



**NORTHWESTERN OKLAHOMA
STATE UNIVERSITY**

ANNUAL REPORT OF 2012-2013 STUDENT ASSESSMENT ACTIVITY

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

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ANNUAL REPORT OF 2012-13 STUDENT ASSESSMENT ACTIVITY

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- 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 2012-2013 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, and science. Of the 426 entering Northwestern entering freshmen, 249 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 has undergone major changes with the implementation of new remedial courses. The slated courses were “test-piloted” in the Spring 2013 semester and a department-wide pilot of the new combined zero-level course as well as the composition sequence is ongoing in the fall of 2013. 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 are being 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.) 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 for review by the committee.

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 2013 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%.) NSSE (National Survey of Student Engagement) is done on rotation and was administered last in 2011. A new administration of NSSE will occur in 2014. Course Evaluations apply directly to student satisfaction of academic programs. Of the 2,049 undergraduate students, 1,957 (95.51%) participated in course evaluations. This is a significant improvement in participation and feedback from the previous year (87.1%.) The alumni survey was sent out to graduates who received a bachelor's degree from Northwestern in 2007 and 2012. There were 68 respondents.

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Section I – Entry Level

Administering Assessment

I-1. How were instruments administered?

During the 2012-2013 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, and science. For the science testing, reading and arithmetic scores are used to place or hold students into science classes. The 2012-2013 academic year was the twelfth year Northwestern participated in the Accuplacer testing.

I-2. Which students were assessed?

Of the 426 entering Northwestern entering freshmen, 249 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 2012-2013 entry-level assessment?

A total of 393 individuals were tested during the 2012-2013 academic year, of which 226 enrolled at Northwestern.

TABLE 1 –Accuplacer Test Results for enrolled Northwestern Students 2012-2013

Accuplacer Test	Total tested		Students scoring at college level		Student requiring remediation	
	Count	Percentage	Count	Percentage	Count	Percentage
English	151	66.81	50	33.11	101	66.89
Math	185	81.86	23	12.43	162	87.57
Arithmetic for Science	122	53.98	10	8.20	112	91.80
Reading	127	56.19	41	32.28	86	67.72

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 3.

TABLE 2. Percent of former Remedial Students Passing Credit-Bearing Courses in 2012-2013

Subject	08-09	09-10	10-11	11-12	12-13
English 0123 to Comp II 1213 English Proficiency Level >C	67.8	83.0	85.9	64.5	55.6
Math 0013 to College Algebra Proficiency Level >D	76.6	87.4	75.0	71.4	70.2
Math 0123 to College Algebra Proficiency Level >D	87.7	68.7	72.2	82.3	70.3

The results from the 2012-2013 study shows of the former English remedial students, 55.6% received passing grades in 2012-2013 Comp II 1213 English courses. Passing grades in Comp II are a C or better to ensure English Proficiency. This continues a trend beginning in 2010-2011 of fewer students passing the credit-bearing course.

A passing grade in Algebra is D or better. Of the former students in remedial Pre-intermediate Algebra 0013 Math, 70.2% later received passing grades in credit bearing 1513 College Algebra in 2012-2013. No significant change has occurred since last year. Of those students originally enrolled Intermediate Algebra 0123 Math, 70.3% passed College Algebra in 2012-2013. 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 has undergone major changes. A new course, ENGL 0125 Reading and Literacy, was piloted in spring 2013, with the ultimate goal of replacing the two existing developmental courses with a single, 5-hour developmental course. Based on research and consultation with other schools that have undergone redesign, the course was designed to target both reading and writing simultaneously rather than as discrete skills. Scaffolding has been added to the composition program as well, with a support lab added for students who successfully pass the developmental course as well as students who are admitted directly into Composition I with marginal placement scores. Modifications to increase student engagement, including software and live tutoring support for students in Composition I and topics-based courses in Composition II, are being piloted within the composition sequence. A department-wide pilot of the new combined zero-level course as well as the composition sequence is ongoing in the fall of 2013.

The faculty in the mathematics department completed a complete 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 are being piloted in the fall 2013 semester at Northwestern.

As a result of the monitoring process and ongoing program redesign facilitated by Title III funding, several enhancements have been implemented in the fall 2013 semester by the Math department. These include the addition of supplement instruction in Math 0013 at the Woodward campus, the use of WebAssign software in all algebra classes at NWOSU, and incorporating student response systems to increase student participation in some algebra classes. WebAssign is an online homework program that allows student to work problems, view videos and tutorials, take quizzes, and receive immediate feedback. Student response systems allow instructors to immediately determine what concepts are being understood and what concepts need more work. The goal of each of these enhancements is to increase success rates in algebra classes and help students better progress to credit-bearing math. The math department is planning several follow-up meetings in the spring of 2014 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. A formal Assessment Day was not conducted in 2013 due to the number of instruction days lost because the university was closed for two weeks as a result of inclement weather. All assessments were administered during a week in April.

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

The General Education Committee is currently reviewing assessment data and recommendations from the committee chair for possible curriculum adjustment.

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.

II-5. What were the analyses and findings from the 2012-2013 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 for review by the committee.

