



**NORTHWESTERN OKLAHOMA  
STATE UNIVERSITY**

**ANNUAL REPORT OF 2023-2024 STUDENT ASSESSMENT ACTIVITY**

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

**February 5**

## CONTACT INFORMATION

Name of Institution: Northwestern Oklahoma State University  
Address: 709 Oklahoma Blvd., Alva, OK 73717

Contact Person: Kaylyn Hansen  
Director of Assessment and Institutional Effectiveness/Academic Support

Phone Number: (580) 327 - 8150  
Email Address: klhansen@nwsu.edu

**NORTHWESTERN OKLAHOMA STATE UNIVERSITY**  
**Annual Student Assessment Report of 2023-2024 Activity**

**Section I – Entry Level Assessment and Course Placement**

*(Student Assessment and Remediation 3.20.4)*

Activities

- I-1. What information was used to determine college-level course placement. Please report the specific multiple measures your institution used for FY 2023-2024 (e.g., high school GPA and CPT cut scores)?
- I-2. How were students determined to need remediation (e.g., CPT cut scores or advising process)?
- I-3. What options were available for identified students to complete developmental education within the first year or 24 college-level credit hours?
- I-4. What information was used to determine co-requisite course placement? Please report the specific multiple measures your institution used for FY 2023-2024 (e.g., high school GPA and CPT cut scores).
- I-5. Describe the method used to place “adult” students who do not have ACT/SAT scores.

Analyses and Findings

- I-6. Describe analyses and findings of student success in both developmental and college-level courses, effectiveness of the placement decisions, evaluation of multiple measures, and changes in the entry-level assessment process or approaches to teaching as a result of findings.

In an effort to collect data on various Complete College America (CCA) initiatives, please complete the additional questions addressing developmental and co-requisite placement.

Section II –General Education Assessment

*(Student Assessment and Remediation 3.20.5)*

Administering Assessment

- II-1. Describe the institutional general education competencies/outcomes and how they are assessed.
- II-2. Describe how the assessments were administered and how students were selected.
- II-3. Describe strategies used to motivate students to substantively participate in the assessment.
- II-4. What instructional changes occurred or are planned in response to general education assessment results?

Analyses and Findings

- II-5 Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans.
- II-6. How is student performance tracked into subsequent semesters and what were the findings?
- II-7. Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation.

Section III – Program Outcomes  
(*Student Assessment and Remediation 3.20.6*)

Administering Assessment

III-1. List, in table format, assessment measures and number of individuals assessed for each degree program. Include graduate programs if applicable to the institutional assessment plan.

Analyses and Findings

III-2. What were the analyses and findings from the program outcomes assessment?  
III-3. What instructional changes occurred or are planned in the programs in response to program outcomes assessment?

Section IV – Student Engagement and Satisfaction  
(*Student Assessment and Remediation 3.20.7*)

Administration of Assessment

IV-1. What assessments were used and how were the students selected?  
IV-2. What were the analyses and findings from the student engagement and satisfaction assessment?  
IV-3. What changes occurred or are planned in response to the student engagement and satisfaction assessment?

Section V – Assessment Budget Profile

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

Provide the following information regarding assessment fees and expenditures for 2023-2024:

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

## List of Tables

1. Success Rates from Remedial Math to Credit Bearing Math (MATH0015).....	8
3. Co-Requisite and Remedial Pass Rates.....	8
4. E-Proficiency Profile Results.....	11-12
5. Program Outcomes Assessments.....	13-17

## ANNUAL REPORT OF 2023-2024 STUDENT ASSESSMENT ACTIVITY

### Section I – Entry Level Assessment and Course Placement Activities

#### **I-1. What information was used to determine college-level course placement? Please report the specific multiple measures your institution used for FY2023-2024 (e.g., high school GPA and CPT cut scores)?**

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

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

Undergraduate Catalog – Remedial Education Placement Policy

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

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

### **Math Placement**

#### **ACT**

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

## SAT

- 450 or below SAT Math sub-score AND below 3.25 GPA – students take MATH 0115 Beginning Algebra
- 460-500 SAT Math sub-score OR 3.25-3.49 GPA – students take MATH 1403/1403L Contemporary Math with lab (non-STEM majors) **OR** MATH 1513/1513L College Algebra with lab (STEM majors)

Students who take MATH 0115 at NWOSU should then progress to MATH 1513/1513L College Algebra with Lab (STEM) or MATH 1403/1403L Contemporary Math with lab (non-STEM). Transfer students with a passing grade in a remedial course at another accredited college or university should enroll in MATH 1513/1513L College Algebra with Lab or MATH 1403/1403L Contemporary Math with Lab.

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

- Submit ACT or SAT scores and be placed according to the policy above.
- Enroll in MATH 0115 Beginning Algebra (and then progress to MATH 1513/1513L or MATH 1403/1403L).
- Take the residual ACT at NWOSU and be placed according to the policy above.

## **English Placement**

### ACT

- 18 or lower in EITHER English or Reading ACT sub-score AND below 3.50 GPA–students take ENGL 1113/1113L Composition I with Lab.

### SAT

- 500 or lower Evidence-Based Reading and Writing SAT sub-score AND below 3.50 GPA–students take ENGL 1113/1113L Composition with Lab.

Transfer students with a passing grade on a remedial course at another accredited college or university should enroll in ENGL 1113L Composition I with Lab.

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

- Submit ACT or SAT scores and place according to the policy above.
- Choose to enroll in ENGL Composition I with Lab.

### **I-3. What options were available for identified students to complete developmental education within the first year or 24 college-level credit hours?**

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

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

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

## **Math Placement**

### **ACT**

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

### **SAT**

- 450 or below SAT Math sub-score AND below 3.25 GPA – students take MATH 0115 Beginning Algebra
- 460-500 SAT Math sub-score OR 3.25-3.49 GPA – students take MATH 1403/1403L Contemporary Math with lab (non-STEM majors) **OR** MATH 1513/1513L College Algebra with lab (STEM majors)

Students who take MATH 0115 at NWOSU should then progress to MATH 1513/1513L College Algebra with Lab (STEM) or MATH 1403/1403L Contemporary Math with lab (non-STEM). Transfer students with a passing grade in a remedial course at another accredited college or university should enroll in MATH 1513/1513L College Algebra with Lab or MATH 1403/1403L Contemporary Math with Lab.

