



**NORTHWESTERN OKLAHOMA
STATE UNIVERSITY**

ANNUAL REPORT OF 2017-2018 STUDENT ASSESSMENT ACTIVITY

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

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ANNUAL REPORT OF 2017-2018 STUDENT ASSESSMENT ACTIVITY

Section I – Entry Level Assessment and Course Placement

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- I-2. What information was used to determine co-requisite course placement (e.g., cut scores, high school GPA, class ranking)?
- I-3. How were students determined to need remediation deficiencies (e.g., cut scores, multiple measure metrics, or advising process)?
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- II-4. What instructional changes occurred or are planned in response to general education assessment results?

Analyses and Findings

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- 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.

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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?

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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 student engagement and satisfaction assessment?

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 2017-18:

Assessment fees	
Assessment salaries	
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ANNUAL REPORT OF 2017-2018 STUDENT ASSESSMENT ACTIVITY

Section I – Entry Level Assessment and Course Placement Activities

I-1. What information was used to determine college-level course placement?

Northwestern assesses ACT or SAT scores for entering students to determine appropriate course placement based on student level of preparedness. Secondary placement tools are used to determine appropriate course placement in limited number of departments (math, natural science). Secondary placement tools are used to determine appropriate course placement in a limited number of departments (math, natural science).

I-2. What information was used to determine co-requisite course placement (e.g., cut scores, high school GPA, class ranking)?

Northwestern assesses ACT or SAT scores for entering students to determine appropriate course placement based on student level of preparedness. Northwestern also uses the Accuplacer test to determine co-requisite course placement. 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 has been the introduction of credit-bearing co-requisite courses in both English and mathematics. If a student needs remediation for a math deficiency, the student must successfully complete a remedial or co-requisite math course before being able to enroll in a science course.

I-3. How were students determined to need remediation for deficiencies (e.g., cut scores, multiple measure metrics, or advising process)?

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

1. Re-taking the ACT and scoring 19 or higher on the appropriate subtest. (NOTE: Students may take a residual ACT one time only.)
2. Achieving the appropriate score on an Accuplacer test.
3. Successfully completing the appropriate remedial course with a passing grade.

I-4. What options were available for students to remediate basic academic skill deficiencies?

Both the English and math departments have added a co-requisite course, ENGL 1114 Composition I with Lab and MATH 1514 College Algebra with Lab. In both cases, the remediation is built into the credit-bearing course, which accounts for the extra hour of credit (1113 instead of 1114, 1513 instead of 1514). We have done this as part of the state co-requisite scaling project, an initiative that is part of Complete College America.

Analyses and Findings

I-5. Describe analyses and findings of student success in developmental, co-requisite and college-level courses (include enrollment counts, grade distribution and overall pass rates), effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process or approaches to teaching as a result of findings.

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

Both the English and math departments have added a co-requisite course, ENGL 1114 Composition I with Lab and MATH 1514 College Algebra with Lab. In both cases, the remediation is built into the credit-bearing course, which accounts for the extra hour of credit (1113 instead of 1114, 1513 instead of 1514). We have done this as part of the state co-requisite scaling project, an initiative that is part of Complete College America.

TABLE 2. Percent of former Remedial Students Passing Credit-Bearing Courses in 2017-2018.

Subject	12-13	13-14	15-16	16-17	17-18
ENGL 0123 to ENGL 1213 English Proficiency Level >C	55.6%	65.9%	44.4%	66.7%	100%*
ENGL 0125 to ENGL1213 English Proficiency Level >C	N/A	76%	78.4%	79.2%	70.8%
MATH 0013 to MATH 1403 or 1513 Proficiency Level >D	70.2%	65.9%	72.4%	78.6%	61.9%
MATH 0115 to MATH 1403 or 1513 Proficiency Level >D	N/A	N/A	N/A	N/A	82.9%*
Math 0123 to MATH 1403 or 1513 Proficiency Level >D	70.3%	60.8%	77.8%	76.14%	67.4%

Section II – General Education Assessment

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 PP is a mid-level examination of students who have between 40 and 75 credit hours and who have completed all of their general education requirements only at Northwestern. The ETS Proficiency Profile assesses students in four core areas: critical thinking, reading, writing, and mathematics. The ETS Proficiency Profile is used to gain a unified picture of the effectiveness of the general education program and to pinpoint strengths and areas for improvement. The test is administered to gain a unified picture of the effectiveness of general education program to meet requirements for accreditation, promote curriculum improvement with actionable score reports that can be used to pinpoint strengths and areas of improvement, and provide comparative data on student performance with more than 380 institutions and 375,000 students nationwide.

