



**NORTHWESTERN OKLAHOMA  
STATE UNIVERSITY**

**ANNUAL REPORT OF 2022-2023 STUDENT ASSESSMENT ACTIVITY**

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

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**NORTHWESTERN OKLAHOMA STATE UNIVERSITY**  
**Annual Student Assessment Report of 2022-23 Activity**

**Section I – Entry Level Assessment and Course Placement**

*(Student Assessment and Remediation 3.20.4)*

Activities

- I-1. What information was used to determine college-level course placement. Please report the specific multiple measures your institution used for FY 2022-2023 (e.g., high school GPA and CPT cut scores)?
- I-2. How were students determined to need remediation (e.g., CPT cut scores or advising process)?
- I-3. What options were available for identified students to complete developmental education within the first year or 24 college-level credit hours?
- I-4. What information was used to determine co-requisite course placement? Please report the specific multiple measures your institution used for FY 2022-2023 (e.g., high school GPA and CPT cut scores).
- I-5. Describe the method used to place “adult” students who do not have ACT/SAT scores.

Analyses and Findings

- I-6. Describe analyses and findings of student success in both developmental and college-level courses, effectiveness of the placement decisions, evaluation of multiple measures, and changes in the entry-level assessment process or approaches to teaching as a result of findings.

In an effort to collect data on various Complete College America (CCA) initiatives, please complete the additional questions addressing developmental and co-requisite placement.

Section II –General Education Assessment

*(Student Assessment and Remediation 3.20.5)*

Administering Assessment

- II-1. Describe the institutional general education competencies/outcomes and how they are assessed.
- II-2. Describe how the assessments were administered and how students were selected.
- II-3. Describe strategies used to motivate students to substantively participate in the assessment.
- II-4. What instructional changes occurred or are planned in response to general education assessment results?

Analyses and Findings

- II-5 Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans.
- II-6. How is student performance tracked into subsequent semesters and what were the findings?
- II-7. Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation.

Section III – Program Outcomes  
(*Student Assessment and Remediation 3.20.6*)

Administering Assessment

III-1. List, in table format, assessment measures and number of individuals assessed for each degree program. Include graduate programs if applicable to the institutional assessment plan.

Analyses and Findings

III-2. What were the analyses and findings from the program outcomes assessment?  
III-3. What instructional changes occurred or are planned in the programs in response to program outcomes assessment?

Section IV – Student Engagement and Satisfaction  
(*Student Assessment and Remediation 3.20.7*)

Administration of Assessment

IV-1. What assessments were used and how were the students selected?  
IV-2. What were the analyses and findings from the student engagement and satisfaction assessment?  
IV-3. What changes occurred or are planned in response to the student engagement and satisfaction assessment?

Section V – Assessment Budgets

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

Provide the following information regarding assessment fees and expenditures for 2022-2023:

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

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## ANNUAL REPORT OF 2022-2023 STUDENT ASSESSMENT ACTIVITY

### Section I – Entry Level Assessment and Course Placement Activities

#### **I-1. What information was used to determine college-level course placement? Please report the specific multiple measures your institution used for FY2022-2023 (e.g., high school GPA and CPT cut scores)?**

The main intent of entry-level assessment is to confirm that Northwestern is providing opportunities for all students to succeed. Northwestern hopes to improve the chances of success by identifying students' strengths and weaknesses and placing them relevantly. Northwestern assesses ACT or SAT scores for entering students to determine appropriate course placement based on student level of preparedness. Secondary placement tools such as course-specific and overall GPA (math, natural science, and English) are used to determine course placement in limited number of departments.

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

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

When enrolling in lab courses, students must enroll in BOTH the class and the lab (2 separate key numbers) under the same instructor. Additionally, the math lab must be taken in the same time slot but on alternating days with the class.

### **Math Placement**

#### **ACT**

- 16 or below ACT Math sub-score AND below 3.25 GPA – students take MATH 0115 Beginning Algebra
- 17-18 ACT Math sub-score OR 3.25-3.49 GPA – students take MATH 1403/1403L Contemporary Math with lab (non-STEM majors) **OR** MATH 1513/1513L College Algebra with lab (STEM majors)
- 19 or higher ACT math sub-score OR 3.50 or higher GPA – students take MATH 1403 Contemporary Math (non-STEM majors) **OR** MATH 1513 College Algebra (STEM majors)

## SAT

- 450 or below SAT Math sub-score AND below 3.25 GPA – students take MATH 0115 Beginning Algebra
- 460-500 SAT Math sub-score OR 3.25-3.49 GPA – students take MATH 1403/1403L Contemporary Math with lab (non-STEM majors) **OR** MATH 1513/1513L College Algebra with lab (STEM majors)
- 510 or higher SAT sub-score OR 3.50 or higher GPA – students take MATH 1403 Contemporary Math (non-STEM) majors) **OR** MATH 1513 College Algebra (STEM majors)

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

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

- Submit ACT or SAT scores and be placed according to the policy above.
- Enroll in MATH 0115 Beginning Algebra (and then progress to MATH 1513/1513L or MATH 1403/1403L).
- Take the residual ACT at NWOSU and be placed according to the policy above.

### **I-3. What options were available for identified students to complete developmental education within the first year or 24 college-level credit hours?**

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

### **I-4 What information was used to determine co-requisite course placement? Please report the specific multiple measures your institution used for FY 2022-2023 (e.g., high school GPA and CPT cut scores).**

Northwestern assesses ACT scores, SAT scores, and GPA for entering students to determine appropriate course placement based on student level of preparedness. In 2016, as part of the Complete College America effort, both English and math faculty reviewed placement policies for students with deficiencies. As part of a pilot program in 2020-2021, the university used alternative means for placement. The university adopted these practices in the 2021-2022 catalog.

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

When enrolling in lab courses, students must enroll in BOTH the class and the lab (2 separate key numbers) under the same instructor. Additionally, the math lab must be taken in the same time slot but on alternating days with the class.

