



**NORTHWESTERN OKLAHOMA
STATE UNIVERSITY**

ANNUAL REPORT OF 2018-2019 STUDENT ASSESSMENT ACTIVITY

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

**Submitted to the
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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Annual Student Assessment Report of 2018-19 Activity

All information is to be submitted electronically as email attachments. No documents, other than a transmittal letter from the President to Chancellor Glen D. Johnson, will need to be printed and delivered.

Please submit by Monday, **December 2, 2019**.

ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY

Section I – Entry Level Assessment and Course Placement

Activities

- I-1. What information was used to determine college-level course placement?
- 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)?
- I-4. What options were available for students to remediate basic academic skill deficiencies?

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.

Section II –General Education Assessment

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

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

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 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 2018-19:

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

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ANNUAL REPORT OF 2018-2019 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).

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. 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 support, the student will receive extra support to successfully complete a remedial or co-requisite math course before being able to enroll in a science course. Northwestern will still offer one hour of support that will be non-credit bearing. NWOSU will no longer use Accuplacer, but the Math department will use a secondary institutional test. Also, NWOSU will allow any student who made an A or B in the College Career Math Ready course their senior year to enroll in the credit bearing co-requisite class.

I-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.

Math Placement

Initial Math Placement is based on ACT or SAT math sub-score and is outlined below.

ACT

- 16 or below ACT Math sub-score – students take MATH 0115 Beginning Algebra.
- 17-18 ACT Math sub-score – students take MATH 1403 Contemporary Math **and** MATH 1403L Lab (non-STEM majors) **OR** MATH 1514 College Algebra with Rev (STEM majors).
- 19 or higher ACT math sub-score – students take MATH 1403 Contemporary Math (non-STEM majors) **OR** MATH 1513 College Algebra (STEM majors)

SAT

- 450 or below SAT Math sub-score – students take MATH 0115 Beginning Algebra
- 460-490 SAT Math sub-score – students take MATH 1403 Contemporary Math **and** MATH 1403L Lab (non-STEM majors) **OR** MATH 1514 College Algebra with Rev (STEM majors).
- 510 or higher SAT sub-score – 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 1514 College Algebra with Rev(STEM) or MATH 1403 Contemporary Math **and** MATH 1403L Lab (non-STEM). Transfer students with a passing grade on a remedial course at another accredited college or university should enroll in MATH 1514 College Algebra with Rev or MATH 1403 Contemporary Math **and** MATH 1403L 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 1514 or MATH 1403/MATH1403L).
- Take the residual ACT at NWOSU and place according to the policy above.

English Placement

Initial English Placement is based on the ACT English and/or Reading sub-scores or SAT Evidence-Based Reading and Writing sub-score and is outlined below.

ACT

- 18 or lower in EITHER English or Reading ACT sub-score– students take ENGL 1114 Composition I with Lab.
- 19 or higher in BOTH English and Reading ACT sub-score – students take ENGL 1113 Composition I.

SAT

- 490 or lower Evidence-Based Reading and Writing SAT sub-score – students take ENGL 1114 Composition I with Lab.

- 510 or higher Evidence-Based Reading and Writing SAT sub-score – 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 1114 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-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, extra support 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 extra support 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 1. The following table represents students who took remedial English and enrolled in a credit bearing English course during the academic years listed. The graph represents in their results in the credit bearing course (ENGL 1113 or 1213) in percentages.

SCHOOL YEAR	PASS	FAIL	WITHDRAW
2013-2014	62%	18%	20%
2014-2015	69%	17%	14%

2015-2016	63%	19%	8%
*2016-2017	79%	11%	10%
**2017-2018	75%	14%	11%

*ENGL0125 and ENGL0123 remedial courses

**only ENGL0125 remedial course

Note: Success for ENGL 1113 & 1213 is a grade of A, B, or C

TABLE 2. The following table represents students who took remedial Math classes at the **0013** level and enrolled in a credit bearing Math course during the academic years listed. The table represents their results in the credit bearing course (MATH 1403 or 1513) in percentages.

SCHOOL YEAR	PASS	FAIL	WITHDRAW
2013-2014	64%	18%	18%
2014-2015	46%	32%	22%
2015-2016	63%	22%	11%
2016-2017	81%	0%	19%
2017-2018	73%	20%	7%

TABLE 3. The following table represents students who took remedial Math classes at the **0123** level and enrolled in a credit bearing Math course during the academic years listed. The table represents their results in the credit bearing course (MATH 1403 or 1513) in percentages.