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	61%	56%	18%	22%	22%	22%
Reading, Level 2	32%	26%	18%	18%	49%	56%

Critical Thinking	1%	3%	23%	12%	76%	85%
Writing, Level 1	58%	53%	29%	32%	13%	15%
Writing, Level 2	14%	13%	34%	32%	52%	54%
Writing, Level 3	6%	5%	22%	20%	72%	75%
Mathematics, Level 1	50%	39%	31%	29%	19%	32%
Mathematics, Level 2	18%	17%	30%	22%	52%	61%
Mathematics, Level 3	4%	4%	11%	10%	86%	87%

The executive summary of findings shared with the General Education Committee is as follows:

Critical Thinking

Cognitive skills were at or above national average skills as a whole from the ETS Proficiency Profile exam. However, cognitive skills were mixed among general education courses. Students achieved high pass rates in inductive and deductive reasoning, but pass rates below 70% were achieved in interpreting data, solving problems involving one and two variables, and graphing algebraic relationships. Scientific inquiry reporting revealed scores below the national average on the ETS, and pass rates were split between the two subareas. Students achieved low pass rates in understanding principles of the natural sciences, but a high pass rate was achieved for understanding the human context of science, including its history and impact on society. Student engagement was at or below the national average.

Areas for improvement

Efforts should continue in improving student learning in weak areas. The number of courses reporting these data could improve as a whole for a better understanding of how general education courses are impacting student learning. Although NSSE engagement scores were near the national average, there were no areas where students reported being more engaged; therefore, increasing student engagement should be considered.

Leadership

There were no competencies aligned with the ETS in the literacy competency, so general education course reporting and student engagement were used to make interpretations. Student engagement was at or below the national average in this competency but not alarmingly. In terms of global awareness, course reporting was unclear in the area of understanding the role of human values in cultural, ethnic, and racial diversity at the global level; therefore, making a clear judgment for student learning was difficult. Further, there were no data reported for understanding international social, political, and economic systems. A high pass rate was achieved from a low number of students in understanding international issues and events. High pass rates were achieved in the subarea of domestic awareness as large numbers of students exhibited proficiency. Self-understanding pass rates were low in understanding domestic social, political, and economic systems, and little to no data were reported in cultural diversity and principles of leadership. Students had high pass rates in ethical behavior and understanding principles of well-being. In the subarea of effective citizenship, students achieved low pass rates in understanding the rights and responsibilities of U.S. citizenship, and there were no data

reporting information for understanding principles of personal finance and consumer skills. High pass rates were achieved for understanding human behavior and ecological stewardship.

Areas for improvement

Areas where no data were reported are a concern and it is critical to improve in data collection for these courses. Efforts should continue in improving student learning in weak areas. The number of courses reporting data could improve as a whole for a better understanding of how general education courses are impacting student learning. Although NSSE engagement scores were near the national average, there were no areas where students reported being more engaged; therefore, increasing student engagement should be considered.

Literacy

ETS scores were at or above the national average in most areas of literacy as well as student engagement. Communication literacy pass rates were high in multiple areas, but analyzing the relationships among ideas in written material, including identifying cause-effect relationships were lower. No data were reported in multiple areas: drawing and defending reasonable conclusions, understanding the roles and applying effective strategies of verbal communication in professional and personal settings, and developing and delivering verbal presentations. No data were reported for technological literacy. In the subarea of information literacy, students achieved low pass rates in locating resources in the library and on the internet, but high pass rates were achieved in evaluating the credibility and relevance of written material. Pass rates were average or above average in aesthetic literacy and student engagement was high in these areas.

Areas for improvement

Areas where no data were reported are a concern and it is critical to improve in data collection for these courses, especially in entire subareas where no data were reported. Efforts should continue in improving student learning in weak areas. The number of courses reporting data could improve as a whole for a better understanding of how general education courses are impacting student learning.

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 2012-2013

Degree Program	Assessment Measures	Numbers of Individuals Assessed
Adult Ed. Mgmt. & Admn. M.Ed.	Portfolio Defense	7
Agricultural Education	OSAT	4
Biology	ACAT	18
Counseling Psychology M.C.P.	Comprehensive Exam	20
Early Childhood Education	OSAT	19
Educational Leadership M.Ed.	Core Principal (OSAT)	22
	Elementary (OSAT)	19
	Secondary (OSAT)	8
Elementary Education	Subtest 1 (OSAT)	23
	Subtest 2 (OSAT)	18
English	ACAT	8
English Education	OSAT	4
Health & Sport Science Education	OSAT	9
History	Capstone	5
Mass Communications	Portfolio Review	11
Mathematics Education	OSAT	1
Music	BA Jury Examination	4
	BM Jury Examination	6
Music Instrumental Education	OSAT	2
Music Vocal Education	OSAT	1
Nursing	NLCEX RN	27
Political Science	Capstone	1
Psychology	ACAT	13
School Counseling M.Ed.	OSAT	2
Social Science Education	OSAT	2

Social Work	Capstone	7
Spanish	Locally Developed Exam	2
Special Education	OSAT	5

Analyses and Findings

III-2. What were the analyses and findings from the 2012-2013 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 2012-2013 at Northwestern results are given below.

Quantitative Methods

Direct	Indirect
Capstone course	Final course grade
Class project (individual or group)	Graduate school acceptance of program grads
Commercial instrument or test	Program GPA
Comprehensive exams	Student graduation rates
Course embedded questions	Student program retention
Essay test question	Survey of graduates
Intercollegiate Competitions	Survey of internship supervisors
Juried review of performances and exhibitions	Survey of student satisfaction
Licensure or certification exams	Surveys of alumni
Major project	Surveys of department faculty
Multiple-choice test question	Surveys of employers
National Major Field Achievement Tests	Surveys of other faculty
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	

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. 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 was in each case 60% or greater. For each instrument, pre- to post-test performance yielded a statistically significant positive change. While BIOL 1224 (Zoology) showed the lowest pass rate on the instrument, the average change from pre- to post-test was 11 point per student (33% of test score); the maximum change was 25 points (76%). Only one student showed a negative change. In BIOL 3343, the pre-test average was 49% and the post-test average was 70%.