## **Math**

### **ACT**

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- 450 or below SAT Math sub-score AND below 3.25 GPA – students take MATH 0115 Beginning Algebra
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Students who take MATH 0115 at NWOSU should then progress to MATH 1513/1513L College Algebra with Lab (STEM) or MATH 1403/1403L Contemporary Math with lab (non-STEM). Transfer students with a passing grade on a remedial course at another accredited college or university should enroll in MATH 1513/1513L College Algebra with LAB or MATH 1403/1403L Contemporary Math with Lab.

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

- Submit ACT or SAT scores and/or a high school transcript and place according to the policy above.
- Choose to enroll in MATH 0115 Beginning Algebra (and then progress to MATH 1513/1513L or MATH 1403/MATH1403L).
- Take the residual ACT at NWOSU and place according to the policy above.

## **English**

### **ACT**

- 18 or lower in EITHER English or Reading ACT sub-score AND below 3.50 GPA – students take ENGL 1113/1113L Composition I with Lab.
- 19 or higher in BOTH English and Reading ACT sub-score OR 3.50 or higher GPA – students take ENGL 1113 Composition I.

## SAT

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

Transfer students with a passing grade on a remedial course at another accredited college or university should enroll in ENGL 1113L Composition I with Lab.

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

- Submit ACT or SAT scores and place according to the policy above.
- Choose to enroll in ENGL Composition I with Lab.

### **I-5. Describe the method used to place “adult” students who do not have ACT/SAT scores.**

With multiple measures now in place for all entering students, course placement for “adult” students who do not have ACT/SAT scores will be based on high school GPA as outlined above. If the student does not have a high school transcript, the student will be asked to take the national ACT or the on-campus residual ACT to determine course placement. In the case of an adult student who has been out of high school for an extended time and is concerned about having retained information from coursework on a dated transcript or ACT assessment, the student may opt in to a remedial course or a course with co-requisite support.

## **Analyses and Findings**

### **I-6. Describe analyses and findings of student success in developmental and college-level courses, effectiveness of the placement decisions, evaluation of multiple measures, and changes in the entry-level assessment process or approaches to teaching as a result of findings.**

**In an effort to collect data on various Complete College America (CCA initiative, please complete the additional questions addressing developmental and co-requisite placement.**

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

Both the English and Math departments have added a co-requisite course, ENGL 1113L Composition I with Lab and MATH 1513L College Algebra with Lab. In both cases, the extra support is built into the credit-bearing course. We have done this as part of the state co-requisite scaling project, an initiative that is part of Complete College America. As part of the institutional degree completion plan submitted to the state regents, we track remedial success rates and we are finding similar success rates in course with lab and courses without lab.



TABLE 1. The following graph represents students who took remedial Math classes at the **0115** level and enrolled in a credit bearing Math course during the academic years listed. The graph represents their results in the credit bearing course (MATH 1403 or 1513) in percentages.

SCHOOL YEAR	PASS		FAIL		WITHDRAW	
	Percentage	Count	Percentage	Count	Percentage	Count
2018-2019	72%	64	16%	14	12%	11
2019-2020	75%	43	19%	11	5%	3
2020-2021	62%	37	17%	10	22%	13
2022-2023	66%	19	14%	4	21%	6

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

Course Number / Name	Fall 2020			Fall 2021			Fall 2022		
	Pass	Fail	Withdraw	Pass	Fail	Withdrawal	Pass	Fail	Withdrawal
ENGL1114 Composition I w/Lab	64%	25%	11%	68%	16%	17%	65%	22%	13%
ENGL1113 Composition I	79%	13%	7%	88%	6%	6%	88%	7%	5%
MATH0115 Beginning Algebra	73%	24%	3%	70%	21%	9%	58%	28%	14%
MATH1403 Contemporary Math	57%	26%	17%	67%	25%	8%	81%	9%	9%
MATH1514 College Algebra w/Lab	69%	3%	28%	88%	2%	10%	84%	5%	11%
MATH1513 College Algebra	84%	10%	6%	68%	18%	14%	74%	15%	12%

## Section II – General Education Assessment (Student Assessment and Remediation)

### Administering Assessment

#### II-1. Describe the institutional general education competencies/outcomes and how they are assessed.

The general education program at Northwestern Oklahoma State University provides a foundation for all degree programs and offers opportunities for students to develop competencies in critical thinking, leadership, and literacy. The general education assessment strategy is a three-prong approach to assessment: evaluation of course-embedded assessment of student learning derived from a competency-based curriculum, standardized evaluation through mid-level testing (ETS Proficiency Profile), and a review of student engagement results from the National Survey of Student Engagement (NSSE). The General Education Committee will use these results to address successes and areas for improvement in student achievement tied to general education competencies, and adjust as data indicates.

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

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

Northwestern Oklahoma State University completed a general education review at the end of the 2016-2017 academic year. The General Education committee worked in conjunction with department chairs and faculty members to review and revise the general education competencies, created new Student Learning Outcomes, and developed new course embedded assessment measures. In 2017-2018, the new process was utilized for the first time. Assessments consist of comprehensive exams, course embedded questions, essays, and class projects.

Second in the three-prong approach to assessing general education, is the ETS Proficiency Profile. Administered annually during April of each academic year, the ETS Proficiency Profile is a mid-level examination of students who have between 40 and 75 credit hours and who have completed all of their general education requirements only at Northwestern. The ETS Proficiency Profile assesses students in four core areas: critical thinking, reading, writing, and mathematics. The test is administered to gain a unified picture of the effectiveness of general education program to meet requirements for accreditation, promote curriculum improvement with actionable score reports that can be used to pinpoint strengths and areas of improvement, and provide comparative data on student performance with more than 500 institutions and 600,000 students nationwide.

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

**II-3. Describe strategies used to motivate students to substantively participate in the assessment.**

The ETS Proficiency Profile is administered annually in April. In order to motivate students to participate, students are encouraged to complete the exam on a walk-in basis over a two-day period. If the students are unable to take the assessment on one of the scheduled days, students are able to reschedule with the Director of Assessment & Institutional Effectiveness in order to arrange a convenient time. Students are informed via phone, email and social media, that all students who complete the assessment will be entered into a drawing for prizes.

