

ANNUAL REPORT OF 2010-11 STUDENT ASSESSMENT ACTIVITY
Narrative Questions

Section 1 - Entry Level

Administering Assessment

I-1. How were instruments administered?

The "secondary test" instruments are administered by the Office of First Year Experience/Enrollment Services. Those students whose ACT subscores are less than 19 are identified by the Enrollment Services Office and the actual instruments are administered during one of many enrollment sessions held on our campus or by student appointment. Beginning with spring 2001, students began using College Board's CPT *AccuPlacer* version for placement. Students are notified of any "secondary testing" prior to their on-campus enrollment session. Many students take advantage of testing early, thus facilitating enrolling on-site.

I-2. Which students were assessed?

Students whose ACT subscores are less than 19 and who score at or above a defined "secondary test" criterion score are permitted to enroll in college level course work. Students who scored below the respective criterion scores on the second test were required to enroll in remedial course work. Refer to Table A. Students scoring 80 or above on the CPT - Sentence Skills test are placed in English 1113, Freshman Comp I, and students scoring below 80 are placed in English 0123, Writing Enhancement. Students scoring 75 or above on the CPT-Elementary Algebra test are placed in college level mathematics classes; students scoring between 44 and 74 on the CPT are placed in Math 0133, Intermediate Algebra; and those scoring below 44 are placed in Math 0123, Elementary Algebra. Students scoring below 75 on the CPT - Reading Comprehension are required to complete ENGL 0113, Reading Enhancement, during the first semester of enrollment. Students who score below 19 on the Natural Science section of the ACT may enroll in college level science classes only if they meet one of the following criteria: 1) English and Mathematics ACT sub-scores total 34, 2) ACT Mathematics and Reading sub-scores total 34, or 3) CPT Math is 44 or above and CPT Reading comprehension is 75 or above or until remediation is complete. Students who have a reading, mathematics and science deficiency must complete the reading and mathematics deficiency before enrolling in the zero level science class.

I-3. Describe how and when they were assessed, including options for the students to seek retesting, tutoring, or other academic support.

Students not meeting the required ACT score are assessed by the First Year Experience/Enrollment Services department. This assessment is done with the AccuPlacer and includes English, mathematics and reading. This office does testing on a daily basis by appointment. Most activity takes place during the spring and summer semesters. Test results are generated and proper enrollment is done at the same time in the First Year Experience counselor's office. Tutoring is provided for the students who have difficulty in the zero level course work. Progress of first time full time students is now monitored at mid semester and grades are posted electronically on Blackboard by the tenth week. Students are allowed to re-test one time after 30 days have elapsed.

Analyses and Findings

I-4. What were the analyses and findings from the 2010-2011 entry-level assessment?

A total of 2,718 students participated in some form of entry level assessment. Refer to Table G. The students who were administered entry-level assessments during new/transfer seminars throughout the fall and spring are reflected below:

ENGLISH	659
MATH	1010
SCIENCE	515
READING	534

Refer to Table D describing all NSU assessment instruments.

Table B refers to post-course placement data using CPT.

After placement, students must complete each of the zero-level (C required) and freshman level courses (D or better), or with a grade of P in English 0123. Refer to Table C for placement numbers.

I-5. How was student progress tracked?

Student progress is tracked through the First Year Experience/Enrollment Services and the Office of Academic Affairs. Once students have been placed in any level of remedial work, they are not able to withdraw unless approved by academic advisement services. Students in any level of remedial work are allowed to enroll in the next level pending a C or better in the current course or successfully passing the post-test. Not being successful in any remedial course is defined by a W or F grade and by failing the post test, and the students are re-enrolled in the same course for the ensuing semester. Student progress in zero level mathematics is tracked in both courses each semester by a pre/post- CPT test. The CPT pre score is the "secondary test" used during enrollment and a post-test is administered at the end of each semester.

The 2010-2011 pass rates are similar to 2009-2010. Refer to Table C for specific semester success rates.

Northeastern State University will continue to track future students to determine if the success rate in college-level work is higher for those students who underwent remediation. Cut-scores will be continually reviewed for appropriate placement.

First Year Experience/Enrollment Services has begun the use of a tutorial/retention service utilizing MapWorks and tutorial called Smart Thinking.

I-6. Describe analyses of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process as a result of findings.

The analysis of zero level math and English remains fairly consistent from year to year. Spring percentage pass rates are usually lower than the preceding fall. Pass rates in mathematics in the fall are usually between 60 and 65% and between 45 and 65% in the spring. English pass rates are usually between 65 and 80% in any given fall and lower in any given spring. Overall, the pass rates have remained the same over the past two years. NSU feels that the method and effectiveness of placement decisions are valid. Cut scores have changed very little in the past several years.

Other Assessment Plans

I-7. What other studies of entry-level assessment have been conducted at the institution?

Northeastern State University continues to seek improvement in the success rate in all remedial work by looking at alternate means of instructional delivery. Mathematics now offers an algebra tutorial on the NSU network that is available from all campus and residence computer laboratories. The mathematics faculty who deliver zero level instruction meet each month to monitor progress. Further, the Office of Academic Affairs has instituted a zero-level committee which monitors all remedial instruction.

Two additional studies done by the Office of Institutional Research dealt with correlating the CPT placement scores with student grades and a second study dealt with first-time full-time freshmen.

The College of Education is using the OGET test as a method of allowing students to matriculate through the EDUC 3313 Clinical Teaching course. Not passing the OGET results in a U grade and those students are prohibited from further College of Education core courses. The University Writing Center undertook a recent study to determine its effectiveness.

I-8. Describe results.

In an ongoing study done with Institutional Research and the Registrar's Office, it was determined that the change between pre and post CPT scores correlated well with the individual course grades. This was demonstrated in a stair step fashion and indicated that the students were properly placed.

A second study dealing with the first year experience showed that there was a relationship between the number of zero level courses required and their enrollment with the university one year later. More specifically, the more zero level courses required, the less chance of them returning one year later. This was especially true for zero level mathematics.

The results of the OGET scores, as used by the College of Education, does preclude a small number of students gaining access to the College of Education.

I-9. What instructional changes occurred or are planned due to entry-level assessment?

Mathematics revised the two remedial courses and are now using different text/materials as a result of recent data and student performance. The same text is being used for both MATH 0123 and MATH 0133. There have been additional sections of Mathematics 0123 added to keep class size at a reasonable number. There has been an attempt by several mathematics instructors to pilot a zero level algebra course that is somewhat self-paced and where students are allowed to proceed at a benchmark (criteria driven) level. Faculty with public school experience are being hired as adjuncts. Administrative withdrawal is being used in all zero level classes for students not attending. Both English and mathematics faculty teaching zero level classes have made adjustments and are using a common syllabi. Mathematics has rethought the use of College Algebra as a General Education requirement.

A policy regarding retesting in zero level classes was developed and a statement placed in the college catalog. Students are encouraged to take the placement tests early, well before classes begin so they can study and retest if necessary. Students must wait a minimum of 30 days after taking the placement tests before they are eligible to retest. Only one opportunity for a retest will be allowed to each student.

Discussion occurred relative to changing all grading of remedial classes to Pass/Fail or Pass/No Pass. There was reluctance on the part of some faculty teaching the zero level classes to do this for fear that this would further decrease the incentive for students to do their best in the classes. For the time being, NSU will continue to grade each subject area as we have in the past. However, each area (mathematics, science, reading (P/F) and English (P/F) must be consistent with the grading in all sections of the same course. Consistent with Regents' policy, students must achieve a "C" or better in order to pass the remedial class. A statement to this effect was placed in the NSU catalog.

The English faculty have changed textbooks and continue to utilize a multi-station writing laboratory for those in all zero level and beginning English course work. A writing laboratory director is now in place at the NSU and Broken Arrow campuses and the computers in the writing lab have been upgraded in number and quality. The Enrollment Management Committee has looked at the writing issue as well. The office of Assessment and Institutional Research is cooperating with the Writing Laboratory to determine the effect of laboratory time on student writing abilities.

