



**NORTHWESTERN OKLAHOMA  
STATE UNIVERSITY**

**ANNUAL REPORT OF 2020-2021 STUDENT ASSESSMENT ACTIVITY**

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

**Submitted to the  
Oklahoma State Regents of Higher Education  
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**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
**Annual Student Assessment Report of 2020-21 Activity**

This template is to assist institutions in compiling the Annual Student Assessment Report. Institutions' response/rationale should follow each criteria of the policy (*Student Assessment and Remediation 3.20*). All information is to be submitted electronically as email attachments. No documents, other than a transmittal letter from the President to Chancellor Glen D. Johnson, will need to be printed and delivered.

Please submit by **December 3, 2021**.

ANNUAL REPORT OF STUDENT ASSESSMENT 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 2020-2021 (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 2020-2021 (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.

**Complete the Online Reporting Form:** <https://forms.gle/hUHBrjmoLM8yoaf1A>

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 Budgets

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

Provide the following information regarding assessment fees and expenditures for 2020-2021:

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

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## ANNUAL REPORT OF 2020-2021 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 FY2020-2021 (e.g., high school GPA and CPT cut scores)?**

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 GPA (math, natural science, and English) are used to determine appropriate course placement in limited number of departments.

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

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

When enrolling in lab courses, students must enroll in BOTH the class and the lab (2 separate key numbers). The labs for both math and English must have the same instructor and the math lab must be taken at the same time as the class.

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

### **Math Placement**

#### **ACT**

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

- 19 or higher ACT math sub-score OR 3.50 or higher GPA – students take MATH 1403 Contemporary Math (non-STEM majors) **OR** MATH 1513 College Algebra (STEM majors)

### **SAT**

- 450 or below SAT Math sub-score AND below 3.25 GPA – students take MATH 0115 Beginning Algebra
- 460-490 SAT Math sub-score OR 3.25-3.49 GPA – students take MATH 1403/1403L Contemporary Math with lab (non-STEM majors) **OR** MATH 1513/1513L College Algebra with lab (STEM majors)
- 510 or higher SAT sub-score OR 3.50 or higher GPA – students take MATH 1403 Contemporary Math (non-STEM majors) **OR** MATH 1513 College Algebra (STEM majors)

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

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

- Submit ACT or SAT scores and place according to the policy above.
- Choose to enroll in MATH 0115 Beginning Algebra (and then progress to MATH 1513/1513L or MATH 1403/MATH1403L).
- Take the residual ACT at NWOSU and place 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.
- 19 or higher in BOTH English and Reading ACT sub-score OR 3.50 or higher GPA – students take ENGL 1113 Composition I.

#### **SAT**

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

Transfer students with a passing grade on a remedial course at another accredited college or university should enroll in ENGL 1113 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 students to complete developmental education within the first year or 24 college-level credit hours?**

Both the English and math departments have added a co-requisite course, ENGL 1113L Composition I with Lab and MATH 1513L College Algebra with Lab. In both cases, extra support is built into the credit-bearing course, which accounts for the extra hour of credit. We have done this as part of the state co-requisite scaling project, an initiative that is part of Complete College America.

**I-4 What information was used to determine co-requisite course placement? Please report the specific multiple measures your institution used for FY 2020-2021 (e.g., high school GPA and CPT cut scores).**

Northwestern assesses ACT scores, SAT scores, and GPA for entering students to determine appropriate course placement based on student level of preparedness. In 2016, as part of the Complete College America effort, both English and Math faculty reviewed placement policies for students with deficiencies. The goal of this effort was to move these students into credit-bearing courses earlier in their academic careers in order to increase the chances of retention and success. The result of this effort was the introduction of credit-bearing co-requisite courses in both English and mathematics. If a student needs support, the student received support to successfully complete a remedial or co-requisite math course before being able to enroll in a science course. Northwestern will still offer one hour of support that will be non-credit bearing. NWOSU will no longer use Accuplacer, but the math department will use a secondary institutional test. Also, NWOSU will allow any student who made an A or B in the College Career Math Ready course their senior year to enroll in the credit bearing co-requisite class.

**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 and demonstrating satisfactory proficiency in the curricular areas. Transfer students are not eligible for adult admission. Secondary tests will be used to place “adult” students who do not have ACT/SAT scores. Secondary placement tools are used to determine appropriate course placement in limited number of departments (math, natural science, and English).

**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 have added 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, which accounts for the extra hour of credit. We have done this as part of the state co-requisite scaling project, an initiative that is part of Complete College America.

TABLE 1. The following graph represents students who took remedial Math classes at the **0015** level and enrolled in a credit bearing Math course during the academic years listed. The graph represents their results in the credit bearing course (MATH 1403 or 1513) in percentages.

