

ANNUAL REPORT OF 2012-13 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 University Advisement Center. Those students whose ACT sub-scores 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 sub-scores 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 college 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 University Advisement Center. 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 University Advisement Center 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 Banner 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 2012-2013 entry-level assessment?

A total of 2,074 tests and 941 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	498
MATH	780
SCIENCE	374
READING	422

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. There were 118 more students who took entry-level assessments during 2012-2013 compared to the previous year.

I-5. How was student progress tracked?

Student progress is tracked through the University Advisement Center and the Office of Academic Affairs. 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. Refer to Table C for specific semester success rates during 2012-2013.

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. The University Advisement Center uses a retention tracking software service, MapWorks, and a tutorial software 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. Pass rates in mathematics in the fall are usually between 61 and 73% and between 65 and 76% in the spring. English pass rates are usually between 78 and 82% 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 developmental 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 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 reasonable. 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 without minimizing academic rigor. Mathematics has rethought the use of College Algebra as a General Education requirement and provided Math 1473 or any advanced statistics class as options.

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 (letter grades) and English (letter grades) 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 Tahlequah 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 to collect real time data of student 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. Reading 0113 is a graded course.

As a result of a Title III grant, NSU has developed the Student Academic Success Center and hired six employees. The SASC is designed to enhance the academic performance of students. Its stated mission is “to create an environment where each individual student is positively embraced and develops the connections necessary to thrive in the college community and in life following graduation.” The Center was created from a five-year Title III grant which supplies federal funds through the Department of Education. Its primary goal is to increase student retention and graduation rates by providing academic services and advisement. Early data from First Year Experience is suggesting retention is higher.

The Athletic Department has retained a third Assistant Director who is responsible for seeing the athletes are in compliance with the NCAA rules and regulations.

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 was approved by the Provost and the Board of Regent’s. General Education assessment is now standardized and is being administered through a 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 began being used as a pilot in the spring and summer of 2011.

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

NSU utilizes the ETS Proficiency Profile as a course requirement to students who

are between 45 and 70 hours and have completed most of their general education coursework. The ETS Proficiency Profile is administered as a requirement in the General Education Capstone course. See table E for results.

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

NSU began using the Proficiency Profile in spring 2012 and summer 2012 and continues to be under review by the General Education Committee. With the new GE program comes the GE Capstone course in which assessment of GE takes place. The Capstone Coordinator was hired and assessment is part of that experience. The GE Capstone course was designed to “blend” the GE experience from beginning to end. The Capstone Course, with a Coordinator solves several assessment issues. The Provost has retained the General Education Committee as a standing committee and provides a filter through which new and existing course recommendations will flow. This committee will continue to make recommendations as to assessment as well. As the Proficiency Profile serves as a “snapshot” at the end of the General Education experience, the GE committee is piloting individual courses to determine the effectiveness of the student learning objectives (SLO’s) in any GE category. In the spring of 2013, several GE courses were chosen to “pilot” assessments that targeted specific student learning objectives. These courses were: English, Speech, Personal Health, Political Science and Comparative Religions. Reports and recommendations of the “pilot” are to be made in fall 2013 to the General Education Committee.

Analyses and Findings

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

The Proficiency Profile does not provide a basis for identifying individual student results from beginning to the end of the GE experience, thus making tracking difficult. Since the Proficiency Profile is administered once, at the end of the GE experience, this is considered a cross sectional analysis. The mean scores on the NSU Proficiency Profile are within nine raw points of the National average. GE assessment at the course level, where artifacts may be housed in portfolios, will lead to better tracking.

Northeastern uses CPT to track remedial work through beginning levels of Mathematics and English by using their scores for placement and as a post test to determine SLO gain. This procedure is done through all sections of remedial coursework. In general, the introductory mathematics and English composition success rates are higher as the remediation gets better. English demonstrated a 10-15% increase in pass rate from remediation to college level work and mathematics a 5-10% increase. College Algebra pass rates are 74% and English Composition pass rates 78% during 2012-2013. NSU has implemented BANNER and that should assist in the tracking process. The General Education Committee remains active and has used five “pilot” courses to determine how the course objectives match the overall Student Learning Objectives of each General Education category. GE students are scored against a rubric developed by the individual department that provides the class. The intent of the “pilot” is to provide evidence

that the specific course is meeting the objectives of General Education. Results of the “pilot” will be provided at the first meeting of the General Education Committee in the fall of 2013.