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

- Submit ACT or SAT scores and be placed according to the policy above.
- Enroll in MATH 0115 Beginning Algebra (and then progress to MATH 1513/1513L or MATH 1403/1403L).
- Take the residual ACT at NWOSU and be placed according to the policy above.

## **English Placement**

### **ACT**

- 18 or lower in EITHER English or Reading ACT sub-score AND below 3.50 GPA – students take ENGL 1113/1113L Composition I with Lab.

### **SAT**

- 500 or lower Evidence-Based Reading and Writing SAT sub-score AND below 3.50 GPA – students take ENGL 1113/1113L Composition with Lab.

Transfer students with a passing grade on a remedial course at another accredited college or university should enroll in ENGL 1113L Composition I with Lab.

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

- Submit ACT or SAT scores and place according to the policy above.
- Choose to enroll in ENGL Composition I with Lab.

## **I-5. Describe the method used to place “adult” students who do not have ACT/SAT scores.**

Students who are 21 years of age or older or on active military duty may be admitted based on established criteria. NWOSU will consider the probability of the academic success of the

student. Adult students may be admitted to NWOSU by taking the ACT exam (optional), overall GPA, and demonstrating satisfactory proficiency in the curricular areas. Transfer students are not eligible for adult admission.

## Analyses and Findings

### I-6. Describe analyses and findings of student success in developmental and college-level courses, effectiveness of the placement decisions, evaluation of multiple measures, and changes in the entry-level assessment process or approaches to teaching as a result of findings.

**In an effort to collect data on various Complete College America (CCA initiative, please complete the additional questions addressing developmental and co-requisite placement.**

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

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

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

SCHOOL YEAR	PASS		FAIL		WITHDRAW	
	Percentage	Count	Percentage	Count	Percentage	Count
2019-2020	75%	43	19%	11	5%	3
2020-2021	62%	37	17%	10	22%	13
2021-2022	74%	31	19%	8	7%	3
2022-2023	66%	19	14%	4	21%	6
2023-2024	70%	33	21%	10	9%	4

TABLE 2. The following graph represents outcomes for students who enrolled in co-requisite and remedial courses.

Course Number / Name	Fall 2021			Fall 2022			Fall 2023		
	Pass	Fail	Withdrawal	Pass	Fail	Withdrawal	Pass	Fail	Withdrawal
ENGL1114 Composition I w/Lab	68%	16%	17%	65%	22%	13%	69%	18%	13%
ENGL1113 Composition I	88%	6%	6%	88%	7%	5%	88%	8%	3%

MATH0115 Beginning Algebra	70%	21%	9%	58%	28%	14%	42%	50%	8%
MATH1403 Contemporary Math	67%	25%	8%	81%	9%	9%	79%	21%	0%
MATH1514 College Algebra w/Lab	88%	2%	10%	84%	5%	11%	77%	6%	17%
MATH1513 College Algebra	68%	18%	14%	74%	15%	12%	63%	23%	13%

## Section II – General Education Assessment

*(Student Assessment and Remediation)*

### Administering Assessment

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

The general education program at Northwestern Oklahoma State University provides a foundation for all degree programs and offers opportunities for students to develop competencies in critical thinking, leadership, and literacy. The general education assessment strategy is a three-prong approach to assessment: evaluation of course-embedded assessment of student learning derived from a competency-based curriculum, standardized evaluation through mid-level testing (E-Proficiency Profile), and a review of student engagement results from the National Survey of Student Engagement (NSSE). The General Education Committee will use these results to address successes and areas for improvement in student achievement tied to general education competencies, and adjust as data indicates.

#### Literacy

- solve problems using appropriate mathematical skills.
- demonstrate effective written and oral communication skills.
- display skill in effective personal financial planning and money management.
- explain principles of mental and physical wellness.
- solve problems or explain principles in nature through scientific relationships
- explain the scope and value of human diversity.
- articulate how the arts lead to enhancing the human experience.

#### Critical Thinking:

- demonstrate effective inquiry, reasoning, and analysis related to important problems and issues.
- gather, analyze, and communicate information effectively.
- solve problems using well-informed decision-making processes.
- develop new ideas and cognitive relationships.

#### Ethical Leadership

- demonstrate knowledge of civic responsibility and engagement.
- apply principles of ethical reasoning and decision making.
- collaborate with others in achievement of defined goals.

The General Education Committee will use the data collected to correlate and triangulate data from course assessments, the E-Proficiency Profile, and first-year student responses to selected NSSE questions to determine trends and present a set of concise results to the committee for

recommendations to improve students learning in general education. The data collected from each assessment will be used to indicate areas of strength and need for improvement.

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

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

Second in the three-prong approach to assessing general education, is the E-Proficiency Profile. Administered annually during April of each academic year, the E-Proficiency Profile is a mid-level examination of students who have between 40 and 75 credit hours and who have completed all of their general education requirements only at Northwestern. The E-Proficiency Profile assesses students in four core areas: critical thinking, reading, writing, and mathematics. The test is administered to gain a unified picture of the effectiveness of general education program to meet requirements for accreditation, promote curriculum improvement with actionable score reports that can be used to pinpoint strengths and areas of improvement, and provide comparative data on student performance with more than 500 institutions and 600,000 students nationwide.

Third, Northwestern administers the NSSE (National Survey of Student Engagement) every three years to first-year and senior students as an indirect measure of student learning. The committee evaluates responses to selected questions from first-year students as indicators of student learning in general education.

## **II-3. Describe strategies used to motivate students to substantively participate in the assessment.**

The E-Proficiency Profile is administered annually in April. In order to motivate students to participate, students are encouraged to complete the exam on a walk-in basis over 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 phone, email and social media, that all students who complete the assessment will be entered into a drawing for prizes.

The NSSE is administered online every third spring semester from February through April. This was not the year to administer the NSSE to our students. However, LASSO funds allowed the university to purchase and administer the NSSE assessment to all students. Students are motivated via email, flyers, and social media announcements to participate. Students are notified that all who participate would be entered into a drawing for prizes.