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

II-3. Describe strategies 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 letter, 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 will be entered into a drawing for prizes.

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

During the 2017-2018 academic year, the new general education assessments were utilized for the first time. The General Education Committee is currently meeting to triangulate all the data from each of the three assessments (ETS Proficiency Profile, NSSE, and course embedded measures) to determine future changes that need to be made.

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	44%	52%	23%	21%	33%	27%
Reading, Level 2	23%	25%	12%	19%	65%	56%
Critical Thinking	2%	2%	9%	14%	88%	84%
Writing, Level 1	63%	46%	19%	33%	19%	20%
Writing, Level 2	16%	12%	42%	29%	42%	59%
Writing, Level 3	7%	5%	14%	17%	79%	78%
Mathematics, Level 1	65%	39%	23%	26%	12%	34%
Mathematics, Level 2	23%	17%	40%	22%	37%	61%
Mathematics, Level 3	2%	4%	16%	9%	81%	87%

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, but scores have stayed consistent over the past 5 years. The data from all three prongs of the general education assessment will be triangulated during the fall 2018 semester.

The Director of Assessment will cooperate with deans, faculty and department chairs to increase participation on the 2018 ETS Proficiency Profile administration. The NSSE, ETS Proficiency Profile as course level assessment measures will be triangulated and reviewed during the fall 2018 semester examining the findings under the newly implemented general education curriculum.

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. The General Education committee will triangulate the data gathered from the newly implemented assessment measures during the fall 2018 semester and prepare to make adjustments as a result of the findings.

**Section III – Program Outcomes
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 3. Program Outcomes Assessments 2017-2018

Degree Program	Assessment Measures	Numbers of Individuals Assessed
Adult Ed. Mgmt. & Admn. M.Ed.	Comprehensive Exam	17
Agricultural Education	OSAT	2
Counseling Psychology M.C.P.	Comprehensive Exam	14
Early Childhood Education	OSAT	7
Educational Leadership M.Ed.	OSAT	16
Elementary Education	Subtest 1 (OSAT)	14
Elementary Education	Subtest 2 (OSAT)	16
English	ACAT	5
English Education	OSAT	5
Health & Sport Science Education	OSAT	6
Mass Communications	Visual Design	19
	Strategic Communication	19
Mathematics Education	OSAT	1
Music	BA Jury Examination	1
Music	BM Jury Examination	3
Music Instrumental Education	OSAT	0
Music Vocal Education	OSAT	0
Nursing	NLCEX RN	30
Reading Specialist	OSAT	0
School Counseling M.Ed.	OSAT	5
Science Education	Biology OSAT	0

	Chemistry OSAT	1
Social Science Education	OSAT	1
Social Work	Field Instrument	8
Sociology	Proposal	24
	Final Exam	24
Special Education	Mild/Moderate	4
Speech Theatre	Speeches	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 2017-2018 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	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

Students met 4 out of 5 of the measures of success for the biology program's Student Learning Outcomes. SLO's whose outcomes were met in 2017-2018 included SLO 2, 3, 4, and 5. This is an improvement over the previous year for which SLOs 3, 4, and 5 were met.

Chemistry

Students met 3 out of 5 of the measures of success for the chemistry program's Student Learning Outcomes. SLO's whose outcomes were met in 2017-2018 included SLO 3, 4, and 5. This is a departure in some ways to the previous year for which SLOs 1, 2, and 3 were met.

Computer Science

Overall students in the Computer Science department are doing well. Assessments for student learning outcomes are meeting targets and students are successfully obtaining jobs in the Computer Science/IT field after graduation. The new robotics lab has brought in more students to the program and allowed the opportunity to offer more lab-based classes.

Criminal Justice

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

English

Students do a decent job with grammar in extemporaneous writing assignments but improvement is needed. Furthermore, students fare pretty well on research projects but improvement of these skills (analysis, integrating research, and grammar/mechanics) should be the focus moving forward.

English Education

Overall candidates are prepared in their content area to complete the education degree. Some candidates pass on the first try; some review in order to retake the test and gain a passing score.