SCHOOL YEAR	PASS	FAIL	WITHDRAW
2013-2014	52%	30%	19%
2014-2015	56%	30%	14%
2015-2016	79%	9%	12%
2016-2017	80%	7%	13%
2017-2018	77%	15%	8%

TABLE 4. The following graph represents students who took remedial Math classes at the **0015** level and enrolled in a credit bearing Math course during the academic years listed. The graph represents their results in the credit bearing course (MATH 1403 or 1513) in percentages.

SCHOOL YEAR	PASS	FAIL	WITHDRAW
2017-2018	77%	5%	19%

TABLE 5. The following graph represents the results of the students who enrolled in Co-Requisite and Remedial courses for the specific semester Fall 2017 and Fall 2018 Semester.

Course Number / Name	Fall 2017			Fall 2018		
	Pass	Fail	Withdraw	Pass	Fail	Withdraw
ENGL1114	76%	13%	11%	73%	14%	13%

Composition I w/Lab						
ENGL1113 Composition I	74%	18%	8%	79%	8%	13%
MATH0115 Beginning Algebra	71%	17%	12%	62%	26%	12%
MATH1403 Contemporary Math	65%	16%	19%	67%	12%	21%
MATH1514 College Algebra w/Lab	84%	14%	2%	88%	3%	10%
MATH1513 College Algebra	85%	9%	6%	82%	6%	12%

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 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 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 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 will be entered into a

drawing for prizes. The last NSSE administration was in the spring of 2017.

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.

Analyses and Findings

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

TABLE 6. ETS Proficiency Profile Results

Skill Dimension	Proficiency Classification					
	Proficient		Marginal		Not Proficient	
	NWO SU	Baccalaur eate I and II	NWO SU	Baccalaur eate I and II	NWO SU	Baccalaur eate I and II
Reading, Level 1	53%	51%	18%	21%	29%	28%
Reading, Level 2	32%	24%	12%	19%	57%	58%
Critical Thinking	2%	2%	16%	13%	82%	85%
Writing, Level 1	58%	46%	24%	33%	18%	21%

Writing, Level 2	16%	12%	31%	29%	53%	59%
Writing, Level 3	5%	5%	20%	17%	75%	79%
Mathematics, Level 1						
Mathematics, Level 1	46%	39%	27%	28%	27%	34%
Mathematics, Level 2	29%	17%	16%	21%	55%	62%
Mathematics, Level 3	5%	4%	14%	10%	80%	86%

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 increased from 43 participants in the spring of 2018 to 112 participants in the spring of 2019. Scores have stayed consistent over the past 5 years. 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 2019 ETS Proficiency Profile administration. The NSSE and ETS Proficiency Profile as course level assessment measures were 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. 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 2019 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 7. Program Outcomes Assessments 2018-2019

Degree Program	Assessment Measures	Numbers of Individuals Assessed
Adult Ed. Mgmt. & Admn. M.Ed.	Comprehensive Exam	13
Agriculture	Final Course Grade in AGRI 3133	34
	Course Embedded Questions in AGRI 3543	13
	Final Exam Grade in AGRI 2123	32
	Individual Class Project Grades in AGRI 4623	11
	Individual Exam Grades in AGRI 3413	12
	Final Course Grades in AGRI 3214	25
	Final Course Grades in AGRI 1214	40
	Course Embedded Questions in AGRI 3033	14
Agricultural Education	OSAT	0
American Studies	Comprehensive Exam	1
Biology	Zoology Post-Test	19
	Genetics Post-Test	22
	Oral Presentation	21
	Literature Review	27
	Reflection Paper	21
Business	Peregrine Exam	48
Chemistry	Chemistry II Report & Presentation	31

	Organic Chemistry I Lab Practicum	17
	Organic Chemistry II Presentation	17
	Organic Chemistry I Literature Review	20
	Science Fair Judging Reflection	3
Computer Science	Final Exam CMSC 3203	18
	Exit Survey – Full-Time Employment	3
	Exit Survey - % Completing	3
Criminal Justice	4603 Final Exam Score	3
	4063 Research Paper Grade	3
	4723 Proposal Guide	20
	4723 Final Exam Grade	20
Counseling Psychology M.C.P.	Theory Section of Comps	6
	Counseling Methods and Tech Comps	19
	Assessment Class	9
	Research Class	26
Early Childhood Education	OSAT	4
Educational Leadership M.Ed.	OSAT - Elementary	9
	OSAT – Secondary	7
Elementary Education	Subtest 1 (OSAT)	14
Elementary Education	Subtest 2 (OSAT)	17
English	English Department Senior Exit Exam	14
	ENG4103 Research Project	8
	Senior Exit Survey	13
	ENG 3433 Extemporaneous Exam Question	4
	ENG 4453 Portfolio Philosophy Portion	9