SCHOOL YEAR	PASS		FAIL		WITHDRAW	
	Percentage	Count	Percentage	Count	Percentage	Count
2017-2018	77%	49	5%	3	19%	12
2018-2019	72%	64	16%	14	12%	11
2019-2020	75%	43	19%	11	5%	3

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

Course Number / Name	Fall 2017			Fall 2018			Fall 2019		
	Pass	Fail	Withdraw	Pass	Fail	Withdraw	Pass	Fail	Withdrawal
ENGL1114 Composition I w/Lab	76%	13%	11%	73%	14%	13%	71%	20%	9%
ENGL1113 Composition I	74%	18%	8%	79%	8%	13%	89%	9%	2%
MATH0115 Beginning Algebra	71%	17%	12%	62%	26%	12%	71%	23%	6%
MATH1403 Contemporary Math	65%	16%	19%	67%	12%	21%	78%	15%	7%
MATH1514 College Algebra w/Lab	84%	14%	2%	88%	3%	10%	78%	16%	6%
MATH1513 College Algebra	85%	9%	6%	82%	6%	12%	90%	5%	5%

## **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 outcomes include literacy, critical thinking, and ethical leadership. The specific SLOs that are assessed under each area are listed below.

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

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

Northwestern Oklahoma State University completed a general education review at the end of the 2016-2017 academic year. The General Education committee worked in conjunction with department chairs and faculty members to review and revise the general education competencies, created new Student Learning Outcomes, and developed new course embedded assessment measures. In 2017-2018, the new process 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 ETS Proficiency Profile. Administered annually during April of each academic year, the ETS 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 ETS 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 ETS Proficiency Profile is administered annually in April. In order to motivate students to participate, students are encouraged to complete the exam on a walk-in basis over a two-day period. If the students are unable to take the assessment on one of the scheduled days, students are able to reschedule with the Director of Assessment & Institutional Effectiveness in order to arrange a convenient time. Students are informed via phone, email and social media, that all students who complete the assessment will be entered into a drawing for prizes.

The NSSE is administered online every third spring semester from February through April. Students are motivated via email, flyers, and social media announcements to participate. Again, students are notified that all who participate were be entered into a drawing for prizes.

\*\*This year the NSSE was not administered. The next administration of the NSSE survey will be in the spring 2023 semester.

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

The General Education Committee met in the fall 2018 semester to review the results from each of the assessments embedded in coursework to meet Student Learning Outcomes; the results of the ETS 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 ETS 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 ETS, 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.

### Analyses and Findings

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

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
<b>Reading, Level 1</b>	68%	44%	17%	21%	15%	35%
<b>Reading, Level 2</b>	38%	20%	20%	16%	42%	64%
<b>Critical Thinking</b>	3%	2%	20%	10%	77%	88%
<b>Writing, Level 1</b>	55%	41%	25%	32%	20%	28%
<b>Writing, Level 2</b>	18%	11%	29%	25%	52%	64%
<b>Writing, Level 3</b>	8%	4%	26%	15%	66%	81%
<b>Mathematics, Level 1</b>	60%	33%	22%	27%	18%	40%
<b>Mathematics, Level 2</b>	31%	14%	31%	20%	38%	65%
<b>Mathematics, Level 3</b>	3%	3%	22%	9%	75%	88%

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

Northwestern will use the same standardized testing (ETS Proficiency Profile) for mid-level students annually and will continue to track student cohorts from first year to senior using data collected through NSSE every three years. Participation in the ETS Proficiency Profile has decreased from 112 participants in the spring of 2019 to 35 participants in the spring of 2020. 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.

**\*\***In the spring 2020 semester, the ETS Proficiency Profile was administered online due to the transition to distance learning after Spring Break in response to the coronavirus pandemic. This may be one reason for the low participation rate.

The Director of Assessment collaborated with deans, faculty and department chairs to increase participation in the 2020 ETS Proficiency Profile administration. The NSSE and ETS 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 2020 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 ETS Proficiency Profile, and first-year students' responses to selected NSSE questions to determine trends and present a set of concise results to the committee for recommendations to improve student learning in general education. 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 ETS Proficiency Profile. Faculty were asked to explain the value of the ETS 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 2021 semester and prepare to make adjustments as a result of the findings.

### **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 2020-2021

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>Numbers of Individuals Assessed</b>
Adult Ed. Mgmt. & Admn. M.Ed.	Comprehensive Exam	23
Agriculture	Final Course Grade in AGRI 3133	28
	Course Embedded Questions in AGRI 3543	9
	Final Exam Grade in AGRI 2123	21
	Individual Class Project Grades in AGRI 4623	13
	Individual Exam Grades in AGRI 3413	12
	Final Course Grades in AGRI 3214	29
	Pre/post test %-unit change in AGRI 1214	32
	Individual exam grades in AGRI 3033	11
Agricultural Education	OSAT	1
American Studies	Comprehensive Exam	1
Biology	BIOL 1224 (Zoology) Final Exam	83
	BIOL 3343 (Genetics) Final Exam	25
	BIOL 3011 (Science Fair Judging) Presentation	12
	BIOL 4011 (Biology Seminar) Literature Review	8
	BIOL 3011 (Science Fair Judging) Reflection	12
Business	Peregrine Exam	45
Chemistry	CHEM 1215 Final Exam	119
	CHEM 4114 Practicum	14
	CHEM 4114 Presentation	14
	CHEM3114 Literature Review	17