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. Of all of the students, only two had a 60% or lower performance on an instrument. The only cause for possible concern would be the lack of a normal distribution in the grades.

An instrument not reported on was a national standardized content exam. Because the structure of this national instrument has changed, there is no base-line value to compare this year's students to. The base-line data will grow and be available in future years.

Computer Science

There was limited assessment data for 2012-13 in Computer Science. The Computer Science department is considering alternative assessment methodologies including alumni surveys and embedded assessment within core courses.

Criminal Justice

The Criminal Justice students who enroll in and complete the CJ 4603 Administration and Management course and the Capstone 4723 course in the discipline are prepared to enter the field of criminal justice or apply to a graduate program. The two courses measure content knowledge and application, as well as problem solving abilities of each student. Students in Criminal Justice

who are not ready to complete these two discipline specific capstone level courses need remediation in the discipline and with their writing skills before they are ready to graduate. Through continued curriculum mapping, students have been placed into specific courses to enhance their critical thinking and writing skills.

English

Goal #1 for SLO 1 was not met. Of 8 English majors who sat for the ACAT exam, only two (25%) performed at the 50th percentile or above.

Goal #2 for SLO 1 was met with 100% of English major's maintaining a GPA 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 83% of majors completing the Graduating English Majors Survey. Of those, only 80% marked "agree" or "strongly agree" to questions related to preparation for research and analysis.

Goal #1 for SLO 3 was met, with 100% of English majors having no more than one structural flaw and no more than two significant mechanical issues on an essay response in ENGL 3413/World Literature.

Goal #1 for SLO 4 was not met, since the assessment is part of the new English Department Capstone course, which has not been offered..

Goal #2 for SLO 4 was not met, with only 83% of graduating seniors completing the Graduating English Majors Survey. Of those, 100% marked "agree" or "strongly agree" to questions relating to the department fostering "a respect for intellectual and human diversity."

English Education

The English Education candidates are passing the OSAT at 100% pass rate. One candidate had to take the test twice before passing it, but the candidate took his/her a majority of the coursework from another community college/university. The other assessments used, which include coursework, student teaching, and portfolio's, indicating all candidates are passing at a Competent or above level. The results of the assessments indicate the English Education candidates have a competent background in the English curriculum and are prepared to teach English in the classroom.

History

History and Global Studies students must complete two courses as part of the capstone process in the major in which several assessments are performed. These two courses include World History since 1945 and Historical Methods. Students have performed well on comprehensive final exams in both classes with the majority scoring at or above 75% on these tests. In both classes, students must research and write a signature assignment term paper or proposal. In both courses, students perform well with over 80% scoring at or above 75% on these assignments.

Mass Communication

Students majoring in mass communication are demonstrating effectiveness by reaching goals in audio and video production, graphic design, strategic communication, and online media. This indicates the methods being utilized in these program areas are effective.

In the media writing component of the mass communication program, students are struggling to

meet the goal of the 80% success rate. In order to increase the effectiveness in media writing, the faculty member will emphasize key areas within the media writing curriculum. A focus will be placed on grammar, AP style, and proper interviewing and source attribution skills. Other than an emphasis on these skills the faculty member will offer closer guidance during the writing and review process.

Mathematics

No students assessed in 2013 (no math graduates in spring 2013, there were several math education graduate who were assessed through the math education program).

Mathematics Education

Assessments 1,2,3,5,6,7,8 indicate that the Mathematics Education teacher candidates are doing well and have a good understanding of the content and required pedagogical skills needed to be an effective teacher. Assessment 4 suggested a possible weakness in the area of implementing technology in instruction.

Music – B.A.

Four BA candidates completed the jury. 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 were no BA candidates that took the piano proficiency or the sophomore examination during this academic school year. Due to the class rotation, music history was not offered; therefore, it cannot be assessed until 2014. One BA candidate took the music theory aural skills examination. The student passed the written examination however failed the aural skills portion. It is clear that a stronger emphasis needs to be placed on the success of the music theory assessment. The Music Department is currently evaluating the ways of accomplishing this need.

Music – B.M.

Six BM candidates completed the jury. 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. One BM candidate completed the sophomore examination. Based on the pass/fail system of the exam, there was a 100% success rate.

One student took the music theory examination. There was a 100% pass rate. The student was successful in the music theory examination however, in music theory 2 and 3, retention was low and students received poor grades. Because only one student took the examination, it is difficult to interpret data at this time.

Due to the course rotation, Music History was not offered in the 2012-2013 academic school year. Assessment will be evaluated this year.

One BM candidate took the piano proficiency examination. This student passed the examination.

Music Education Instrumental and Vocal

In the instrumental music education program, students proved to be successful in course work however did not pass the OSAT examination. Content questions on the OSAT examination in instrumental music has changed slightly. Within the vocal music OSAT, all students passed the examination. Major coursework included theory, aural skills, vocal pedagogy, choral methods, piano, instrumental literature and conducting.

