



Northwestern
OKLAHOMA STATE UNIVERSITY

**Office of Assessment and Institutional
Effectiveness
Assessment Plan
(Revised 2018)**

ENTRY LEVEL ASSESSMENT AND COURSE PLACEMENT

The main intent of entry level assessment is to confirm that Northwestern is providing opportunities for all students to succeed. Northwestern hopes to improve the chances of success by identifying students' strengths and weaknesses and placing them relevantly. All incoming freshman submit high school transcripts and ACT/SAT scores in order to be evaluated to determine whether their basic academic skills are adequate for success in collegiate-level courses or if remediation is necessary.

Accuplacer is also used as an entry-level assessment tool. Accuplacer serves to identify students who should be placed into remedial courses. Testing consists of four areas including English, algebra, science and reading. Students who enter Northwestern with an ACT subtest score of 18 or lower in English, science, math, or reading must remove those deficiencies in one of the following ways:

1. Retaking the ACT and scoring 19 or higher on the appropriate subtest.
2. Achieving the appropriate score on an Accuplacer test
3. Successfully completing the appropriate remedial course with a passing grade.

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

As a result of the monitoring process and ongoing program redesign facilitated by Title III funding, the English composition sequence underwent major changes with the implementation of a new remedial course in the 2012-2013 academic year. These changes resulted in higher student performance and therefore, all piloted courses were adopted department-wide during the 2013-2014 academic year. A new Composition I course was piloted in the spring of 2015 for international students in hopes of addressing their ESL specific issues. These changes resulted in higher student performance and will be also adopted and continue being offered. Additionally, the faculty in the mathematics department completed a complete review of all algebra courses during the 2012-13 academic year. This process was also facilitated by Title III funding and as a result, many changes & enhancements have been made to algebra courses at Northwestern. These changes were piloted in the fall 2013 semester at Northwestern.

GENERAL EDUCATION ASSESSMENT

The undergraduate general education program at Northwestern Oklahoma State University provides a foundation for diverse learners in all academic programs. The general education

curriculum fosters student development in literacy, critical thinking, and ethical leadership that lead to productive careers and citizenship. The general education assessment strategy is a three-prong approach to assessment: evaluation of course-embedded assessment of student learning derived from a competency-based curriculum, standardized evaluation through mid-level testing (ETS Proficiency Profile), and a review of student engagement results from the National Survey of Student Engagement (NSSE). The general education committee will use these results to address successes and areas for improvement in student achievement tied to general education competencies, and make adjustments as data indicates.

The General Education Committee will use the data collected to correlate and triangulate data from course assessments, the ETS Proficiency Profile, and first-year student responses to selected NSSE questions to determine trends and present a set of concise results to the committee for recommendations to improve students learning in general education. The data collected from each assessment will be used to indicate areas of strength and need for improvement.

- **ETS Proficiency Profile:** Administered annually in early April to sophomores and juniors achieving 40-75 credit hours (excluding transfers).
- **NSSE:** Administered every third year between February and April to all first year and senior students. The next administration will take place in spring 2017.
- **Course Embedded Assessment:** The general education curriculum was reviewed and revised with new curriculum being implemented in fall 2016. Course embedded assessments were developed and implemented in 2017-2018. Data will be gathered for the first time after the spring 2018 semester.

ACADEMIC PROGRAM LEARNING OUTCOMES ASSESSMENT

Program-level assessment examines student work or other evidence of student learning within a department/program (major or minor). Program-level assessment gives faculty within an academic department the opportunity to ask: What and how is our department contributing to the learning and development of our students as a whole?

Each academic department identifies Student Learning Outcomes (SLOs), which reflect upper cognitive levels of Bloom's taxonomy and aligns the SLOs with the curriculum (via curriculum mapping, Table 3.). Academic programs submit assessment plans and data annually using a template created in LiveText, a web-based data management system to assist in streamlining and supporting assessment of student learning and institutional effectiveness. Each department gathers evidence of student learning by using both direct and indirect measures, interprets the evidence of data in order to determine whether or not program modifications should be made to improve student learning.

Assessment methodologies include both direct and indirect measures to assess how well students in undergraduate degree programs meet program goals set by faculty. Academic units are encouraged to use multiple assessment methods to triangulate data and avoid bias, so increases were seen in the types of assessment utilized. On the basis of result of assessment data, academic programs have responded accordingly to enhance student performance. Changes have included creating new options, adding seminars, creating new curriculum, changes to course content, adding remediation, ensuring faculty teamwork, and providing more opportunities for communication with students.

Curriculum mapping was implemented in spring 2015 to show which SLOs are being introduced, reinforced, and/or mastered in which courses. As well as including in which courses evidence is collected and evaluated for program-level assessment. Curriculum mapping helps to create a unified program, improve communication among faculty, enhance understanding for students regarding what should be accomplished within each course, and increase the likelihood that students meet the SLOs.

STUDENT ENGAGEMENT AND SATISFACTION

Northwestern has five major sources of data for student satisfaction.

- The **Noel-Levitz Student Satisfaction Inventory** is administered every third year to all students during the spring semester. The last administration occurred in April 2016.
- The **National Survey of Student Engagement (NSSE)** is administered every third year to all first year and senior students. The most recent administration was available from February to April of 2014.
- The **Graduate Student Satisfaction Survey** is administered every other year to all graduate students during April. The most recent administration took place in 2015.
- **Course evaluations:** All courses are required to be evaluated each fall semester (excluding tenured faculty, not up for tenure review). Business, nursing and education courses are evaluated during, both, fall and spring. Any faculty members that request his/her course(s) to be evaluated can do so during any semester (fall, spring and/or summer).
- The **Alumni Survey** is administered annually during the summer to select years of graduates. Our most recent administration surveyed 2010 and 2015 graduates.

All results (excluding course evaluations) are disseminated to the assessment committee in order to address strengths and weakness. The results are also made available to the entire NWOSU community via a newsletter each semester. Course evaluations results are disseminated to the individual instructors, department chairs, deans, and executive Vice President to address concerns with course instruction.