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 measures of success for following professional media standards to create audio productions, video productions, media writing items, and strategic communication items. Students exceeded the measures of success for determining and using effective intercultural communication strategies in various situations. The measure of success for visual design items (at 85%) was almost met at 84%. Students did not meet the measures of success for reviewing and analyzing mass communication related research.

Mathematics Education

We need to work on embedding research into lesson plans. We are in the process of updating the Secondary Math Methods Teaching course.

Music – B.A.

No program completers for the 2016-2017 academic year.

Music – B.M.

Students are successfully reaching the projected goals.

Music Education Instrumental and Vocal

No program completers for the 2016-2017 academic year.

Political Science

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

Science Education

Biology Education: During the 2017-18 academic year, there were no candidates admitted in the Biology Education program. Therefore there are no analyses of assessments to report.

Chemistry Education: 2017-18 was the first year a completer graduated this program. The candidate was target or competent in every category across assessments.

Social Science Education

The lowest within these tests was the essay question component. This has been a weakness of students for the past several years. Students need more exposure to written communications within their content area classes.

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 3, 4 and 7. Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice; Competency 4: Engage In Practice-informed Research and Research-informed Practice; Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. See assessment report for full results. See assessment report for full results.

Speech Theatre

When combining the findings of both measures of success, students met the objective for completing effective informative presentations. When combining the findings of both measures of success, students also met the objective for completing effective persuasive presentations. Results indicate improvement in the areas of incorporating appropriate communication strategies for both small group and intercultural communication. The objective for effective small group communication was met when students generated strategies as well as when they incorporated use of the strategies in various small group activities. The objective for effective intercultural communication was met when students generated strategies; however, the objective was not met when students incorporated strategies within their communication behaviors. Students met the objective for analyzing, designing, directing, and producing a theatrical production.

School of Professional Studies

Adult Education Management and Administration M.Ed.

SLO 1: In EDUC 5903/Higher Education Philosophy and Practice, 80% of students scored at an 80% or above on the final exam. The goal was met. Students enrolled in the M.Ed. Adult Education Management and Administration program understood and could express the historical roots and development of higher education in the United States. In EDUC 5903/Higher Education Philosophy and Practice, 80% of students scored at an 80% or above on the article reviews from The Chronicle of Higher Education. The goal was met. Students were able to summarize and articulate information from articles concerning current issues facing higher education in the United States. SLO 2: In EDUC 5913/The Learning College, 100% of students enrolled in the M.Ed. Adult Education Management and Administration program scored at an 80% or above on the book review assignment. The goal was met. Students did a good job of reviewing, summarizing, and evaluating a book that concerns learning college theories and techniques. In EDUC 5913/The Learning College, 100% of students enrolled in the M.Ed. Adult Education Management and Administration program also scored at an 80% or above on the final exam. The goal was met. Students illustrated their mastery of the learning college philosophy and practice as it applies to higher education. In

EDUC 5913/The Learning College, 100% of students enrolled in the M.Ed. Adult Education Management and Administration program scored at an 80% or above on the lesson plan assignment. The goal was met. Students illustrated their mastery of creating lesson plans using higher level questions as presented on Bloom's Taxonomy. SLO 3: Seventy percent of M.Ed. Adult Education Management and Administration students scored at an 80% or above on the research paper assigned in EDUC 5953/Institutional Management. The goal was not met. Students have a difficult time undertaking research, expressing their findings on paper, and using APA documentation style. Seventy percent of M.Ed. Adult Education Management and Administration students scored at an 80% or above on the final exam assigned in EDUC 5953/Institutional Management. The goal was not met. Students are experiencing difficulties in applying management theories to real-life situations. SLO 4: Eight-eight percent of students enrolled in the M.Ed. Adult Education Management and Administration program scored at an 80% or above on the research project in EDUC 5933/Classroom Research and Institutional Effectiveness. The goal was met. Students enrolled in the M.Ed. Adult Education Management and Administration program are able to collect, interpret, and report data by designing and carrying out a research project. Eight-eight percent of students enrolled in the M.Ed. in Adult Education Management and Administration program scored at an 80% or above on the power point presentations in EDUC 5933/Classroom Research and Institutional Effectiveness. The goal was met. Students were able to cover various methodologies and techniques of research design through oral presentations.