Course:	# of Students	# Passing
Music Theory	3	2
Aural Skills	3	3
Vocal Ped	2	2
Choral Methods	4	4
Piano I	15	13
Conducting	3	3

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

Natural Science Education

Although there were no OSAT attempts in the 2012 – 2013 academic year, based on the history of OSAT performance over an extended period of time, advisees are now provided with a detailed breakdown of the typical strengths and weaknesses of the required core course work. All advisees are encouraged to take elective coursework in appropriate sub areas of the biology OSAT for improved preparation. More long-term solutions (such as a program modification) are under review.

Political Science

Political Science students completed the three assessments in good standing. The paper assignment in the POL 3103 course did reflect lower competencies overall, and this will be watched for trending. No changes in curriculum or assessment strategies are expected at this time. All POL students who applied to Law School during the past academic year were admitted. Law School admissions were to OU.

Social Science Education

At this time we are on track with our program.

Sociology

All students in the Social Theory 3203 course (27 total students) completed the course with scores on the term paper and the final exam at or above 75% of the total possible. These students appear to be achieving content mastery of key concepts, theories, and research findings in the field. In SOC 4723 both Sociology majors completed the course at or above the 77% and did well in demonstrating content mastery in the field.

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 2, 4 and 7. Competency- 2: Apply social work ethical principles to guide professional judgment; 4: Engage diversity and difference in practice; 7: Apply knowledge of human behavior and the social environment. Assessment data indicated competencies 1, 3, 6, 8, 10 and 11 as the highest areas of achievement for social work students. Explicit and implicit curriculum changes are planned for SOCW 3293, SOCW 3523, SOCW 3214 as a means to improve student achievement in the areas ethical principles, engagement in diversity in practice and application of human behavior knowledge.

Spanish

Two (2) students took the Spanish Exit Test this Academic Year. These two students scored 90% or above on all the tests. In all tests there was significant evidence of the students' strong Spanish linguistic skills. That is to say, proficiency at an advanced level in Spanish. This year, more emphasis was made on Spanish linguistic skills, which included accuracy and fluency in all time frames, past, present, and future. These skills support the students' communicative ability combined with the cultural component in our Spanish courses highlighted in Span 3113 Peninsular Spanish American Culture and Spanish 4223 Survey of Spanish American Literature. Similarly, the students scored 90% or above in the Oral Interview which included the cultural component of the Hispanic World. Thus, indicating knowledge and / or proficiency of the Hispanic culture. As a result, the learning outcomes were met.

Speech Theatre

Students within the speech & theatre program were able to effectively prepare & present informative speeches in public settings; however, they fell short with proper preparation & presentation of persuasive speeches in public settings. The ways in which persuasive speaking is incorporated in upper level speech classes needed to be reviewed to ensure enough opportunities to learn, improve, & practice these skills were provided. Small group communication skills were effective at the level of providing strategies when provided with a scenario; however, the students fell short with incorporating the strategies into their own communication during group discussions. The number of opportunities in the area of small group communication for speech & theatre majors needed to be increased. Students needed assistance with moving from providing the strategy to actually incorporating the strategy into their own group communication. For developing & directing a theatrical production, the majority of our majors over a three-year period (4/5) effectively completed the task. (For academic year 2011-2012, however, only 1 out of 2 students completed the task effectively.) This particular area needed to be observed over time to ensure that our speech & theatre majors are able to successfully direct a theatrical production.

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 93% 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 target score was exceeded, and the article reviews accurately assess student understanding of contemporary issues in higher education since target score was exceeded.

In EDUC 5913/The Learning College, 94% of students scored at an 80% or above on two book reviews, 94% 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 target score was exceeded. The final exam accurately assesses overall course content and students' understanding of their own teaching philosophy since target score was exceeded. The lesson plan illustrates student's understanding of Bloom's Taxonomy since target score was exceeded.

In EDUC 5953/Institutional Management, 93% of students scored at 80% or above on assigned case studies, 55% 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, student performance *failed* to meet target results, illustrating that graduate students need remediation in writing and research. 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

Student performance did not always meet expectations for each Student Learning Outcome methodology outlined in the 2012-2013 Agriculture Department assessment Plan. However, data were limited for most methodologies and, therefore, changes in the agriculture program / curriculum are not planned for the immediate future, but will be reconsidered as additional data warrants.

Agriculture Education

Looking at the reported data tables for each assessment, candidates were found to be at an overall acceptable level of performance in each assessment. One candidate was found unacceptable by failing the OSAT exam, but that candidate will re-take the exam. Some candidates' grades fell in an unacceptable range on an individual course basis, but mean scores did not indicate a problem overall. In sum, the majority of candidates were found to be at a target level of performance in all assessment areas.

Business

All Division Student Learning Outcomes- Test scores should rise with the new catalog. Graduating Students Have Well-Developed Communication Skills/Technology Competence- This assessment is pulled from the Policy stockholder presentations. All faculties are involved in grading the students. Scores are averaged together, but the scores are team based, not individual. John noted that the communication skills are stable, above performance (80% sufficient), and the goal should not change. Graduating Students to Think Critically- COMP XM is used in the capstone simulation for Policy. It is individual based on a team simulation and the student also does a query that follows data used to test the student. The goal is 50% we are at 30%. It may be time to rethink what the students do or add other ways to measure critical

