



**NORTHWESTERN OKLAHOMA
STATE UNIVERSITY**

ANNUAL REPORT OF 2021-2022 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
October 2022**

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

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

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Annual Student Assessment Report of 2021-22 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*).

Please follow these submittal instructions:

1. Prepare a transmittal letter from your institutional president to Chancellor Allison D. Garrett indicating that your Annual Student Assessment Report of 2021-22 Activity is complete and will be emailed to Dr. Rachel Bates, and email the letter to: academicaffairsrequests@osrhe.edu.
2. Submit all information by email to Dr. Rachel Bates at rbates@osrhe.edu.
3. Do not send any paper documents to the OSRHE offices. Please submit by **December 2, 2022**.

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 2021-2022 (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 2021-2022 (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/4WHJdGw3RSb2L3hu7>

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 2021-2022:

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

List of Tables

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ANNUAL REPORT OF 2021-2022 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 FY2021-2022 (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 course-specific and overall 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.

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 identified 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. 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 2021-2022 (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. As part of a pilot program in 2020-2021, the university used alternative means for placement the university adopted these practices in the 2021-2022 catalog.

Initial math and English placement is based on ACT or SSAT 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.

Math

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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/or a high school transcript 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

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.
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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, 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 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. 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 students who took remedial Math classes at the **0115** 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 | |
|-------------|------|----|------|----|----------|----|
| 2017-2018 | 77% | 49 | 5% | 3 | 19% | 12 |
| 2018-2019 | 72% | 64 | 16% | 14 | 12% | 11 |
| 2019-2020 | 75% | 43 | 19% | 11 | 5% | 3 |
| 2020-2021 | 62% | 37 | 17% | 10 | 22% | 13 |

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 2018 | | | Fall 2019 | | | Fall 2020 | | |
|--------------------------------------|-----------|------|----------|-----------|------|----------|-----------|------|------------|
| | Pass | Fail | Withdraw | Pass | Fail | Withdraw | Pass | Fail | Withdrawal |
| ENGL1114 Composition I w/Lab | 73% | 14% | 13% | 71% | 20% | 9% | 64% | 25% | 11% |
| ENGL1113 Composition I | 79% | 8% | 13% | 89% | 9% | 2% | 79% | 13% | 7% |
| MATH0115 Beginning Algebra | 62% | 26% | 12% | 71% | 23% | 6% | 73% | 24% | 3% |
| MATH1403 Contemporary Math | 67% | 12% | 21% | 78% | 15% | 7% | 57% | 26% | 17% |
| MATH1514 College Algebra w/Lab | 88% | 3% | 10% | 78% | 16% | 6% | 69% | 3% | 28% |
| MATH1513 College Algebra | 82% | 6% | 12% | 90% | 5% | 5% | 84% | 10% | 6% |

*COVID and increased online classes impacted the pass rates for remedial courses.

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.

The next General Education Committee meeting will be held in the fall 2022 semester for a comprehensive review.

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 |
| Reading, Level 1 | 50% | 51% | 23% | 22% | 27% | 27% |
| Reading, Level 2 | 27% | 24% | 13% | 19% | 60% | 57% |
| Critical Thinking | 6% | 3% | 18% | 14% | 76% | 83% |
| Writing, Level 1 | 49% | 48% | 30% | 32% | 21% | 20% |
| Writing, Level 2 | 16% | 13% | 30% | 30% | 54% | 57% |
| Writing, Level 3 | 2% | 6% | 21% | 18% | 77% | 76% |
| Mathematics, Level 1 | 44% | 41% | 33% | 30% | 23% | 30% |
| Mathematics, Level 2 | 21% | 19% | 22% | 23% | 57% | 58% |
| Mathematics, Level 3 | 9% | 4% | 9% | 11% | 89% | 85% |