	CHEM 3011 Reflection	5
Computer Science	CMSC 3203	20
	Exit Assessment – Alumni	20
Criminal Justice	CJUS 4603 Final Exam Score	29
	CJUS 4063 Research Paper Grade	29
	CJUS 4723 Proposal Guide	18
	CJUS 4723 Final Exam Grade	18
Counseling Psychology M.C.P.	Theory Section of Comps	17
	Counseling Methods and Tech Comps	22
	Assessment Class	23
	Research Class	16
Early Childhood Education	OSAT	12
Educational Leadership M.Ed.	Principle Comprehensive Assessment	15
Elementary Education	Subtest 1 & 2 (OSAT)	16
	Subtest 2 (OSAT)	16
English	English Department Senior Exit Exam	2
	ENG 3473 Research Project	6
	Senior Exit Survey	2
	ENG 3433 & ENG 3103 Extemporaneous Exam Question	10
	Capstone Portfolio Intro	2
English Education	OSAT	2
Health & Sport Science Education	OSAT	4
Health and Sports Science (Option I – Non-Teaching)	SLO 1 Assessment 1	56
	SLO 2 Assessment 1	60
	SLO 2 Assessment 2	72
	SLO 3 Assessment 1	42

	SLO 4 Assessment 1	72
	SLO 5 Assessment 1	49
Health and Sports Science (Option 2 – Health and Fitness Management)	SLO 1 Assessment 1	5
	SLO 2 Assessment 1	56
	SLO 3 Assessment 1	5
	SLO 3 Assessment 2	8
	SLO 4 Assessment 1	54
	SLO 4 Assessment 2	28
	SLO 5 Assessment 1	72
History	4013 Term Paper Grade	6
	4013 Final Exam Grade	6
	4433 Proposal Grade	6
	4433 Final Exam Grade	6
Mass Communications	Video Production	15
	Audio Production	15
	Media Writing	15
	Visual Design	15
	Strategic Communication	15
	Intercultural Communication	13
	Review and Analysis of Research	14
	Review and Analysis of Research	16
Mathematics Education	OSAT – Advanced Level	0
	OSAT – Mid-Level Intermediate	1
Music	BA Jury Examination	0
Music Music Instrumental Education	SLO 1	2
	SLO 2	2
	SLO 3	2
	SLO 4	2
Music Vocal Education	OSAT	0
Music Instrumental Education	OSAT	0



Nursing	NLCEX RN	17
Reading Specialist	OSAT	0
School Counseling M.Ed.	OSAT	3
Natural Science Education	Biology OSAT	0
	Chemistry OSAT	0
	Physics OSAT	0
Political Science	POL Essay Comprehensive Exam	18
	POL Final Exam Grade	18
	SOC Proposal Guide	5
	SOC Final Exam Grade	5
Psychology	History of Psychology	48
	Research	36
	Experimental	30
	Social Psychology	61
	Personality	44
Social Science Education	OSAT	2
Social Work	Field Instrument	11
	Course Embedded Measures	120
Sociology	SOCW 3203 Term Paper Grade	17
	SOCW 3203 Final Exam Grade	17
	SOCW 4723 Proposal Grade	1
	SOCW4723 Final Exam Grade	1
Special Education	Mild/Moderate OSAT	4
Speech Theatre	Informative Speaking	7
	Persuasive Speaking	7
	Small Group Communication	7
	Developing Theatrical Production	3
	Intercultural Communication – Generating Strategies	13
	Intercultural Communication – Using Strategies	13
	Intercultural Communication – Public Speaking	7

## Analyses and Findings

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

Assessment methodologies include both direct and indirect measures to assess how well students in undergraduate degree programs meet program goals set by faculty. Academic units are encouraged to use multiple assessment methods to triangulate data and avoid bias, so increases were seen in the types of assessment utilized. The direct and indirect assessments used and reported in 2020-2021 at Northwestern 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. 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

Despite the challenges of the COVID-19 pandemic, the assessment protocols did see successes. The department may consider an alternative means of assessment than the ACAT, or at least re-assess its appropriateness as a measure for our SLOs.

### Chemistry

Chemists in the department are currently reviewing the program SLOs and the assessments in place to measure success.

### Computer Science

Students are doing well in the CMSC field after graduation.