English Education	OSAT	6
Health & Sport Science Education	OSAT	1
Health and Sports Science (Option I – Non-Teaching)	SLO 1 Assessment 1	39
	SLO 2 Assessment 2	48
	SLO 2 Assessment 2	61
	SLO 3 Assessment 1	39
	SLO 4 Assessment 1	34
	SLO 5 Assessment 1	55
Health and Sports Science (Option 2 – Health and Fitness Management)	SLO 1 Assessment 1	5
	SLO 2 Assessment 1	39
	SLO 3 Assessment 1	5
	SLO 3 Assessment 2	5
	SLO 4 Assessment 1	43
	SLO 4 Assessment 2	43
	SLO 5 Assessment 1	61
History	4013 Term Paper Grade	6
	4013 Final Exam Grade	6
	4433 Proposal Grade	4
	4433 Final Exam Grade	4
Mass Communications	Audio Item in Portfolio	12
	Video Item in Portfolio	12
	Media Writing in Portfolio	12
	Visual Design Item in Portfolio	12
	Strategic Communication Item in Portfolio	12
	Class Activity – Intercultural Communication	13
	Class Activity – Intercultural Communication	13
	Research Paper	12

	Research Paper	9
Mathematics Education	OSAT – Advanced Level	2
	OSAT – Mid-Level Intermediate	2
Music	BA Jury Examination BM Jury Examination	0 0
Music	BM Jury Examination	0
Music Instrumental Education	OSAT	0
Music Vocal Education	OSAT	0
Nursing	Number of RN students successfully completing the BSN degree requirements	49
	NLCEX RN	25
Reading Specialist	OSAT	1
School Counseling M.Ed.	OSAT	9
Natural Science Education	Biology OSAT Chemistry OSAT Physics OSAT	1 0 0
Political Science	POL Written Paper Grade	9
	POL Oral Presentation Grade	9
	POL Final Exam Grade	9
	SOC Proposal Guide	3
	SOC Final Exam Grade	3
Psychology	History of Psychology	65
	Research	48
	Experimental	28
	Social Psychology	39
	Personality	41
Science Education	OSAT	0
Secondary Education	OSAT	0
Social Science Education	OSAT	3
Social Work	Field Instrument	15
	Signature Assessments	133

Sociology	3203 Term Paper Grade	18
	3203 Final Exam Grade	18
	4723 Proposal Grade	5
	4723 Final Exam Grade	5
Special Education	Mild/Moderate OSAT	3
Speech Theatre	Informative Speaking	9
	Persuasive Speaking	9
	Group Communication Strategies	9
	Theatrical Production	5
	Intercultural Communication	13
	Intercultural Communication	13
	Intercultural Communication (Public Speaking)	9

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 2018-2019 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

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

Observations of student performance
 Oral presentation
 Performance piece (e.g., musical recital)
 Portfolios, electronic or printed
 Pre and posttests
 Senior thesis or major project
 Standardized test
 Video or audio tapes student performance

Qualitative Methods

Direct	Indirect
Clinical evaluation	Internship evaluations
Practicum or internship	Exit interviews
Reflective journals	Focus groups

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

School of Arts and Sciences

Biology

Holistically, biology students are meeting the SLO's established by the Department of Natural Science at NWOSU.

Chemistry

Analyses of the outcomes indicate that students are meeting all measures of success across all SLOs in chemistry at NWOSU.

Computer Science

CMSC students are being successful in obtaining full-time employment in the field, however, better mechanisms need to be developed to track students after graduation. Students are working a variety of areas of CMSC including hardware, software, web development, and networking.

Criminal Justice

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

English

The newly-implemented departmental senior exit exam is a better assessment of student knowledge than the ACAT exam. However, the department still has work to do to reach target and further norming is needed with the exam.

English Education

Last year, three students took the English 107 exam. All students took the exam more than once, and only one passed. That student passed the exam on her third attempt. The results show a 33% pass rate. That pass rate could be the result of a number of factors. After analyzing the course alignment, speaking to the testers, talking to English Ed coordinators around the state and analyzing their data, we have come to several conclusions. The first is that the test is not an accurate measure of student learning. The second is that despite the problems with the exam, we were not adequately preparing students for the constructed response. The third is that the course alignment cannot, at this stage, be improved.