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 increased from 65 participants in the spring of 2021 to 84 participants in the spring of 2022. 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 2022 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 2022 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 2021-2022

| Degree Program | Assessment Measures | Numbers of Individuals Assessed |
|----------------------------------|-----------------------------------|--|
| Adult Ed. Mgmt. & Admn. M.Ed. | Comprehensive Exam | 16 |
| Agriculture | Final Course Grade in AGRI 3133 | 35 |
| | Course Embedded Questions in AGRI | 3 |

| | | |
|------------------------------|---|----|
| | 3543 | |
| | Final Exam Grade in AGRI 2123 | 29 |
| | Individual Class Project Grades in AGRI 4623 | 18 |
| | Individual Exam Grades in AGRI 3413 | 13 |
| | Final Course Grades in AGRI 3214 | 39 |
| | Pre/post test %-unit change in AGRI 1214 | 19 |
| | Individual exam grades in AGRI 3033 | 9 |
| Agricultural Education | OSAT | 0 |
| American Studies | Comprehensive Exam | 3 |
| Biology | BIOL 1224 (Zoology) Final Exam | 48 |
| | BIOL 3343 (Genetics) Final Exam | 19 |
| | BIOL 3011 (Science Fair Judging) Presentation | 0 |
| | BIOL 4011 (Biology Seminar) Literature Review | 17 |
| | BIOL 3011 (Science Fair Judging) Reflection | 20 |
| Business | Peregrine Exam | 37 |
| Chemistry | CHEM 1215 Final Exam | 22 |
| | CHEM 4114 Practicum | 12 |
| | CHEM 4114 Presentation | 12 |
| | CHEM3114 Literature Review | 12 |
| | CHEM 3011 Reflection | 2 |
| Computer Science | CMSC 3203 | 20 |
| | Exit Assessment – Alumni | 9 |
| Counseling Psychology M.C.P. | Theory Section of Comps | 24 |
| | Counseling Methods and Tech Comps | 25 |
| | Assessment Class | 22 |
| | Research Class | 22 |
| Criminal Justice | CJUS 4603 Final Exam Score | 19 |
| | CJUS 4063 Research Paper Grade | 19 |

| | | |
|--|------------------------------------|----|
| | CJUS 4723 Proposal Guide | 19 |
| | CJUS 4723 Final Exam Grade | 19 |
| Early Childhood Education | OSAT | 13 |
| Educational Leadership M.Ed. | Principle Comprehensive Assessment | 9 |
| Elementary Education | Subtest 1 & 2 (OSAT) | 10 |
| | Subtest 2 (OSAT) | 10 |
| English | Senior Exit Exam | 2 |
| | ENGL 3473 Research Project | 3 |
| | ENGL 3103 Exam Question | 2 |
| | ENGL 4453 Philosophy | 2 |
| | Graduating Student Survey | 2 |
| English Education | OSAT | 3 |
| Health & Sport Science Education | OSAT | 2 |
| Health and Sports Science (Option I – Non-Teaching) | SLO 1 Assessment 1 | 50 |
| | SLO 2 Assessment 1 | 58 |
| | SLO 2 Assessment 2 | 66 |
| | SLO 3 Assessment 1 | 47 |
| | SLO 4 Assessment 1 | 54 |
| | SLO 5 Assessment 1 | 59 |
| Health and Sports Science (Option 2 – Health and Fitness Management) | SLO 1 Assessment 1 | 7 |
| | SLO 2 Assessment 1 | 50 |
| | SLO 3 Assessment 1 | 7 |
| | SLO 3 Assessment 2 | 3 |
| | SLO 4 Assessment 1 | 48 |
| | SLO 4 Assessment 2 | 48 |
| | SLO 5 Assessment 1 | 66 |
| History | 4013 Term Paper Grade | 12 |
| | 4013 Final Exam Grade | 12 |
| | 4433 Proposal Grade | 4 |

| | | |
|------------------------------|---------------------------------|----|
| | 4433 Final Exam Grade | 4 |
| Mass Communications | Video Production | 13 |
| | Audio Production | 13 |
| | Media Writing | 13 |
| | Visual Design | 18 |
| | Strategic Communication | 12 |
| | Intercultural Communication | 10 |
| | Review and Analysis of Research | 22 |
| Mathematics Education | OSAT – Advanced Level | 0 |
| | OSAT – Mid-Level Intermediate | 1 |
| Music BA | BA Jury Examination | 1 |
| Music BM | 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 | 21 |
| Reading Specialist | OSAT | 1 |
| School Counseling M.Ed. | OSAT | 2 |
| 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 | 7 |
| | SOC Final Exam Grade | 7 |
| Psychology | History of Psychology | 48 |
| | Research | 27 |
| | Experimental | 19 |
| | Social Psychology | 54 |
| | Personality | 61 |