### 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 exams to proofread for grammar and clarity.

### History

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 or exceeded the goal for the areas of audio production and strategic communication. Students did not meet the goals in the areas of video production, media writing, and visual design. For intercultural communication, students met the goal for determining strategies but fell short of meeting of the goal for use of those strategies. Students did not meet the goals in the area of reviewing and analyzing research. In one class, however, there was a significant increase from 2020 in the percentage of students meeting the goal; there, however, was a decrease from 2020 in the percentage of students meeting the goal in the other class.

### Music – B.A.

No program completers for the 2020-2021 academic year.

### Music – B.M.

There are no assessment changes needed at this time. The outcomes were successful.

### Political Science

Political Science students enrolled in the two assessment courses overall performed at or above the expectations for the major as it concerns content area knowledge, skills, and demonstrated abilities.

### 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.

### Social Work

Social work education is based upon a competency based educational model. Students are assessed based on the demonstrated mastery of 9 competencies through 31 operational practice behaviors. Results indicated the top priority for explicit changes related to competencies 1 and 3 (Competency 1- Demonstration of ethical and professional behavior; Competency 3- Advance human rights and social, economic, and environmental justice).

### Speech Theatre

Students met goals in informative speaking, persuasive speaking, and small group communication. Students met the goal for generating strategies for effective intercultural communication in one course but not in the course specific to strategies to be used in public speaking. Students did not meet the goal for use of strategies for effective intercultural communication. Students did not meet the goal for analyzing and developing all aspects of a theatrical production.

## **School of Professional Studies**

### Business

The Division of Business at NWOSU uses the Peregrine Exam as the major 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 a key 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 (2020-2021 graduates) show that students correctly answered 39.39% of the questions. Results from the Outbound exam reflect that students correctly answered 46.21% of the questions. The difference, 6.82%, reflects an improvement in average score of approximately 17%. Comparing NWOSU student exam results to other publicly owned universities, shows that NWOSU lags behind many of our peer institutions in improved student performance, between the Inbound and the Outbound exams. Some reasons for the lower "improvement scores" vis-à-vis our peer institutions, may be attributed to the following factors, of which NWOSU may have little or no influence or control over: 1. NWOSU has a substantial number of non-traditional (and transfer) students in the business program, which almost certainly tends to inflate the Inbound score. The fact that Northern Oklahoma College is a major "feeder" into our program, means that those students will have completed most of the basic foundation business courses before they take the Inbound test. Therefore, the overall NWOSU Inbound score is artificially high - a false floor - creating the illusion that the improvement at the end of the program is not as large as it truly is. Unfortunately, our sample size is not large enough to break out the differences between non-traditional students and "native NWOSU" students. 2. NWOSU is a small university offering a

general Business Administration degree. Many of the universities in our peer group have specialized majors within their larger Colleges of Business such as: Management, Human Resources, Economics, Accounting, Marketing, and Finance. NWOSU students often take only a few courses in each business discipline, while students attending other universities may take many more courses within one discipline. As a result, NWOSU students are being compared to students who have spent a substantive amount of time studying one or two topics in much greater depth. 3. Many students attracted to Business as a major at NWOSU, have substantial (outside of the university) work commitments. Many students work at more than one job, and this includes athletes on scholarship who work primarily during their non-competitive semesters. Work and athletic commitments take time away from academic activities and therefore may help to explain why NWOSU student performance is lower than many students at peer institutions.

### Nursing

The desired result in NCLEX-RN pass rates was realized for this 2021 cohort with an overall pass rate of 88.24% (national average is 85.69%).

## **School of Education**

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

SLO 1: Eighty five percent (85%) 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. Eighty percent (80%) 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 met. Students understood and could successfully discuss many current issues/problems facing higher education today. They could also apply their understand to their future career ambitions. SLO 2: Ninety-one percent (91%) 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-seven percent (87%) 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-seven percent (87%) 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. SLO 3: 87.7% of the students scored 80% or above on the six reading reflections in EDUC 5953/Institutional Management. The goal, SLO 3-3.1, was met. Students could comprehend and synthesize the current literature on institutional leadership and leadership in general. 96.6% 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. SLO 4: One hundred percent (100%) of students scored at an 80% or above on the research project in EDUC 5933/Classroom Research and Institutional Effectiveness. The goal, SLO 4-4.1, was met. Students learned to collect, interpret, and report data by developing a research proposal consisting of identifying a problem and developing a research plan. One hundred percent (100%) 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 2020-2021 academic year did not meet expectations for all Student Learning Outcome methodologies outlined in the Agriculture Department Assessment plan. However, improvements were made for some in comparison to previous academic years. It is important to note that sample size was small for many methodologies, and changes to the program curriculum will be considered as additional data warrants.

### Agriculture Education

Scores from the candidate were above the 240 mark in all subareas except 4 and 5 (Agricultural Mechanics and Environmental Science/Natural Resources). Due to a low N, it is difficult to determine if this is a trend among candidates. A perfect 300 was achieved in subarea 6. The lowest area was in Agricultural Mechanics, and this particular candidate had no background in this area, which could contribute to the 208 score in that area.

