on

a 100 to 300 scale, with a score of 240 or higher representing the 80 percent score that is designated as passing score for all OSATS.

The average score for all Program Candidates for the year included in the data sets for OSAT 017 average 268. This average is 28 points above the require passing score of 240. The percentage of all Program Candidates taking OSAT 017 for the year of data included in this report is 100 percent passing.

Sociology

Sociology majors, who have completed the majority of their coursework from NWOSU, are well prepared to enter the workforce or a graduate program in their discipline. The curriculum appropriately prepares these students for post graduate work.

Social Work

Social work education is based upon a competency based educational model. Students are assessed based on the demonstrated mastery of 9 competencies through 31 operational practice behaviors. Results indicated competency benchmark performance was obtained for all competencies with the exception to competency 9 (Evaluate practice with individuals, families, groups and communities).

Speech Theatre

Measures of success were met for Student Learning Outcomes 1-4 which address informative speaking, persuasive speaking, small group communication, and theatrical production. Part of measures of success for the intercultural communication area (SLO 5) was met; the students continue to score better when generating strategies than when incorporating or using those strategies for effective intercultural communication.

School of Professional Studies

Adult Education Management and Administration M.Ed.

SLO 1: One hundred percent of Adult Ed students enrolled in EDUC 5903/Higher Education Philosophy and practice scored at an 80% or above on the final exam. The measure of success was exceeded, showing that Adult Ed students enrolled in the course properly analyzed and understood the historical roots and development of higher education in the United States, including its various programs and services, financial support, and contemporary roles and missions, including historically black colleges, independent Christian colleges, etc. Additionally, 100% of Adult Ed students enrolled in EDUC 5903/Higher Education Philosophy and Practice scored at an 80% or above on the Chronicle of Higher Education article reviews. This exceeded the measure of success, illustrating that students understood and could explain current issues/problems facing higher education.

SLO 2: Ninety-one percent of Adult Ed students scored at an 80% or above on the book

reviews assignment for EDUC 5913/The Learning College, exceeding the measure of success. This illustrates that Adult Ed students understand the Learning College concept and contemporary learning strategies. The new adjunct instructor who taught EDUC 5913/The Learning College did not give a final exam in the course during the 2016-17 academic year, but the Associate Dean of Graduate Studies will ensure that the adjunct instructor who teaches

the course will use the final exam as a performance assessment in the future. Additionally, 91% of Adult Ed students scored at an 80% or above on the lesson plan assignment for EDUC 5913/The Learning College, exceeding the measure of success. This shows that Adult Ed students understand how to design a lesson using all six levels of Bloom's Taxonomy.

SLO 3: The current instructor of EDUC 5953/Institutional Management has done away with the case studies assignment, so no results are available for that assessment. However, 82% of Adult Ed. students enrolled in EDUC 5953 scored at an 80% or above on their research paper. This exceeds the measure of success, showing that students could research an administrative position in higher education and could discuss the duties and responsibilities of the position chosen. The current instructor also uses the research paper as the course's final exam. Thus, 82% of Adult Ed. students enrolled in EDUC 5953/Institutional Management scored at an 80% or above on their research paper/final exam. The results showed that Adult Ed. students understood the four frames of management and could incorporate them into their research papers.

SLO 4: One hundred percent of Adult Ed students scored at an 80% or above on the research project in EDUC 5933/Classroom Research and Institutional Effectiveness. Since the measure of success was exceeded, the evidence shows that all Adult Ed students enrolled in the course learned how to collect, interpret, and report data by designing and carrying out a research project. Additionally, 100% of students enrolled in EDUC 5933/Classroom Research and Institutional Effectiveness scored at an 80% or above on the power point assignments.

Agriculture

While student performance during the 2016-2017 academic year did not always meet expectations for each Student Learning Outcome methodology outlined in the Agriculture Department Assessment Plan, improvements were often shown in comparison to previous academic years. It is important to note that sample size was limited for many methodologies; changes in the agriculture program / curriculum will be considered as additional data warrants.

Agriculture Education

Looking at the reported data tables, candidates were found to be at an acceptable level of performance in each assessment overall. All candidates passed the OSAT, indicating strong content knowledge, and candidates performed well in the areas of lesson planning, teaching,

and student learning. Some candidates' performance levels fell in an unacceptable range on an individual case basis, but overall scores did not indicate a problem. In sum, the majority of candidates were found to be at an acceptable or target level of performance in all assessment areas, and it is recommended to continue working toward more target outcomes.