Science continues to look for a different placement test and Northeastern State University will post-test English, mathematics and reading each semester in zero-level course work using the CPT format. As a result of General Education review, science has added a laboratory to the GE offerings. Biology and Physical science use response "clickers" in delivering instruction.

The reading course structure has been tightened and students are required to attend class at a designated time rather than entirely self-paced. Students may still work at their own pace during the designated time. This will hopefully eliminate student procrastination and last minute attempts to catch up on course material. Once a successful score has been attained, the student receives a pass grade. Students can be tutored in the Writing Center.

Section II - Mid-Level/General Education

Administering Assessment

II-1. Describe how assessment activities were linked to the institutional general education program competencies.

NSU had been using the College Base as the instrument of choice for about 10 years but began using ETS' MAPPs in 2009. In part, the change was based upon choices articulated with use of the VSA. MAPPs changed names to the Proficiency Profile. In preparation for the HLC visit, the Provost formed a General Education Committee to revisit the total General Education program. This included evaluation. A General Education Capstone course has been approved by the Provost and the Board of Regent's. General Education assessment will now be administered through a newly designed Capstone Course that became effective with the passage of NSU's new GE requirements. The College of Education continues to administer the OGET as a prerequisite to program admission. ETS Proficiency Profile was used in fall 2010 and spring 2011.

II-2. Describe how the instruments were administered and how students were selected.

NSU utilized the ETS Proficiency Profile in fall 2010 and spring 2011 to student who were between 45 and 70 hours. Students were recruited from GE classes by the Director of Institutional Research and offered any participating student a \$50.00 tuition waiver. Even with the tuition waiver, few students participated. See table E.

II-3. Describe strategies to motivate students to participate meaningfully.

NSU used the Proficiency Profile in fall 2010 and spring 2011 but this instrument is under review. With the new GE program comes the GE Capstone course in which assessment of GE will take place. The new GE Coordinator has been hired and assessment is part of that experience. The new Capstone course will be designed to "blend" the GE experience from beginning to end. The new Capstone Course with a Coordinator may solve several assessment issues. The Provost has retained the General Education Committee as a standing committee and will provide a filter through which new and existing course recommendations will flow. This committee will continue to make recommendations as to assessment as well.

Analyses and Findings

II-4. How was students progress tracked into future semesters and what were the findings?

The Proficiency Profile did not provide a basis for identifying individual student results thus not making tracking possible.

The College of Education is currently using a database where mid-level scores can be added.

In general, the introductory mathematics and English composition success rates are higher as the remediation gets better. English demonstrated a 15-20% increase in pass rate from remediation to college level work and mathematics a 5-10% increase. College Algebra pass rates are about 70% and English Composition pass rates about 74% during 2010-2011. NSU has implemented BANNER and that should assist in the tracking process.

II-5. What were the analyses and findings from the 2010-2011 mid-level/general education assessment?

NSU had not engaged in GE assessment for several years because we had been involved with a total revision of that curriculum. Because we are currently participating in the Voluntary System of Accountability (VSA) we chose the ETS Proficiency Profile as our current GE assessment tool. Twenty students participated in fall 2010 and there were 42 students who participated in that activity during spring 2011. The mean of 4,850 participating students was 436.9 with a standard deviation of 18.6. The NSU mean for 20 participating students in fall 2010 was 437.4 and spring 2011 440. Due to low participation, those data are being used as “baseline” at this time. With the new Capstone course, we will be able to generate a higher participation rate.

The General Education Committee, along with the NSU Assessment Committee, and the HLC Academy project will continue to develop the mid-level assessment program.

Section III - Program Outcomes

Analyses and Findings

III-1 Administering Assessment

Graduate and undergraduate program curricular coordinators are expected to complete a standardized assessment in the major form and turn that form into the Office of Institutional Research by June 15th. The numbers of students being assessed, the assessment instrument itself, along with request for institutional services were included in this report. The actual assessment report has been refined during the last several years to include student learning outcomes for each major. Below is a table listing all undergraduate and graduate degrees with required assessment information.

CAPSTONE							
2010-11							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
001	Accounting - BBA	ACCT 4503	ETS Financial Accounting Core	-	See Business Core		No success data provided
004	Health Care Adm - BS	HCA 4952	Business core HCA Pre/Post test	13/14			
005	Art - BA		Pre-Post Test-Art History			Pre/Post Art Portfolio	
006	Art Education - BA/ED		State Teacher Cert Test	2/3		Pre/Post Art Portfolio	
012	Business Adm - BBA		No data in report	-		Yes	
014	Chemistry - BS	CHEM 4921	ETS - Major Field Chemistry	15			
018	School Counseling MEd	PSYC 5621 or options	CPCE	17/17			Written and A/V tapes
019	Counseling Psych - MS		CPCE	14/26			Written and A/V Tapes
020	Criminal Just - BS	CRJ 4233 & CRJ 4593	ACAT Homeland Legal	100 10 32			
023	Early Child Ed - BS-ED		State Teacher Cert Test	40		Yes	
025	Elem Educ - BS/ED		State Teacher Cert Subtest 1 State Teacher Cert Subtest 2 Dept. Pre/Post test	142/234 156/186		Yes	
027	Eng Phys - BS		Faculty test and OSAT				In abeyance/no report
028	English - BA		Capstone	F 11 2 22			
029	English - BA/ED		State Teacher Cert Test	20/20		Yes	
030	Finance - BBA	MGMT 4213	ETS	-	See Business Core		No success data provided

CAPSTONE							
2010-11							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
036	Geography - BA		Faculty Developed pre-test (GE)	None			
	Business Core	MGMT 4213	ETS	-			Committee developing new asst.
040	HLth & Hum Perf - BS	PED 4816	Faculty Developed Test/ Interview	None 27/27			Test under revision
041	Health & PE - BS/ED	PED 4312	State Teacher Cert Test/Teacher Faculty Developed test	21/24 -		Yes	Test under revision
042	History - BA	HIST 4951	ACAT-Major Field History Test	10			
045	Human & Family Science	HFS 4792	Portfolio / Project	30/34		Yes	
047	American Indian Studies - BA		Faculty Developed Test	2			
050	Mass Comm - BA		Advertising GPA Broadcasting GPA Public Relations	15 47 33		Portfolio	Uses GPA as success measure
054	Management - BBA	MGMT 4213	No data provided	80/103			
055	Marketing - BBA		No data provided	-			No Report 2011
056	Masters Bus Adm - MBA		Oral Presentation/Case Analysis/Simulation/SL	25			
057	Mathematics - BS	Math 4721	ETS Sr. Exit Test	5/6 4/10			Exit test now used
058	Mathematics - BS/ED	MATH 4713	State Teacher Cert Test	4/10		Yes	Exit test now used
147	Laboratory Science - BS		Ability to graduate	10/10			Uses graduation as success
060	Music - BA		Faculty Developed Test in Music History & Theory. Recitals Required	36 pretested			Tests all students in classes

CAPSTONE							
2010-11							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
062	Music-Education - BME		State Teacher Cert Test Recitals Required	5		Yes	
069	Political Science - BA		PACAT-Pol Sci Test plus Faculty Developed Test	12			
072	Psychology - BA		Assess GE (faculty developed)	37	See Psyc. Core		
075	Reading - MEd	Action Paper		-		Yes	No results provided
076	Env. Hlth and SAFM - BS	Sr. Seminar	Faculty Developed Test	11/20	Program Review Survey		
080	Social Studies(History) - BS/ED		State Teacher Cert Test	10/15		Yes	
081	Sociology - BA	SOC 4951	Faculty Developed Test	8			
082	Spanish - BA		ACTFL	10			
083	Spanish - BA/ED		/State Teacher Cert Test	4/4			
084	Spec Ed-Mild/Mod Disorders BS/ED		State Teacher Cert Test	10/15		Yes	
085	Criminal Justice - MS		Program completion	-			No results provided
087	Spec Ed-Spch & Lng Path - BS		State Teacher Cert Test	-			Still a UG degree?
089	Spec Educ, MEd		National Test	-			In Abeyance
090	Communication Studies - BA	SPCH 4993	Uses student GPA	21			Uses student GPA
093	Hospit&Tourism Mgmt - BBA		Intern project	15/13	Employer Survey		
096	Indus Mgmt - MS		-	2/4			
097	Optometry - OD		Optometry National Board	28			
100	Computer Sciences - BS	CS 4233	ETS-Major	11	None		Exit Survey