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, and strategic communication projects. The measure of success for creating visual design items (at 85%) was almost met at 83%. Students did not meet the measures of success for following professional media standards to create media writing projects for publication or distribution. Students met the measure of success for determining appropriate strategies for effective intercultural communication; however, they did not meet the measure of success for actual use of those strategies. Students did not meet the measures of success for reviewing and analyzing mass communication related research.

Mathematics Education

Our course work and preparation is sufficient for students to pass the certification exams. Students are prepared to do their student teaching after completing our program.

Music – B.A.

No program completers for the 2018-2019 academic year.

Music – B.M.

No program completers for the 2018-2019 academic year.

Music Education Instrumental

No program completers for the 2018-2019 academic year.

Music Education Vocal

All students passed, therefore, there is no need to make modifications.

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.

Science Education

Biology Education: Only one candidate was enrolled in the biology education program and completing assessments during the 2018-2019 academic year. There were no deficiencies across the assessment elements (GPA, Thematic Unit, Science Core GPA).

Chemistry Education: No program completers for the 2018-2019 academic year.

Physics Education: No program completers for the 2018-2019 academic year.

Social Science Education

No program completers for the 2018-2019 academic year

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 and 7. Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice; Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. See assessment report for full results.

Speech Theatre

Overall, fewer student performances were assessed which impacts the outcomes. Students who were assessed met the goal for one of the three intercultural communication methodologies assessed this year. Goals in other areas were not met.

School of Professional Studies

Adult Education Management and Administration M.Ed.

SLO 1: One hundred percent of students scored at an 80% or above on the final exam in EDUC 5903/Higher Education Philosophy and Practice. The goal was met. Students successfully analyzed and understood the historical roots and development of higher education in the United States. Eighty-eight percent of students scored at an 80% or above on the article reviews from The Chronicle of Higher Education assigned in EDUC 5903/Higher Education Philosophy and Practice. The goal was met. Students understood and could successfully discuss many current issues/problems facing higher education today. SLO 2: Ninety-four percent of students scored at an 80% or above on the book review assignment in EDUC 5913/the Learning College. The goal was met. Students read an academic book about the learning college concept and contemporary learning strategies and could assess the strength and weaknesses of various theories within the

book review format. One hundred percent of students scored at an 80% or above on the final exam in EDUC 5913/The Learning College. The goal was met. Students could define their personal teaching philosophy by using the “learning college” concepts discussed in class. One hundred percent of students scored at an 80% or above on the lesson plan assignment in EDUC 5913/The Learning College. The goal was met. Students successfully created a lesson plan that met all six levels of Bloom’s Taxonomy. SLO 3: Eighty-nine percent of students scored at an 80% or above on the research paper assignment in EDUC 5953/Institutional Management. The goal was met. Students successfully researched and understood the job duties covered in an administrative position in higher education. Eighty-nine percent of students scored at an 80% or above on the final exam in EDUC 5953/Institutional Management. The goal was met. Students understood the complexities of the four major management philosophies as they concern higher education. SLO 4: Ninety-two percent of students scored at an 80% or above on the research project in EDUC 5933/Classroom Research and Institutional Management. The goal was met. Students learned to collect, interpret, and report data by designing and carrying out a research project. One hundred percent of students scored at an 80% or above on the power point assignments in EDUC 5933/Classroom Research and Institutional Effectiveness. The goal was met. Students could successfully convey information to their peers concerning the various methodologies and techniques of research design, an important part of cooperative learning.

Agriculture

Student performance during the 2018-2019 academic year did not always meet expectations for each Student Learning Outcome methodology outlined in the Agriculture Department Assessment plan. However, improvements were made for many methodologies in comparison to the previous academic year. We feel that it is important to note that sample size was small for many methodologies, and changes to the program curriculum will be considered as additional data warrants.

Agriculture Education

Candidates were all at an acceptable or target level of performance in each assessment (see data attached). Slight gains were made in some areas where recommendations were made in previous years. No candidates took the OSAT in the 18-19 AY.