| | | |
|--------------------------|---|-----|
| Social Science Education | OSAT-US History/Oklahoma History/Government/Economics | 3 |
| | OSAT-World History/Geography | 4 |
| Social Work | Field Instrument | 14 |
| | Course Embedded Measures | 140 |
| Sociology | SOCW 3203 Term Paper Grade | 2 |
| | SOCW 3203 Final Exam Grade | 2 |
| | SOCW 4723 Proposal Grade | 4 |
| | SOCW4723 Final Exam Grade | 4 |
| Special Education | Mild/Moderate OSAT | 1 |
| Speech Theatre | Informative Speaking 1.1 | 5 |
| | Informative Speaking 1.2 | 10 |
| | Persuasive Speaking 2.1 | 5 |
| | Persuasive Speaking 2.2 | 10 |
| | Group Comm-Generating Strategies | 10 |
| | Group Comm-Applying Strategies | 10 |
| | Theatrical Production | 1 |
| | Intercultural Comm-Generating Strategies | 10 |
| | Intercultural Comm-Applying Strategies | 10 |

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 2021-2022 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.

Chemistry

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

Computer Science

CMSC graduates continue to do well finding employment in the field.

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 for faculty to spend more time reviewing primary and secondary research best practices in their upper level courses.

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 goals in the areas of audio production and media writing. Students met the objective for effective determination of intercultural communication strategies; however, they did not meet the objective for actually applying those strategies. Students did not meet the goals in the areas of video production, visual design, strategic communication, and analyzing mass communication-related research.

Music – B.A.

No program completers for the 2021-2022 academic year.

Music – B.M.

Students are successfully fulfilling requirements.

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.

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 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities).

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

Students met 1 of 2 informative speaking goals and 1 of 2 persuasive speaking goals. (The small number of students assessed may be a factor as only 5 students were assessed in the cases when the public speaking goals were not met.) Students met the goals for generating strategies for small group communication and intercultural communication; they, however, did not meet the goals for applying these strategies. One student completed the theatrical production for this report period, and she earned 80% or greater thus meeting this goal.

School of Professional StudiesBusiness

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 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 (2021-2022 graduates) show that students correctly answered 39.97% of the questions. Results from the Outbound exam reflect that students correctly answered 47.20% of the questions. The difference, 7.23%, reflects an improvement in average scores of approximately 18%. 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 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 (less than 2,000 students) 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 business 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 business 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. On a related note, approximately 37% of the NWOSU business students are classified as "non-traditional" students. Work, family, and athletic commitments take substantial time away from academic activities and therefore may help to explain why NWOSU student (Outbound-score) performance is lower than many students at peer institutions.

Nursing

The desired result in NCLEX-RN pass rates was realized for this 2022 cohort with an overall pass rate of 86% (national average is 82.19% as of July 2022).

School of EducationAdult Education Management and Administration M.Ed.

SLO 1: Eighty three percent (83%) 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. Seventy eight (78%) 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. Students somewhat understood and could discuss current issues/problems facing higher education today. They also applied their understand to their future career ambitions somewhat. An article review example will be shown and discussed in class. The example will also be posted on Blackboard. Shannon Leaper, head librarian, may also visit class to discuss how to construct a well written article review. The pandemic forced students to think differently about the career choices that were available This may have influenced not meeting this goal as it was a common topic in class discussions. SLO 2: 86% (86%) 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-six percent (86%) 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-six percent (86%) 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: Eighty-one percent (81%) 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. Eighty-seven point five percent (87.5%) 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 Management. 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 2021-2022 academic year did not meet expectations for all Student Learning Outcome methodologies outlined in the Agriculture Department assessment plan, but improvement was observed for six of the eight methodologies used. It is important to note that sample size was small ($n < 13$) for three methodologies, and changes to the program curriculum will be considered as additional data warrants.

Agriculture Education

While there were two program completers last academic year, they took the OSAT outside of the academic year in which this report addresses. Data findings from the department assessments: All data were at an acceptable or target level of performance. While these are all appropriate levels, the agricultural education faculty will continue to seek ways to help candidates achieve target levels while maintaining rigor. The number of program completers for the last three years is low, but enrollment is promising for a higher N in the future and more data.

American Studies

All of the goals were met except for SLO 2 (2.2). The goal was for eighty percent of students to score at an 80% or above on the research papers/proposals in AMST 5113/Interdisciplinary Research in American Studies. Only 75% met this goal.