CAPSTONE							
2010-11							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
			Field Exam/capstone				
102	Social Work - BSW	SOC 4962	CSWE 4613 4873	- 19 37			Pre tests all students
103	School Admin MEd		State Teacher Cert Test Portfolio Exit Exam	49/62 32/32 56/56		Yes	
104	Nursing - BSN	Nurs 4293	NLN-Comprehensive Basic Nursing Test (TPO)	43	Alumni & Employer Surveys	Yes	Exit Survey Systematic Eval Plan & Outcomes per NWNAC Criteria
106	Communication Arts - MA		GPA & Conference Attendance	16			Uses GPA
107	Optometry - OD	OPT 6261, 7162, 7261	Nat=1 Bd of Examination in Optometry	28			State Boards as required
112	American Studies - MA		Internship Written Oral	4/4 2/4 1/4			
115	Biology - BS	BIOL 4622	ETS-Major Field Achiev Test- Biology	111			Laboratory & Research Skills
117	Early Childhood Ed - MEd		Portfolio rubric Reflection form	7/7		Yes	
120	Science Ed - BS/Sci ED	SCI 4513	State Teacher Cert Test	7/8		Yes	
123	Information Systems - BBA	MIS 4003					No data on report
124	Teaching - MEd	ED 5731	Portfolio	-		Yes	No data on report
126	International Business, BBA	IBUS 4843	Faculty Developed Test	18			
128	Theater, BA		GPA in two courses	25			Uses GPA for assessment
129	Library Media & Information Technology, MS		Portfolio, State Certification Exam	22/23			

CAPSTONE 2010-11							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
130	Accounting & Financial Analysis, (MAFA)	ACFN 5363	Professional exams	5			
131	English, MA		Thesis	5-10			
132	General Studies		Satisfaction Survey	41			Will change assessment as per Program Review
133	Technology, BT		NAIT	7/11			
135	Environmental Science, BS		Internship				Recommended deletion
136	Entrepreneurship, BBA		No data on report	-			No data on report
137	Speech, Language, Pathology, MS		ASHA	21/21			Separated from SPED 02/03
138	Mathematics Education, MEd		Capstone Project	2/2			New Program 03/04
139	Science Education, MEd		Rubric / Capstone	3/3			New Program 03/04
142	Health & Kinesiology MS	PED 5812	Written Composition/thesis	11/11			Oral presentation
141	Cherokee Education	ACTFL	ONLA	3/4			
146	Substance Abuse Counseling MS		No assessment tool	-			Report filed, no data
052	Higher Education Admin & Services MS		No data reported	-			Report filed, no data
144	Visual Communication		Uses student GPA Photo Web	27 20			Uses students grades
149	Master's of Science in Nursing		New Program				10 enrolled

III-2 What were the analysis and findings in the 2010-2011 program outcomes assessment?

In general, most programs are measuring student learning gains in the major. Similar syllabi for multiple sections are required. In some colleges, grades are used as a measure of success in programs and this use is being discouraged. As a result of the upcoming HLC accreditation visit, there has been a great deal of effort spent in assisting each college with pre/post self developed instruments. As a result of pre and post assessment, each major will be able to determine not only how well their students did at completion (benchmark), but the effect of the program on the student learning objectives. The Office of Academic Affairs continues to assist each college with the identification of proper learning outcomes for each program and assists them in tracking student success. Several departments are using GPA or program completers as a measure of success. We are stressing using measurable student outcomes in place of these measures. The Provost has created four Student Learning Coordinators, one in each of our four colleges. These coordinators receive one quarter release time and function as faculty/department facilitators. They assist programs with developing goals, writing and measuring student learning objectives and interpreting the results. A new Vice President for Teaching and Learning was added to Academic Affairs and will assist faculty in preparing course and program objectives.

III-3 Other Assessment Plans

What instructional changes occurred or are planned in the programs due to program outcomes assessment? (*) indicates graduate program)**

Computer Science

Developed an ongoing review and update of the individual core program objectives, while aligning questions on the ETS exam with individual program objectives.

The Computer Science faculty will evaluate the introduction of an elective course in theoretical computer science that covers some of the essential topics recommended in the ACM guideline for computer science.

B.S. Ed. Mathematics Education

The Senior Seminar Course (Math 4723) is now a three hour course. The Department plans to continue to use the same four assessment tools during the next academic year.

B.S. Mathematics

The Senior Exit Survey will be revised to improve its value in the assessment of the learning outcome “Students will be academically prepared for careers involving mathematics, or graduate study.”

The Department plans to continue to use the same four assessment tools during the next academic year.

*****M. Ed. Mathematics Education**

Assessment results will be used to improve student learning. The Department has a method for integrating outcome and assessment information into a continuous learning process. Assessment results have resulted in modifications in the program. In some cases, course requirements have been changed. Each fall, faculty involved in the program thoughtfully review assessment results and consider adjustments to the curriculum both with respect to mathematics and pedagogy, to learning outcomes, and to teaching strategies.

Human and Family Sciences

The portfolio will continue to be the tool used to assess the Student Learning Outcomes. Additional emphasis will be given regarding timely submission of assignments.

*****M. Ed. In Science Education**

The Department will advertise the program nationally as an online program and will continue to advertise that the TEACH Grant is now available for program participants. Also the Department will make use of Blackboard to provide additional advertisement for students and to maintain contact with those who are enrolled in the program.

The Department will begin to review online courses for quality using the Quality Matters standards. The Program chair is a trained Quality Matters reviewer.

B.S.E. Science Education Biology and Chemistry Options

The departments plans for next year will include the continuous focus on retention and recruitment. They will also encourage students to do their Final Internship in more appropriate placements.

An Earth Space Science Option has been approved by the OSRHE. This option may attract more students to the program who are interested in teaching at the middle school level.

Plans for the department will include more advertisement of the Earth Space Option. Also, locate teacher candidates earlier in the program so they can provide more support and encouragement. The department will develop a Statement of Understanding for the program so that the degree requirements will be clearer to students and also better advertise the financial benefits of the program over alternative certification (Teacher Employment Incentive Program and the new TEACH Grant Program which began in fall 2008).

Chemistry

The ETS exam results will continue to be weighted in the student's grades for the seminar/research course and the chemistry program has decided to implement a minimum score that the student would need in order to pass the course. One difference from last year is that each professor did not give a discipline-specific review prior to examination.

Discipline specific reviews throughout the semester will once again be incorporated into the course the next time it is taught. The inorganic chemistry portion of the exam should continue to improve with the inclusion of the inorganic chemistry course requirements in our curriculum.

Medical Laboratory

Continue to advertise and market the transitional degree completion program for the medical laboratory technician.

Establish clear objectives for each of the

courses offered in the transitional program. Develop an introductory presentation for students in the transitional and consortium programs.

Development of program brochure and Student Handbooks.

Nursing (RN-BSN)

Instructors will continue to increase focus on partnering and types of communication within partnering in all courses. A new group process evaluation tool will be piloted; a similar group process evaluation tool on Bb 9.1 will probably be pilot tested in at least one course. Partnering is reflected within field experiences and each online course.

Instructors will continue increased emphasis on research and the relationship to evidence based practice in all courses. The requirement to develop a proposal will be changed some; that change will be evaluated for student satisfaction, reported comprehension of content, and recommendations.