Agriculture

While student performance during the 2017-2018 academic year did not always meet expectations for each Student Learning Outcome methodology outlined in the Agriculture Department Assessment Plan, improvements were often shown in comparison to previous academic years. It is important to note that sample size was limited for many methodologies; changes in the agriculture program / curriculum will be considered as additional data warrants.

Agriculture Education

There were fewer program completers compared to the previous academic year. Overall, assessment results were target in more areas, due to a high achieving, non-traditional candidate.

American Studies

SLO 1: One hundred percent of students scored at an 80% or above on their major museum project in HIST 5412/Museum Studies. The goal was met. This data shows that American Studies students who took Museum Studies understand the theory and application concerning the collection, documentation, preservation, ethics, and educational interpretation as they apply to museums. One hundred percent of students scored at an 80% or above on their major projects in HIST 5422/Public History. The goal was met. American Studies students are able to apply the knowledge, skills, and methods of traditional history outside the world of academics to such entities as corporations, media organizations, and communities in their

coursework. SLO 2: Seventy-five percent of American Studies students scored at an 80% or above on the AMST 5103/Introduction to American Studies final exam. The goal was not met. The data results are skewed due to one student failing to drop the class after only showing up for four weeks. Since then, he has un-enrolled from the university and has left the area. Only four students were enrolled in the class during the fall 2017 semester, so the goal is still attainable. Fifty percent of students enrolled in AMST 5103 scored at an 80% or above on the research proposals. The data results are skewed again due to one student failing to drop the class after only showing up for four weeks. Only four students were enrolled in the class during the fall 2017 semester, so the goal was not met but is still attainable. Some American Studies students are having difficulties in formulating a research argument and carrying it through with adequate research in a graduate-level paper. This seems especially difficult for students with a history or mass communication background. SLO 3: Fifty percent of American Studies students scored at an 80% or above on the final exam in HIST 5203/The American West. The goal was not met. American Studies students are experiencing difficulties in writing essay exams in the field of history. Sixty-six percent of American Studies students enrolled in ENGL 5413/Popular Literature--The Western scored at an 80% or above on the assigned research paper. The goal was not met. Some American Studies students experience difficulty understanding the intricacies of writing a graduate-level research paper and of employing the conventions of MLA format as they apply to literary research. SLO 4: No students were enrolled in Leadership Northwest Oklahoma during the 2017-2018 academic year. One student enrolled in thesis credit during the 2017-2018 academic year for elective credit. Her topic concerns term limits for the Oklahoma legislature. The thesis option remains a viable option for students working on their master degrees in American Studies.

Business

The Peregrine Exam was completed by 49 (BBA – 32, Accounting – 17) students in the business capstone course, MGMT4433, Business Policy for AY 17-18.

Raw score results were: 1) raw score of correct responses range 33.33% - 58.00%, 2) percentile range 8 to 58, 3) mean score = 44.20, 4) standard deviation 6.97, and 5) 3 out of 32 students were at or above the 50th percentile mark.

Content area above 50% raw score: 1) Organizational Behavior (63.3%).

Content areas with lowest raw score: 1) Business Finance (31.9%), 2) Management: Operations/Production Management (40.1), 3) Economics: Macroeconomics (40.6) and, 4) Quantitative Research and Techniques and Statistics (40.6).

Only Quantitative Research and Techniques and Statistics appeared on the AY16-17 and AY17-18 assessment as one of the four lowest scores.

Improvement in raw scores from AY16-17 to AY17-18 of low scores. 1)Global Dimensions scored improved from 4% to 43% (+39) and, 2) Management Information System score

improved from 10% to 47% (+37).

With only one topic, QRTS, repeating as a low score across two consecutive years, it could indicate that low scores may be a reflection upon the performance of a specific cohort of students and not reflect any particular weakness in the curriculum or pedagogy. Also, many graduating business students have low Math ACT scores which affects performance in quantitative course.

Variation of the topics with raw scores above the 50% score indicate that the overall curriculum and delivery of content is effective with the expected ebb and flow of scores between each cohort of graduating seniors.

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 2017-2018, there were 5 teacher candidates who passed the statewide certification test in Early Childhood Education. All candidates are required to pass before entering the professional semester. Three out of the 5 candidates required multiple retakes to pass. The assessment aligns with the NAEYC standards and includes a written response subarea called the Constructed Response. The consistently low subarea continues to be the Constructed Response (Subtest 5).