Counseling Psychology (M.C.P.)

Overall, the master of counseling psychology program is providing knowledge for students to enter the counseling field.

Early Childhood

In the school year 2021-22, there were 9 teacher candidates who passed the statewide certification test. 3 of the 9 passing teacher candidates required multiple retakes to pass. The assessment aligns with the CAEP and NAEYC standards and includes a written response subarea called the Constructed Response. The consistently troublesome subarea continues to be the Constructed Response (Subtest 5).

Educational Leadership

The lowest scores are seen in the area of the constructed response.

Elementary Education

Candidates seem to have more difficulty with Subtest 2.

English Education

Last year, two students took and passed the English 107 exam. 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). For the 2021-2022 school year, three students, all of whom enrolled in and passed the revised English Education Teaching Methods course, took the English 107 exam. All three 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 2021-2022 was 100% for this exam. The state pass rate for the same time period was 62.6%. Northwestern Oklahoma State University students had a mean score was 248. 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.

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 and SLO 4 Assessment 2. In regards to SLO 4 Assessment 1, 24 of the 48 students did not meet the target score of 70% on exam 5, therefore falling short of the goal of 70% of students reaching the target score. In regards to SLO 4 Assessment 2, 32 of 48 students scored at or above 70% on the Chapter 1-3 Exam. Therefore, 67% of the students fell below the goal of 70% of students reaching 70% or higher on the assessment.

Psychology

Based on student grades, the psychology department is meeting or exceeding expectations on all Student Learning Outcomes except for SLO 3.

Mathematics Education

NWOSU's program is doing a good job preparing our students to pass the OSAT exam noted from the numbers presented above.

Music Education Instrumental

No students have taken the OSAT in this degree program for a few years, but past students have been successful. We are continuing the same approach to prepare students.

Music Education Vocal

No students took OSAT in this degree program last year, but past students have been successful. We are continuing the same approach to prepare students.

Reading Specialist

Recruitment remains a focus. Currently 9 students are in the reading specialist program. The candidate who completed the OSAT scored lowest on the constructed response.

School Counseling

The candidates are doing well passing the OSAT exam for school counseling.

Science Education

Biology Education: No analysis to report as there were no students that took the biology exam.

Chemistry Education: No analysis to report as no students took the exam.

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

Social Science Education

The average score for the 017 U.S./Oklahoma History, Government, and Economics OSAT was approximately a 262. This is 22 points greater than the required score of a 240. The average score for the 018 World History/Geography exam was a 256. While we do offer some courses to prepare for the 018 exam, the Social Science Education program focuses more on the 017 exam. Weaknesses continue to be in the constructed response portion of the test.

Special Education

Candidates seem to do well with the OSAT.

Other Assessment Plans

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

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

School of Arts and Sciences

Biology

In the future, we plan to assess all the SLOs outlined. No other changes are planned in response to program outcomes assessment.

Chemistry

Changes were made to the SLO 1 methodology to include the final lab report and presentation as a method to assess knowledge. Since the measure of success was met, the methodology will be kept. Methodology changes were also made to include either a final lab exam or practicum for SLO 2. While the method of success was not met, this was the first year that this methodology was used. Because of this, no changes are being implemented until more data is obtained.

Computer Science

The CMSC department is in the process of updating the curriculum. The programming classes will be more streamlined allow the department to add new courses in Cyber Security and Networking. The new changes should be in place by fall 2023.

Criminal Justice

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

English, Foreign Language and Humanities

Providing some sort of incentive for graduating majors to put forth more of an effort when completing the senior exit exam. There is also an upcoming discussion concerning updating the senior exit exam.

History

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

Mass Communication

Additional hands-on work and project completion in audio and video production have been implemented as allowed by new/additional equipment for student use. These additional opportunities are allowing students to practice and refine their skills in these areas. A student-run public relations agency has been created to allow students more opportunities to practice and expand skills in strategic communication while developing plans and materials for non-profit organizations.

Music – B.A.

There are no changes are necessary at this time.

Music – B.M.

Possible changes to a few requirements to make standards a bit higher.

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.

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 are needed relating to competency 9. Curriculum materials and assignments will be revised to highlight student opportunities to critically analyze, monitor, and evaluate practice effectiveness. See assessment report for full program modifications.