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

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

The General Education Committee met in the fall 2018 semester to review the results from each of the assessments embedded in coursework to meet Student Learning Outcomes; the results of the ETS Proficiency Profile; and the results from the NSSE. Representatives from the departments offering course embedded assessments were asked to report findings, and the group discussed changes to be made. SLOs L1, L5, C1, and C3 had a high number of unacceptable scores in certain parts of the assessments, and the reason was determined to be students misunderstanding particular questions on the instruments. As a result, the departments in charge of the embedded assessment submitted modifications to clarify the assessments. The remaining assessments had moderate to high rates of achievement, and the committee encouraged continued use of those instruments. The committee triangulated the results from the ETS Proficiency Profile and NSSE and determined strengths and weaknesses in student performance were aligned among the three overarching assessments of the general education program. It was determined by the committee that increased participation was needed for the ETS, and the decision was made to stress the importance of participation to eligible students at the advisement and departmental levels, instead of depending on participation from the emails students receive from the office of assessment. As a result, participation increased significantly. The committee plans to meet each fall to review findings and discuss strategies to improve upon those findings. In 2018-2019, the general education committee continued to gather the general education assessments from each department.

The next General Education Committee meeting will be held in the fall 2023 semester for a comprehensive review.

## Analyses and Findings

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

TABLE 3. ETS Proficiency Profile Results

Skill Dimension	Proficiency Classification					
	Proficient		Marginal		Not Proficient	
	NWOSU	Baccalaureate I and II	NWOSU	Baccalaureate I and II	NWOSU	Baccalaureate I and II
<b>Reading, Level 1</b>	55%	52%	26%	23%	19%	25%
<b>Reading, Level 2</b>	36%	26%	10%	19%	54%	56%
<b>Critical Thinking</b>	2%	2%	15%	15%	82%	83%
<b>Writing, Level 1</b>	59%	48%	24%	31%	16%	20%
<b>Writing, Level 2</b>	12%	13%	36%	30%	52%	57%
<b>Writing, Level 3</b>	4%	5%	20%	18%	76%	76%
<b>Mathematics, Level 1</b>	44%	41%	29%	30%	27%	29%
<b>Mathematics, Level 2</b>	20%	19%	23%	23%	57%	57%
<b>Mathematics, Level 3</b>	8%	4%	11%	11%	81%	85%

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

Northwestern will use the same standardized testing (ETS Proficiency Profile) for mid-level students annually and will continue to track student cohorts from first year to senior using data collected through NSSE every three years. Participation in the ETS Proficiency Profile increased from 84 participants in the spring of 2022 to 91 participants in the spring of 2023. 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 2023 ETS Proficiency Profile administration. The NSSE and ETS Proficiency Profile as course level assessment measures are triangulated and reviewed to examine the findings under the newly implemented general education curriculum. The NSSE was administered in spring 2023 and the general education committee reviewed the results.

**II-7. Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation.**

The evaluation of general education assessment will be a triangulation of data from course assessments, the ETS Proficiency Profile, and first-year students’ responses to selected NSSE questions to determine trends and present a set of concise results to the committee for recommendations to improve student learning in general education. Due to low participation in previous years, the general education committee made a modification to involved faculty at the departmental level to become involved in the process of encouraging students to participate in taking the ETS Proficiency Profile. Faculty were asked to explain the value of the ETS Proficiency Profile and to encourage students in their classes to take the test.

The General Education committee will triangulate the data gathered from the newly implemented assessment measures during the fall 2023 semester and prepare to make adjustments as a result of the findings.

**Section III – Program Outcomes**

*(Student Assessment and Remediation 3.20.6)*

**Administering Assessment**

**III-1. List, in table format, assessment measures and number of individuals assessed for each degree program. Include graduate programs if applicable to the institutional assessment plan.**

TABLE 4. Program Outcomes Assessments 2022-2023

<b>Degree Program</b>	<b>Assessment Measures</b>	<b>Numbers of Individuals Assessed</b>
Adult Ed. Mgmt. & Admn. M.Ed.	Comprehensive Exam	16
Agriculture	Final Course Grade in AGRI 3133	30
	Course Embedded Questions in AGRI 3543	12
	Final Exam Grade in AGRI 2123	23
	Individual Class Project Grades in AGRI 4623	17
	Individual Exam Grades in AGRI 3413	21
	Final Course Grades in AGRI 3214	25
	Pre/post test %-unit change in AGRI 1214	23
	Individual exam grades in AGRI 3033	11
Agricultural Education	OSAT	7

American Studies	Comprehensive Exam	1
Biology	BIOL 1224 (Zoology) Final Exam	55
	BIOL 3343 (Genetics) Final Exam	24
	BIOL 3011 (Science Fair Judging) Presentation	16
	BIOL 4011 (Biology Seminar) Literature Review	14
	BIOL 3011 (Science Fair Judging) Reflection	16
Business	Peregrine Exam	41
Chemistry	CHEM 1215 Final Exam	30
	CHEM 4114 Lab Exam	14
	CHEM 4114 Presentation	14
	CHEM3114 Literature Review	17
	CHEM 3011 Reflection	4
Computer Science	Programming II Final Exam	17
	Exit Assessment – Alumni	14
Counseling Psychology M.C.P.	Theory Section of Comps	20
	Couns. Strats. & Techs.	24
	Assessment Class	23
	Research Class	25
Criminal Justice	CJUS 4603 Final Exam Score	19
	CJUS 4063 Research Paper Grade	19
	CJUS 4723 Proposal Guide	19
	CJUS 4723 Final Exam Grade	19
Early Childhood Education	OSAT	16
Educational Leadership M.Ed.	Principle Comprehensive Assessment	5
Elementary Education	Subtest 1 & 2 (OSAT)	16
	Subtest 2 (OSAT)	22
English, Foreign Language, and Humanities	Senior Exit Exam	2
	ENGL 3473 Research Project	3
	ENGL 3103 Exam Question	4
	ENGL 4453 Philosophy	2
	Graduating Student Survey	2