American Studies

SLO 1: One hundred percent of American Studies students scored at an 80% or above on their service learning projects in HIST 5402/Historic Preservation. The goal was met. Students understood the concepts of the Historic Preservation movement and its practices within the United States and can successfully carry out a service learning project tied to the movement and its philosophy. SLO 2: One hundred percent of students scored at an 80% or above on the final exam in AMST 5103/Introduction to American Studies. The goal was met. Graduate students understand the history and development of American Studies as an academic discipline as well as the interdisciplinary methodology employed by scholars in the field. Sixty-six percent of students scored at an 80% or above on the research proposals in AMST 5113/Interdisciplinary Research in American Studies. The goal was not met. The two students who under-performed on this assignment did so

because of poor writing skills and grammar problems rather than from any misunderstanding of content. SLO 3: No American Studies students enrolled in HIST 5203/The American West during the 2018-19 academic year. ENGL 5413/Popular Literature--The Western was not offered during the 2018-2019 academic year. No measure was taken. SLO 4: Leadership Northwest Oklahoma was not offered as a graduate course during the 2018-2019 academic year. No measure was taken. One hundred percent of students enrolled in thesis credit towards the American Studies degree made good progress towards their proposed research projects. Graduate students who enroll in thesis hours are equipped to undertake a lengthy, complex thesis as a capstone experience to the program.

Business

QUANTITATIVE ASSESSMENT: The Peregrine Exam was completed by 48(Accounting -8, BBA – 40) students in the business capstone course, MGMT4433, Business Policy. Business Administration majors Peregrine Exam results were: 1) range 29.16% - 61.6617%, 2) mean score =45.261% and 3) standard deviation 10.4, and 4) 4 out of 40 students were at or above the 50 percentile. One topic, Management-HR had an aggregate topical score above the 50th percentile. Areas needing the most improvement are: 1) Business Finance and 2) POM. Accounting major exam results were: 1) range 34.16% - 60.00%, 2) mean score 48.3%, 3) standard deviation 8.1, and 4) 3 out of 8 were at or above the 50 percentile. Four topics (Business Ethics in Accounting, Business Finance, Financial Statements and Ratios, and Master Budgeting) scored above the 50th percentile for this cohort of students. Areas needing improvement include Management (35%) and POM (35%).

QUALITATIVE ASSESSMENT: Data was captured from meetings and/or interviews with: Business Advisory Council members, Student Advisory Council members, and (48) graduating seniors in the Business Policy class. Suggestions for program improvement (common themes): 1) Get more students involved with real-world projects, and 2) put more teaching emphasis on business communications skills.

Counseling Psychology (M.C.P.)

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

Early Childhood

The number of students taking the Early Childhood Education certification test (OSAT) was at 4 for the year. The number passed was at 2, but one of the other students took it later and passed even though she had changed her major to General Studies.

Educational Leadership

Eight individuals took the Elementary Principal's Oklahoma Subject Area Test. Three individuals passed the exam. One of those took the test two times, passing on the second attempt. Four individuals took the Secondary Principal's Oklahoma Subject Area Test. One individual took the test three times and failed each attempt. The other two individuals passed on the first attempt. There are six sub-tests. Sub-test #5 (Educational

Contexts, Stakeholder Relationships, and Legal/Ethical Guidelines) is a weak area. This sub-test is a constructed response item. The other weak sub-test is #1, Visionary Leadership and Culture of Learning. To address sub-test #5, the program will continue its emphasis on case studies in coursework. The case studies will be broadened to include data that candidates must analyze and determine strategies based upon the analysis of the data. This will also assist with sub-test #6, also a constructed response item. Sub-test #5 and sub-test #6 are related prompts on the OSAT. Emphasis upon visionary leadership will be a part of coursework in the future.

Elementary Education

Our scores have dropped on Elementary Sub test 2. This test is based on content and not pedagogy. Most of the content for this test is gained in the general education courses.

Health and Sports Science Education

(Academic Year 2018-19) 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 2018-2019 is 100%. Mean scores for teacher candidates across the state taken at the same time in 2018-2019 was 240, Northwestern Oklahoma State 264. 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 23. The department will continue to collect data to determine and focus on subarea five to determine if any program modification is needed.

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

The analyses and finding from the program outcomes and assessments for option one were that all SLO assessments were successfully achieved with the exception of SLO one 4603 Kinesiology which states that the success measure is that of at least 70% of the students will achieve a score of 80% or better on the course embedded assignment. The program achieved 69% of the 70% of all students.