Speech Theatre

Reviews of the foundation skills for informative speaking, persuasive speaking, small group comm., and intercultural comm. will be expanded to help strengthen the basic skills before building upon them in various upper level speech classes. Faculty are exploring the possibility of micro-certifications for technical theatre aspects.

School of Professional StudiesBusiness

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), has definitely had a positive impact on students' scores on the Business Communications section of the Peregrine Exam. Business Communications (at 58.6%) became one of the highest scores of the six topics where students' aggregated topical average scores were above the 50% mark. Given that this change took effect in the Fall of 2020, we now have a full two years of data that indicate this was a successful change to the Business Core. 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 the average of all topical areas. As mentioned in the section below, the current Program Assessment Process, is undergoing needed simplification and minor modifications, 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: 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. As mentioned in the section above, we found this change to have been very successful.

CHANGES TO PROGRAM ASSESSMENT PLANNED FOR 2022-2023: 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 amenable to a good continuous improvement process. 2) The level of participation in the Program Assessment Process from Adjunct Instructors is lower than that of the full-time faculty. 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 on a simplified, and slightly modified Program Assessment Plan. The modifications are primarily designed to add feedback loops, that are designed to increase faculty participation in the overall program evaluation process, and to create objective goals/targets that faculty will then be required to address in the next Program Assessment Report. This should improve the “continuous improvement” nature of our overall process. This work started (officially) in the Summer of 2021, and has continued through the early part of Fall 2022. 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 2022) 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 October in the Fall Semester of 2022.

Nursing

The Division has added on the NurseTim NGN exam writing component to ExamSoft to help with preparing appropriate NGN NCLEX content and exams. We will continue with assessment and evaluation products that incorporate the "NextGen" NCLEX-RN that will be administered to the 2023 program graduates and continue to monitor to ensure appropriate program outcomes. We have begun the process of mapping the new AACN educational essentials into our curriculum and ensuring they are represented in our program outcomes.

School of Education

Adult Education Management and Administration M.Ed.

Eighty-nine percent (89%) of the nine (9) Measurements of Successes for the program Adult Education Management and Administration were met. SLO 1.2 was the only measurement that did not meet the target. Three modifications will be implemented when the course is offered next. These include: An article review example will be shown and discussed in class. The example will also be posted on Blackboard. Shannon Leaper, head librarian, may also visit class to discuss how to construct a well written article review. The pandemic forced students to think differently about the career choices that were available. This may have influenced not meeting this goal as it was a common topic in class discussions. Overall, there were many successes reflected in this year's report as seen in the data.

Agriculture

Planned instructional changes for the 2022-2023 academic year are associated with individual assessment methodologies and are intended to help capture more accurate data. We plan to use a higher number of 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. In addition, faculty plan to incorporate the use of mobile device applications to aid in plant identification during experiential learning activities. In an attempt to

increase student performance for methodology 3.1, faculty plan to spend additional class time emphasizing specific concepts associated with the 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

From previous years, the department was pleased with the candidates achieving either target or acceptable levels of performance in all areas, thus no unacceptable levels. This can be attributed to taking previous recommendations seriously in order to improve the program. The program coordinator of agricultural education and faculty members working with the coordinator will work to implement recommendations from this year. There are a number of ag education majors anticipated to be program completers in the next three years (greater than 20), so we hope to see these numbers increase in the near future.

American Studies

Since some students are still having difficulties with graduate-level writing despite conferencing with the professor during the rough-draft stage, the professor will place more emphasis on one-on-one tutoring during the composing and drafting components of the research paper/proposal as well.

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 data determines that teacher candidates have a strong content knowledge in all CAEP standards, but the Constructed Response tends to be troublesome for some ECE majors because of the necessary writing skills for this type of questioning. Professors continue to adjust coursework to include class time opportunities to address this ongoing issue. Candidates are required to respond to vignettes and case studies to help prepare them for the exam. Teacher candidates have consistently scored higher each time they retook the test on the Constructed Response section. Professors are encouraged to continue the constructed response activities as well as OSAT study sessions during class time.

Educational Leadership

The program is currently being realigned to the new OSAT standards. More constructed responses will be added into the course work.

Elementary Education

We have implemented more focus on the content of the methods courses. We have started breaking down the OSAT standards and helping students' study.