Educational Leadership

In general, sub-tests #3 and #5 are the tests in which the candidates who did not pass are performing poorly. The mean for those who did not pass the OSAT for sub-test #3 was 217.5. For sub-test #5 the mean was 223.5. A score of 240 is passing. Sub-test #3 assesses the candidate's ability in "Organization Operations and Resources Management".

Elementary Education

After analyzing the data. Students were advised to print the study guides and wait until later in the program to take the tests.

Health and Sports Science (Option 1)

All program outcomes embedded course assessments, for the six courses chosen were met and or exceeded for 2017-18. Department expectations were met and faculty pleased with the results of the outcomes.

Health and Sports Science Education

The criterion for passing the (OSAT) Physical Education/Health/Safety exam is a minimum score of 240 points. The overall pass rate for teacher education program completer candidates for 2017-2018 is 100%. Mean scores for teacher candidates across the state taken at the same time in 2017-2018 was 239, Northwestern Oklahoma State 250. These scores are above the passing score of 240 and above the state mean scores taken during that same time period. The

above data also indicates that the mean scores for each of the seven subareas also indicates that teacher candidates from Northwestern Oklahoma State performed above the state mean scores taking at the same time. The only exception was subarea five, with a difference of two points and subarea six with a difference of one point.

Health and Fitness Management

All program outcomes embedded course assessments, for the five courses chosen were met or exceeded with the exception of one, 3693 Physiology of Exercise SLO #4. The outcome chosen for 3693 Physiology of Exercise was that 70% of the students would achieve a score of 70% or better on the embedded course exam.

Nursing

The faculty reviewed student success on the curricular assessment exams and their correlation with student success on NCLEX-RN as evidenced by the 2016 and 2017 NCLEX pass rates. Based upon feedback from student course evaluations, the ATI curricular assessment materials were not providing the students with the learning experiences to best prepare them for taking the NCLEX-RN. After careful review of assorted available curricular assessment products, the faculty voted to discontinue the use of the ATI curricular assessment products and implemented the Kaplan curricular assessment products to be used across the junior and senior years.

Psychology

Based on student grades progress has been demonstrated in the psychology department.

Reading Specialist

Recruitment has been ongoing for this program. Three candidates are scheduled to take this during the 2018-2019 school year, with three more the following year.

School Counseling

School counseling interns are performing at an acceptable level on their certification tests.

Secondary Education

No program completers during the 2016-2017 academic year.

Science Education

During the 2017-18 academic year, there were no candidates admitted in the Biology Education program. Therefore, no changes are recommended to the program at this time. Based on the outcome of the candidate, no changes are recommended at this time.

Special Education

Review of the data indicates that of the four attempts of the M-M Disabilities OSAT (129), three passed (75%). This pass rate is consistent with previous years. Over the past five years, the pass rate is 81.25% which is above the state pass rate and meets the CAEP requirement of 80%. Nevertheless, review of the assessment data from the 2017-18 cycle indicates that additional instruction needs to be provided in two areas: Subarea 1-

Understanding of Students with Mild/Moderate Disabilities (CEC 1.0); and Subarea 5-Case Study: Analysis of Data to Identify and Effectively Address Student Needs (CEC 1.0-5.0).

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. Changes specific to programs follows.

School of Arts and Sciences

Biology

Faculty will review the assessment of SLO 1 to determine if what is being measured is really indicative of the intent of SLO 1. If it is determined that it is not a match, faculty will work to establish a new measure. If it is a match, faculty will meet to determine what factors may be influencing the low pass rate. Faculty will continue to emphasize the importance of the assessments for all of the SLOs to help ensure students are taking them with due diligence.

Chemistry

For SLO 1, the ACS instrument will no longer be an option for assessment. This instrument is designed for ACS accredited chemistry programs, and NWOSU's chemistry program is not accredited. Nationally, performance on this instrument is poor, and scores are scaled similarly to the ACT. Additionally, scores from CHEM 1115 (General Chemistry I) will be removed from analyses. Assessment in CHEM 1215 is more appropriate as this is the second semester of the sequence. For SLO 2, lab exams will be added as an assessment option.

Computer Science

The Computer Science department continues to evaluate its program offerings based on feedback from students, feedback from assessments, as well as changes in the Computer Science/IT industry. At this time the department is exploring additional offerings in Networking and further courses in Robotics and Information Security.