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

The analysis and finding from the program outcomes and assessments for option 1 were that all SLO assessments were successfully achieved with the exception of SLO 2 Assessment 1, 4603 Kinesiology which states that 70% of students will achieve a score of 80% or higher, and also SLO 4 Assessment 1, 3693 Physiology of Exercise which states that 70% of students will receive a score of 70% or higher. The goal for SLO 2 Assessment 1 was not achieved as 69% of the students received a score of 80% or higher, just shy of the goal of 70% of students scoring 80% or higher. The goal for SLO 4 Assessment 1 was not achieved as 65% of the students scored 70% or higher, shy of the goal of 70% of students scoring 70% or higher.

Nursing

After introduction of the Kaplan Curriculum Assessment products in fall 2017, NCLEX-

RN pass rates for the class graduating in May 2018 demonstrated a slight improvement. We note that this cohort of students only used the Kaplan products in the senior year. The first cohort to complete the junior and senior years of the Kaplan products graduated in May 2019. The desired result in NCLEX-RN pass rates was realized for this cohort with an overall pass rate of 92% (national average is 89.58%) .

Psychology

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

Reading Specialist

Recruitment for the program remains a focus. Reflective essays assignment (anecdotally) needs to be revised.

School Counseling

The school counselors are doing well on the test.

Science Education

Biology Education: Only one candidate was enrolled in the biology education program and completing assessments during the 2018-2019 academic year. There were no deficiencies across the assessment elements (GPA, Thematic Unit, Science Core GPA).

Chemistry Education: No program completers for the 2018-2019 academic year.

Physics Education: No program completers for the 2018-2019 academic year.

Special Education

Review of the data indicates that of the three attempts of the M-M Disabilities OSAT (129), two passed (67%). This pass rate is lower than previous years. However, due to the limited number of completers who are attempting the exam, it is not necessarily reflective of the quality of the program. Further, the candidate (now former) has made multiple attempts (4 between 2015-2018) with comparable scores on each. Nevertheless, review of the assessment data from the 2018-19 cycle continues to indicate 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 be considering courses where improvement is needed to meet Measures of Success for SLOs 1 and 2. In particular, identifying the most challenging units of those courses to determine what could be done to make content more attainable for students.

Chemistry

No changes to the program are anticipated at this time.

Computer Science

CMSC is a constantly changing field and CMSC faculty regularly review and updated the curriculum as needed. The new robotics lab has increased interest in the program and eSports/Game Programming is another area of CMSC that continues to grow. Faculty continue to see a need for more networking and network security courses, however, a limited faculty is a barrier. Faculty have considered adjusting the course rotations or finding an adjunct to teach the general education CMSC so that full-time faculty can add more networking courses.

Criminal Justice

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

English

The department still needs to fine tune the senior exit exam. All faculty need to prioritize working with students on research and analysis as this is an area for improvement according to the senior exit survey. All SLOs that are embedded in courses have now been paired so that they are assessed in two courses (one in fall and one in spring) increasing our data pool.

English Education

We have asked several students to participate in the field test for English 107 in the hopes that the results of the field test will lead to a redevelopment of the exam. The English Ed Program Coordinator has been collaborating with other program coordinators to develop test preparation strategies that we are currently in the process of implementing. These strategies are designed to prepare testers for the exam. The curriculum of the English Education Teaching Methods course has been rewritten to include four weeks of test-strategies and test preparation.

History

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

Mass Communication

Our students continue to participate in multiple learning opportunities both inside and outside of the classroom, and several adjustments have been made/are being made to

expand students' educational opportunities in some areas. A graphic design course has been added to mass communication prescribed electives to provide students with the option to expand visual design skills. Coverage of the basics of media writing has been expanded in introductory courses to help students build stronger foundations. Students' opportunities for learning effective intercultural communication continue to be reviewed and expanded when possible; additional opportunities to practice use of strategies continue to be provided when possible. The research component has been expanded in the lower division course Media History, and the current professor has more research experience to help students develop these skills. Department faculty will continue to monitor student performance and review course content in all areas to guide decisions about and make any changes to our mass communication program.

Mathematics Education

We need to pay closer attention to students GPA as they are going through the program. One student was almost ineligible to student teach due to low GPA (2.5).

Music – B.A.

No program completers during the 2018-2019 academic year.

Music – B.M.

No program completers during the 2018-2019 academic year.

Music Education Instrumental

No program completers during the 2018-2019 academic year.

Music Education Vocal

No program completers during the 2018-2019 academic year.

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

No program completers during the 2018-2019 academic year.