*****Nursing (MSN-Education)**

Assessment and evaluation measures will continue each semester. A graduate baseline survey and employer survey will be implemented when the first students complete the program and graduate (projected to be May 2012). A formal Systematic Review Plan will be finalized and included in the self study for an initial accreditation site visit.

Speech-Language Pathology

Evaluation of assessment results in relationship to established criteria for success: All 21 graduating master's degree students successfully met all performance criteria listed in the KASA thereby meeting requirements for national certification and allowing the program to meet accreditation standards. In addition, all graduating master's degree students met all academic and clinical requirements for the license in Speech-Language Pathology for the Oklahoma Board of Examiners for Speech-Language Pathology and Audiology, and the Oklahoma State

	Department of Education Standard Certificate in Speech-Language Pathology which is included in the program mission statement.
Environmental Science	The Department of Natural Sciences has recommended to the College of Science and Health professions that the program be deleted.
International Business	Faculty will continue the process of implementing the assessment system. Given the results listed, faculty will look at the way the material was presented; the exam questions themselves, and whether learning objectives should be revised.
Information Systems	The IS Assessment Team reviewed all learning outcomes for the IS courses and then mapped the course objectives to those outcomes. In some cases changes were made to both learning outcomes, necessitating changes to the objectives as well. The one area the assessment team did not get to was assessing the IS assessment exam itself – this is the number one agenda item for the Fall of 2011.
Business Administration	A new course has been added to the BBA BADM curriculum which will require students to develop a portfolio.
Health and Physical Education	Faculty will continue to teach Scientific and Theoretical Knowledge aligned with OSAT objectives. Faculty will continue to design their courses to encompass instruction and assessment of Skill and Fitness Based Competence, Planning and Implementation, Instructional Delivery & Management, and Impact on Student Learning.
Health & Human Performance	Internship programs (Clinical Wellness & Recreation) will collaborate for internship cohesiveness; a rubric will be created, which will include: Recreation Internship will begin

using a workbook (Internships in Recreation & Leisure Services: A Practical Guide for Students, 4th Ed., by Seagle & Smith). Therefore, assessment/criteria will change. This manual “reviews the steps of the internship selection process, including: conducting a thorough self-assessment; determining direction; setting internship goals; searching for appropriate agencies; preparing to contact agencies; writing cover letter, preparing resumes; preparing for and participating in interviews; and deciding which internship site is the best for the student.”

*****MS in Health and Kinesiology** Continue to develop a home grown assessment that we once used. Give the written composition exercise earlier in the semester to allow more time for grading and retakes if necessary.

*****M.S. in Substance Abuse Counseling**

The M.S. in Substance abuse Counseling will construct an instrument to implement an exit exam to measure student success. This exit exam will be given to students in their next to last semester when taking a designated class. (Substance Abuse Group Counseling). In this field of Substance Abuse , there is no existing exit exam for masters level substance abuse programs. For the 2011-2012 academic year, this program will focus on constructing an inter-departmental exit exam to formally assess student outcomes in the core areas.

*****M.Ed. in School Counseling**

Students will continue to be prepared to the national average on the CPCE. The area of “Social & Cultural Foundations” will continue to be targeted from last year due to a lower than average score compared to the national mean. Different faculty will be assigned to teach the Diversity Issues in Counseling course that addresses “Social & Cultural Foundations”. The area of “Helping Relationships” will also be targeted for the

upcoming year due to a lower than average score compared to the national mean. The structure of related courses to the “Helping Relationships” will be reviewed and modified.

Educational Foundations and Leadership

The Department plans to continue the new seminar, at the least before the first certification test of each semester. Then monitor the test results and see if this type of intervention is being successful.

Portfolio: The portfolio process seems to be providing the students with field based experiences that allow them to experience the role of an administrator in a school setting.

Comprehensive Exam: The results of the test pin points three areas of concern: articulation of a visions, implementation of a vision, and providing an effective instructional program. The area of articulation is tied to the ability of the students to communicate their thoughts and rationales in written as well as spoken language.

*****Master of Science in Library Media & Information Technology**

The NCATE AASL standards have been revised so the program will address the new standards. The number of field experiences will be increased to give candidates a better understanding of the school library and its role. There will be a workshop in the fall to discuss the new standards with the candidates. A new handbook will be ready for the fall semester. Assignments are being revised to better serve the needs of the candidates and meet the standards. The pre and post test given to candidates will be revised to reflect the new standards as well as the survey sent out to principals.

*****M.S. in Counseling Psychology** Students will continue to be compared to the national average on the Counselor Preparation Comprehensive Examination (CPCE). The

Appraisal section and the Research & Program Development section will be targeted for the upcoming academic year to determine any areas of improvement in the curriculum and/or instruction. The Department will continue to use to exit exam to assess the students in the M.S. Counseling Psychology master's program. The Department will continue to use mean scores and standard deviations to assess how our students perform compared to the national average when the CPCE is used as an exit exam.

Special Education

Assessment 1 – OSAT Exam data reports a slight decrease in the subtest 1 score during the 2010-2011 academic year. The program is working to incorporate more assignments into classes that more closely align with OSAT format and content.

Psychology Undergraduate

Plans for future assessment will include continued use of the current Psychology content instrument designed to assess broad knowledge of material covered in the core courses required of all undergraduate majors. Future assessment also will include the instrument designed to measure seniors' perceptions of their experiences in the program and perceived levels of their own knowledge and skill in selected areas. In addition, the Department will revise the newly created self-perceptions questionnaire in light of psychometric analyses and possible changes to the program's student learning outcomes. Moreover, the Psychology Undergraduate assessment Committee will explore new and additional methods for assessing our student learning outcomes. Emphasis will also be placed on improving administration procedures to increase the number of students completing the assessments and to ensure security of the assessment items.

*****Graduate Reading
Literacy Program
(#3760 & #3755)**

The department will begin to utilize the reading clinic in Tahlequah to reach out to the community. Continue to build and expand our face-to-face and online programs. Study horizontal alignment of our courses to be sure duplication doesn't exist. Revise update all rubrics, graduate manual, and other materials to reflect the new *IRA Professional Standards for Reading Specialists*. Ensure that all recommendations from the NCATE Program Review are met successfully.

*****Graduate Early
Childhood Program
(#13400)**

The department will embed a requirement for graduate candidates to select two artifacts for their portfolio and write a reflection for both within each course. Doing so will ensure that candidates begin their portfolio early in their graduate studies rather than waiting until they get to the end of the program. Focus on the strong enrollment in EC graduate courses by both EC and Reading majors, the program will continue to offer hybrid courses. Begin the process of gathering information about moving the graduate portfolio to the Chalk and Wire on-line management system.

**Undergraduate Early
Childhood Program
(#13195)**

The department will use the new Lesson Plan, ECERS, ITERS, Thematic Unit, and Inquiry Approach rubrics which are currently under construction to analyze data reflecting candidate performance. Implement a new program assessment, Family Involvement Plan: Affectively Connecting with Parents, to more accurately assess candidates' knowledge and understandings related to the importance of families and

community to student learning. This assessment will take place in ECED 4513.

Implement a new assessment tool, the Internship evaluation Addendum, in order to more accurately assess candidates' ability to demonstrate their knowledge and understandings related to child development, families, assessment, teaching, and professionalism.

*****M.S. in Criminal Justice**

3.0 GPA in order to graduate
Update the departmental graduate web site and brochure.

Legal Studies & Homeland Security

Establish minimum criteria for assessment instrument results.
Ensure proper distribution and implementation of the Legal Studies assessment instrument.
Complete the development of the Homeland Security assessment instrument.

History

Generally, the Senior Seminar appears to be working for the assessment purposes and should continue operating as it is now. As more world history is required for the degree in future years, it will likely be necessary to add more world history to the in-class tutorial and also test for it more explicitly on the ACAT exam.