Criminal Justice

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

English

The biggest change for the department will be the adoption of a department-designed senior exit exam to test student learning. Additionally, the department is adopting practices to

ensure that the courses designated will be assessed and avoid "substitutions" in the future. Finally, the department must find a way to have all graduating seniors complete the survey.

English Education

The department continues to evaluate the content area program and monitor candidate success. Program reviews are regularly conducted and modifications are submitted in order to aide candidates in the completion of their educational goals.

History

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

Mass Communication

Continued additions and updates to equipment and software help faculty provide our students with appropriate and effective learning experiences both in and out of the classroom. Curriculum review to determine how to incorporate more research-based learning opportunities will be made a priority for the department faculty in 2018-2019. Opportunities to practice use of intercultural communication strategies were expanded and will continue to be emphasized.

Mathematics

No program completers for the 2016-2017 academic year.

Mathematics Education

Modifications of Secondary Math Methods Teaching Course

Music – B.A.

None required at this time.

Music – B.M.

None required at this time.

Music Education Instrumental and Vocal

None required at this time.

Political Science

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

Social Science Education

The Social Sciences department is trying to incorporate more writing into the curriculum. In addition to essay tests, students in some of the history courses are required to write short essay responses to questions offered through assignments in the courses. Social Science

Education students need to be encouraged to achieve higher scores in their content area courses and to create more complete essay responses for assignments and tests.

Sociology

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

Social Work

Competency 3: Although benchmark measures were met, it was the program's lowest ranked level of achievement and one of the outcome measures were not achieved. In attempt to improve student attainment of core competency 3, a higher concentration of human rights and social and economic justice 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 could advance social, economic & environmental justice. Since the course is only offered online, students will be presented with increased interactive tools (i.e. voiced PowerPoints, web cam lectures, etc...). In addition, students will be presented with multiple opportunities to participate in "Zoom" sessions with the instructor where the focus of the content will be on competency 3. In terms of implicit curriculum, students will continue to be encouraged to attend the NASW Legislative Day, NASW Annual State Conference, and join the student organization (SWAT). Participation in these activities facilitates student development in learning avenues for advocacy and engaging in practices that advance social and economic justice. The Director of Field Education reaffirms commitment to establishing clear expectations of field instructors in defining explicit learning activities designed to demonstrate student mastery of this competency. Competency 4: Although benchmark measures were met, it was the second lowest ranked percentage of achievement and one of the outcome measures were not achieved on the Alva campus location. In attempt to improve student attainment of core competency 4, explicit curriculum changes are planned for SOCW 4143. Although students continue to improve on understanding of how research evidence informs practice, they continue to struggle with research methods concepts and application. Therefore, students will be provided with multiple opportunities/assignments to use critical thinking skills in order to apply scientific methodology. In addition, a greater concentration will focus on developing student's understanding of how practice experiences inform scientific inquiry in field seminar where students have a concrete frame of reference. In attempts to address student needs of the Alva campus, students will be provided with an opportunity to schedule one-on-one appointments with the Research & Instructional Services Librarian. In terms of implicit curriculum, faculty affirms a commitment to incorporate real life opportunities for students to become involved with research through CEU programs, Ranger Research Day, conference participation and grant proposals. Competency 7: Although benchmark measures were met, it was among one of the lowest ranked percentage of achievement and one of the outcome measures were not achieved on the Woodward campus location. In attempt to improve student attainment of core competency 7, explicit curriculum changes are planned to be infused across the practice sequence (SOCW 3293,

4023 & 4113). The social work plans to implement a case method form of instruction in “practice courses” where faculty will highlight the methods of assessment and evidence informed interventions with various system sizes. In attempts to address student needs of the Woodward campus, students will be provided a faculty member present on their campus location on days where role play and group activities are being conducted to assist with assessment skill development. In terms of implicit curriculum, faculty affirms a commitment to use an integrated case method of instruction and emphasis the importance of assessment of individuals, families, groups, organizations and communities. See assessment report for full program modifications.

Speech Theatre

Improvement of overall public speaking skills will continue to be the focus of the speech and theatre program. Recent additions to upper level speech courses provide more opportunities for our students to build and practice informative and persuasive speaking. Small group communication will also continue as a focus of the speech and theatre program. More opportunities for building small group communication skills were recently added to upper level speech courses so these skills are addressed in multiple courses. Effective intercultural communication will continue to be addressed within the speech communication courses. More emphasis will be placed on application of strategies for effective intercultural communication when appropriate. The knowledge and skills required to successfully analyze, design, direct, and produce theatrical productions will remain as the other main focus of the speech and theatre program. With the extent of the required knowledge and skills, an additional position to help teach the various theatre elements will be added soon.