English Education	OSAT	3
Health & Sport Science Education	OSAT	4
Health and Sports Science (Option I – Non-Teaching)	SLO 1 Assessment 1	50
	SLO 2 Assessment 1	32
	SLO 2 Assessment 2	18
	SLO 3 Assessment 1	18
	SLO 4 Assessment 1	62
	SLO 5 Assessment 1	51
Health and Sports Science (Option 2 – Health and Fitness Management)	SLO 1 Assessment 1	7
	SLO 2 Assessment 1	59
	SLO 3 Assessment 1	7
	SLO 3 Assessment 2	3
	SLO 4 Assessment 1	51
	SLO 4 Assessment 2	40
History	4013 Term Paper Grade	3
	4013 Final Exam Grade	3
	4433 Proposal Grade	3
	4433 Final Exam Grade	3
Mass Communications	Video Production	13
	Audio Production	13
	Media Writing	13
	Visual Design	13
	Strategic Communication	13
	Intercultural Communication Case Study	10
	Intercultural Comm. Use	10
	Research Paper – MCOM2023	6
	Research Paper – MCOM4213	6
Mathematics Education	OSAT – Advanced Level	1
	OSAT – Mid-Level Intermediate	1
Music BA	BA Jury Examination	0

Music BM	Jury	1
	Junior Recital	1
	Senior Recital	1
	Sophomore Exam	1
	Theory Exam	1
	History Paper	1
	Piano Proficiency	1
Music Vocal Education	OSAT	0
Music Instrumental Education	OSAT	1
Nursing	NLCEX RN	22
Reading Specialist	OSAT	1
School Counseling M.Ed.	OSAT	3
Natural Science Education	Biology OSAT	0
	Chemistry OSAT	0
	Physics OSAT	0
Political Science	POL Written Paper Grade	13
	POL Oral Presentation Grade	13
	SOC Final Exam Grade	13
	SOC Proposal Grade	13
	SOC Final Exam Grade	13
Psychology	History of Psychology	70
	Research	39
	Experimental	37
	Human Life Span	97
	Personality	61
Social Science Education	OSAT-US History/Oklahoma History/Government/Economics	1
	OSAT-World History/Geography	2
Social Work	Field Instrument	7
	Course Embedded Measures	96
Sociology	SOCW 3203 Term Paper Grade	9
	SOCW 3203 Final Exam Grade	9
	SOCW 4723 Proposal Grade	9
	SOCW4723 Final Exam Grade	9
Special Education	Mild/Moderate OSAT	0
Speech Theatre	Informative Speaking	7



Persuasive Speaking	7
Small Group Communication	7
Directing Theatrical Production	4
Intercultural Comm-Generating Strategies	10
Intercultural Comm-Using Strategies	10
Intercultural Comm-Applying Strategies	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 2022-2023 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

<u>Direct</u>	<u>Indirect</u>
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

The program had successes as evidenced by all assessed SLOs being met in the measures of successes. While SLO 1 was not met, the method of assessment that will better fit the SLO will be used.

#### Chemistry

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

#### Computer Science

Overall, Computer Science students are doing well post-graduation. The number of CMSC majors remains strong as well.

#### Criminal Justice

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

#### English, Foreign Language and Humanities

Students need to better budget time on in-class exams. Additionally, it may prove beneficial for faculty to spend more time reviewing primary and secondary research best practices in their upper level courses.

#### History

History majors performed well in the capstone course for the program as well as the content area capstone course, earning well above the expected course grade in both classes.

#### Mass Communication

Students met goals in the areas of audio production, media writing, and visual design. Students did not meet goals in the areas of video production and strategic communication. Students met one of two goals in intercultural communication. Students in the lower level course (MCOM 2023) met the goal for reviewing and analyzing research; however, students in the upper level course (MCOM 4213) did not.

### Music – B.A.

Not applicable due to not having students graduate in the 2022-2023 academic year.

### Music – B.M.

No adjustments are necessary at this time.

### Political Science

A number of Political Science students enrolled in the assessment course overall performed at or above the expectations for the major as it concerns content area knowledge, skills, and demonstrated abilities, but more improvement is needed for other students. This outcome can vary from year to year in the class.

### 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 competency 3: Advancement of human rights and social justice, and environmental justice.

### Sociology

Sociology majors, who have completed the majority of their coursework at NWOSU, prove well-prepared to enter the workforce or a graduate program in their field. The current curriculum prepares these students for post-graduate work.

### Speech Theatre

The goal for theatrical directing was met. The speech communication-based goals, however, were not met. Use of data from a class without any speech & theatre majors and only 7 students warrant consideration of previous data for the speech comm. goals. For report year 2021-2022, the informative speaking goal, one persuasive speaking goal, one small group communication goal, and one intercultural comm. goal were met or exceeded.

## **School of Professional Studies**

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

SLO 1: Ninety percent (90%) of students scored at an 80% or above on the final exam in EDUC 5903/Higher Education Philosophy and Practice. The goal, SLO 1-1.1, was met. The students articulated in written form an analysis of the historical roots and development of higher education in the United States, including the many diverse structures in which higher education is delivered in the U.S. Eighty-three percent (83%) of students scored at an 80% or above on the two article reviews from The Chronicle of Higher Education assigned in EDUC 5903/Higher Education Philosophy and Practice. The goal, SLO 1-1.2, was met. Students understood and could successfully discuss many current issues/problems facing higher education today. They could also apply their understanding to their future career ambitions. SLO 2: Eighty-seven percent (87%) of students scored at an 80% or above on the book review assignment in EDUC 5913/Adult Learning Theory and Practice. The goal, SLO 2-2.1, was met. Students completed a book review that reflected the students ability to analyze and evaluate the information when considering the following; student success, student failure, political agenda, and author's personal opinion of the student/learner centered classroom. Eighty-seven percent (87%) of