Business

The Peregrine Exam was completed by 31 (Accounting -10, BBA – 21) students in the business capstone course, MGMT4433, Business Policy.

Business Administration majors Peregrine Exam results were: 1) range 33.33% - 59.17%, 2) mean score =45.91% and 3) standard deviation 7.31, and 4) 18 out of 31 students were at or above the 50 percentile. Four topics (Ethics, Integrated Strategy, Microeconomics, and Marketing) had aggregate topical scores above the 50th percentile. Areas needing the most improvement are: 1) Global (4%), 2) Quantitative Research and Statistics (6%), and 3) Information Systems (10%).

Accounting major exam results were: 1) range 33.89% - 62.22%, 2) mean score 49.83%, 3) standard deviation 10.09, and 4) 7 out of 10 were at or above the 50 percentile. Four topics (Accounting, Strategic Management, Financial Statements and Ratios, and Marketing) all scored above the 50th percentile for this cohort of students. Areas needing improvement include Quantitative Techniques and Statistics (33%), Economics (37%) and Individual Taxation (37%).

Counseling Psychology (M.C.P.)

The program is providing the necessary knowledge for students to enter the counseling field overall.

Curriculum & Instruction

No program completers during the 2016-2017 academic year.

Early Childhood

All candidates are required to pass with at least a score of 240 out of 300. All teacher candidates have to pass this test to be able to proceed to the professional semester. 7 candidates passed the test to be able to move on to the professional semester.

Educational Leadership

Candidates continue to score low in the sub-area tests that require writing skills. Faculty stress writing in classes, particularly with the use of case studies and assignments also require application of content and the use of critical thinking skills. A contributor to the low pass rate is candidates who take the test multiple times and fail each time. The data in the table above reflects each time a test was taken even though who take the test more than once.

Elementary Education

The data suggest a slight decrease in the number of students passing subtest 2.

Health and Sports Science

SLO 2 we feel was the result of teaching and material experience. This was a first time instructor with no previous experience. SLO 1, 3, 4, and 5 success measure was achieved.

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 2016-2017 is 100%. Mean scores for teacher candidates across the state taken at the same time in 2016-2017 was 241, Northwestern Oklahoma State 263. 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 three, with a difference of five points and subarea five with a difference of thirty five points.

Non-Certificate Option (M.Ed.)

SLO 1: Fifty percent of students enrolled in the M.Ed. Non-Certificate option scored at an 80% or above on the research report in EDUC 5013/Introduction to Research. Also, 50% of students enrolled in the M.Ed. Non-Certificate option scored at an 80% or above on the course's article reviews. The measure of success for both was not met. This was due to the small sample size, 2 students, who were enrolled in EDUC/Introduction to Research during the 2016-17 academic year. One of these students failed the class (after having withdrawn from it previously). Subsequently, he failed the research project and article reviews. Since failing the class, he has withdrawn from NWOSU.

SLO 2: No M.Ed. Non-Certificate students were enrolled in EDUC 5203/Educational Practices during the 2016-17 academic year. No data is available for analysis.

SLO 3: No M.Ed. Non-certificate students were enrolled in EDUC 5212/Psychology of Teaching during the 2016-17 academic year. Thus, no data is available for analysis.

SLO 4: No M.Ed. Non-certificate students were enrolled in EDUC 5822/Multicultural Education during the 2016-2017 academic year. Hence, no data is available for analysis.

Nursing

BSN Student Learning Outcomes are measured in the junior and senior nursing courses. Course objectives and assignments are tailored to meet the program SLOs.

First-time NCLEX Pass Rate issue exists.

Psychology

The assessment demonstrated that students are not meeting the goals set by the department, although the percentage is not significantly lower than the goal in most cases.

Reading Specialist

Program completer scored above passing in each area, with a perfect score in Foundational Knowledge. The lowest score was the Role of the Reading Professional.

School Counseling

Candidates scored well on the School counseling exam. At this time no changes needed.

Secondary Education

No program completers during the 2016-2017 academic year.