School of Professional Studies

Adult Education Management and Administration M.Ed.

The case study assignments are no longer used as an assessment measure in EDUC 5953/Institutional Management at the instructor's discretion. In EDUC 5953/Institutional Management, the course instructor will spend more time on how to write a research paper to prepare students for the research paper assignment. In EDUC 5953/Institutional Management, the instructor will spend more time on developing critical and analytical thinking skills in the course in order to help students apply management theories to real-life situations.

Agriculture

While student performance for NWOSU Agriculture Department SLO's was deficient in some areas, consistent improvements were observed over the past three academic years in other areas. In response, we plan to update methodology 3.3 to include overall final course grades in AGRI 3214 Soil Science beginning for the 2018-2019 academic year. Other major changes in the agriculture program / curriculum are not planned, as additional data is necessary to accurately evaluate agriculture academic programs, especially in response to the addition of a new Agricultural faculty member in Aug., 2018. 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 5103/Introduction to American Studies, the instructor will spend more time covering academic writing and the MLA style sheet to help students formulate a research paper and answers for essay exams. Spending time on these subjects should help American Studies students to achieve goals concerning writing research papers and essay exams in the multiple disciplines that make up the American Studies program. Leadership Northwest Oklahoma has been deleted as a core leadership course for the American Studies program. It has been replaced, with Regents' approval, with AMST 5153/Studies in American Political Culture, a course with a better interdisciplinary focus.

Business

The Assessment Committee is gathering assessment data to identify any trends or areas of specific weakness that needs to be addressed. The DOB faculty is working toward a program overhaul with topic content and skills linked between courses to introduce, reinforce, and master specific content areas and personal skills. New program is expected to be implement in AY20-21.

Counseling Psychology (M.C.P.)

Improve teaching and evaluation of research development for students.

Early Childhood

The data information demonstrates that teacher candidates have a strong content knowledge in all NAEYC 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 Public School Finance specifically addresses the operations and management of resources in a school setting which is sub-test #3. The major assignment in that course has been revised for a more in-depth analysis and application of a school budget thus addressing

school operations and resource management. Initial data results from the revised assignment will be available in fall, 2018. Sub-test #6 is a constructed response question in educational leadership. Case studies requiring written analysis are being incorporated into coursework in the program. The case studies require critical thinking on the part of the candidate and the ability to project the critical analysis in written form.

Elementary Education

For Elementary Subtest 2, the weakest areas were in Social Science and Science these areas are being addressed in the methods course by putting more focus on content.

Health and Sports Science

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

Health and Sports Science Education

The overall pass rate for teacher candidates substantially exceeds the 80% mark required by NCATE and provides evidence that teacher candidates have the necessary content knowledge to be successful. The subarea scores, as noted in the scoring guide, are descriptive only and there is no passing score required for each area. However, scores in the 240-300 range indicate areas of strength while below 240 suggests more preparation may be needed. Based on these guidelines, teacher candidates have strengths in subareas I- Healthy Growth, Development, and Relationships, II- Health-Related Physical Fitness, III- Motor Skills Movement Activities, IV- Safe Living and Risk Reduction, V-Consumer, Community, and Environment Health, and VI- Health and Physical Ed Program. Scores showed areas of improvement needed in subarea VII the constructed response; however NW teacher candidates did outperform the state mean by 21 points. Faculty will review NASPE standards related to this area to ensure all content subject matter is addressed to enable students' success. More long term analysis would be necessary before making definite pedagogical instructional changes. In general, scores on the OSAT provide evidence that teacher candidates are meeting NASPE Elements 1.1-1.4.

Health and Fitness Management

The program outcome assessment was 64%, the outcome goal is currently set at 70%. The instructor feels that more time is needed in the course outline and schedule for this particular exam. Instructional time will be added for SLO #4 and reevaluated for 2018-19 program outcome goals.