Social Studies Education

The NSU pass rates on both OSAT 17 & 18 demand careful analysis by the Department of Social Science. The Department has known the need to strengthen the background of NSU students taking OSAT #18 for a number of years. The area of relative weakness for NSU students is in non-European, non U.S. history. A proposed revision of the degree plan will add new course requirements in this area of known weakness. New courses are proposed for addition to the curriculum specifically designed to remedy the weakness in

background which has been typical of NSU students in the past. In fall 2011, the first students who are under the new degree plan requirements will be taking the OSAT exams.

Geography

Students must be provided some incentive to take the assessment exam. A senior seminar might accomplish that.

Political Science

First, the Department is currently going through the curriculum approval process to add a Senior Seminar: Research Process course to the curriculum. This will not only provide the program with a more convenient method of administering assessment, but also bolster students' capacity in the Research Methods and Statistical Analysis field. Second, the Department will be adding a third course in research methods. Third, the Department has just completed the first year with a new professor who specializes in statistical analysis, and who taught the Scope and Methods in Political Science course in the computer lab using special software (this had not been done in the past).

Bachelor of Arts in American Indian Studies

As suggested during the 5-year AIS program review (2010), the outcome assessment exam will be administered to students once they finish the three core anthropology classes. As predicted, the overall score slightly improved from previous years based on the assumption that students recently finishing the anthropology courses will perform better on the test. Again, implementation of the new system is based on previous experience that students do not come in for advisement and lose contact with the program coordinator once they finish core classes.

Art, Art Education

Not as much progress was made in the area of assessment as hoped. Work needs to be done to develop more specificity in assessment tools that will involve the development of a discipline specific test for majors. The

possibility of developing “comparison points” which may involve comparison of test results between newly declared majors and graduating senior majors should be explored. This might involve the use of discipline specific test as a foundation to develop a long term entry/exit assessment to compare particular students between time of entry into the program and graduation from the program. We will continue to try to move away from reliance on simple aggregate data for assessment. The Department will also try to develop systems to keep more accurate numbers of art gallery attendance and participation and create a written survey instrument to get public feedback relative to art gallery exhibitions.

Sociology

The Department will continue to utilize the computer lab for social statistics and will request the use of a computer lab for research methods. Furthermore, the Department has increased the use of web-based instruction techniques (i.e., Blackboard) in the classes, thus addressing the various learning styles of the students.

Theatre

The Department plans to continue offering the Technical Theatre courses as a means of ensuring that students achieve learning outcome #2. In the future, it may be considered to add the mastery of practical application of course content to the learning objective to some degree. According to these assessment results, the purpose of the courses was achieved and the coursework serves as a valid measurement of assessment at this point.

Bachelor of Science in Vision Science

During the 2010-2011 academic year, 100% of the third year students and 100% of the fourth year students successfully completed all courses in the Clinical Practice area and received passing grades. Twenty-six (26) OS

IV students took Part III of the NBEO in April 2011, but scores have not yet been received.

Section IV- Student Satisfaction

Administration of Assessment

IV-1. How were the students selected?

Northeastern State University uses Student Evaluation of Classes, the UCLA Freshman Survey, Senior Survey, and the NSSE as measures of student satisfaction (refer to table D). Until fall 2002, several additional surveys were rotated throughout the years and not necessarily used each semester (refer to Table D for the number of students being assessed in each area of student satisfaction for each semester). The Freshman Survey, Senior Survey, and NSSE are the national opinion/satisfaction instruments used at this time.

Student evaluation of classes is an ongoing process. NSU conforms to the Regents' policies and guidelines and has additional campus policies as well. These policies/procedures were approved September 8, 2005 and are published in the faculty handbook. Both tenured and non-tenured faculty are evaluated after being selected by the individual deans. The results of the assessment are tabulated by the Office of Assessment and Institutional Research and forwarded to the respective Deans. Deans review and distribute the evaluations to the chairs who, in turn, review the results with individual faculty. Course changes are continually being made as a result of ongoing feedback from student evaluations. See the table in IV-2 for student satisfaction evaluation data.

As a result of NCA recommendations (last accreditation visit), NSU elected to reduce the frequency of assessment activities and rotate the student satisfaction instruments.

The Freshman Survey is administered to all new freshmen each semester in the Freshman Orientation class.

The Senior Survey is an on-line instrument and we recruit these students through email. The results of the Senior Survey are very consistent from year to year. The NSSE recruitment is done through the company and students are contacted by an email as if it came from the NSU Provost. Each student receives up to five emails.

IV-2. What were the analyses and findings from the 2010-2011 student satisfaction assessment?

Student evaluations of courses/instructors show overall satisfaction. Over the years, NSU has taken great pride in the quality of instruction that occurs within our classrooms. During the fall 2010, 18,006 evaluations of faculty teaching were collected. A total of 1,126 evaluation packets were administered representing 436 different faculty members.

Student Evaluations of the Faculty Teaching Effectiveness
Fall 2010

	Number of Classes Evaluated	Number of Faculty Evaluated	Number of Students Evaluated
Liberal Arts	460	151	7111
Business & Technology	143	62	2616
Education	234	140	4348
Optometry	26	19	649
Science & Health Professions	126	64	2,656
Online Classes	128	76	626
Total	1,126	436	18,006

Faculty members may be evaluated in two different colleges

During the spring 2011, 16,934 evaluations of faculty teaching were collected. A total of 1165 evaluation packets were administered representing 405 different faculty members. The specific number of faculty and classes are depicted in the chart below:

Student Evaluations of the Faculty Teaching Effectiveness
Spring 2011

	Number of Classes Evaluated	Number of Faculty Evaluated	Number of Students Evaluated
Liberal Arts	418	151	6148
Business & Technology	121	53	1977
Education	265	124	4240
Optometry	20	17	506
Science & Health Professions	186	60	3377
Online Classes	155	91	656
Total	1165	405	16,934

Faculty members may be evaluated in two colleges

For Question 20, the overall rating allows the student to “agree” or “disagree” with the statement that the instructor was an effective teacher. The average rating of item 20 for all faculty was 4.41 in fall of 2010 and 4.43 in spring 2011. This value was consistent across academic units depicted in the list below:

	Fall 10	Sp 11
Liberal Arts	4.53	4.51
Business and Technology	4.27	4.33
Education	4.52	4.47
Optometry	4.48	4.54
Science and Health Professions	4.31	4.22
Online Classes	4.12	

The Freshman Survey was administered to 1,025 students (459 men and 566 women) during fall 2010 through their College Strategies class. Seventy-four percent identified as White and 40.5% as American Indian (students could check more than one race on the survey). Eighty-five percent lived within 100 miles of their home, 92.6% indicated that their grade point in high school was a 3.0 or higher, and 90.3% graduated from a public high school. Fifty-four percent planned to live in a residence hall and 42% did not apply to any other college. Ninety-nine indicated they are US citizens' and 35.5% believe they will need tutoring or remedial work in mathematics. Sixty-three percent plan to receive either a bachelor's or master's degree from NSU. These students seemed to come from high schools and neighborhoods that were somewhat racially diverse. Fifty-six percent indicate that their parent's income was between 30K-100K and 43% indentified as Baptist. Thirteen percent indicated that they had no religious preference and 19% did not attend any religious services in the past year. Seventy-three percent did not smoke and 55% did not drink. Only 15% felt that their writing ability was below average. Thirty-five percent were first generation in college and 14% indicated they may have a probable career in Health professions and 12 in education while 16% were undecided.

Over twice as many students participated in the Senior Survey than in 2009-2010. The Senior Survey was administered to 45 students in fall 2010. Eighty two percent were white and 16% were American Indian; 78% transferred seven or more hours; and 44% were traditional age students (21-24 years old). Seventy-three percent were female and 27% were male. The majority of the respondents were from Education (38%).