### American Studies

One hundred percent of students scored at an 80% or above on their service learning projects in HIST 5402/Historic Preservation. The goal was met. Students understood the historic preservation movement and practices within the United States and could apply those principles to their service learning projects. One hundred percent of students scored at an 80% or above on the final exam in AMST 5103/Introduction to American Studies. The goal was met. All students enrolled in AMST 5103/Introduction to American Studies understood the history and development of American Studies as an academic discipline. They also understood interdisciplinary methodologies as they apply to the field. One hundred percent of students scored at an 80% or above on the research proposals in AMST 5113/Interdisciplinary Research in American Studies. The goal was met. The increased emphasis on grammar and writing in the course helped students achieve the desired cut score. Students were able to compose their research proposals and projects well.

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

Overall, the master of counseling psychology program is providing knowledge for

students to enter the counseling field.

#### Early Childhood

The number of students taking the Early Childhood Education certification test (OSAT) was 12 for the year. The number passed was 7. The pass rate was lower than the one reported last year.

#### Educational Leadership

The overall pass rate has greatly improved from that of previous years. Advanced candidates continue to do well on sub-tests 1-4 comprised of multiple choice items. The two constructed response sub-tests continue to have lower scores than the other sub-tests. Sub-test #5 entails a candidate reviewing multiple data documents to make a determination of the main issues involving a school site as revealed through data evaluation. Sub-test #6 requires candidates to design a plan of improvement based upon the data reviewed in sub-test #5. Elementary principal candidates had an average of 240 (pass) on sub-test #5 and an average of 228 (fail) on sub-test #6. Secondary principal candidates had an average of 203 (fail) on sub-test #5 and an average of 225 (fail) on sub-test #6.

#### Elementary Education

Of the scores not passing in Subtest 2 the lowest scores are reported in the area of social studies.

#### English Education

For the 2020-2021 school year, two students, both of whom enrolled in and passed the revised English Education Teaching Methods course, took the English 107 exam. Both students passed, showing at 100% pass rate. 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 2020-2021 was 75%. The state pass rate for the same test dates was 46%. Mean scores for teacher candidates across the state taken on the same dates in 2020-2021 was 236, Northwestern Oklahoma State University's mean score was 243. The mean scores are above the passing score of 240 and above the state mean scores taken on the same testing dates. The above data also indicates that Northwestern Oklahoma State teacher candidates performed above the state mean scores in five of the seven subareas taken on the same dates. Subarea one and seven were not higher than state mean scores. The department will continue to collect data to determine and focus on subareas one and seven to determine if any program modification is needed. Subarea one has been below the minimum score of 240 for consecutive years.

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

The analysis and findings from the program outcomes and assessments for option 1 were

that all SLO assessments were successfully achieved with the exception of SLO 2 Assessment 1, PE&R 3662 Recreational Leadership which states that 70% of students will receive a score of 80% or higher. The goal for SLO 2 Assessment 1 was not achieved as 60% of the students received a score of 80% or higher, shy of the goal of 70% of students scoring 80% or higher.

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

The analysis and findings from the program outcomes and assessments for option 2 were that all SLO assessments were successfully achieved with the exception of SLO 4 Assessment 1, PE&R 3693 Physiology of Exercise which states that 70% of students will receive a score of 70% or higher. The goal for SLO 4 Assessment 1 was not achieved as 58% of the students received a score of 70% or higher, shy of the goal of 70% of students scoring 70% or higher.

#### Psychology

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

#### Mathematics Education

After reviewing the student's scores we need to work on the written response as she barely passed that portion with a 242. All other areas she passed with flying colors indicating our math curriculum is strong. We have known that our math students writing is weak and have worked to bolster that area.

#### Music Education Instrumental

We have no assessment record due to no students testing.

#### Music Education Vocal

We have no assessment record due to no students testing.

#### Reading Specialist

One student graduated summer 2021 and has the exam scheduled for October 2021. Recruitment is an ongoing concern.

#### School Counseling

School counselors are doing well on the exam. 100% passing.

#### Science Education

Biology Education: No teacher education candidates for secondary biology education were completing program core coursework during the regular 2020-21 academic year. Therefore, there was no analyses of data.

Chemistry Education: No teacher education candidates for secondary chemistry education were completing program core coursework during the regular 2020-21 academic year. Therefore, there was no analyses of data.



Physics Education: No teacher education candidates for secondary physics education were completing program core coursework during the regular 2020-21 academic year. Therefore, there was no analyses of data.

#### Social Science Education

The OSAT exam essay questions are going to be changing in the next year to two years. Currently, the exam is undergoing some changes. Historically, students have performed moderately well on these essays but could show some improvement.