Science Education

All candidates completed each assessment as required by the Specialty Program Area and NWOSU's education program at "acceptable" or "target" level.

Special Education

Based on the data, it is evident that continued program evaluation and modifications are needed to improve student preparation and thereby their performance on the certification exams. This is a continuous and ongoing process. Student, instructor, and administrator input in addition to the collected data is being utilized to make these improvements.

Other Assessment Plans

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

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

School of Arts and Sciences

Biology

For SLOs 1 and 2 (for which the measure of success was not met), the following recommendations are as follows respectively: Appropriate faculty will review the measure of

success and evaluation for possible revisions next academic year, and This is an improvement from the previous year's pass rate using the same instrument and same instructor; importance of taking the assessment seriously will continue to be stressed.

Chemistry

For SLOs 4 and 5 (for which the measure of success was not met), the following recommendations are as follows respectively: Faculty are recommending a more common 75% pass rate as the measure of success., and The importance of this signature assignment will continue to be stressed during the course.

Computer Science

We have recently increased our offerings in Game Programming and Robotics. This is a fast growing area of CMSC.

Criminal Justice

We do not anticipate making changes to the curriculum or assessment strategies.

English

1. The department needs to determine if the ACAT exam is the best measure of student knowledge in relation to our curriculum.
2. The department needs to embed the senior exit survey into the culminating course, ensuring all students complete the survey in order to offer an accurate reporting of results.
3. Changes have been made to upcoming schedules and future rotations to better utilize faculty's varied areas of expertise to offer students more diverse courses.

English Education

The English department continues to communicate closely with the Education department in order to provide educational opportunities for teacher candidate success. Both departments work together to refine procedures for teacher candidate preparation and assessment, including additional review for the constructed response section of these assessments. The English department is studying and implementing suggestions to align coursework requirements with candidate needs in order to continue success in content preparation and licensure assessment.

History

We do not anticipate making any adjustments to the requirements for either course or the program's curriculum.

Mass Communication

Recent additions and updates to equipment and software have been made to continue to provide students with appropriate and effective learning experiences in mass communication areas.

Curriculum is being reviewed to determine in what courses topics of concern may be

addressed to provide additional exposure to these topics as well as more application opportunities in these areas. These topics include strategies for effective intercultural communication and review and analysis of mass communication related research.

Mathematics

No program completers for the 2016-2017 academic year.

Mathematics Education

No program completers during the 2016-2017 academic year.

Music – B.A.

No program completers for the 2016-2017 academic year.

Music – B.M.

None required at this time.

Music Education Instrumental and Vocal

This semester the music faculty submitted significant modifications to both the vocal and instrumental Bachelor of Music Educations degrees. The revisions are focused not only on improving the curriculum and student learning, but making the degrees more competitive nationally. If approved, the music faculty anticipate more students will choose to attend our school majoring in music education

Political Science

We do not anticipate making any adjustments to the requirements for either course or the program's curriculum.

Social Science Education

During the 2016-2017 school year, the Social Science Education program is under a new catalog of requirements that have been streamlined so that students have more focused class requirements in order to pass the exams. Additionally, the history department is placing a greater focus on analysis of information and writing essays in history content courses to help candidates increase their ability to gather information and increase written communication skills.

Sociology

We do not anticipate making any curriculum or teaching strategy changes to the sociology program at this time.

Social Work

The social work program is finalizing a new Assessment Plan which will meet the CSWE assessment requirements of the 2015 EPAS. Assessment measures include a field instrument

and a course embedded measurement for each competency. The new assessment plan will capture all program options, as defined by CSWE, by dis-aggregating the data by campus location. These revisions to the current assessment plan will inform the program modifications needed to improve knowledge attainment and performance of each competency. Full execution of the new plan will be available in the fall 2017 with results being reported on the 2017-2018 annual assessment report. Curriculum plans will target competency 9 through content and assignments in SOCW 3293, 4023, and 4113.

Speech Theatre

All aspects addressed by the speech and theatre program's SLOs have been strengthened through recent program modifications and course updates. Use of strategies for effective intercultural communication is being expanded across the speech communication coursework. This includes SCOM 3133 Interpersonal Communication (a new course to be offered for the first time fall 2017). This addition will provide more opportunities for students to learn about and practice use of intercultural communication strategies.