The spring 2011 results were determined from 65 responses. Seventy-two percent of the students were white and 11% American Indian; 77% were transfer students; and 44% were traditional age students (21-24 years old). Sixty-five percent were female and 35% were male. The majority of the respondents were from the College of Education (37%). Graduating students report overall satisfaction with their experiences at NSU and rate transcript services, admission, and official publications as the highest student services. They are least satisfied with parking services, degree checks, and classroom facilities. The Senior Survey is being administered online each semester and beginning fall 2005, the Graduate Survey had been administered online each semester as well and is in the process of

revision. The Graduate College has made the survey a check point during the final degree check. The Alumni Association administers a survey to its membership but is not the standard Alumni Survey from ETS.

The NSSE was administered during spring 2010. This was the third year NSU has used this engagement instrument. The overall response rate was 20% based upon 17% of the freshman and 22% of the seniors. These percentages translate into 175 freshman and 480 seniors. Ninety percent of the freshmen were full-time and 73% of the seniors indicated they attended full-time. Fifty-nine percent of the freshman were female and 41% male whereas 74% of the seniors were female and 26% male. Thirty-seven percent of the freshman and 18% of the seniors were Native American. Thirty-eight percent of the freshman and 6% of the seniors lived on campus. Thirty-two percent of the freshman and 69% of the seniors were non-traditional (24 or older). Very few of the freshman were transfers (10%) but by the time they were seniors, 75% designated themselves as transfer students. The NSSE student profile is posted on the IR homepage for future reference. The National Survey of Student Engagement (NSSE) annually surveys first-year and senior students at participating baccalaureate-granting colleges and universities to assess the extent to which they engage in and are exposed to desirable learning outcomes. Institutions use the results to develop programs and practices that promote student engagement. The survey is administered in the spring term and is short, reliable, and easy for students to complete. NSU administers it on-line.

The survey consists of 29 questions, many of which have imbedded sub-questions. During spring 2010, 175 first-year students and 480 seniors took the assessment. Both of these groups were compared to institutions in the Southwest (10,382), Carnegie (42,152), and all respondents (164,104).

The results are reported as “Effect Size”. Effect size indicates the “practical significance” of the mean differences. A positive sign indicates that NSU’s mean was greater, thus showing an affirmative result, and a negative sign the opposite. In practice, an effect size of .2 is considered small, .5 moderate, and .8 large. The first-year students had eight questions that had effect sizes of greater than .3 as compared to all test takers (164,104).

Made class presentation -.42

Used email to communicate with and instructor -.34

Analyze the basic elements of an idea -.34

Number of written papers or reports of fewer than 5 pages -.38

Prepare for class -.43

Working for pay off campus .46

Providing care of dependents living with you (parents, children, spouse, etc.) .97

The seniors had four questions with effect sizes greater than .3 compared to all test takers (164,104).

Attended an art exhibit, play, dance, music, theater, or other performance -.31

Exercise or participated in physical fitness activities -.32

Working of campus for pay .36

Providing care of dependents living with you (parents, children, spouse, etc.) .66

Compared with students around the country, NSU first-time students tend to make fewer class presentations, communicate less with instructors by email, analyze fewer ideas, write fewer short papers and prepare less for class. They work off campus and take care of dependents more than similar students across the United States. Compared with seniors across the country, the NSU students attend fewer cultural events, exercise less but work more and provided for dependents living with them.

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

As a result of these surveys, additional parking, changes in student meal plans, and revised Sodexo services were implemented. The Office of Academic Affairs is working on implementing DARS to address issues with degree checks. Administration is interested in having more students engaged in service projects and to that end, are encouraging participation in a Regent's effort called "Making Place Matter" and encouraging more undergraduate and graduate faculty/student scholarly research. The campus bookstore began a rental policy. From concerns expressed in the NSSE Survey, the university has identified five areas for review and improvement. The areas are: writing and reading expectations of students; customer service/service excellence; advising; learning communities; community service/engagement.

Section V- Graduate Student Assessment

Administration of Assessment

V-1. Describe how many and which students were assessed, the measures used, and how they were selected?

Graduate level assessments are completed in the same manner as all undergraduate programs. Assessment instruments from national examinations to exit interviews are used. These instruments are faculty selected. There is an attempt to test one-half of any group of graduate students in a given program. In programs that require certain types of certification, assessment numbers near 100%. The College of Business has a refined assessment for the MBA. The Masters of Education programs in Educational Administration and Teaching are now utilizing the WritePlacer as a program admission requirement. Cut scores have been determined for these degrees. Several degrees are using portfolio assessment. Each graduate degree has some form of capstone project or thesis. The Graduate Dean has implemented a new student database and tracking system for all graduate programs. All graduate forms have been placed on the NSU web site.

Analysis and Findings

V-2. What were the analysis and findings from the 2010-2011 graduate student assessment?

In general, the graduate faculty is supportive and comfortable with instruments chosen and test results. Most faculty continue to be concerned about student writing. Graduate assessment is relatively new and changes in outcomes and expectations are ever changing.

In graduate programs where certification is required and necessary for our students, the pass rate and scores are very high. In situations where institutionally developed instruments are used, scores are lower.

The Graduate Council is currently looking at requiring course embedded assessment within the specific degrees. Most graduate degrees are considering pre-program assessment and a similar post program assessment in addition to any certificate exit only requirements.

The Graduate Council has recommend “perks” for being considered Graduate Faculty. During spring 2010, it was recommended that regular graduate faculty receive four hours teaching credit for each three hours of graduate coursework taught. This was approved by the Provost. Graduate Teaching Assistantships have been raised 15% beginning fall 2010 and outstanding graduate student awards have been instigated.

Other Assessment Plans

V-3. What changes occurred or are planned, due to graduate student assessment?

***M.S. in Criminal Justice

3.0 GPA in order to graduate
Update the departmental graduate web site and brochure.

***Graduate Reading Literacy Program (#3760 & #3755)

The department will begin to utilize the reading clinic in Tahlequah to reach out to the community. Continue to build and expand our face-to-face and online programs. Study horizontal alignment of our courses to be sure duplication doesn't exist. Revise update all rubrics, graduate manual, and other materials to reflect the new *IRA Professional Standards for Reading Specialists*. Ensure that all recommendations from the NCATE Program Review are met successfully.

*****Graduate Early
Childhood Program
(#13400)**

The department will embed a requirement for graduate candidates to select two artifacts for their portfolio and write a reflection for both within each course. Doing so will ensure that candidates begin their portfolio early in their graduate studies rather than waiting until they get to the end of the program.

Focus on the strong enrollment in EC graduate courses by both EC and Reading majors, the program will continue to offer hybrid courses. Begin the process of gathering information about moving the graduate portfolio to the Vhalk and Wire on-line management system.

*****M.S. in Counseling Psychology** Students will continue to be compared to the national average on the Counselor Preparation Comprehensive Examination (CPCE). The Appraisal section and the Research & Program Development section will be targeted for the upcoming academic year to determine any areas of improvement in the curriculum and/or instruction. The Department will continue to use to exit exam to assess the students in the M.S. Counseling Psychology master's program. The Department will continue to use mean scores and standard deviations to assess how our students perform compared to the national average when the CPCE is used as an exit exam.

*****Master of Science in
Library Media &
Information Technology**

The NCATE AASL standards have been revised so the program will address the new standards. The number of field experiences will be increased to give candidates a better understanding of the school library and its role. There will be a workshop in the fall to discuss the new standards with the candidates. A new handbook will be ready for the fall semester. Assignments are being revised to better serve the needs of the candidates and meet the standards. The pre and post test

given to candidates will be revised to reflect the new standards as well as the survey sent out to principals.

*****MS in Health and Kinesiology** Continue to develop a home grown assessment that we once used. Give the written composition exercise earlier in the semester to allow more time for grading and retakes if necessary.