#### Special Education

Review of the data indicates that of the four (4) attempts of the M-M Disabilities OSAT (129), three (3) passed (75%). This is comparable to the state average (77.3%) and consistent with the preceding three (3) years (excepting 2019/20—which was anomalous due to COVID-19 as noted in the previous report). Candidates consistently scored above the cutoff score (240) in Subareas 1-4. However, Subarea 5 continues to be an issue (average score 187.5). With the emphasis the PPAT puts on data analysis and clear, organized writing, it is anticipated that candidates will improve in this area. Examination and modification of course activities are ongoing.

#### **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 instructional changes were implemented and no changes are planned based on this year's assessment results.

##### Chemistry

No instructional changes were implemented and no changes are planned based on this year's assessment results.

##### Computer Science

CMSC faculty continue to review the curriculum in order to ensure the coursework is preparing students for a fast changing field. A new Cyber Security class has been added to the spring 2022 schedule. Faculty are also looking at the possibility of more networking classes and potentially a networking lab to support this.

### Criminal Justice

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

### English, Foreign Language and Humanities

As a department we need to emphasize the value of proofreading work done in an extemporaneous format, both graded and not. Verbal and written reinforcement of this crucial aspect of the discipline will be further integrated. Secondly, the department faculty will submit all individual SLO assessment reports via Excel spreadsheets moving forward for clarity of communication.

### History

The department does not anticipate making any adjustments to the requirements for either course or for the program curriculum.

### Mass Communication

Significant changes in specific classes have been implemented within the mass comm. program to offer more learning opportunities for students in the areas of video production, visual design, and media writing. Continuing curriculum review and discussion have included ways to address additional opportunities in the areas of strategy use for effective intercultural communication and review/analysis of mass communication-related research.

### Music – B.A.

There are no changes necessary at this time.

### Music – B.M.

There are no instructional changes necessary at this time.

### Political Science

For the Political Theory course, the assessment method employed for 2020-2021 was different from previous years. Previously, students were given a major research paper and an in-class presentation regarding their research findings. This approach was abandoned due to complications involving a large-sized class during the COVID pandemic. Instead, an essay-based Comprehensive Final Exam served as the key assessment. As in the past, the stated goal of accomplishment for assessment was a passage rate of 75% or higher. In academic year 2021-2022, the course will return to the previous assessment method with a major research paper and an in-class presentation regarding student research findings. In addition, 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.

### Sociology

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

### Social Work

The results from this assessment indicate overall program modifications and at the Alva campus are needed relating to competency 1. In an attempt to improve overall student attainment of competency 1, explicit curriculum changes will include ethical dilemma case scenarios and presentation of resolutions to class. In addition, student will construct a position paper over ethical decision making. In an attempt to address academic needs on the Alva campus, these assignments will include face-to-face consultation time with faculty and/or licensed social workers. The program will continue to integrate the importance of personal reflection and self-correction throughout the curriculum, with particular emphasis in practice courses. Faculty will continue to emphasize the importance of professional demeanor through both the explicit and implicit curriculum. The results from this assessment indicate overall program modifications and at each campus location are needed relating to competency 3. In an attempt to improve overall student attainment of competency 3, explicit curriculum changes will include a higher concentration of human rights and social and economic justice content and examples will be infused throughout the curriculum. In SOCW 3143, students will be presented with multiple assignments which will specifically focus on strategies and approaches, such as policy recommendations and research which advance social, economic & environmental justice. Faculty will participate with students in a project on each campus concerning the advancement of justice. See assessment report for full program modifications.

### Speech Theatre

We will continue to expand students' exposure to and experiences with various aspects of developing a theatrical production as the newer position in technical theatre is fine-tuned. Coverage of intercultural communication will be expanded in various classes including Interpersonal Communication and Advanced Speech Communication.

## School of Professional Studies

### Business

**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. The most significant major change to our curriculum (adding Business Communications, and deleting Cross-Cultural Management), seems to have boosted students' scores on the Business Communications section of the Peregrine Exam. Business Comm. became one of the six topics where students' aggregated topical average scores were above the 50% mark. It will take time, however, to fully assess the impact of this change, as the new curriculum recently took effect in the the Fall of 2020. 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. Putting these pieces of information together, we see an overall trend of either no significant change, or a very slow increase in student performance across all topical areas. As mentioned in the section below, the current "Heavy focus on the quantitative measures" Program Assessment Process, is not providing 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:** To put more emphasis on business communication skills, the DOB Faculty changed the Core business curriculum to include a mandatory course in business communications: GBUS 3013-Business Communications. MGMT 4343-Cross-Cultural Management was removed from the Core. The Planning Committee made these recommendations, based largely on changing ACBSP guidelines, and similar curricular trends at other Oklahoma universities.