II-5. What were the analyses and findings from the 2012-2013 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. With the new Capstone course, we are able to generate a higher participation rate. For fall 2012, the mean score for 91 students was 429.77 with a standard deviation of 18.05 and 435.57 for 140 students in spring 2013. The standard deviation in the spring of 2013 was 20.98. The Proficiency Profile was administered in the summer of 2013 but results are not provided if fewer than 50 students were involved. Such was the case in summer 2013. NSU has added nine institutionally developed questions in addition to the standard questions on the abbreviated Profile. Of note are the following observations:

In fall 2012, 95 students were assessed with 91 included in the statistics. The mean score was 429.77 compared to 438.10 in spring 2012. The last nine questions that were developed by NSU are summarized as follows:

- #1 Students are somewhat to moderately satisfied with their GE courses
- #2 The same is true with their GE teachers and #3 preparing them for “real world” experiences
- #4 Mixed on their level of satisfaction with the GE Capstone course
- #5 Did not think the Capstone course brought GE together
- #6 Over half thought the GE Capstone course should be delivered online
- #7 Almost all thought the Capstone course should be at the end of after the GE coursework
- #8 Over half have taken between 1 and 3 online courses
- #9 Not very many are caregivers over 15 hours per week

In spring of 2013, 140 students were assessed with all 140 included in the statistics. The mean score was 435 compared to 429.77 in fall 2012 and 438.10 in spring 2012

The last nine questions that were institutionally developed are summarized as follows:

- #1 Students are mostly satisfied with their GE courses (86%)
- #2 The same is true with their GE teachers (89%) and #3 preparing them for “real world” (85%) experiences
- #4 Mixed on their level of satisfaction with the GE Capstone course (66% agree, up from 55% in fall 2012)
- #5 Did not think the Capstone course brought GE together (61% agree)
- #6 Most thought on-line delivery was the best delivery method (40%) with blended (36%) and face to face (24%) being second and third
- #7 Most (53%) thought the Capstone course should be at the end of after the GE

coursework

#8 Thirty six percent had never taken an on-line course

#9 Thirty four percent considered themselves as caregivers at least one hour per week.

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							
2012-13							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
001	Accounting - BBA	ACCT 4503	ALEKS Portfolio	-	See Business Core		No results reported
004	Health Care Adm - BS	HCA 4952	Portfolio				No results reported
005	Art - BA		Pre-Post Test-Art History			Pre/Post Art Portfolio	Uses GPA
006	Art Education - BA/ED		State Teacher Cert Test GPA	3/3		Pre/Post Art Portfolio	Uses GPA
012	Business Adm - BBA		Portfolio	-		Yes	Uses Grades
014	Chemistry - BS	CHEM 4921	ETS - Major Field Chemistry	6/9			
018	School Counseling MEd	PSYC 5621 or options	CPCE OSAT	33 8/12			
019	Counseling Psych - MS		CPCE	30/30			
020	Criminal Just - BS	CRJ 4233 & CRJ 4593	ACAT Homeland Legal	* * *			Report incomplete
023	Early Child Ed - BS-ED		State Teacher Cert Test	44/59		Yes	
025	Elem Educ - BS/ED		State Teacher Cert Subtest 1 State Teacher Cert Subtest 2 Dept. Pre/Post test	95/269 110/120 IP		Yes	
027	Eng Phys - BS		Faculty test and OSAT	*			In abeyance
028	English - BA		Capstone	37/41			
029	English - BA/ED		State Teacher Cert Test	19/19		Yes	
030	Finance - BBA	MGMT 4213	ETS	No results	See Business Core		No results reported

CAPSTONE 2012-13							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
036	Geography - BA		Faculty Developed pre-test (GE)	None			No results reported
	Business Core	MGMT 4213	ETS	-			No results reported.
040	HLth & Hum Perf - BS	PED 4816	Intern project Clinical Recreation	20/20 12/12			
041	Health & PE - BS/ED	PED 4312	State Teacher Cert Test/Teacher	9/15		Yes	
042	History - BA	HIST 4951	Senior Seminar	7			Uses Grades
045	Human & Family Science	HFS 4792	Capstone	51/57		Yes	
047	American Indian Studies - BA		Faculty Developed Test	1/4			
050	Mass Comm - BA		Broadcasting GPA Public Relations	8/8 9/9		Portfolio	No Report 2013
054	Management - BBA	MGMT 4213	No data provided	-			No Report 2013
055	Marketing - BBA		Faculty developed exam	12			
056	Masters Bus Adm - MBA		Oral Presentation/Case Analysis/Simulation/SL				No Report 2013
057	Mathematics - BS	Math 4723	ETS Sr. Exit Test	14/14 16			
058	Mathematics - BS/ED	MATH 4713	State Teacher Cert Test	1/11		Yes	
147	Laboratory Science - BS		ASCP	10			Uses graduation as success
060	Music - BA		Faculty Developed Test in Music				Tests all students in classes