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

The General Education Committee met to review the results from each of the assessments embedded in coursework to meet Student Learning Outcomes; the results of the E-Proficiency Profile; and the results from the NSSE. Representatives from the departments offering course embedded assessments were asked to report findings, and the group discussed changes to be made. SLOs L1, L5, C1, and C3 had a high number of unacceptable scores in certain parts of the assessments, and the reason was determined to be students misunderstanding particular questions on the instruments. As a result, the departments in charge of the embedded assessment submitted modifications to clarify the assessments. The remaining assessments had moderate to high rates of achievement, and the committee encouraged continued use of those instruments. The committee triangulated the results from the E-Proficiency Profile and NSSE and determined strengths and weaknesses in student performance were aligned among the three overarching assessments of the general education program. It was determined by the committee that increased participation was needed for the E-Proficiency Profile, and the decision was made to stress the importance of participation to eligible students at the advisement and departmental levels, instead of depending on participation from the emails students receive from the office of assessment. As a result, participation increased significantly. The committee plans to meet each fall to review findings and discuss strategies to improve upon those findings. In 2018-2019, the general education committee continued to gather the general education assessments from each department.

The next General Education Committee meeting will be held in the fall 2024 semester for a comprehensive review. The committee is waiting to make any major overhauls until the state determines what changes they are going to make.

### Analyses and Findings

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

TABLE 3. E-Proficiency Profile Results

Skill Dimension	Proficiency Classification					
	Proficient		Marginal		Not Proficient	
	NWOSU	Baccalaureate I and II	NWOSU	Baccalaureate I and II	NWOSU	Baccalaureate I and II
<b>Reading, Level 1</b>	61%	3%	22%	18%	17%	79%
<b>Reading, Level 2</b>	35%	31%	11%	20%	54%	49%
<b>Critical Thinking</b>	9%	60%	22%	19%	70%	21%
<b>Writing, Level 1</b>	50%	7%	37%	21%	13%	72%
<b>Writing, Level 2</b>	20%	16%	24%	33%	57%	51%
<b>Writing, Level 3</b>	7%	54%	22%	30%	72%	16%

<b>Mathematics, Level 1</b>	59%	6%	22%	14%	20%	80%
<b>Mathematics, Level 2</b>	37%	25%	22%	24%	41%	51%
<b>Mathematics, Level 3</b>	20%	50%	15%	26%	54%	24%

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

Northwestern will use the same standardized testing (E-Proficiency Profile) for mid-level students annually and will continue to track student cohorts from first year to senior using data collected through NSSE every three years. Participation in the E-Proficiency Profile decreased from 91 participants in the spring of 2023 to 46 participants in the spring of 2024. The data from all three prongs of the general education assessment will be triangulated every fall semester. The general education assessment committee will meet every fall to discuss identified strengths and weaknesses.

The Director of Assessment collaborated with deans, faculty and department chairs to increase participation in the 2024 E-Proficiency Profile administration. The NSSE and E-Proficiency Profile as course level assessment measures are triangulated and reviewed to examine the findings under the newly implemented general education curriculum. The NSSE was administered in spring 2024 and the general education committee reviewed the results.

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

The evaluation of general education assessment will be a triangulation of data from course assessments, the E-Proficiency Profile, and first-year students' responses to selected NSSE questions to determine trends and present a set of concise results to the committee for recommendations to improve student learning in general education. Due to low participation in previous years, the general education committee made a modification to involved faculty at the departmental level to become involved in the process of encouraging students to participate in taking the E-Proficiency Profile. Faculty were asked to explain the value of the E-Proficiency Profile and to encourage students in their classes to take the test.

The General Education Committee will triangulate the data gathered from the newly implemented assessment measures during the fall 2023 semester and prepare to make adjustments as a result of the findings.

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

### Section III – Program Outcomes

(Student Assessment and Remediation 3.20.6)

#### Administering Assessment

**III-1. List, in table format, assessment measures and number of individuals assessed for each degree program. Include graduate programs if applicable to the institutional assessment plan.**

TABLE 4. Program Outcomes Assessments 2023-2024

Degree Program	Assessment Measures	Numbers of Individuals Assessed
Adult Ed. Mgmt. & Admn. M.Ed.	Comprehensive Exam	17
Agriculture	Final Course Grade in AGRI 4753	10
	Course Embedded Questions in AGRI 3543	10
	Final Exam Grade in AGRI 2123	20
	Individual Class Project Grades in AGRI 4623	9
	Individual Exam Grades in AGRI 3413	8
	Final Course Grades in AGRI 3214	27
	Pre/post test %-unit change in AGRI 1214	26
	Individual exam grades in AGRI 3033	5
Agricultural Education	OSAT	6
American Studies	Comprehensive Exam	1
Biology	BIOL 1224 (Zoology) Final Exam	51
	BIOL 3343 (Genetics) Final Exam	25
	BIOL 4011 (Science Fair Judging) Presentation	21
	BIOL 4011 (Biology Seminar) Literature Review	11
	BIOL 3011 (Science Fair Judging) Reflection	21
Business	Peregrine Exam	41
Chemistry	CHEM 1215 Final Exam	34
	CHEM 4114 Lab Exam	0
	CHEM 4114 Presentation	0

	CHEM3114 Literature Review	0
	CHEM 3011 Reflection	1
Computer Science	Programming II Final Exam	26
	Exit Assessment – Alumni	12
Counseling Psychology M.C.P.	Theory Section of Comps	7
	Couns. Strats. & Techs.	15
	Assessment Class	24
	Research Class	15
Criminal Justice	CJUS 4603 Final Exam Score	11
	CJUS 4063 Research Paper Grade	11
	CJUS 4723 Final Exam Grade	11
Doctor of Nursing Practice	AANP Family Nurse Practitioner	12
Early Childhood Education	OSAT	7
Educational Leadership M.Ed.	Principle Comprehensive Assessment	6
Elementary Education	Subtest 1 & 2 (OSAT)	9
	Subtest 2 (OSAT)	14
English, Foreign Language, and Humanities	Senior Exit Exam	3
	ENGL 3473 Research Project	1
	ENGL 3103 Exam Question	6
	ENGL 4453 Philosophy	3
	Graduating Student Survey	7
English Education	OSAT	1
Health & Sport Science Education	OSAT	4
Health and Sports Science (Option I – Non-Teaching)	SLO 1 Assessment 1	59
	SLO 2 Assessment 1	23
	SLO 2 Assessment 2	32
	SLO 3 Assessment 1	48
	SLO 4 Assessment 1	33
	SLO 5 Assessment 1	47
Health and Sports Science (Option 2 – Health and Fitness Management)	SLO 1 Assessment 1	14