thinking. Business Math could help this data increase, but because it started in F-13, we cannot determine this now. Good Ethical Judgments- Our students are meeting but not exceeding- is the bar is too low? Faculty will continue to watch for a fall, but as of now, we are consistent. Also, the updated information is not complete. Program Goals for Accounting Majors: Appropriate Accounting Skills-Assessment used Accounting Information Systems which is not offered every semester so there are 4 different semesters in the chart. The chart looks good, and may be a positive trend. Know Accounting Standards for Accounting Profession (Code of Conduct)- The given data is from the Oklahoma Accounting Board, but they have not been able to give 2012-13 data and referred us to a National company that sells reports, but NWOSU is not listed on the report. Accounting Students-CPA Exam by Certifying Bodies, Code of Conduct- This will be sent to the Accounting faculty to think of new measure for the Code of Conduct measurement and how to measure. Program Goals for BA Major: basic knowledge across the board- The students taking the Major Field Test scores in each area, and we are not close to the average. The accounting scores, on average, are higher than the Business Administration's on the MFT. Program Goals for Organizational Leadership Major- There are no observations because no pretest was given. Program Goals for Technical Management- The division has had one student since the summer of 2011 for Technical Management. The same rubric is used for business students and their detailed analysis, for the assessment, same case.

Counseling Psychology (M.C.P.)

Only 60% of students met the criteria of passing written comprehensive exam Counseling Theory section at the set level of 80%. Twelve of 20 scored at or above the 80% level with 6 students in the 70-79% level (which is passing for the comprehensive exam). Two students scored below 50%. One hundred percent of students taking the comprehensive exam oral portion were able to articulate a counseling theory at the acceptable 80% level. The SLO for Theory was only partially met.

On the Counseling Strategies section of the comprehensive exam, 14 of 20 students or 70% passed at with a score at or above the 80% cutoff mark. Six students scored between 70-79% which is a passing level for the overall exam. On applied strategies and techniques, 92% of students were able to demonstrate effective use of strategies and techniques. The Strategies SLO was partially met.

On the Assessment/Appraisal section of the Comprehensive Exam, 60% of students scored at or above the acceptable level of 70% or above suggesting that improvement is needed.

On the Research section of the Comprehensive Exam, only 60% of students scored above the 70% cut-off level. Twelve students scored at 70% or above with 8 scoring below 70%. Improvement in research ability is indicated. Of the 37 students enrolled in Introduction to Education Research, 100% completed the Literature Review at the 70% level or better.

Curriculum & Instruction

The Curriculum & Instruction M.Ed program does not have any candidates currently enrolled. There is no data or 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 principals, but does not adequately prepare candidates to be 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).

Elementary Education

The Elementary Education program found a weakness in Subtest 1 the Areas of Reading and Constructed Response being the weakest the test has often been taken multiple times before a passing score. In Subtest 2 all sub areas are passing.

Health and Sports Science

SLO 1: The data indicates that the majority of the students, 73% comprehends basic body mechanics composed of osteology, syndesmology, myology and are capable of employing this knowledge to the development of a fitness program.

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. They did however struggle at times to use examples of knowledge learned though out the semester.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.

SLO 3: Students consistently achieved success developing an intramural program. The variances of whether the students achieved high marks were based upon the use of graphics/pictures/color and the broad knowledge of an intramural program. The majority of students produced quality work which translated into better than average marks.

SLO 4: The data indicates that the majority of students 84% demonstrated comprehension and knowledge of exercise, the degree of acceptable levels and application of maintaining physical fitness.

SLO 5: The data indicated that the course (Legal Liability) failed slightly short of its desired goal of 75%. 73% of the students accomplished a score of 75% or better on the lecture and power point exam. More time will be given for discussion, between lecture and power points to provide students better understanding and comprehension of material.

SLO 1: 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: The data indicates that the majority of the students, 73% comprehends basic body mechanics composed of osteology, syndesmology, myology and are capable of employing this knowledge to the development of a fitness program.

SLO 3: 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: Assessment one indicates that a very high percentage 100% 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. Assessment two failed somewhat short of the desired goal. Instructor change at midterm occurred and this was the first semester of teaching this course for the instructor. It is difficult to make assumptions during the first semester taught.

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 2012-2013 is 100%. Mean scores for teacher candidates across the state taken at the same time in 2012-2013 was 239.7, 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, with a difference of three points and subarea five with a difference of one point.

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. Faculty will 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.)

In EDUC 5013/Introduction to Educational Research, 75% of students enrolled scored at an 80% or above on the research report, and 94% 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, 96.8% 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, 93% of students scored at an 80% or above on the article reviews, and 86% of students scored at an 80% or above on the final paper. For the article reviews, student performance exceeded target results, which illustrate that students have a good handle on understanding the ways in which different individuals learn through the research conducted. For the final paper, student performance also exceeded target scores, which show student understanding of major education theorists and theories.

In EDUC 5822/Multicultural Education, 100% of students scored at an 80% or above on the auto ethnographic essay and 85.3% scored at an 80% or above on the social action project. For the auto ethnographic essay, student performance exceeded target results, which show that students have learned about the construction of their own "multiculturalness." 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 2012-2013, 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 that benchmarks for each of the exams. The ATI Predictor exam for NCLEX-RN licensure examination was used for the 2013 senior class to assess readiness for licensure examination. Three of twenty-seven students taking the examination fell below the normed benchmark and engaged in remediation activities.

Twenty-seven students graduated in May 2013 and took the NCLEX-RN national licensure examination for registered nurses. All twenty-seven of the students passed the exam on the first attempt establishing a NCLEX-RN Pass rate of 100% for NWOSU for the 2013 reporting year.