students scored at an 80% or above on the final exam in EDUC 5913/Adult Learning Theory and Practice. The goal, SLO 2-2.2, was met. Students examined and evaluated various teaching and learning strategies as they relate to adult learners in higher education. They also defined their own educational philosophy. Eighty-seven percent (87%) of students scored at an 80% or above on the lesson plan assignment in EDUC 5913/Adult Learning Theory and Practice. The goal, SLO 2-2.3, was met. Students successfully created a lesson plan for an online class and incorporated all 6 elements of Bloom's taxonomy for diverse learners. SLO 3: Seventy-eight percent (78%) of the students scored 80% or above on the six reading reflections in EDUC 5953/Institutional Management. The goal, SLO 3-3.1, was not met. Students could somewhat comprehend and synthesize the current literature on institutional leadership and leadership in general. Most of the students enrolled in the course were athletes or coaches. Because of the demanding fall 2022 sports schedule, some students found it challenging to submit their work on time. As a result, several students did not earn credit on the reading reflections. Eighty-three percent (83%) of the students scored 80% or above on the final exam/Investigative research paper in EDUC 5953/Institutional Management. The goal, SLO 3-3.2, was met. Students could articulate and apply the four frames of management philosophies as they concern higher education practices, professionals in the practice, and to the student's future careers. SLO 4: Sixty-nine percent (69%) of students scored at an 80% or above on the research project in EDUC 5933/Classroom Research and Institutional Management. The goal, SLO 4-4.1, was not met. Students struggled to collect, interpret, and report data in order to develop a research proposal consisting of identifying a problem and developing a research plan. The course was taught by a first-time adjunct instructor. As a result, the instructor reevaluated their teaching methodology and will present the project earlier in the term allowing more time for questions and peer collaboration. Ninety-two percent (92%) of students scored at an 80% or above on the digital presentation assignment in EDUC 5933/Classroom Research and Institutional Effectiveness. The goal, SLO 4-4.2, was met. Students could successfully convey information to their peers via a digital presentation concerning the research paper's problem, theory and design.

### Agriculture

Student performance during the 2022-2023 academic year met expectations for two methodologies (1.1 & 1.2) and either increased or was relatively unchanged for all other methodologies. It is important to note that sample size was relatively small ( $n < 17$ ) for three methodologies. Updates will be made for Methodologies 1.1 and 1.2, and changes to program curriculum will be considered as additional data warrants.

### Agriculture Education

Assessment 1: OSAT Analysis of Data Seven candidate took the OSAT during AY 22-23. One candidate attempted and failed four times, creating lower data on the average, which are recorded. Subarea 6 had the highest scores, with a 267 mean, while the constructed response of Subarea 7 was the lowest. Five subareas fell below the 240 cut score, but the four failed attempts from one candidate may skew those data. When removing the candidate who failed each attempt, all subareas, except for Subarea 7 were above the cut score. When analyzing a smaller N, large differences in data occur with a single candidate. Recommendations Regardless of the small N and the data from multiple failed attempts from one student in AY 22-23, Subarea 7 remains to be low among all test takers. Faculty should be encouraged to review the objectives in Subarea 7 and review those with the agricultural faculty to address deficiencies. Subareas 1, 3, 4, and 5

hover around the 240 cut score, so faculty in these subareas will be made aware of those scores and will be encouraged to review the objectives of their subarea to attempt to provide opportunity for success in those areas of the content. Animal Science and Agricultural Education faculty should be praised for their efforts in teaching concepts that allow for success in their respected subareas. Assessment 2: Major GPA Analysis of Data There were seven program completers from AY22-23. The state requirement is to have a 3.0 gpa among the cohort, and candidates collectively achieved a 3.63 mean, satisfying that requirement. Recommendations Faculty should continue to stress the importance of content and professional education courses to encourage candidates to achieve above the 3.0 mark. Assessment 3: PPAT Data Analysis of Data Many program completers took the OPTE before it was discontinued. As such, fewer than 7 program completers from AY 22-23 took the PPAT. In AY 22-23, one candidate failed, while the remaining candidates passed with scores in the 40s, well above the state pass rate. Recommendations Faculty should continue to stress the agricultural education and FFA responsibilities of the secondary teacher and the importance of being competent in the areas stressed from this assessment, so students will continue to achieve target ratings on this assessment. It is recommended to make students aware of the PPAT requirements prior to the student teaching semester, so candidates will feel more comfortable with the process to help contribute to their success.

### American Studies

All Master of Arts in American Studies students enrolled during the 2022-2023 academic year scored at an 80% or above on the required assessments in the courses they took. These scores showed that they can design and produce a museum exhibition for its intended audience, can articulate the history and development of the American Studies field, can put together a research proposal that employed an interdisciplinary methodology, and can express the ways in which the western United States parallels and deviates from other areas of the nation culturally, mythically, and politically according to literary texts. While one student did not complete his thesis in American Studies, he continues to work on it.

### Business

CHANGES BASED ON QUANTITATIVE DATA/ANALYSIS: Based on the data, there have been no major changes in the students' outcome-measure scores for several years in a row. The most significant major change to our curriculum (adding Business Communications, and deleting Cross-Cultural Management), has definitely had a positive impact on students' scores on the Business Communications section of the Peregrine Exam. Business Communications (at 59.5%) became one of the highest scores of the five topics where students aggregated topical average scores were above the 50% mark. Given that this change took effect in the Fall of 2020, we now have a full three years of data that indicate this was a successful change to the Business Core. Based on the data regarding student performance in the topic areas as measured by the Peregrine Exam, we do not find that any topic area is recurrently weak. Also, it was found that the 5-year trend of the difference in scores between the Inbound and Outbound tests is positive. The data point for AY 2022-2023 did decline slightly, but the higher standard deviation suggests that this may be an anomalous decline. Putting these pieces of information together, we see an overall trend of either no significant change, or a very slow increase in student performance across the average of all topical areas. As mentioned in the section below, the current Program Assessment Process, is undergoing needed simplification and modification, in order to provide the kinds of

concrete, specific recommendations for change the DOB feels is needed to improve our students' performance in some areas.