**CHANGES TO PROGRAM ASSESMENT PLANNED FOR 2021-2022:** To coincide with the DOB's ACBSP Self-Study year (2021-2022), 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 potentially useful feedback for the DOB going forward. A few of the more general findings were as follows: 1) The Quantitative data gathering and analysis process is too complex. 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 more than 50 Outcome measures. This makes the process and the report so complicated, that it is difficult to recommend changes that are tied to each of those Outcome Measures. This process must be simplified to make it more useful for continuous improvement. 2) Adjunct instructors typically do not participate in the Program Assessment Process. 3) 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. 4) Although attempts have been made to encourage faculty to indicate when changes have been made to improve their courses, topic areas, pedagogy, etc., there has not been an agreed-upon process for that, nor has it been inculcated across all DOB faculty. To address these shortcomings/weaknesses, the DOB Assessment Committee has been working over the Summer (2021), and will continue to work into the Fall semester, and will present a Generalized Conceptual Plan to the DOB Faculty. Once faculty feedback is gained, a Formal Assessment Plan will be developed and presented to the DOB Faculty for a vote of approval/non-approval. The Generalized Conceptual Plan should be ready sometime in October, and it is expected that the Formal Assessment Plan will be ready for a vote in late October/early November, 2021.

#### Nursing

Will continue with assessment and evaluation products that incorporate the "NextGen" NCLEX-RN that will be administered to the 2023 program graduates.

#### School of Education

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

One hundred percent (100%) of all nine (9) Measurements of Successes for the program

Adult Education Management and Administration were met. There were major revisions and changes made to the program during the 2019-2020 academic year. As a result and the many successes reflected in this year's report, there are no changes necessary this year.

### Agriculture

Instructional changes implemented for the 2020-2021 academic year were associated with individual assessment methodologies and were made with the intention of capturing more accurate data. We continued to use a higher number of forage plant and seed examples for species and morphological structure identification exercises in AGRI 3033 Forage Crops & Pastures in an attempt to improve student performance for SLO 4. In addition, we altered criteria associated with the Measure of Success for SLO 4.1 due to unexpectedly high pre-test scores. Based on the average difference between pre- and post-test scores of 11.2 percentage units in 2019, we felt a reasonable expectation for improvement would be an increase of 15 percentage units. This change appears to represent a more realistic expectation as a measure of success, as the overall average increase in student scores during the fall of 2020 was 14.2 percentage units. 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

Agricultural Education faculty submitted a program modification to require candidates to take the EDUC 3913 Teaching Secondary Methods course. Ag Ed and Teacher Education faculty agreed this would streamline curriculum for all secondary majors. Data will be available, because of this modification, at the end of the academic year.

### American Studies

In AMST 5113/Interdisciplinary Research in American Studies, the professor will continue to focus on grammar and writing in the course as well as individual conferencing with students on drafts of papers/proposals to improve student writing.

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

Continue to develop a more consistent instruction for all classes, continue to provide student support for academic assistance, and provide clearer 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 developmental theory and assessment theory, and have incorporated changes in those courses with the goal of improving learning in those courses.

### Early Childhood

The Early Childhood faculty continue to emphasize the need to tie lessons learned with the field experiences tied to each class. We continue to strengthen the guidelines for reflecting and writing to show professional growth.

### Educational Leadership

The scenarios presented in the case studies do not vary, so it is difficult to know why elementary candidates are performing at a higher level than secondary candidates on sub-test #5. The embedding of case studies in courses involving data analysis was emphasized in the last year. The focus in courses needs to continue to be on how to review data, make a determination of what the data reveal, then create a plan of improvement based upon the data. The principal's test will be one comprehensive test beginning in November, 2021. There will be no separate tests for elementary, middle, or secondary. The constructed response sub-tests will still require data analysis and recommendations based upon the analysis.

### Elementary Education

Courses were changed for all areas addressing subtest 2 to focus more on content. Study materials were purchased by the library to aid in testing as well.

### English Education

In addition to revisions made to the English Education Teaching Methods course, the Program Coordinator was successful in creating an Advanced Composition course exclusively for English Education majors. As with the Methods course, the curriculum for Advanced Composition: Pedagogy contains test preparation strategies designed to prepare students for the English 107 exam. During the spring 2021 semester, over a dozen English Education Program Coordinators from around the state met with representations from Pearson to discuss the English 107 exam. The Coordinators all expressed concern with the exam, and urged the representations for a redevelopment of the exam. At present, no information regarding a redevelopment has been sent to the Program Coordinators.

### Health and Sports Science Education

The Northwestern Oklahoma State University Health & Sports Science department has realigned methods courses through faculty changes. The department will continue to collect data to determine and focus on subareas one, three, and five to determine if any program modification is needed.

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

In regard to SLO 2 Assessment 1, the textbook and ensuing curriculum has been updated to better reflect the current field of recreational leadership. There has been an instructor change in this course as well. The course will be monitored closely to determine future changes, as there are current changes that need to be evaluated.