Psychology

Four areas were assessed for the 2012-2013 academic year. In the knowledge base of psychology area, only 5 of the 13 student's assessed met the criteria. The average percentile rank placed our students at the 11th percentile. As a group, the students did not meet criteria as set. In the Research/Statistics area, 13 students were assessed with an average percentile rank of 17.5 which indicates that students met the acceptable level. Twenty seven students completed research projects with 22 students (81%) receiving scores at or above the set criteria indicating that the Research outcome was acceptable. In the Critical Thinking area, 51 students were assessed with 92% receiving scores above the set level. The student learning outcome was met. In the Application of Psychology student learning outcome, 81.2% of students completed the personal adjustment project with a score at or above 80%. All students assessed in diagnosing mental disorders and DSM-IV use met the criteria. The outcome was met.

Results suggest that students leaving the program may not generally have a firm understanding of the major concepts, theories, and trends in Psychology. The average percentile rank for the group being assessed in Research Design was at an acceptable level of 17.5 percentile with a cut-off at the 16th percentile. An acceptable outcome was attained for students completing a research project. However, only 61.5% of student scores were above the cut-off mark for the Research portion of the ACAT suggesting that some strategies for improvement might need to be implemented. The criteria for DSM-IV and personal adjustment were met. The criteria were met

for the critical thinking student learning outcome.

Reading Specialist

No candidates completed the OSAT, however, the Reading Specialist candidates scored TARGET or ACCEPTABLE on all assessments completed in their program of study.

School Counseling

The program must be realigned to the new (fourteen) counselor standards from the old (ten) standards. The coursework should be aligned to both the new standards and the material covered on the OGAT. Last, there should be a preparation course for the OGAT, much like a preparation course for the LSAT or the MCAT.

Secondary Education

Assessment 1: Three of the five candidates who were enrolled in the M.Ed. Secondary Program submitted milestones in their LiveText graduate portfolios during the 2012-2013 academic year. All candidates achieved or exceeded the target score of “acceptable” for all Core and Specialty Standards, Professional Credentials, Required Paperwork, and Reflective Summary.

Assessment 2: The Secondary Program had two graduates during this data collection cycle. The data from the Exit Interview Survey for these two graduate candidates shows that scores exceed the target score of 3 on all areas. Ranked on an ordinal scale from 1 (poor) to 5 (excellent), all scores on the four major questions exceed a score of four.

Assessment 3: Two of the five Secondary candidates were enrolled in EDUC 5093 Curriculum and Instruction for Special Learners. The student learning data show that both candidates met acceptable or above on all sections of the performance assessment.

Assessment 4: Three of the five students enrolled in the program took related area of study courses during the 2012-2013 academic year. Candidates are passing the related area of study courses at 100%.

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 Proficient/Target, Competent, 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.

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 department is very pleased with student performance on the research literature review, oral presentation and reflection paper. High performance on these items indicates our students are developing a healthy understanding of the nature of science and that they can communicate their content knowledge. In addition, high performance on these items reflect an awareness of the mutual impacts between science, society and education.

The department anticipates finding more concise ways to define adequate performance indicators/cutoffs for the content instruments. Because BIOL 1224 (Zoology) also serves as a general education course, the reported value is not solely representative of performance of biology majors. Both the BIOL 1224 (Zoology) and BIOL 3343 (Genetics) pre- and post-tests are challenging instruments whose gains are more representative of accomplishments than post-test scores alone.

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

This program is moving smoothly based on the data. An item for consideration will be the grade distribution for some of the instruments; modification of the grading rubrics may be in order.

Computer Science

Due to the limited amount of assessment data, no changes are recommended at this time.

Criminal Justice

The Criminal Justice program underwent significant curriculum rewrite four years ago. Faculty are just now able to measure outcomes and programmatic improvements. No changes are expected in the program for the next two years. Students are required to complete an Internship under this new curriculum and are required to pass two senior level capstone courses in order to receive the degree.

English

To achieve scores for SLO goal #1, the English faculty will develop more multiple choice items on exams to help prepare students for standardized tests.

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.

For SLO 4, goal 1, the English Department will offer the new English capstone course during the 2013-2014 academic year.

English Education

There are no current changes in the English Department because the candidates are performing at the Competent and above level on all the assessments. However, starting with the new catalogue, 2013-2014 as a part of the required curriculum the candidates will be required to take a Young Adult Literature course. The English Department felt this was a needed course for the English Education candidates to better prepare them for teach Young Adult Literature.

History

No program or policy changes in assessment are expected at this time. At the beginning of each class, instructors insure that history/global studies students who are seniors are enrolled in the courses. Students who are not majoring in one of the programs or who have not reached the senior level will be asked to drop the course. This keeps students who are not ready for this level of scholarship and career readiness from being in these classes prematurely.

Mass Communication

A concern of mass communication students for several years was the required Marketing course. After multiple years of concern, and faculty assessment of the course content, it was decided that the components' taught in the Marketing course could be added into existing mass communication courses and the Marketing course could be removed from the required list of courses for Mass Communication majors. Course modifications are currently being done to officially remove this course from the degree program.

Greater emphasis is also placed on the strategic communication area of the Mass Communication program. Program modifications will reflect additional course requirements related to strategic communication, along with additional program electives. One of the most significant changes in the mass communication program as a result of assessment is the transition of full-time faculty positions. The strategic communication courses were most recently taught by an adjunct faculty member. While this individual did an outstanding job, assessment data showed the desire for a greater part of the Mass Communication program curriculum be devoted to strategic communication. Without the possibility of adding a faculty member to the program, duties and areas of emphasis were shifted and there is now a full-time faculty member over the strategic communication portion of the program.