	SLO 2 Assessment 1	59
	SLO 3 Assessment 1	14
	SLO 3 Assessment 2	9
	SLO 4 Assessment 1	43
	SLO 4 Assessment 2	53
	SLO 5 Assessment 1	32
History	4013 Term Paper Grade	5
	4013 Final Exam Grade	5
	4433 Proposal Grade	5
	4433 Final Exam Grade	5
Mass Communications	Video Production	9
	Audio Production	9
	Media Writing	11
	Visual Design	16
	Strategic Communication	10
	Intercultural Communication Case Study	10
	Intercultural Comm. Use	10
	Research Paper – MCOM2023	12
	Research Paper – MCOM4213	12
Mathematics Education	OSAT – Advanced Level	1
	OSAT – Mid-Level Intermediate	1
Music BA	Piano Proficiency	1
	Music History	1
	Senior Juries	1
	Music Theory Test	1
Music BM	Piano Proficiency	1
	Music History	1
	Music Theory	1
	Junior Recital	1
	Senior Recital	1
Music Instrumental Education	OSAT	0
Music Vocal Education	OSAT	0
Nursing	NLCEX RN	20
Natural Science Education	Biology OSAT	0

	Chemistry OSAT	0
	Physics OSAT	0
Political Science	POL Written Paper Grade	5
	POL Oral Presentation Grade	5
	SOC Final Exam Grade	5
	SOC Proposal Grade	5
	SOC Final Exam Grade	5
Psychology	History of Psychology	83
	Research	35
	Experimental	15
	Human Life Span	147
	Personality	60
Reading Specialist	OSAT	2
School Counseling M.Ed.	OSAT	4
Social Science Education	OSAT-US History/Oklahoma History/Government/Economics	2
	OSAT-World History/Geography	0
Social Work	Field Instrument	9
	Course Embedded Measures	32
Sociology	SOCW 3203 Term Paper Grade	11
	SOCW 3203 Final Exam Grade	11
	SOCW 3203 Final Grade	11
Special Education	Mild/Moderate OSAT	1
Speech Theatre	Informative Speech	3
	Informative Speech	2
	Persuasive Speech – Question of Policy	3
	Persuasive Speech – Monroe’s Motivated Sequence	2
	Small Group Comm. – Generating Strategies	2
	Small Group Comm. – Use of Strategies	2
	Theatrical Production	1
	Intercultural Comm. – Generating Strategies	1
	Intercultural Comm. – Use of	1

	Strategies	
Superintendent Certificate	OSAT	4

## 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 2022-2023 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

Clinical evaluation  
 Practicum or internship  
 Reflective journals

##### Indirect

Internship evaluations  
 Exit interviews  
 Focus groups

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

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

#### Biology

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

#### Chemistry

The program had successes as evidenced by the two assessed SLOs being met in the Measures of Successes.

#### Computer Science

The number of CMSC students in the program and graduating each year remains strong.

#### Criminal Justice

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

#### English, Foreign Language and Humanities

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

#### History

A majority of History majors performed well in the capstone course for the program as well as the content area capstone course, earning well above the expected course grade in both classes.

#### Mass Communication

Students met the goals in the areas of audio production, media writing, strategic communication, and intercultural communication. Students, however, did not meet the goals in the areas of video production, visual design, and review & analysis of research.

#### Music – B.A.

The department continues to educate and train students successfully.

#### Music – B.M.

The student was properly prepared.

#### Political Science

A number of Political Science students enrolled in the assessment course overall performed at or

above the expectations for the major as it concerns content area knowledge, skills, and demonstrated abilities, but more improvement is needed for other students. This outcome can vary from year to year in the class.

### Social Work

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities- DATA INTERPRETATIONS FOR PROGRAM RENEWAL. The assessment data indicated the competency benchmark measure was met across all program locations, however it was the lowest overall percentage. The Alva location achieved one of its lowest percentage on this competency and did not meet the expected level of benchmark achievement. Program modifications are planned at the Alva campus location as well as the program overall.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities- DATA INTERPRETATIONS FOR PROGRAM RENEWAL. The assessment data indicated the competency benchmark measure was met across all program locations, however the Alva location achieved its lowest percentage on this competency and did not meet the expected level of benchmark achievement. Program modifications are planned at the Alva campus location.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities- DATA INTERPRETATIONS FOR PROGRAM RENEWAL. The assessment data indicated the competency benchmark measure was met across all program locations, however the Enid location achieved its lowest percentage on this competency and did not meet the expected level of benchmark achievement. Program modifications are planned at the Enid campus location. Please see attached document: AS-5-0-1(c)-Program Renewal & Modifications.pdf

### Sociology

Sociology majors, who have completed the majority of their coursework at NWOSU, prove well-prepared to enter the workforce or a graduate program in their field. The current curriculum prepares these students for post-graduate work.

### Speech Theatre

Speech & theatre majors met the goals in informative speaking, theatric production, generating strategies for small group comm., generating strategies for intercultural comm., and using strategies for intercultural comm. They, however, did not meet the goals for persuasive speaking and use of strategies for small group comm. The small number of majors assessed makes it difficult to draw conclusions.

## **School of Professional Studies**

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

Ninety-one percent (91%) of students scored at an 80% or above on the final exam in EDUC 5903/Higher Education Philosophy and Practice. The goal, SLO 1-1.1, was met. The students articulated in written form an analysis of the historical roots and development of higher education in the United States, including the many diverse structures in which higher education is delivered in the U.S. Fifty-five percent (55%) of students scored at an 80% or above on the two article reviews from The Chronicle of Higher Education assigned in EDUC 5903/Higher Education Philosophy and Practice. The goal, SLO 1-1.2, was not met. Those students who completed and were successful on the assignment, understood and could successfully discuss many current issues/problems facing higher education today. They could also apply their