Nursing

Students continue to pass the faculty-produced course exams; however were not meeting benchmarks on the standardized curricular assessment exams. The Division testing policy was revised to raise the passing score from 78% to 80% for course exams and any student not meeting the 80% pass rate must remediate with the faculty member within a 4 day window from the original test date. Failure to remediate within the 4 day window may result in the student not being able to proceed in the course. In addition, the student's overall exam average must be 80% or higher before other course assignments are added to calculate the final course grade.

Psychology

Continue to develop a more consistent instruction for all classes, provided and continue to provide student support for academic assistance, and clearer objectives for students to obtain.

Reading Specialist

Recruitment will be a focus for the program.

School Counseling

Based on the OSAT results candidates continue to perform weak on the constructed response questions. More writing assignments have been included in the curriculum.

Science Education

Based on participation as Learning Assistants and feedback from students, future science education teacher candidates will be encouraged to complete at least one hour as a Learning Assistant in the science department as part of their degree program. The department will continue to engage in more direct recruitment efforts for the science education programs as initiated by the PhysTEC Recruitment Grant. Two candidates did not pass the Oklahoma Subject Area Test in their discipline on the first attempt. Candidates will continue to be advised regarding areas of encouraged self-study to better prepare for the exams.

Secondary Education

No program completers during the 2016-2017 academic year.

Special Education

While Subarea 1 is addressed generally in "Students with Exceptionalities" (EDUC 3113), based on a review of assessment data, in-depth instruction and review of each of the disability categories has been added to the curriculum of "Curriculum and Procedures for Teaching Students with Mild/Moderate Disabilities" (EDUC 4453) with an assessment incorporated to ensure proficiency.

Subarea 5 is addressed in a variety of courses throughout the program. It particularly aligns with the curriculum and activities of "Assessment in Special Education" (EDUC 3633). As such, a culminating assessment activity has been added which requires students to "analyze quantitative and qualitative data for a student with mild/moderate disabilities to identify the student's strengths and needs and to determine evidence- and research-based strategies for meeting the student's needs, including a strategy for monitoring the student's progress" (M-M Disabilities OSAT Competency 0016).

These two course changes are anticipated to improve candidates' knowledge and skill in the areas where there is an apparent deficit (Subarea 1 and 5).

Section IV – Student Satisfaction

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 April 2016. This will be administered again in 2019.
- 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 2017.
- The **Graduate Student Satisfaction Survey** is administered every other year to all graduate students during April. The most recent administration took place in 2017.
- **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 2012 and 2017 graduates in summer 2018.

IV-2. What were the analyses and findings from the 2017-2018 student satisfaction assessment?

The Student Satisfaction Inventory (SSI) was last administered in 2016. 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 319 students participated in the SSI. Areas of strength included advising, course availability, campus safety, and faculty availability, online access to services, a welcoming environment, and adequate and accessible computer labs. Challenges included course offerings, registration conflicts, timely feedback from faculty, timely financial aid awards, and campus information availability. The SSI will be administered again in 2019. 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 administration was available from

February to April 2017. When asked to rate their overall experience 87% of first-year students and 70% of senior students responded with “Excellent” or “Good.” When asked if they would attend this institution again, 88% of first-year students and 68% of senior students responded “Definitely” or “Probably.”

The graduate studies satisfaction survey was made available to all graduate students. Fifty students responded. When asked to rate their level of satisfaction with the NWOSU graduate just over 90% of the respondents answered either “extremely satisfied” (58.5%) or “somewhat satisfied” (31.7%) with the graduate program at NWOSU.

Course Evaluations apply directly to student satisfaction of academic programs. Of the 2,218 undergraduate students, 1705 (76.8%) students participated in course evaluations during 2017-2018 academic year. Northwestern students believe faculty encouraged them to actively participate in the course and provided ample opportunities to ask questions. Students believed instructors were generally well prepared for each class. Students believe that faculty could improve the types of assignments for a better understanding of course contents, improve the clarity of their presentations, and vary teaching methods to help students learn.

The alumni survey was sent out to graduates who received a bachelor’s degree from Northwestern in 2012 and 2017. There were 57 respondents total. Forty respondents (70.18%) 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 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 that were reported to several institutional areas in 2016 will continue to guide goals toward improvement in annual institutional assessment plans. One of the major changes planned is to implement a new administrative system, Ellucian. This system will greatly improve 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 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.

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 2017-2018:

Assessment fees	\$0
Assessment salaries	\$50,000
Distributed to other departments	\$0
Operational costs	\$15,350
Total Expenditures	\$65,350