Mathematics

The math department has implemented a new course, Math 1715 Precalculus, as a result of assessment findings from 2010-11 & 2011-12 assessment results. These assessments indicated a need for stronger algebra and trig skills prior to Calculus. The new course was added to the curriculum in fall 2013 and will be offered starting in spring 2014.

No additional program modifications at this time.

The math department is considering additional or alternative assessments for 2013-14.

Mathematics Education

The Mathematics Department reviewed the Mathematics Education curriculum and decided to add content and therefore course hours to our Math Technology course. The course will change from a one hour to a two hour course. Additional time will be given to the use of technology in instruction. The changes will be piloted this spring.

Music – B.A.

A local aural skills examination was administered as part of the music theory examination. This is a new evaluated assessment within the program review as of 2011-2012. At this time, one BA candidate took the exam and based on a pass/fail system, they did not pass the exam. 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.

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 year, two of the faculty members are new to Northwestern. This could attest to the improvement of instruction by assessment. To improve overall test scores in the instrumental music OSAT, the theory department will briefly cover jazz theory to assist with the new changes in exam assessment.

Natural Science Education

The director of the natural science education program will reach out to advisees whose science GPAs are less than 3.00. These candidates will be advised to consider taking courses again or engaging in self-study to help with future cumulative coursework. Instructors of courses candidates find challenging will be contacted to have a discussion of what might be done to assist candidates in their courses.

Political Science

No change in the curriculum is expected. Law School admissions will be included as one of the assessment strategies for the program starting in the academic year 2013-2014.

Social Science Education

In order to meet the needs of the students the Social Science Department has expanded the course offerings of HIST 4441 Global Transformations in History and HIST 4442 Secondary Social Studies Methods from one semester per academic year to both semesters of the academic year.

Sociology

No programmatic changes are expected at this time. Students are well prepared for graduate school or the workforce and have a job acceptance rate of 90% within six months post-graduation with a degree in sociology. Internships and Fellowships do assist in placement post-graduation.

Social Work

Explicit curriculum changes are planned in SOCW 3293, SOCW 3523, and SOCW 3214 which relate specifically to core competencies 2, 4 and 7. Significantly marked improvements have been achieved in competencies 3- critical thinking; 6- research; and 8- policy based on previous

program modifications. This year's assessment results affirm the previous program modification made in relationship to competencies 1, 3, 5, 6, 8, 9, 10, and 11.

Spanish

In terms of procedures, The Spanish Faculty was able to carry out this Exit Test in case the students choose to do so. Last year, both Dr. Young and Dr. Martinez tested the student because there were some technical issues with the Stamp 4 test. It was not available at the time of taking it.

Speech Theatre

Instructors of upper level speech courses met to discuss types of learning opportunities to be provided in the various classes. The faculty agreed to the addition of opportunities to improve group communication skills in Argumentation & Advocacy and Advanced Speech Communication. The foundation skills need to be addressed over time; a strong foundation will help with learning the use of strategies in the students' own communication in Small Group Communication class. In addition, the faculty agreed that more persuasive speeches would be given in these classes as well as incorporated more so in Small Group Communication. Various types of classroom activities that would be appropriate for the various courses were discussed. The theatrical production was discussed by full-time faculty in the speech & theatre areas. It was determined that student success in this area needed to be monitored to ensure that our students are learning all of the aspects needed to meet this objective.

With the expansion of the communication areas over several upper level speech courses, the students improved in both informative speaking & persuasive speaking. Students' skills for incorporating small group communication strategies within their own communication skills remained the same. Speech & theatre majors were successful with directing one scene of a one-act play as all students met this measure for the objective.

Faculty of the Communication Department & Fine Arts Department are working together to complete a speech & theatre program review, determine needed updates to the program, and complete the program modification process. The review has been completed, and faculty have determined the majority of the needed updates to the program's curriculum. Course descriptions are being reviewed and updates are being made as needed to ensure various opportunities to learn, expand, & practice skills are provided for the students. The program modification will be completed and submitted for approval by December 1, 2013.

School of Professional Studies

Adult Education Management and Administration M.Ed.

Since only 55% of students scored at an 80% or above on the research paper in EDUC 5953/Institutional Management, the Office of Graduate Studies believes that some graduate students need remediation in research, writing, and documentarion. Subsequently, the Associate Dean of Graduate Studies will offer remediation for those students who need help with these skills. This will be offered on a case-by-case basis in consultation with EDUC course instructor(s).

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. As a result, changes in the agriculture program / curriculum are not planned for the 2013-2014 academic year as additional data is necessary to effectively and accurately evaluate agriculture academic programs.

Agriculture Education

Assessment 1 shows weakness in the area of Natural Resources although students perform at an acceptable level as a whole. Currently, there is not a natural resources class offered to agricultural education students; therefore, faculty of the program recommend implementing a natural resources class to prepare students better in this area of content. Assessment 2 indicates an acceptable but low mean score for grades in Agricultural Economics; therefore, we will continue to monitor candidates' course grades in this area. Assessment 6 data focus on welding which is only a part of the Agricultural Mechanics curriculum; therefore, we recommend modifying the rubric for Lab Management and Project construction to include other areas of project construction. This will allow for more experience for the candidates. Content knowledge and safety were at a target rating for the majority of candidates, but faculty in the program will continue to stress these areas.

Business

The Division of Business program has decided to change from the Major Field Test Assessment to The Peregrine Assessment, starting fall of 2014. The Peregrine Assessment is partnered with ACBSP and more closely related to our curriculum. The Division of Business also added a Business Math course to the curriculum, which will strengthen students' abilities to perform mathematically better and help with the application process for learned formulas and data. In addition to these two changes, the Division also added the Cengage Write Experience program in order to enhance writing skills and performance for business students.