understanding to their future career ambitions. However, many students did not complete the assignment; hence, why the goal was not met. Many of the students enrolled in the course are student athletes/coaches. Spring 2024 was an intense athletic season for many. The instructor of the course believed that many of the two article reviews were not completed because of the packed athletic calendar. Eighty-four percent (84%) of students scored at an 80% or above on the book review assignment in EDUC 5913/Adult Learning Theory and Practice. The goal, SLO 2-2.1, was met. Students completed a book review that reflected the students ability to analyze and evaluate the information when considering the following; student success, student failure, political agenda, and author's personal opinion of the student/learner centered classroom. Eighty-four percent (84%) of students scored at an 80% or above on the final exam in EDUC 5913/Adult Learning Theory and Practice. The goal, SLO 2-2.2, was met. Students examined and evaluated various teaching and learning strategies as they relate to adult learners in higher education. They also defined their own educational philosophy. Eighty-four percent (84%) of students scored at an 80% or above on the lesson plan assignment in EDUC 5913/Adult Learning Theory and Practice. The goal, SLO 2-2.3, was met. Students successfully created a lesson plan for an online class and incorporated all 6 elements of Bloom's taxonomy for diverse learners. Sixty-eight percent (68%) of the students scored 80% or above on the six reading reflections in EDUC 5953/Institutional Management. The goal, SLO 3-3.1, was not met. Students could somewhat comprehend and synthesize the current literature on institutional leadership and leadership in general. Eighty-six percent (86%) of the students scored 80% or above on the final exam/Investigative research paper in EDUC 5953/Institutional Management. The goal, SLO 3-3.2, was met. Students could articulate and apply the four frames of management philosophies as they concern higher education practices, professionals in the practice, and to the student's future careers. Seventy-five percent (75%) of students scored at an 80% or above on the research project in EDUC 5933/Classroom Research and Institutional Management. The goal, SLO 4-4.1, was not met. Students struggled to collect, interpret, and report data in order to develop a research proposal consisting of identifying a problem and developing a research plan. Ninety-two percent (92%) of students scored at an 80% or above on the digital presentation assignment in EDUC 5933/Classroom Research and Institutional Effectiveness. The goal, SLO 4-4.2, was met. Students could successfully convey information to their peers via a digital presentation concerning the research paper's problem, theory and design.

### Agriculture

Student performance during the 2023-2024 academic year met expectations for methodologies 1.1 and 3.1, and was very close to meeting expectations for methodology 2.2. It is important to note that sample size was relatively small ( $n < 10$ ) for several methodologies. Changes to program curriculum will be considered as additional data warrants.

### Agriculture Education

Although there were technically six test takers and five passing scores, 100% of the students passed the OSAT in AY 23-24, as one student initially failed by two points. Upon retaking the OSAT, that student passed. The agriculture department is pleased with the results.

### American Studies

All program goals were met except for the goal set for AMST 5103/Introduction to American Studies. The poor writing skills of one student (in a class of two) caused this goal not to be met.

## Business

The Division of Business at NWOSU uses the Peregrine Exam as an important tool for assessment of student learning outcomes on major topics and curriculum content. Students take an Inbound exam during GBUS1021-Business Environment, and this serves as an indicator for evaluating the DOB's program effectiveness. In the last semester before graduation, students take the Outbound exam during MGMT4433-Business Policy. Results from the Inbound exam (2023-2024 graduates) show that students correctly answered 37.2% of the questions. Results from the Outbound exam reflect that students correctly answered 53.9% of the questions. The difference, 16.7%, reflects an improvement in average scores of approximately 45%.

QUANTITATIVE DATA: The Peregrine Exam was completed by 41 students (Accounting - 10, BBA - 31) in the business capstone course, MGMT4433-Business Policy (Fall 2023 and Spring 2024). Business Administration majors' Peregrine Exam results were: 1) range 27.6% - 90.8%, 2) mean score =55.9%, 3) standard deviation 17.4, and 4) 19 out of 31 students were at or above the 50% correct mark. Fourteen topics showed aggregate topical average scores at or above the 50% correct mark for this cohort of students: Business Communications (60.0), Business Ethics (52.9), Business Integration Strategic Management (60.1), Business Leadership (60.1), Economics (56.7), Economics/Macro (55.0), Economics/Micro (58.4), Global Dimension (58.4), Information Management Systems (57.7), Legal Environment of Business (50.5), Management (50.8), Management/HRM (54.3), Management/Org. Behavior (53.1), and Marketing (59.8). Areas needing the most improvement are: Business Finance (49.0), Quantitative Research Techniques (47.4), Management/POM (46.4), and Accounting (48.7). None of the 18 topic area scores were below 46.4%. Accounting majors' exam results were: 1) range 29.2% - 80.8%, 2) mean score 52.9%, 3) standard deviation 17.1, and 4) 4 out of 10 were at or above the 50% correct mark. Nine topics showed aggregate topical average scores at or above the 50% correct mark for this cohort of students: Accounting (65.0), Cost Accounting (53), Business Ethics in Accounting (67), Business Finance (54.0), Financial Statement Analysis (53.0), Management (52.0), Management/POM (52.0), Quantitative Techniques (52.0), and Master Budgeting (57.0). Areas needing the most improvement are: Taxation/Individual (48.0%), Economics (47.0), Economics/Micro (47.0), Time Value of Money (44.0), and Statement of Cash Flows (44.0). None of the 14 topic scores were below 44.0%. QUALITATIVE DATA: Data was captured from meetings and/or interviews with: Business Advisory Council members, Student Advisory Council members, and (41) graduating seniors in the Business Policy class. Suggestions for program improvement (common themes): 1) Put more focus on oral and written communication, 2) Provide more opportunities for student presentations, 3) Include more content on Accounting Information Systems, 4) Add content about Artificial Intelligence (AI), and how it can be used in the workplace.

## Counseling Psychology (M.C.P.)

Outside of the problems noted in the content area of research, the master of counseling psychology program is providing knowledge for students to enter the counseling field.

## Doctor of Nursing Practice

The DNP analysis showed favorable outcomes for both EOPSL0 and course outcomes. The certification pass rate is currently a 100% with the 10 students that have tested all passing their first take, there are 2 graduates left to take. The faculty outcomes are meeting the DON level of achievement but improvement was noted as needed in portfolio sub scores.

### Early Childhood

Some students scored low in the subarea I area-Child Development, Language and Learning. Those students need more instruction analyzing the relationship between oral language and literacy development. However, most students were able to identify the roles and responsibilities of early childhood teachers based on their test scores.

### Educational Leadership

The test scores indicated the program content presented was applicable to the principal comprehensive exam. The students in the program had a high success rate due to the program structure and delivery.

### Elementary Education

Last year we started putting more emphasis on the competencies for each area. Notably, the Social Studies Subarea seems to give our candidates the most trouble.

### English Education

During the 2023 - 2024 school year, one English Education student took and passed the English 107 exam, showing a 100% pass rate. Their success has been partially attributed to the preparation strategies that were included within the redesign of the Teaching Methods course (implemented fall 2019) and in the creation of the Advanced Composition: Pedagogy course (created fall 2020). This data suggests that the test preparation strategies implemented in the Methods course have been beneficial for increasing test scores and the English 107 pass rate.