*****M.S. in Substance Abuse Counseling**

The M.S. in Substance abuse Counseling will construct an instrument to implement an exit exam to measure student success. This exit exam will be given to students in their next to last semester when taking a designated class. (Substance Abuse Group Counseling). In this field of Substance Abuse , there is no existing exit exam for masters level substance abuse programs. For the 2011-2012 academic year, this program will focus on constructing an inter-departmental exit exam to formally assess student outcomes in the core areas.

*****M.Ed. in School Counseling**

Students will continue to be prepared to the national average on the CPCE. The area of “Social & Cultural Foundations” will continue to be targeted from last year due to a lower than average score compared to the national mean. Different faculty will be assigned to teach the Diversity Issues in Counseling course that addresses “Social & Cultural Foundations”. The area of “Helping Relationships” will also be targeted for the upcoming year due to a lower than average score compared to the national mean. The structure of related courses to the “Helping Relationships” will be reviewed and modified.

*****Nursing (MSN-Education)**

Assessment and evaluation measures will continue each semester. A graduate baseline survey and employer survey will be

implemented when the first students complete the program and graduate (projected to be May 2012). A formal Systematic Review Plan will be finalized and included in the self study for an initial accreditation site visit.

*****M. Ed. In Science Education**

The Department will advertise the program nationally as an online program and will continue to advertise that the TEACH Grant is now available for program participants. Also the Department will make use of Blackboard to provide additional advertisement for students and to maintain contact with those who are enrolled in the program.

The Department will begin to review online courses for quality using the Quality Matters standards. The Program chair is a trained Quality Matters reviewer.

*****M. Ed. Mathematics Education**

Assessment results will be used to improve student learning. The Department has a method for integrating outcome and assessment information into a continuous learning process. Assessment results have resulted in modifications in the program. In some cases, course requirements have been changed. Each fall, faculty involved in the program thoughtfully review assessment results and consider adjustments to the curriculum both with respect to mathematics and pedagogy, to learning outcomes, and to teaching strategies.

Graduate Admission Policy

V-4. How many students who enrolled in graduate school scored below the minimum admission standard?

There were no graduate students initially enrolled with GPA's below minimum requirements for admission to the Graduate College.

Northeastern State University

Assessment Report for 2010-2011 Executive Summary

Northeastern State University (NSU) believes that the assessment process serves as the basis for program and curricular review and improvement of instruction. Thus, the development of an assessment plan for NSU began during the 1988-89 academic year. An assessment planning committee composed of faculty and staff spent 14 months finalizing an institutional assessment proposal. During the 1989-1990 academic year, pilot investigations were conducted with entry-level and mid-level assessment instruments. During 1992, NSU refined and added to the original assessment plan. Graduate level assessment was added in 1993. The assessment objectives remain consistent with the institutional mission of providing quality undergraduate education and graduate education in selected disciplines. The 2010-2011 report remains consistent with the Regent's mission in both practice and spirit. NSU takes the assessment effort seriously and truly attempts to include those persons who will be impacted by program and curricular review. Clearly, one of the best things Academic Affairs attempts to do is return assessment to faculty for their review and to serve as a basis for changes in curriculum. During the 2008-2009 year, a different method of using assessment results in future planning was devised.

Entry-Level Assessment:

Since Fall 2001, NSU had utilized the online AccuPlacer tests for placement assessment of entering students. Students scoring 80 or above on the CPT - Sentence Skills test are placed in English 1113 and students scoring below 80 are placed in English 0123. Select students who score below 80 on the English CPT may take an English written test. If the students are successful in this writing event, they are allowed to enroll in English 1113. Students scoring 75 or above on the CPT-Elementary Algebra test are placed in Math 1513, College Algebra, or Math 1473, Math Structures 1; students scoring between 44 and 74 on the CPT are placed in Math 0133, Intermediate Algebra; and those scoring below 44 are placed in Math 0123, Elementary Algebra. Students scoring below 75 on the CPT - Reading Comprehension are required to complete ENGL 0113, Reading Enhancement, during the first semester of enrollment. Students who score below 19 on the Natural Science section of the ACT, but whose English and Mathematics ACT sub-scores average 34, or ACT Mathematics and Reading sub-scores average 34, or CPT Math is 44 or above and CPT Reading comprehension is 75 or above, are allowed to enroll in college level science classes. Students not meeting this standard must remediate all deficiencies prior to enrolling in college-level science classes. Refer to Table A for CPT cut scores and placement scenarios.

During the fall 2010 semester, students who were enrolled in Mathematics 0123 and 0133 demonstrated a pass rate of 62% and 66% respectively. Math 1513 had a pass rate of 72%. English 0123 had a pass rate of 67% and English 1113 showed a pass rate of 81%. For spring 2011, the pass rates were 48% for Mathematics 0123, 52% for Mathematics 0133, and 67% for Mathematics 1513. English 0123 had a pass rate of 59% in the spring of 2011 and English

1113 had a pass rate of 67%. These pass rates were considerably higher than the 2009-2010 (refer table C). These pass rates include students who have withdrawn sometime during the semester. Students scoring below the designated cut-scores for each test are required to participate in remediation before enrolling in college-level courses. Students who complete remedial courses were re-tested using the CPT. Students who do not score above the cut-score on the post-test are encouraged to participate in further remediation.

Mid-Level Assessment:

Until 2007, NSU utilized the College Base Academic Subjects Examination (BASE) as the primary assessment instrument for general education. The College BASE test is a criterion-referenced test that determines the degree to which student mastery has been attained on particular skills. A locally developed instrument is used to assess the content areas not measured on the College BASE test: humanities, speech, and health/nutrition. NSU administers the test to students who have taken between 45 and 70 credit hours. Any student who has transferred six or more hours to NSU does not take the test. Because of difficulties in gathering valid and reliable information on General Education using College Base and three institutionally developed instruments, as well as the university undergoing a major General Education revision, assessment has been limited. A new GE curriculum began in fall 2010 and will include a Capstone Course that will blend the experience together and serve as a vehicle for assessment. A Coordinator of this Capstone experience is now being advertised through the Human Resources Department and the successful candidate will assist the GE committee in designing the curriculum and assessment activities. NSU is part of the Voluntary System of Accountability (VSA) and as part of this effort chose the ETS MAPPS (now the Proficiency Profile) assessment and began administering it in spring 2009. In fall 2010, the mean score for 20 NSU students was 437 compared with 436.9 for 37 similar schools indicating that the NSU students scored slightly above average. The NSU mean for spring 2011 was 440 with 42 students participating. NSU has recently been admitted into the HLC Academy and as part of that process, has dedicated their first project to comparing the “old” GE program to our “new” program that began in fall 2011.

Program Outcomes Assessment:

The first step in program assessment is to prepare and annually update the objectives in all academic majors. The objectives were reviewed by the faculty in each discipline for consistency and format. This revision took place again in 2010 at the academic affairs level with input from the newly formed NSU assessment committee. This new form allows departments (academic majors) to state student learning outcomes based upon assessment results. This document also includes the NSU and college’s mission statements. Recent emphasis has been to assess fewer outcomes but to assess ones that are critical to the academic unit. This newly revised form also includes assessment tools, criteria for success, results, plans for action, future objectives and requested resources. This revised form was presented to faculty as a template and an interactive report can be stored in a retrievable file and accessed by interested persons. As a result of assessment, the program reporting form was revised for 2007-2008. This electronic copy allows for easy storage, retrieval and access. The Provost has awarded each of the four colleges a Coordinator of Student Learning position that comes with three hours of release time. The

Coordinator is to work with faculty and chairs within their respective college to develop/refine student learning outcomes, choose instruments, and interpret the results.

There were 53 undergraduate and graduate programs that provided substantial curricular changes as a result of assessment activities during 2010-2011. A complete accounting of these changes/modifications may be found within the body of the report.

Student Satisfaction:

NSU continues to use student evaluations, the Freshman Survey, Senior Survey, and the NSSE each year.

During fall 2010 and spring respectively, 436 and 404 faculty members were evaluated with a high degree of student satisfaction.