### 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 2022-23, there were 16 tests taken with 14 passing scores. All teacher candidates eventually passed the tests. The assessment aligns with the CAEP and NAEYC standards and includes a written response subarea called the Constructed Response. Of all the subareas taken, the consistently low scores come from the Constructed Response subarea.

### Educational Leadership

One candidate took the assessment three times and failed. During the current academic year (2023- 2024), candidate has passed the exam. Another candidate who did not pass the exam graduated in 2021 and the exam was taken in fall 2022 - over a year past graduation date. The single passing exam score was 241 (passing score is 240).

### Elementary Education

For subtest 1 the test number is now 150. I had one person pass and fail the test. Our scores are on target to where we want to be at this time. For subtest 2 the test number is now 151. I had one person fail the test 3 times and then pass. I had one person fail once and one person fail 5 times, drastically affecting the subtest's pass rate—our lowest. Our lowest areas continue to be in Social studies and Mathematics.

### English Education

During the 2022 - 2023 school year, three English Education students took and passed the English 107 exam, showing a 100% pass rate. Their success has been partially attributed to the preparation strategies that were included within the redesign of the Teaching Methods course (implemented fall 2019) and in the creation of the Advanced Composition: Pedagogy course (created fall 2020). For the 2021- 2022 school year, three students, all of whom enrolled in and passed the revised English Education Teaching Methods course, took the English 107 exam. All three students passed, showing at 100% pass rate for that year. This data suggests that the test preparation strategies implemented in the Methods course have been beneficial for increasing test scores and the English 107 pass rate.

### Health and Sports Science Education

The criterion for passing the (OSAT) Physical Education/Health/Safety exam is a minimum score of 240 points. The institutional pass rate for teacher education program completer candidates for 2022-2023 was 75% for this exam. The state pass rate for the same time period was 74%. Northwestern Oklahoma State University students had a mean score was 245. The mean scores are above the passing score of 240.

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

SLO 2.2, SLO 4.1, and SLO 5.1 were not met. SLO 1.1, SLO 2.1, and SLO 3.1 were met.

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

The analysis and findings from the program outcomes and assessments for option 2 were that all SLO assessments were successfully achieved with the exception of SLO 1-1; SLO 2-1; SLO 3-1; SLO 4-1; & SLO 5-1.

### Psychology

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

### Mathematics Education

The mathematics department at NWOSU continues to do well preparing our teacher candidates for certification exams. We are continuing to work with the candidates on their writing abilities and pedagogy knowledge. A new weakness has possibly emerged (233 out of 240) on the Probability, Statistics, and Discrete Mathematics portion of the Advanced Mathematics exam. We will monitor this area and look for ways to strengthen the program in these fields. Overall we feel we have a strong program and are producing highly qualified candidates.

### Music Education Instrumental

Due to structural or other unknown issues, we are not able to retain our instrumental music education students. Most switch to music performance in the later semesters, and then take the equivalency test.

### Music Education Vocal

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

### Nursing

The outcome for the NCLEX-RN pass rates was met with an overall pass rate of 86% (national average is 87.4% as of July 2023).

### Reading Specialist

Candidate scored highest on subarea III Assessment, Diagnosis, and Evaluation; and lowest on subarea 1 Foundational Knowledge. Limited data makes it difficult to provide adequate analysis.

### School Counseling

There were 3 candidates taking the exam, and one failed the exam.

### Science Education

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

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

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

### Social Science Education

OSAT 117 U.S./Oklahoma History, Government, Economics This is the OSAT that the program focuses on when creating the required course list. The candidate was consistently within 4 points

of passing. The candidate took the exam multiple times. Over the course of taking the exam 4 times, they had passing scores on every competency, except one. The combination of passing competencies never resulted in an overall passing score. Typically, candidates score low on section 4, the essay portion. This candidate consistently scored a 260--20 points above the passing score of 240. However, the essay is only 15% of the scoring. 118 World History/Geography The same candidate who took the OSAT 117 also took OSAT 118 and came within 3 points of passing. The candidate is a good student. I think that they may have test anxiety and this might be part of the reason they are not successfully passing the tests.

#### Special Education

There are no test scores to report for the 2022-2023 academic year.

### **Other Assessment Plans**

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

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

### **School of Arts and Sciences**

#### Biology

No changes are planned in response to program outcomes assessment.

#### Chemistry

No changes are being implemented as a result of the program outcome assessments.

#### Computer Science

CMSC faculty continue to review the curriculum in order to ensure the coursework is preparing students for a fast-changing field. A complete review of the curriculum in fall 2022 resulted in many changes and additions to the CMSC curriculum, including the addition of a CyberSecurity certificate.

#### Criminal Justice

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

#### English, Foreign Language and Humanities

Providing some sort of incentive for graduating majors to put forth more of an effort when completing the senior exit exam. Additionally, as exit exam grades are generally averaged, the department will begin rotating the faculty that are assessing the writing portion of the senior exit exam.



### History

The department does not anticipate making any adjustments to the requirements for either course or for the program curriculum. However, a new fundamentals (methods) class now taught to sophomores and juniors in the department will help prepare students to produce even better-quality research papers and overall academic performance in this class.

### Mass Communication

New faculty have been hired in the areas of broadcast and strategic communication. Additional use of recently purchased equipment by the students is planned in broadcast production courses. Development of student-led PR and advertising agency, Ranger Communication, was expanded and now offers additional learning and practice opportunities in strategic communication. Intercultural communication will be addressed earlier in the semester in MCOM 3213 and in different upper-level communication classes. Changes to the design course will be maintained, and additional time spent teaching students research-related skills in MCOM 2023 and MCOM 4213 will continue.

### Music – B.A.

Not applicable due to not having students graduate in the 2022-2023 academic year.

### Music – B.M.

No adjustments are necessary 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.

### Sociology

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

### Social Work

The results from this assessment indicate program modifications across the program options and at the Alva campus are needed relating to 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 advance social, economic & environmental justice. Faculty will participate with students in a project on each campus concerning the advancement of justice.