### Health and Sports Science Education

The criterion for passing the (OSAT) Physical Education/Health/Safety exam is a minimum score of 240 points. The institutional pass rate for teacher education program completer candidates for 2023-2024 was 100% for this exam. The state pass rate for the same time period was 60.3%. Northwestern Oklahoma State University students had a mean score was 251. The mean scores are above the passing score of 240.

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

The analysis and findings from the program outcomes and assessments for option 1 were that all SLO assessments were successfully achieved with the exception of SLO 1.

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

The analysis and findings from the program outcomes and assessments for option 1 were that SLO assessments 1, 2, 3-1, 3-2, and 4-1 were not met. SLO assessments 4-2 and 5 were successfully met.

### Psychology

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

### Mathematics Education

Math education students have been successful passing the Mid-Level/Intermediate Math test. (100% pass rate for the last 3 years)

### Music Education Instrumental

We did not have any students take the assessment last year.

### Music Education Vocal

We currently do not have anyone taking the exam. We will have some students in the next year.

### Nursing

The DON continues to review all program outcomes and determine any changes that are needed for the programs. The analysis did show that students were performing well in program outcomes. An analysis on retention data has been completed and additional steps and data collection will be taking place in the future to help with retention of students. One addition is an integrated resource into the Trad BSN program for the students that have data that puts them in the “at risk” category for completion. The first offering of this was in the summer of 2023-2024 academic year. Another analysis finding was with the RN-to-BSN program it was determined that more direct care clinical hours were needed and these have been added into the clinical courses for the 2024-2025 AY. One analysis finding in the DNP program was that more information and work with DNP faculty was needed for the DNP orientation course. These changes were made for the Fall 2024 offering of the course and will be analyzed within the next year.

### Reading Specialist

One candidate took 015 Reading specialist OSAT and one candidate took 115 Reading specialist OSAT. Both passed with scores over 270. Areas of weaknesses will continue to be monitored, as test was redeveloped recently and there is only one candidate with results on new 115 exam. Only one candidate scored below 240 on one portion of the exam - the constructed response. This was on the former version of the test, which was a weakness previously. The candidate who took the revised version of the exam scored a 300 on the constructed response, which would indicate an area of strength.

### School Counseling

The school counseling program was submitted for Program review by OEQA last year. It was approved and shows alignment. During the alignment process courses were reevaluated to ensure they align to the new school counseling standards.

### Science Education

Biology Education: No analysis to report as there were no students taking the exam.

Chemistry Education: No analysis to report as there were no students taking the exam.

Physics Education: No analysis to report as there were no students taking the exam.

### Social Science Education

The OSAT exam scores reflect the attempt to pass the assessment by one student who graduated during the 2022-2023 academic year. This student failed once again. She has attempted to take the test five times and her scores have consistently been within 4-6 points from a 240 passing score. Except the last test her scores were much lower than previous scores. I have worked with her to try to target specific competency areas that she might spend extra time studying. This

student had a graduating GPA of 3.95. It seems that she does not do as well when taking tests that require extended time to complete. The second student passed the OSAT with a score of 271 which is 31 points higher than the required score of 240.

#### Special Education

The pass rate for 2023-2024 was 100%.

#### Superintendent Certificate

The results of the superintendent comprehensive exam were 100% of the students who took the assessment passed. This would signify the program content was relevant to the material required by the state. The students in the program had a high success rate due to the program structure and delivery.

### **Other Assessment Plans**

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

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

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

#### Biology

No changes are planned in response to program outcomes assessment.

#### Chemistry

In the future, all SLOs will be assessed as the classes are offered.

#### Computer Science

Students seem to like the changes to the curriculum developed in 2022-23.

#### Criminal Justice

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

#### English, Foreign Language and Humanities

While we have experienced faculty turnover annually over the past three years, incoming faculty members have been developing courses that are consistent with our department's objectives.

#### History

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

### Mass Communication

Faculty members continue to have regular discussions in department meetings about methods to improve courses and student outcomes. All full-time faculty of the department recently completed a voluntary faculty development program over student engagement to help improve overall teaching skills. A program modification is in progress (to be submitted for approval in Oct. 2024), and the areas of concern will be carefully reviewed once again prior to submission of proposed program changes.

### Music – B.A.

None at this time.

### Music – B.M.

None at this time.

### Political Science

The department does not anticipate making any adjustments to curriculum or assessment approaches in this area. Without additional funding for more faculty members, it is impossible for this program to become too much more complex or extensive, as only one full-time faculty member serves in this program.

### Social Work

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities - PROGRAM MODIFICATIONS MADE OR PLANNED. The results from this assessment indicate program modifications at the Alva campus are needed relating to competency 6, as well as, the program overall. In an attempt to address academic needs on the Alva campus, a concentrated effort will be placed on the Alva students taking lead in role play exercises, case analyses and discussions pertaining to material presented in class. The program affirms a commitment to use an integrated case presentation method of instruction and emphasize the importance of engagement with individuals, families, groups, organizations and communities. Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities- PROGRAM MODIFICATIONS MADE OR PLANNED. The results from this assessment indicate program modifications at the Alva campus are needed relating to competency 7. In an attempt to address academic needs on the Alva campus, the faculty affirms a commitment to use an integrated case presentation method of instruction and emphasize the importance of assessing individuals, families, groups, organizations and communities. Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities PROGRAM MODIFICATIONS MADE OR PLANNED. The results from this assessment indicate program modifications at the Enid campus are needed relating to competency 8. The program is committed to the educational policy and assisting students in learning through case analyses regarding intervention at various system sizes through the planned case method approach. A concentrated effort will be placed on the Enid students to take lead in proposing and role playing interventions. Please see attached document: AS-5-0-1(c)-Program Renewal & Modifications.pdf

### Sociology

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

### Speech Theatre

More opportunities for students to practice persuasive speaking skills and use of small group comm. strategies will be incorporated throughout upper level speech communication courses.