The Freshman Survey was administered to 1,025 students (459 men and 566 women) during fall 2010 through their College Strategies class. Seventy-four percent identified as White and 40.5% as American Indian (students could check more than one race on the survey). Eighty-five percent lived within 100 miles of their home, 92.6% indicated that their grade point in high school was a 3.0 or higher, and 90.3% graduated from a public high school. Fifty-four percent planned to live in a residence hall and 42% did not apply to any other college. Ninety-nine indicated they are US citizens' and 35.5% believe they will need tutoring or remedial work in mathematics. Sixty-three percent plan to receive either a bachelor's or master's degree from NSU. These students seemed to come from high schools and neighborhoods that were somewhat racially diverse. Fifty-six percent indicate that their parent's income was between 30K-100K and 43% identified as Baptist. Thirteen percent indicated that they had no religious preference and 19% did not attend any religious services in the past year. Seventy-three percent did not smoke and 55% did not drink. Only 15% felt that their writing ability was below average. Thirty-five percent were first generation in college and 14% indicated they may have a probable career in Health professions and 12 in education while 16% were undecided.

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Prepare for class -.43

Working for pay off campus .46

Providing care of dependents living with you (parents, children, spouse, etc.) .97

The seniors had four questions with effect sizes greater that .3 compared to all test takers (164,104).

Attended an art exhibit, play, dance, music, theater, or other performance -.31

Exercise or participated in physical fitness activities -.32

Working of campus for pay .36

Providing care of dependents living with you (parents, children, spouse, etc.) .66

Compared with students around the country, NSU first- time students tend to make fewer class presentations, communicate less with instructors by email, analyze fewer ideas, write fewer short

papers and prepare less for class. They work off campus and take care of dependents more than similar students across the United States. Compared with seniors across the country, the NSU students attend fewer cultural events, exercise less but work more and provided for dependents living with them.

Graduate Student Assessment

Graduate assessment is a requirement of both the graduate college and individual departments awarding graduate degrees. Assessments range from written compositions, capstone experiences, national/state certification test results, and in some cases, oral examinations. Comparison of graduate student performance, based upon national and state testing, reflects that NSU graduate students perform at or above these national and state norms. At the behest of the Graduate Council, the Provost has increased the Graduate Assistantship 15%, increased the number of Graduate Assistants, and allows regular graduate faculty to receive four hours of credit for three hours taught. Seven graduate programs submitted substantial changes that have occurred as a result of assessment and a complete listing of these changes may be found in the body of the report.

Administration:

The Vice President for Academic Affairs has administrative responsibility for student assessment. Coordination of assessment activities is the responsibility of the Associate Vice President for Academic Affairs. A General Education Assessment Task Force, composed primarily of general education faculty, has recently been formed to review and update general education objectives and review the general education assessment instruments. Assessment committees composed exclusively of faculty exist for every academic major field of study within each college. In many cases, these are the department curriculum committees as well. These committees review and update objectives associated with their respective fields of study. A zero level standing committee, formed in 2000, made numerous recommendations regarding remedial placement and course work. The form for reporting assessment results leading to planning decisions was rewritten in 2002. Northeastern State University feels that by communicating assessment results directly with the faculty and middle level administration, the academic circle becomes complete and faculty generally use these data in meaningful curricular review. In an effort to focus faculty/administrators on student learning, two new positions have been created by the Provost. These are a new Assistant Vice President for Teaching and Learning and the Coordinator of the General Education Capstone course. Additionally, four Student Learning Coordinators who are responsible to their individual college have been appointed.

Table A

ACCUPLACER - PLACEMENT SCORES

SUBJECT	SCORE	CLASS
Reading	74 and below	ENGL 0113 - Reading Enhancement
	75 and up	No Reading Class
English	79 and below	ENGL 0123 - Writing Enhancement
	80 and up	ENGL 1113 - Freshman Comp I
Mathematics	43 and below	MATH 0123 - Elementary Algebra
	44 to 74	MATH 0133 - Intermediate Algebra
	75 and up	MATH 1473 - Math Structures or MATH 1513 - College Algebra

Table B

PLACEMENT TEST DATA FOR MATH AND ENGLISH

Course	Semester	Enrolled	N for CPT	CPT Scores			Passing Grade	
				Group	n	%*	n	%**
ENGL 0123	Fall 2010	216	162	< 80	107	66.0	92	86.0
				≥ 80	55	34.0	51	92.7
	Spring 2011	121	74	< 80	42	56.8	40	95.2
				≥ 80	32	43.2	31	96.9
MATH 0123	Fall 2010	377	257	< 44	86	33.5	68	79.1
				44 - 74	144	56.0	139	96.5
				> 74	27	10.5	26	96.3
	Spring 2011	180	94	< 44	34	36.2	26	76.5
				44 - 74	48	51.1	48	100.0
				> 74	12	12.8	12	100.0
MATH 0133	Fall 2010	413	318	< 44	37	11.6	20	54.1
				44 - 74	137	43.1	114	83.2
				> 74	144	45.3	138	95.8
	Spring 2011	325	197	< 44	28	14.2	18	64.3
				44 - 74	115	58.4	101	87.8
				> 74	54	27.4	51	94.4

Table C

**OVERALL SUCCESS RATES
Fall 2010 and Spring 2011**

Course	Semester	Enrolled	I and AU	N for Pass Rate	Passed		Failed	
					n	%	n	%
ENGL 0123	Fall 2009	216	0	216	144	66.7	72	33.3
	Spring 2010	121	0	121	71	58.7	50	41.3
ENGL 1113	Fall 2009	941	2	939	761	81.0	178	19.0
	Spring 2010	404	4	400	266	66.5	134	33.5
MATH 0123	Fall 2009	377	0	377	234	62.1	143	37.9
	Spring 2010	180	0	180	86	47.8	94	52.2
MATH 0133	Fall 2009	413	0	413	274	66.3	139	33.7
	Spring 2010	325	0	325	170	52.3	155	47.7
MATH 1513	Fall 2009	672	4	668	481	72.0	187	28.0
	Spring 2010	492	1	491	330	67.2	161	32.8

Table D

**NUMBER OF STUDENTS RESPONDING
TO NSU ASSESSMENT INVENTORIES**

TYPE	INVENTORY	SEMESTER								
		Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
PLACEMENT	CPT - Sentence Skills*	7	391	78	14	464	117	10	536	113
	CPT - Elementary Algebra*	15	646	136	29	723	180	18	825	167
	CPT - Reading Comprehension*	7	303	79	15	389	103	9	431	94
MID-LEVEL	College Base									
	Proficiency Profile						43		20	42
INSTITUTIONAL EFFECTIVENESS/STUDENT PERCEPTIONS	Senior Survey	15	40	90	5	21	26	6	45	65
	Alumni Survey									
	UCLA Freshman Survey		847			894			1,025	
	NSSE			482			655			665
	Graduate College Survey									

* Or other assessment process

Table E
Proficiency Profile Comparisons

	SEMESTER					
	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Number of Participants	20	42				
NSU Score	437.4	440				
National Average	436.9	443.1				

Table G
REMEDIATION REPORT
2010 - 2011

The numbers listed below include individuals who were admitted, regardless of whether they enrolled, started class, or paid tuition (per regents' request).

A total of 11611 individuals participated in some type of assessment process for placement purposes.

	College Courses		Remediation		Total
	# Tests	%	# Tests	%	# Tests
ENGLISH	330	50.1	329	49.9	659
MATH	151	15.0	859	85.0	1010
SCIENCE	244	47.4	271	52.6	515
READING	264	49.4	270	50.6	534
TOTAL	989	36.4	1729	63.6	2718

1-13-12 at 2:40pm
 1-14-12 DRH
 1-15-12 1:00pm
 1-17-12 2:30 pm
 1-18-12 1:45 pm
 1-19-12 12:45 pm
 1-19-12 2:30 PM
 1-19-12 3:00 pm
 1-23-12 2:00 pm