School of Professional Studies

Adult Education Management and Administration M.Ed.

Since the state of Oklahoma no longer requires education students to maintain portfolios as part of their degree programs, the Office of Graduate Studies will begin using a comprehensive exam as the assessment measure for the M.Ed. Adult Education Management and Administration track starting during the fall 2017 semester. This change was approved by OSRHE during the summer of 2017. Since the measure of success was exceeded, the data shows that students were able to use power point presentations to teach lessons on various methodologies and techniques of research design to their peers.

Agriculture

While student performance for NWOSU Agriculture Department SLO's was deficient in some areas, 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, major changes in the agriculture program / curriculum are not planned for the 2017-2018 academic year as additional data is necessary to accurately evaluate agriculture academic programs.

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

Recommendations were made to improve individual candidate areas where an unacceptable rating was achieved. There did not seem to be uniform themes of low performance among a

group of candidates. However, we recommend the following. Lesson plan development and delivery showed weak areas, so we hope to work with candidates to improve their plans and delivery better. Student learning scores were low in unit learning goals and objectives, and professional documentation. Finally, we strive for 100%, so it also recommended to improve acceptable levels of performance to target levels of performance in all assessments using the data provided in the TEAMS report.

Business

The accounting faculty will be reviewing student learning outcomes in all discipline areas and courses beginning in AY2017-2018. The areas that have the low scores in this report are different than in previous reports. Therefore, a new emphasis on topics, assignments, and tools of measuring may be developed to cover these new areas.

Faculty in management, marketing, legal, and finance will be reviewing student learning outcomes beginning in AY2017-2018. More simulations, team work, and other assignments were developed to address weaknesses in previous reports which has improved exam results. The areas addressed will be considered in reviewing student learning outcomes.

Counseling Psychology (M.C.P.)

Improve the teaching and assessment of the Multicultural Counseling training of our students.

Curriculum & Instruction

No program completers during 2016-2017 academic year.

Early Childhood

The data demonstrates that the program completers have a strong content knowledge in all NAEYC Standards. One of the areas which continuously gives candidates a difficult time is the Constructed Response subarea which requires the candidate to address an educational issue in Early Childhood Education. The candidates each have the opportunity to showcase knowledge and application of that knowledge of these issues. The necessary writing skills were still not up to standard though. The team decided to continue to enhance and highlight classroom opportunities to strengthen these skills in the future. The professors continue to include coursework to include classroom opportunities to address the writing skills necessary to score highly on the Constructed Response. The team also has included classroom opportunities to meet the OSAT competency requirements through projects.

Educational Leadership

The program has changed four of the six primary assessments due to feedback from the specialized professional association in a report received in February, 2017. The report indicated the assessments previously used were inadequate, thus the creation of four new assessments that are being embedded into coursework. The data from the new assessments

became available beginning May, 2017. During the fall, 2017 and spring, 2018 semesters, there will be full implementation of the new assessments thus data will be available for analysis. The analysis will include reviewing test scores and the new assessments to determine if there is a correlation between them.

Elementary Education

The courses taken to cover this content are methods courses. The courses have been realigned to focus on a variety of content as well as methods for teaching in these areas. The OSAT standards review are also incorporated into each course.

Health and Sports Science

No instructional changes are being implemented 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, IV- Safe Living and Risk Reduction, VI- Health and Physical Ed Program, and VII Constructive Response. Scores showed areas of improvement needed in subareas III Motor Skills and Movement Activities and V Consumer, Community, and Environmental Health. Faculty will review NASPE standards related to this area to ensure all content subject matter is addressed to enable students’ success. More long term analysis would be necessary before making definite pedagogical instructional changes. In general, scores on the OSAT provide evidence that teacher candidates are meeting NASPE Elements 1.1-1.4.

Non-Certificate Option (M.Ed.)

No instructional changes are planned at this time. However, NWOSU's Vice President for Academic Affairs and the Associate Dean of Education has asked OSRHE to suspend the M.Ed. Non-certificate track after the 2017-2018 academic year due to low enrollment.

Nursing

Implementation of the Kaplan Curricular Assessment products to replace the ATI products that have been used for a number of years. Change made to strengthen student assessment as they progress through the curriculum.