English Education

In addition to revisions made to the English Education Teaching Methods course, the Program Coordinator created an Advanced Composition course exclusively for English Education majors that is focused on writing pedagogy. As with the Methods course, the curriculum for Advanced Composition: Pedagogy contains test preparation strategies designed to prepare students for the English 107 exam. Since both courses seem to be adequately preparing English Education majors for the English 107 exam, no other modifications or changes are currently planned.

Health and Sports Science Education

The Northwestern Oklahoma State University Health & Sports Science department has continued a focus on alignment for the major of Health & Sports Science Education. The re-organization of methods courses being taught by the same instructor has proven effective in scores, recruitment, and retention of teacher education candidates. Subarea seven is a written component of the OSAT, and this area saw growth from 2020-2021 to 2021-2022. The department will continue to collect data to determine if any program modifications are needed.

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

In regard to SLO 2 Assessment 1, no new assessments, outcomes, or instructional changes are planned at this time. In regard to SLO 2 Assessment 2, no new assessments, outcomes, or instructional changes are planned at this time. In regard to SLO 3 Assessment 1, no new assessments, outcomes, or instructional changes are planned at this time. In regard to SLO 4 Assessment 1, no new assessments, outcomes, or instructional changes are planned at this time. In regard to SLO 5 Assessment 1, no new assessments, outcomes, or instructional changes are planned at this time.

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

In regard to SLO 1 Assessment 1, no new assessments, outcomes, or instructional changes are planned at this time. In regard to SLO 2 Assessment 1, no new assessments, outcomes, or instructional changes are planned at this time. In regard to SLO 3 Assessment 1, no new assessments, outcomes, or instructional changes are planned at this time. In regard to SLO 3 Assessment 2, no new assessments, outcomes, or instructional changes are planned at this time. In regard to SLO 4 Assessment 1, the assessment and the target measure will be evaluated to determine the appropriateness of this exam for the assessment. In regard to SLO 4 Assessment 2, no new assessments, outcomes, or instructional changes are planned at this time. In regard to SLO 5 Assessment 1, no new assessments, outcomes, or instructional changes are planned at this time.

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. We are concerned that we are not meeting expectations in SLO 3 which involves teaching critical thinking in the Research class. We will create a way to assess student ability in critical thinking, engage in best practices in

teaching critical thinking, and also re-thing the best approach to building critical thinking skills in other classes that may serve as pre-requisite to the Research class.

Mathematics Education

Currently NWOSU/s Math Education Program is working on making sure our individual courses are aligned with national standards.

Music Education Instrumental

There are no instructional changes necessary at this time.

Music Education Vocal

No major policy changes have been made. We have been intentional that the Music Theory courses, which constitute a considerable portion of the OSAT, are taught by full-time faculty members, which is more likely to offer continuity in instruction for the students.

Reading Specialist

Numbers for the program are up. Candidate scored well on Assessment, Diagnosis, and Evaluation - which remains a program strength. Embedded writing assignments have been added to courses that align to the constructed response.

School Counseling

School Counseling standards have changed and courses are being realigned to ensure all the standards are being addressed.

Science Education

Biology: No modifications were made due to the fact that no students took the exam.

Chemistry: No modifications were made as no students took the exam.

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

Social Science Education

In all of the Education courses, a greater focus is being placed on writing skills. This is the case with the Teacher's Course for Social Studies as well as Global Transformations. Additionally, as of the spring of 2022, the written response on OSAT 117 (formerly 017) has changed to be more reflective of the PPAT process that all students have to go through for certification. All of the Education courses are focusing on training candidates how to analyze lesson plans and write responses to the analysis questions on PPAT. This is also the new requirement for the OSAT constructed response. It is anticipated that as we continue to train candidates in skills to successfully complete the PPAT, the constructed response portion of the OSAT exams will also improve.

Special Education

Courses are being realigned and changes to look at more descriptive writing tasks.

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 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. This will be administered again in spring 2023.
- **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 2016, fall 2021, and spring 2021 graduates in 2021-2022 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 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 next administration will be in spring 2023.

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 1,789 undergraduate students, 1,322 (73.90%) students participated in course evaluations during fall 2022 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 2016 and fall 2021. There were ninety respondents total. Eighty respondents (89.89%) 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 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. The Director of Assessment and Institutional Effectiveness will also hand out the NWOSU SSI Infograph to students during the first week of the fall 2022 semester.

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 |
| Total Expenditures | \$71,320 |