Sociology

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

Social Work

PROGRAM MODIFICATIONS RELATING TO ADVANCING HUMAN RIGHTS AND SOCIAL ECONOMIC, AND ENVIRONMENTAL JUSTICE: Although benchmark measures were met across all program options and at each campus location, it was the program's lowest percentage of achievement across all program options and

among the lowest percentage at each campus location. In attempt to improve student attainment of core competency 3, a higher concentration of human rights and social and economic justice content and examples will be infused throughout the curriculum. Specifically, the department of social work redesigned its diversity course (SOCW 3543 Diversity and Social Justice) and assigned it to a full-time social work faculty member which will beginning in the Fall 2019. The restructuring of this course intents to highlight the importance of advancing human rights, social, economic, and environmental justice through practices and advocacy. This newly designed course hopes to maintain its high percentage rates of achievement regarding competency 2, while improving outcome measures of competency 3. 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. An integration of NASW-OK legislative day activities and resources will also be utilized in this course to facilitate student development in learning avenues for advocacy and engaging in practices that advance social and economic justice.

PROGRAM MODIFICATIONS RELATING TO ASSESSING INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMUNNITIES: Benchmark competency was met across all program options, but not achieved at the Alva or Woodward location. Since this area was the only one to not achieve competency benchmark levels, great emphasis will be placed on improving student attainment of competency 7. Explicit curriculum changes will include implementation of a case method of instruction across “practice courses” where faculty will highlight methods of assessment and evidence informed interventions with various system sizes. This methodology will stimulate class discussions and help students develop important problem-solving and critical-thinking skills to assess and determine a central problem and recommend a course of action. Utilizing this "decision case" approach will provide each campus location with an opportunity to lead a case analysis, articulate and defend their positions and develop collaborative problem-solving and professional accountability. The program affirms a commitment to use an integrated case method of instruction and emphasize the importance of assessing individuals, families, groups, organizations and communities.

Speech Theatre

Due to significantly lower assessment outcomes when compared to recent, previous years, student performance in all areas will be monitored and adjustments will be made if/as needed.

School of Professional Studies

Adult Education Management and Administration M.Ed.

SLO 4: The instructor has changed the assignment in EDUC 5933/Classroom Research and Institutional Effectiveness so that students are no longer required to use only PowerPoint. Now, they may use any presentation format they choose including, but not limited to, Prezi, GoogleSlides, etc., as long as all elements of presentation are covered successfully.

Agriculture

Most of the changes we intend to make for the 2019-2020 academic year are associated with assessment methodologies and are intended to more accurately capture data. However, we do intend to use a higher number of forage plant and seed examples for species and morphological structure identification exercises in AGRI 3033 Forage Crops & Pastures. We hope this will improve student performance for SLO 4, and that we will be able to objectively show this improvement with data collected from an updated methodology 4.2. In addition, 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

Instructors of courses were informed of data findings the previous year to help improve the process. Slight gains were seen from those focus areas. Without OSAT data from AY 18-19, it is not known how those changes will be reflected.

American Studies

SLO 2: The instructor of record for the American Studies courses will continue to work with students on grammar, paper development, and documentation style to improve student writing performance on research proposals and research papers.

Business

CHANGES BASED ON QUANTITATIVE DATA: The accounting faculty will be reviewing student learning outcomes in all discipline areas and courses beginning in AY2020-2021. The areas that have the low scores in this report are different than in previous reports. Therefore, a new emphasis on topics, assignments, and tools of measuring may be developed to cover these new areas. Faculty in management, marketing, legal, and finance will be reviewing student learning outcomes beginning in AY2019-2020. More simulations, team work, and other assignments were developed to address weaknesses in previous reports which has improved exam results. The areas addressed will be considered in reviewing student learning outcomes. Faculty in management, marketing, legal, and finance will be reviewing student learning outcomes beginning in AY2019-2020. More simulations, team work, and other assignments were developed to address weaknesses in previous reports which has improved exam results. The areas addressed will be considered in reviewing student learning outcomes. To put more emphasis on business communications skills, the DOB Faculty decided to change the Core business curriculum to include a mandatory course in business communications: GBUS 3013 – Business Communications.

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.

Early Childhood

The Early Childhood professors are strengthening the activities designed to help candidates prepare for the certification exams.

Educational Leadership

Section 2 states adjustments that have been made and are being made in coursework to address particular sub-tests. Participation in a focus group conducted by the testing company provided insight into the test, particularly the two constructed response items, sub-test #5 and sub-test #6. Incorporating case studies that require analysis of data and application of the data findings to problem solving will be embedded in coursework.