Ongoing targeted interventions to address NCLEX pass rate issue include (1) change to Kaplan products; (2) Increased faculty development; (3) ongoing curriculum mapping to the NCLEX test plan; (4) increased faculty involvement in student remediation.

Psychology

A review of the content, delivery and content assessment of the courses required for the assessment will take place. A discussion of the grading system in some of the core classes is being discussed to improve students' understanding of expectations and thus, student success.

Reading Specialist

The program completer had not taken the capstone practicum course which focuses on the role of the reading professional. This particular program completer's scores indicate the candidate was adequately prepared for the exam.

School Counseling

School Counseling program recently revised all of the signature assessments to align with the school counseling standards and created a new matrix to identify where the standards are being addressed and which courses are evaluating the standards. This new alignment should provide valuable data to analyze and adjust

Science Education

Based on participation as Learning Assistants and feedback from students, future science education teacher candidates will be encouraged to complete at least one hour as a Learning Assistant in the science department as part of their degree program. The department will continue to engage in more direct recruitment efforts for the science education programs as initiated by the PhysTEC Recruitment Grant. Two candidates did not pass the Oklahoma Subject Area Test in their discipline on the first attempt. Candidates will continue to be advised regarding areas of encouraged self-study to better prepare for the exams.

Secondary Education

No program completers during the 2016-2017 academic year.

Special Education

The data indicates that students continue to struggle on the constructed response (Case Report) section of the exam. As such, the Mild/Moderate methods course has been adapted to include a period of direct instruction related to how to develop a professional response consistent with current guidelines and standards. Further, the program coordinator is monitoring student progress in the development of this skill-set and will continue to make necessary program adjustments to address this need.

Section IV – Student Satisfaction

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 April 2016.
- The **National Survey of Student Engagement (NSSE)** is administered every third year to all first year and senior students. The most recent administration was available from February to April of 2017.
- The **Graduate Student Satisfaction Survey** is administered every other year to all graduate students during April. The most recent administration took place in 2017.
- **Course evaluations:** All courses are required to be evaluated each fall semester (excluding tenured faculty, not up for tenure review). Business, nursing and education courses are evaluated during, both, fall and spring. Any faculty members that request his/her course(s) to be evaluated can do so during any semester (fall, spring and/or summer).
- The **Alumni Survey** was made available to all 2011 and 2016 graduates in summer 2017.

IV-2. What were the analyses and findings from the 2016-2017 student satisfaction assessment?

The Student Satisfaction Inventory (SSI) was last administered in 2016. 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 319 students participated in the SSI. Areas of strength included advising, course availability, campus safety, and faculty availability, online access to services, a welcoming environment, and adequate and accessible computer labs. Challenges included course offerings, registration conflicts, timely feedback from faculty, timely financial aid awards, and campus information availability. The SSI will be administered again in 2019. 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 administration was available from February to April 2017. When asked to rate their overall experience 87% of first-year

students and 70% of senior students responded with “Excellent” or “Good.” When asked if they would attend this institution again, 88% of first-year students and 68% of senior students responded “Definitely” or “Probably.”

The graduate studies satisfaction survey was made available to all graduate students. Fifty students responded. When asked to rate their level of satisfaction with the NWOSU graduate just over 90% of the respondents answered either “extremely satisfied” (58.5%) or “somewhat satisfied” (31.7%) with the graduate program at NWOSU.

Course Evaluations apply directly to student satisfaction of academic programs. Of the 2,218 undergraduate students, 1705 (76.8%) 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 2011 and 2016. There were 52 respondents. Forty-two respondents reported that they were either “very satisfied” or “satisfied” with the educational experience they had at Northwestern.

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

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

The Noel-Levitz results that were reported to several institutional areas in 2016 will continue to guide goals toward improvement in annual institutional assessment plans. Student responses to course evaluations continue to be used in annual faculty evaluation and in making adjustments to instruction. The results from the graduate student satisfaction survey were reported to the dean of graduate studies and will be used to guide departmental goals.

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

Assessment Budgets

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

Provide the following information regarding assessment fees and expenditures for 2016-17:

Assessment fees	\$0
Assessment salaries	\$50,000
Distributed to other departments	\$0
Operational costs	\$15,523.70
Total Expenditures	\$65,523.70