Counseling Psychology (M.C.P.)

The Psychology Department is scheduling meetings this Fall to identify reasons for the lower than hoped for student scores in Counseling Theory, Strategies and Techniques, Assessment Methods and Research. We have implemented a new research course that originates in the Psychology Department rather than having our students take the Introduction to Education research course. Research in Psychology is our new course and it focuses specifically on research in psychology. We are addressing the weakness in Assessment by having a full-time faculty member teach our two assessment courses. We have purchased a number of new test materials in quantities that will allow students improved access to tests and other assessment materials. We are considering implementing colloquia related to discussion of counseling theories which may allow students an opportunity to become proficient at articulating theories in dialogue with other students and faculty.

Curriculum & Instruction

The Curriculum & Instruction M.Ed program is currently being evaluated for possible revisions to make the program more relevant in meeting current educational needs. One possibility under

consideration is incorporating requirements to enable individuals pursuing alternative certification to complete state certification requirements while completing a master of education degree.

Early Childhood

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

Educational Leadership

Several recommendations were made. First was to provide more guidance and practice in critical thinking skills in many of the Educational Leadership core courses. Another was to include at least one complex constructed response Performance Assessment to each core course, or revise an existing Performance Assessment to increase its rigor. The final recommendation was that the Educational Leadership Program needs to correlate the ELCC standards and OCTP/CEOE standards for the Principal Secondary exam with all core Educational Leadership course objectives and performance assessments to determine what course content needs to be added in order for NWOSU candidates to perform successfully on the Principal Secondary 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: 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 both of the assessments and measures of success; no modifications are sought at this time.

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 other than more time given between lecture, power point and exam are in place to the methodology or measure of success, will be made for the following year.

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. New assessments are always

considered, however no changes are in place for the next academic year.

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

Teacher candidates may need further development in the subarea VII- Constructive Response, but still outperformed the state mean score taken during the same time period. Faculty will review NASPE standards and preparation requirements for section VII of the 012 Physical Education/Health/Safety 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, 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).

Nursing

For the traditional nursing program, course objectives were updated in May 2013 to reflect current trends and evidence in nursing practice. No other programmatic changes were needed at this time. The Division also started an 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. The first cohort started in January 2013 with an enrollment of three students who will all complete their degree in December 2013.

Psychology

Based on results of assessment, we plan to examine specific courses that cover basic theoretical concepts and implement curricular changes to address identified weaknesses. We will determine specific concepts and theories that are essential and examine syllabi, textbooks, course content, and assignments. Then develop additional strategies to improve student learning.

Scores on the Experimental Design and Statistics were acceptable as a group; however, only 61.5% of individual students scored above the set cut-off point of 80%. Students generally score lower in this area. The Department has made plans to examine possible causes of the lower than typical scores for the group this year and develop measures as needed.

Reading Specialist

Because there were fewer than 10 candidates in this program for the 2012-2013 academic year, the data does not provide enough information to warrant any changes.

School Counseling

In speaking with my superiors I have suggested two changes. The first would be the addition of a full course in Counselor Ethics. Standard 13 covers ethics, and it is hit upon in several courses. I

think it would be prudent to have candidates in the program have an ethics class, and with a legal issues portion taught by an attorney who practices School Law. Perhaps one of the lawyers for The Oklahoma Association of Educators would be able to come out for a few days for this portion of the course.

I have also suggested extending the Practicum beyond the current 60 hours if possible to give candidates more hands on experience with actual counseling prior to beginning their first positions.

Secondary Education

Assessment 1: Since the three candidates who submitted their portfolio for review met or exceeded the minimum requirements, 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.

Assessment 2: While the mean scores above exceed acceptable target scores, the open-ended questions at the end of the interview allowed for particular issues to be addressed. Of the two candidates who graduated there was only one recommendation in the open-ended question section. This candidate stated “It would be helpful if every course could have a list of assessments matching the standard. Introduction to Counseling should not be a required course because it’s relevance is unclear to the program of study.” The assessment to standard alignment has been proactively addressed in every graduate course required in the program. The relevancy of the Introduction to Counseling to the program is being reviewed by the Secondary Program Coordinator, the Education Division, and the Graduate College.

Assessment 3: This assessment has only been implemented once, during the summer 2013 term. Since both candidates met acceptable or above, more data is needed in order to make substantial recommendations. The Education Division and Secondary Program Coordinator will continue to monitor this assessment to see if possible changes need to be made to improve candidate performance or to strengthen the program.

Assessment 4: Because of the small number of candidates in the program and because 100% of the candidates are meeting the minimum expectations it is difficult to extrapolate needed program changes from such a small sample and high success rate.

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 a Constructed Response.

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 2011. A new administration of NSSE will occur in 2014. Student selection is completed by NSSE and is a random selection based on supplied database of Northwestern freshmen and senior students. The graduate studies survey 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 2012-2013 student satisfaction assessment?

The 2013 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.

Course Evaluations apply directly to student satisfaction of academic programs. Of the 2,049 undergraduate students, 1,785 (87.1%) participated in course evaluations. Participation did not change from the previous year (87.1%.) 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 2007 and 2012. There were 68 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 is currently reviewing results from the 2011 administration of NSSE as part of a triangulated assessment of general education outcomes. Noel-Levitz results have been reported to several institutional areas to inform 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.