### Speech Theatre

Additional learning opportunities for developing a stronger foundation of basic speech communication skills will be offered with continued and extended use of thorough reviews of basic skills in all areas of speech communication throughout the upper level speech courses. Sources of data will also be reviewed to determine if data may be obtained from sources that better represent students majoring in speech & theatre.

## **School of Professional Studies**

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

Seventy-eight percent (78%) of the nine (9) Measurements of Successes for the program Adult Education Management and Administration were met. SLO 3.1 and 4.1 were the only measurements that did not meet the target. Modifications will be implemented when the courses are offered during the next academic year. These include: For 3.1, Most of the students enrolled in the course were athletes or coaches. Because of the demanding fall 2022 sports schedule, some students found it challenging to submit their work on time. As a result, several students did not earn credit on the reading reflections. For 4.1, The course was taught by a first time adjunct instructor. As a result, the instructor reevaluated their teaching methodology and will present the project earlier in the term allowing more time for questions and peer collaboration. Overall, there were many successes reflected in this year's report as seen in the data.

### Agriculture

Planned instructional changes for the 2023-2024 academic year are associated with individual assessment methodologies and are intended to help capture more accurate data. We plan to introduce more forage plant and seed examples for species and morphological structure identification exercises in AGRI 3033 Forage Crops & Pastures to improve student performance for methodology 4.2. In addition, faculty plan to incorporate the use of mobile device applications to aid in plant identification during experiential learning activities. In an attempt to increase student performance for methodology 3.1, faculty plan to spend additional class time emphasizing specific concepts associated with the content included in Exam #2. Agriculture faculty will continue to emphasize and support student internship experiences and to seek interaction with local businesses and governmental entities to provide quality internships for Northwestern students.

### Agriculture Education

With the switch to OSAT, Major GPA, and PPAT scores for state accreditation, this was the first year to report these to the state from our previous assessments. While our program only meets two of the three criteria for state recognition with distinction, we still meet the criteria for accreditation. However, the OSAT should be a focus for candidates to be more successful. As such, agricultural faculty will be made aware of any subareas in which candidates fell short to improve in this area and teach concepts that are directed toward the subarea objectives.

### American Studies

None at this time.

### Business

CHANGES BASED ON QUALITATIVE DATA/ANALYSIS: To put more emphasis on business communication skills, the DOB Faculty changed the Core business curriculum to include a mandatory course in business communications: GBUS 3013-Business Communications. MGMT 4343-Cross-Cultural Management was removed from the Core. The Planning Committee made these recommendations, based largely on changing ACBSP guidelines, and similar curricular trends at other Oklahoma universities. As mentioned in the section above, we found this change to have been very successful. Also, student presentations are now being required in more classes: core, as well as electives. Finally, the Accounting

curriculum has been changed/improved, based on changing CPA-Exam requirements in Kansas, Oklahoma and Texas. These changes are: adding a Business Income Tax course, adding Advanced Accounting to the core, and adding a course in Financial Reporting and Analysis.

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

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

### Educational Leadership

**\*\*Note: test code should be 144 -Principal Comprehensive Exam\*\*** The educational leadership program has been revised in 2022-2023. Highly qualified instructors have been secured and course content has been realigned to OSAT and NELP standards. All exam takers completed program prior to changes being implemented. The new division chair and program coordinator will be ensuring content delivery and monitoring exam results from current program completers.

### Elementary Education

We are working now to dive deeper into data analysis of the test to narrow down our weakest areas. We are also revising the syllabus and realigning the OSAT standards for those areas. We also have different instructors teaching the Math methods courses.

### English Education

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

### Health and Sports Science Education

The Northwestern Oklahoma State University Health & Sports Science department has implemented curriculum alignment for the major of Health & Sports Science Education (HSSE) through methods courses being taught by the same instructor. This strategy has proven effective in recruitment and retention of teacher education candidates. The students who did not pass the Oklahoma Subject Area Test (OSAT) for Physical Education/Health/Safety had an average score

of 163 on subarea seven. The students who had a passing score on this this same OSAT had an average score of 208 on subarea seven. Subarea seven is a written component of the OSAT. Through the capstone course in the HSSE department, an increased emphasis will be placed on the written component of the OSAT. The instructors in the department will encourage students to take the OSAT after the subarea seven discussion in the capstone course. The department will continue to collect data to determine if any program modifications are needed.

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

Assessment 2.2 will be tracked for another cycle to determine the effectiveness of the new textbook and the alignment between the book, the lecture, and the tests. Assessment 4.1 will be taught by a new instructor in the 2023-2024 school year. The test may be modified based on the new instructor's preference.

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

In regard to SLO 1 Assessment 1, no new assessments, outcomes, or instructional changes are planned at this time. In regard to SLO 2 Assessment 1, no new assessments, outcomes, or instructional changes are planned at this time. In regard to SLO 3 Assessment 1, no new assessments, outcomes, or instructional changes are planned at this time. In regard to SLO 3 Assessment 2, no new assessments, outcomes, or instructional changes are planned at this time. In regard to SLO 4 Assessment 1, the assessment and the target measure will be evaluated to determine the appropriateness of this exam for the assessment. In regard to SLO 4 Assessment 2, no new assessments, outcomes, or instructional changes are planned at this time. In regard to SLO 5 Assessment 1, the instructor will review common mistakes on the exam and reevaluate their lecture to ensure appropriate material is taught and learned.

#### Psychology

The department showed improvement meeting SLO 3 compared to last year. Correction tasks appeared to improve outcomes. Continue to deliver more consistent instruction for all classes, continue to provide student support for academic assistance. Additionally, we will use best practices in the teaching of critical thinking and problem solving to pedagogy in courses. We will continue our work in the Research Methodology and Experimental Psychology courses to increase the success rates in those courses, and departmentally this will a priority of focus for the next year. We are concerned that we are not meeting expectations in SLO 3 which involves teaching critical thinking in the Research class. We will continue creating ways to assess student ability in critical thinking, engaging in best practices in teaching critical thinking, and also continue fostering research activities in other classes that serve as prerequisites to the Research class.