## **School of Professional Studies**

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

Many of the students enrolled in EDUC 5903 were student athletes/coaches. Spring 2024 was an intense athletic season for many. The instructor of the course believed that many of the two article reviews were not completed because of the packed athletic calendar. Most of the students enrolled in EDUC 5953 were athletes or coaches. Because of the demanding fall 2023 sports schedule, some students found it challenging to submit their work on time. As a result, several students did not earn credit on the reading reflections. Though an improvement from the spring 2023 data in EDUC 5933, pedagogical improvements still need to be made. The instructor reevaluated their teaching methodology and will present the project even earlier in the term allowing more time for questions and intensive peer collaboration. Overall, there were many successes reflected in this year's report as seen in the data.

### Agriculture

Planned instructional changes for the 2024-2025 academic year are associated with individual assessment methodologies and are intended to help capture more accurate data. We plan to continue using forage plant and seed examples for species and morphological structure identification exercises in AGRI 3033 Forage Crops & Pastures to improve student performance for methodology 4.2, and to incorporate the use of mobile device applications to aid in species identification. In an attempt to increase student performance for methodology 3.1, faculty will devote class time to emphasizing specific concepts associated with content included in Exam #2. Agriculture faculty will continue to emphasize and support student internship experiences and to seek interaction with local businesses and governmental entities to provide quality internships for Northwestern students.

### Agriculture Education

The previous year did not yield as high of results for the OSAT, so we stressed the importance of the coursework to the students and the faculty teaching agricultural courses to review the objectives of the OSAT. This year, the pass rate improved, perhaps as a result of those conversations.

### American Studies

The instructor will continue to work with students individually during the semester to help them improve their graduate-level writing and thinking skills.

### Business

Discontinuing the Inbound Exam: Based on research conducted by members of the DOB Assessment Committee in 2023-2024, it was proposed that the DOB discontinue the pretesting component. The many difficulties in interpretation, and the fact that practically no other schools use this method were among the factors that led to this recommendation. The DOB Faculty approved this change in May, 2024. CHANGES BASED ON QUANTITATIVE DATA/ANALYSIS: Based on the data, there have been no major changes in the students'

outcome-measure scores for several years in a row. It is true that student performance (as measured by the Peregrine Tests) were higher this year than they have been in many years. No major changes are recommended because of this though, as one year of higher scores (and the associated high standard deviation value) suggests treating the higher scores with caution. Should scores stay at the higher level next year, a careful analysis should be made at that point, to attempt to explain the continued higher scores. Based on the data regarding student performance in the topic areas as measured by the Peregrine Exam, we do not find that any topic area is recurrently weak. Also, it was found that the 5-year trend of the difference in scores between the Inbound and Outbound tests is positive. The data point for AY 2023-2024 did increase markedly, but the high standard deviation suggests that this may be an anomalous increase. Putting these pieces of information together, we see an overall trend of either no significant change, or a slow increase in student performance across the average of all topical areas. As mentioned in the section below, the current Program Assessment Process, is undergoing needed simplification and modification, in order to provide the kinds of concrete, specific recommendations for change the DOB feels is needed to improve our students' performance in some areas.

**CHANGES BASED ON QUALITATIVE DATA/ANALYSIS:** Over the last two year, the Accounting curriculum has been changed/improved, based on changing CPA-Exam requirements in Kansas, Oklahoma and Texas. These changes are: adding a Business Income Tax course, adding Advanced Accounting to the core, and adding a course in Financial Reporting and Analysis. The following changes are planned, based on data captured from meetings and/or interviews with: Business Advisory Council members, Student Advisory Council members, and (41) graduating seniors in the Business Policy class: 1) Put more focus on oral and written communication in more required courses, 2) Provide more opportunities for student presentations in required courses, 3) Include more content on Accounting Information Systems in the proper accounting courses, 4) Add content about Artificial Intelligence (AI), and how it can be used in the workplace.

**CHANGES TO PROGRAM ASSESSMENT PLANNED FOR 2024-2025:** The Assessment Committee was directed by the Division Chair to review the current DOB Program Assessment processes. The report generated by that committee provided some useful feedback for the DOB going forward. A few of the more general findings were as follows 1) The Inbound Peregrine Testing Process is now discontinued. 2) Continue the process of streamlining/simplifying the quantitative data gathering and analysis process. ACBSP recommends 3-5 overall Program Outcome Objectives, and at least one unique Outcome Objective for each Major/Minor. Given that we currently have a total of 2 Majors (Business Administration and Accounting) and 5 Minors (Management, Marketing, Accounting, Entrepreneurship, General Business), we SHOULD have 9-14 End-of-Program Outcome measures we routinely track and analyze. Currently, there are 26 Outcome measures. This process must be simplified to make it more amenable to a good continuous improvement process. 3) The level of participation in the Program Assessment. process from Adjunct Instructors is still very low. 4) Although we have 10+ Faculty-Approved "Rubrics" to capture student performance data, many faculty are either not using the approved rubrics, or they have been using rubrics that have been modified to fit their classes/assignment, etc. These need to be reviewed and improved or consolidated. To address these shortcomings/weaknesses, the DOB Assessment Committee has been working on a simplified, modified Program Assessment Plan. This work started (officially) in the Summer of 2021, and has continued through the Fall of 2024. Over the course of that time, there have been several DOB faculty meetings at which ideas have been proposed regarding planned changes to the process. It is anticipated that sometime mid-

semester (Fall 2024) the DOB Assessment Committee will present a (Tentative) Final Plan Proposal to the DOB Faculty. Once faculty feedback is gained regarding the tentative plan, the plan will be finalized, and will be presented to the DOB Faculty for a vote of approval/non-approval. It is expected that the NEW Formal Assessment Plan will be approved by the DOB faculty before the end of the Fall Semester of 2024

#### Counseling Psychology (M.C.P.)

The MCP program will continue to establish more consistent instruction for all classes, continue to provide student support for academic assistance, and provide clear objectives for students to obtain. Additionally, we will use best practices in the teaching of counseling psychology, critical thinking, and problem solving to pedagogy in courses. Lastly, we have identified our weakest areas in the program as research and seek to incorporate changes with the goal of improving learning in this necessary content area.

#### Doctor of Nursing Practice

The DNP orientation course was revamped for the fall 2024 offering to include all DNP faculty and the DON R,R,SC instructing for one week each so that students can work with each of the faculty. The advisement process continues to be strong in the DNP program and the faculty have increased communication with students through advisement, course meetings, and one-on-one counseling.

#### Early Childhood

Improvements that are planned include more explicit instruction and modification of assessments to ask students to apply knowledge of strategies that promote children's oral vocabulary, listening skills, and oral expression in a variety of contexts.