Elementary Education

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

Health and Sports Science

In regard to SLO one, no instructional changes have occurred or are planned in the program in response to the program outcomes assessment. The program chooses to continue to strive for at least 70% of students to achieve 80% or better.

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, VI- Health and Physical Ed Program and VII Constructive Response. The score that showed areas of improvement needed was in subarea V Consumer, Community, and Environmental Health. Faculty will review SHAPE 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 SHAPE Elements.

Health and Fitness Management

In regard to SLO 2 Assessment 1, no instructional changes are planned in response to the program outcomes assessment. The program will continue to strive for at least 70% of students to achieve 80% or better. In regard to SLO 4 Assessment 1, no instructional changes are planned in response to the program outcomes assessment. SLO 4 Assessment 1 will be closely monitored to gather and analyze more data before making decisions for change. The program chooses to continue to strive for at least 70% of students to achieve a score of 70% or better.

Nursing

With the increased NCLEX-RN pass rate results, we will continue to monitor the effectiveness of using the Kaplan Curricular Assessment products and keep the existing Division policy for the testing of students in the traditional BSN Program: the passing score must be 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, 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.

Reading Specialist

While candidates perform well on the reflective essays assessment, anecdotally this is one assignment needing revisions. This was originally to replace the portfolio to cover all standards, and assignment will need to be revised to meet the standards, yet benefit the candidates as well.

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

Biology: Based on the performance of the most current candidates, no changes are planned with the program.

Chemistry: Based on the outcome of the candidate, no changes are recommended at this time.

Physics: No program completers during the 2018-2019 academic year.

Special Education

Implementation of in-depth instruction and review of each of the disability categories in "Curriculum and Procedures for Teaching Students with Mild/Moderate Disabilities" (EDUC 4453) with an assessment incorporated to ensure proficiency is in its first phase—i.e. only one cohort has completed the course with the newly designed curriculum. Similarly, Subarea 5 as it is addressed in "Assessment in Special Education" (EDUC 3633) is in its first phase. The culminating assessment activity 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) has proven a highly engaging, instructive, and effective exercise.

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 spring 2019. This will be administered again in spring 2022.
- The **National Survey of Student Engagement (NSSE)** is administered every third year to all first year and senior students. The last administration occurred in spring 2017. This will be administered again in 2020.
- The **Graduate Student Satisfaction Survey** is administered every other year to all graduate students during April. The last administration occurred in spring 2019. This will be administered again in 2021.
- **Course evaluations:** All courses are required to be evaluated each fall semester. Business, nursing and education courses are evaluated during, both, fall and spring. Any faculty members that request his/her course(s) to be evaluated can do so during any semester (fall, spring and/or summer).
- The **Alumni Survey** was made available to all 2013 and 2018 graduates in summer 2019.

IV-2. What were the analyses and findings from the 2018-2019 student satisfaction assessment?

The Ruffalo/Noel-Levitz Student Satisfaction Inventory (SSI) was administered in spring 2019. The SSI surveyed students regarding all areas of the university including academic, administration, and student services and provided valuable information for institutional effectiveness. A total of 842 students participated in the SSI. There were five institutional strength areas that were identified. The strengths included:

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

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

1. The quality of instruction I receive in most of my classes is excellent.
2. Sufficient courses in my program of study are available each term.
3. Faculty are fair and unbiased in their treatment of students.

4. Faculty provide timely feedback about my academic progress.
5. This institution helps me identify resources to finance my education.

The SSI will be administered again in 2022. The Office of Assessment and Institutional Effectiveness will begin developing ways to enhance participation for the next administration.

The NSSE is administered on a 3 year rotation. The 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. There were 36 respondents who took the survey. When asked to rate their level of satisfaction with the NWOSU graduate program, 66.7% of the respondents answered either “extremely satisfied”, 33.3% answered “somewhat satisfied”, and there were 0% respondents who answered “extremely dissatisfied” or “somewhat dissatisfied”.

Course Evaluations apply directly to student satisfaction of academic programs. Of the 1,983 undergraduate students, 1,441 (72.7%) students participated in course evaluations during fall 2018 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 2013 and 2018. There were 46 respondents total. Thirty-seven/ respondents (80.43%) 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 were reported to several institutional areas in 2019 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 2019 semester. 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 2018-2019:

Assessment fees	\$0
Assessment salaries	\$50,000
Distributed to other departments	\$0
Operational costs	\$6,350
Total Expenditures	\$56,350