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

In regard to SLO 4 Assessment 1, instructional adjustments will not be made until further data can be evaluated, without the delivery modifications required for COVID-19. The program will continue to strive for at least 70% of students to achieve 70% or better.

### Psychology

Continue to develop a more consistent instruction for all classes, continue to provide

student support for academic assistance, and provide clearer objectives for students to obtain. Additionally, we will use best practices in the teaching of critical thinking and problem solving to pedagogy in courses. We still continue our work in the Research Methodology and Experimental Psychology courses to increase the success rates in those courses, and departmentally this will a priority of focus for the next year.

#### Mathematics Education

The Math Department as a whole will address this issue and incorporate more writing into our curriculum to help our candidates develop better writing skills.

#### Music Education Instrumental

There are no instructional changes necessary at this time.

#### Music Education Vocal

There are no instructional changes necessary at this time.

#### Reading Specialist

Recruitment continues to be a focus. Three candidates were added 2020-2021 year.

#### School Counseling

School counseling candidates seem to be doing well on the examination. Although there could be improvement in the written response. Courses will require more "response" like questions in the curriculum.

#### Science Education

Biology: No teacher education candidates for secondary biology education were completing program core coursework during the regular 2020-21 academic year. Therefore, there was no analyses of data.

Chemistry: No teacher education candidates for secondary biology education were completing program core coursework during the regular 2020-21 academic year. Therefore, there was no analyses of data.

Physics: No teacher education candidates for secondary biology education were completing program core coursework during the regular 2020-21 academic year. Therefore, there was no analyses of data.

#### Social Science Education

In the Teacher's Course more focus is being added into preparation for the CFAST and the OSAT essay exam. These two assessments are similar in many ways so it will benefit students to practice writing essays that address the requirements for both of these assessments.

#### Special Education

Candidates require more opportunities to analyze data and develop intervention plans based on their analysis. Changes that have been made to improve the program will be

maintained. However, additional adjustments are needed to ensure adequate preparation of candidates.

## **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 2019. This will be administered again in spring 2022.
- 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 2020. This will be administered again in 2023.
- The **Graduate Student Satisfaction Survey** is administered every other year to all graduate students during April. The last administration occurred in spring 2021.
- **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 2014, fall 2019, and spring 2020 graduates in 2019-2020 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 last administered in spring 2019. 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 842 students participated in the SSI. There were five institutional strength areas that were identified. The strengths included:

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

There were also five institutional challenge areas that were identified. The challenges included:



1. The quality of instruction I receive in most of my classes is excellent.
2. Sufficient courses in my program of study are available each term.
3. Faculty are fair and unbiased in their treatment of students.
4. Faculty provide timely feedback about my academic progress.
5. This institution helps me identify resources to finance my education.

The SSI will be administered again in 2022. 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 2020. The administration was available from February to April 2020. When asked to rate their overall experience 79% of first-year students and 84% of senior students responded with “Excellent” or “Good.” When asked if they would attend this institution again, 82% of first-year students and 85% of senior students responded “Definitely” or “Probably.”

The graduate studies satisfaction survey is administered on a 3-year rotation. The graduate studies satisfaction survey was last administered in spring 2021, and was made available to all graduate students. There were 50 respondents who took the survey. When asked to rate their level of satisfaction with the NWOSU graduate program, 53.66% of the respondents answered “extremely satisfied”, 29.27% answered “somewhat satisfied”, 9.76% answered “somewhat dissatisfied”, and 7.32% respondents who answered “extremely dissatisfied”.

Course evaluations apply directly to student satisfaction of academic programs. Of the 1,970 undergraduate students, 1,285 (65.23%) students participated in course evaluations during fall 2019 semester. Northwestern students believe faculty made full use of class time and were prepared for each class. Students believe that faculty could improve on utilizing a variety of teaching methods to help students learn, providing constructive feedback, presenting material in a clear manner, stimulate thinking, and provide assignments to better understand course content.

The alumni survey was sent out to graduates who received a bachelor’s degree from Northwestern in 2014 and 2019. There were 92 respondents total. Eighty-two respondents (90.24%) reported that they were either “very satisfied” or “satisfied” with the educational experience they had at Northwestern.

#### **IV-3. What changes occurred or are planned due to student 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.

The NSSE results were reports to several institutional areas in 2020. The results 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 NSSE snapshot of the results as well as identified challenge areas. One of the major changes is the implementation of a new administrative system, Ellucian. This system has greatly improved the efficiency of the processes within each of the Financial Aid Office, Business Office, Registry Office, Human Resources, Student Services, Recruitment Office, and Housing Office. We received information from the SSI and NSSE that students were dissatisfied with the time it took to award financial aid, this new system will have a significant impact on the timeliness of the awarding process.

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 Budgets**

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

Provide the following information regarding assessment fees and expenditures for 2021-2022:

Assessment salaries	\$58,400
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>\$71,320</b>