#### Educational Leadership

The data collected from the results indicated that with a 100% passing rate that the content delivered was applicable to the content. At this time there was not an indication that any modifications or procedural changes were necessary. This would also indicate the program has a high success rate in meeting the academic needs of the principal candidates without any suggested improvements at this time.

#### Elementary Education

We have begun to look closer at the OSAT subtest to ensure all the competencies are covered. Scores have improved in the last year. We will continue to be sure to address these issues. The Elementary Education program was submitted for review by OEQA and was approved showing that the program is well aligned with the National Elementary Education Standards.

#### English Education

The curricula for the Teaching Methods course and the Advanced Composition: Pedagogy course are currently being updated to reflect the revised OSAT for English exam.

#### Health and Sports Science Education

The Northwestern Oklahoma State University Health & Sports Science department has maintained the previously implemented curriculum alignment for the major of Health & Sports

Science Education (HSSE) through methods courses being taught by the same instructor. This strategy has continued to prove effective in recruitment and retention of teacher education candidates, as well as the increase in scholarship availability to teacher education majors. As all students passed the OSAT, the score on Subarea seven was 257. Subarea seven is a written component of the OSAT. Through the capstone course in the HSSE department, an increased emphasis has continued to be placed on the written component of the OSAT. The instructors in the department will encourage students to take the OSAT after the subarea seven discussion in the capstone course. The department will continue to collect data to determine if any program modifications are needed.

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

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

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

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

#### Psychology

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

#### Mathematics Education

None at this time.

#### Music Education Instrumental

Because we have no students taking the assessments, we do not have any changes needing to be made.

#### Music Education Vocal

None at this time.

#### Nursing

We are implementing additional integrated resources within our programs to ensure student preparedness and resources. We are implementing more direct care clinical hours in the RN-to-BSN Program. We are also implementing change is the DNP orientation course as well as more offerings for students to meet with faculty as they need through advisements, course meetings, and program meetings.

### Reading Specialist

Again, we will continue monitoring of trends over time with the new exam.

### School Counseling

The Action Research Project was aligned with the school counseling courses to provide more feedback to our candidates. This allows for more consistency in expectations for the project.

### Science Education

Biology: No modifications were made as there were no results.

Chemistry: No modifications were made as there were no results.

Physics: No modifications were made as there were no results.

### Social Science Education

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

### Special Education

Standards are aligned with coursework. The program will continue as is until further data can be collected and analyzed.

### Superintendent Certificate

The high achievement of the participants on the assessment would indicate it would not be necessary to recommend any adjustments to the program content at this time. The department will continue to monitor program in the future to identify any modifications and/or procedural changes that may need to be implemented in the program in the future.

## **Section IV – Student Satisfaction**

*(Student Assessment and Remediation 3.20.7)*

### **Administration of Assessment**

#### **IV-1. What assessments were used and how were the students selected?**

Northwestern has five major sources of data for student satisfaction.

- The **Ruffalo/Noel-Levitz Student Satisfaction Inventory** is administered every third year to all students during the spring semester. The last administration occurred in spring 2022. This will be administered again in spring 2025.
- The **National Survey of Student Engagement (NSSE)** is administered every third year to all first year and senior students. The last administration occurred in spring 2024. This will be administered again in 2026.
- The **Graduate Student Satisfaction Survey** is administered every other year to all graduate students during April. The last administration occurred in spring 2023. This will be administered again in spring 2025.
- **Course evaluations:** All courses are required to be evaluated each fall semester. 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 2017, fall 2022, and spring 2023 graduates in 2022-2023 academic year.

#### **IV-2. What were the analyses and findings from the student engagement and satisfaction assessment?**

The Ruffalo/Noel-Levitz Student Satisfaction Inventory is administered on a 3-year rotation. The Ruffalo/Noel-Levitz Student Satisfaction Inventory (SSI) was administered in spring 2022. 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 605 (35.4%) students participated in the SSI. Institutional strength areas and institutional challenge areas were identified. The top five strengths included:

1. Computer labs are adequate and accessible.
2. My academic advisor is knowledgeable about requirements in my major.
3. Library resources and services are adequate.
4. The college provides various ways to take a particular class.
5. My academic advisor is available when I need help.

The top five challenges included:

1. Faculty provide timely feedback about my academic progress.
2. This institution helps me identify resources to finance my education.
3. The quality of instruction I receive in most of my classes is excellent.
4. Faculty are fair and unbiased in their treatment of individual students.
5. Administrators are available to hear students' concerns.

The SSI will be administered again in 2025. The Office of Assessment and Institutional Effectiveness will begin developing ways to enhance participation for the next administration.

The NSSE is administered on a 3-year rotation. The NSSE was administered in spring 2024. The administration was available from February to April 2024. When asked how satisfied the students were with their educational experience, 84% of first-year students and 87% of senior

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

The graduate studies satisfaction survey is administered on a 2-year rotation. The graduate studies satisfaction survey was last administered in spring 2023, and was made available to all graduate students. There were 84 respondents who took the survey. When asked to rate their level of satisfaction with the NWOSU graduate program, 49.09% of the respondents answered “extremely satisfied”, 34.55% answered “somewhat satisfied”, 12.73% answered “somewhat dissatisfied”, and 3.64% respondents who answered “extremely dissatisfied”.

Course evaluations apply directly to student satisfaction of academic programs. Seventy-four percent (74%) of students participated in course evaluations during fall 2023 semester.

The alumni survey was sent out to graduates who received a bachelor’s degree from Northwestern in 2017 and fall 2022. Eighty-four percent (84%) of students answers that they were either “very satisfied” or “satisfied” with the educational experience they had at Northwestern.

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

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

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

The Noel-Levitz Student Satisfaction Inventory results were reported to several institutional areas in spring 2022 will continue to guide goals toward improvement in annual institutional assessment plans. All of the NWOSU faculty and department directors/chairs received a copy of the NWOSU SSI Infograph. New results will be available spring of 2025.

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.

**Section V - Assessment Budget Profile**

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

Provide the following information regarding assessment fees and expenditures for 2023-2024:

Assessment salaries	\$67,151
Operational costs	\$6,350
Postage	\$275
Printing/Copying	\$1,500
Travel	\$1,215
Telephone	\$100
E&G Student Wages	\$3,480
<b>Total Expenditures</b>	<b>\$80,071</b>