#### Mathematics Education

Considering our current pass rate of 100% on both the Advanced Math Subject Area test and the Mid/Intermediate Submect Area test we are not planning any modifications at this time. We will continue to closely monitor our teacher candidates progress to ensure we have a high pass rate.

#### Music Education Instrumental

Currently under review.

### Music Education Vocal

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

### Nursing

We have continued our work with the NGN exam writing component to the NCLEX for both faculty development and student's work and testing with these items. We have discontinued our contract with Kaplan and after a thorough search have begun a contract with ATI for our integrated testing, NCLEX prep, skills knowledge, and competency-based learning items for students. ATI also has many offerings for faculty development as well as the ability to track outcome data for student success and Division of Nursing's goals. We will continue the process of mapping the new AACN educational essentials into our curriculum and ensuring they are represented in our program outcomes.

### Reading Specialist

Analyzing the courses containing foundational knowledge to ensure adequate instruction in oral language acquisition and cultural factors may assist in the future. A program change implemented recently includes a class on cultural factors in literacy instruction.

### School Counseling

Our weakest area is in the constructed response section of the exam. The exam is currently being revised based on new standards.

### Science Education

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

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

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

### Social Science Education

To help students pass the OSAT tests, I have added additional components to the Global Transformations and Teacher's Course in Social Studies courses. We are focusing on reflection and writing essays for the essay component of the OSAT tests. This will also help candidates be successful with the PPAT. Regarding content competencies, Dr. Schmaltz and I are working on a program review where we will add at least one additional government class. This will provide a broader base of knowledge for the government competencies.

### Special Education

Standards are aligned with coursework. The program will continue as is until data can be collected and analyzed.

## **Section IV – Student Satisfaction**

*(Student Assessment and Remediation 3.20.7)*

### **Administration of Assessment**

#### **IV-1. What assessments were used and how were the students selected?**

Northwestern has five major sources of data for student satisfaction.

- The **Ruffalo/Noel-Levitz Student Satisfaction Inventory** is administered every third year to all students during the spring semester. The last administration occurred in spring 2022. This will be administered again in spring 2025.
- The **National Survey of Student Engagement (NSSE)** is administered every third year to all first year and senior students. The last administration occurred in spring 2023. This will be administered again in 2026.
- The **Graduate Student Satisfaction Survey** is administered every other year to all graduate students during April. The last administration occurred in spring 2023. This will be administered again in spring 2025.
- **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 2017, fall 2022, and spring 2023 graduates in 2022-2023 academic year.

#### **IV-2. What were the analyses and findings from the student engagement and satisfaction assessment?**

The Ruffalo/Noel-Levitz Student Satisfaction Inventory is administered on a 3-year rotation. The Ruffalo/Noel-Levitz Student Satisfaction Inventory (SSI) was administered in spring 2022. The SSI surveyed students regarding all areas of the university including academic, administration, and student services and provided valuable information for institutional effectiveness. A total of 605 (35.4%) students participated in the SSI. Institutional strength areas and institutional challenge areas were identified. The top five strengths included:

1. Computer labs are adequate and accessible.
2. My academic advisor is knowledgeable about requirements in my major.
3. Library resources and services are adequate.
4. The college provides various ways to take a particular class.
5. My academic advisor is available when I need help.

The top five challenges included:

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

5. Administrators are available to hear students' concerns.

The SSI will be administered again in 2025. The Office of Assessment and Institutional Effectiveness will begin developing ways to enhance participation for the next administration.

The NSSE is administered on a 3-year rotation. The NSSE was administered in spring 2023. The administration was available from February to April 2023. When asked to rate their overall experience 85% of first-year students and 86% of senior students responded with "Excellent" or "Good." When asked if they would attend this institution again, 84% of first-year students and 84% of senior students responded "Definitely" or "Probably." The next administration will be in spring 2026.

The graduate studies satisfaction survey is administered on a 3-year rotation. The graduate studies satisfaction survey was last administered in spring 2023, and was made available to all graduate students. There were 84 respondents who took the survey. When asked to rate their level of satisfaction with the NWOSU graduate program, 49.09% of the respondents answered "extremely satisfied", 34.55% answered "somewhat satisfied", 12.73% answered "somewhat dissatisfied", and 3.64% respondents who answered "extremely dissatisfied".

Course evaluations apply directly to student satisfaction of academic programs. Of the 1,849 undergraduate students, 1,311 (70.90%) students participated in course evaluations during fall 2022 semester.

The alumni survey was sent out to graduates who received a bachelor's degree from Northwestern in 2016 and fall 2021. There were one hundred and three respondents total. One hundred and three respondents (77.67%) reported that they were either "very satisfied" or "satisfied" with the educational experience they had at Northwestern.

### **IV-3. What changes occurred or are planned due to student engagement and satisfaction assessment?**

All results (excluding course evaluations) are disseminated to the entire NWOSU community via a newsletter. Various committees and institutional offices are able to use these to guide decision-making. Course evaluations results are disseminated to the individual instructors, department chairs, deans, and executive Vice President to address any concerns with course instruction.

The Noel-Levitz Student Satisfaction Inventory results were reported to several institutional areas in spring 2022 will continue to guide goals toward improvement in annual institutional assessment plans. All of the NWOSU faculty and department directors/chairs received a copy of the NWOSU SSI Infograph.

Student responses to course evaluations continue to be used in annual faculty evaluation and in making adjustments to instruction.

The results from the graduate student satisfaction survey were reported to the Dean of Graduate Studies and will be used to guide departmental goals.

The Director of Assessment & Institutional Effectiveness committee will meet throughout the academic year to report results and make sure information is being disseminated to appropriate departments to guide changes.

**Section V - Assessment Budgets**

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

Provide the following information regarding assessment fees and expenditures for 2022-2023:

Assessment salaries	\$64,568
Operational costs	\$6,350
Postage	\$275
Printing/Copying	\$1,500
Travel	\$1,215
Telephone	\$100
E&G Student Wages	\$3,480
<b>Total Expenditures</b>	<b>\$77,488</b>