CAPSTONE							
2012-13							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
			History & Theory. Recitals Required				
062	Music-Education - BME		State Teacher Cert Test Recitals Required	1		Yes	
069	Political Science - BA		Faculty Developed Test	11			
072	Psychology - BA		ACAT	44/82	See Psyc. Core		
075	Reading - MEd	Action Paper		0/0		Yes	No results provided
076	Env. Hlth and SAFM - BS	Sr. Seminar	Course pre and post test				No results provided
080	Social Studies(History) - BS/ED		State Teacher Cert Test	12/19		Yes	
081	Sociology - BA	SOC 4951	Faculty Developed Test	2			
082	Spanish - BA		Speaking asst. Writing asst.	1/3 1/3			
083	Spanish - BA/ED		ACTFL State Teacher Cert Test	3/3 1/1			
084	Spec Ed-Mild/Mod Disorders BS/ED		State Teacher Cert Test	21/33		Yes	
085	Criminal Justice - MS		Exit exam	7			
087	Spch & Lng Path - BS		State Teacher Cert Test	80/80			Still a UG degree?
089	Spec Educ, MEd		National Test	-			In Abeyance
090	Communication Studies - BA	SPCH 4993	Uses student GPA	12/15			Uses student GPA/et.al.
093	Hospit&Tourism Mgmt - BBA		none		Employer Survey		No data reported

CAPSTONE 2012-13							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
096	Indus Mgmt - MS		-				No report 2013
097	Optometry - OD		Optometry National Board	27/27			
100	Computer Sciences - BS	CS 4233	Capstone	27	None		
102	Social Work - BSW	SOC 4962	CSWE 3013 4313				No results provided
103	School Admin MEd		State Teacher Cert Test Portfolio Exit Exam	55/71 42/42 35/35		Yes	
104	Nursing (RN- BSN)	Nurs 4293	NCEN/Portfolio	33	Alumni & Employer Surveys	Yes	
106	Communication Arts - MA		Research papers	9/0			Uses grades
107	Optometry - OD	OPT 6261, 7162, 7261	Nat=1 Bd of Examination in Optometry	28			State Boards as required
112	American Studies - MA		Thesis/ Internships/Seminars				No Report 2013
115	Biology - BS	BIOL 4622	ETS-Major Field Achiev Test- Biology	85			Laboratory & Research Skills
117	Early Childhood Ed - MEd		Portfolio rubric Reflection form	None		Yes	
120	Science Ed - BS/Sci ED	SCI 4513	State Teacher Cert Test Biology Chem. Earth Sci. Physical Sci.	3/5 1/3 1/3 3/3		Yes	
123	Information Systems - BBA	MIS 4003	IS 4313				No results

CAPSTONE 2012-13							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
124	Teaching - MEd	ED 5731	Portfolio	13/13		Yes	
126	International Business, BBA	IBUS 4843	Faculty Developed Test	15			
128	Theater, BA		Capstone Acting Directing Production	8/8 2/2 8/11			
129	Library Media & Information Technology, MS		Portfolio, State Certification Exam	22/22			
130	Accounting & Financial Analysis, (MAFA)	ACFN 5363	Capstone	7/7			
131	English, MA		Thesis	13			
132	General Studies		Satisfaction Survey	71			Will change assessment as per Program Review
133	Technology, BT		Exit exam.				No results reported
135	Environmental Science, BS		Internship				Recommended deletion
136	Entrepreneurship, BBA		K-1-K-4,S-3-S-5?	28			
137	Speech, Language, Pathology, MS		ASHA	20/22			Separated from SPED 02/03
138	Mathematics Education, MEd		Capstone Project	8/9			
139	Science Education, MEd		Rubric / Capstone	3/3			
142	Health & Kinesiology MS	PED 5812	Thesis/pgm. defense	9/9			Oral presentation
141	Cherokee Education	ACTFL	Student project	5/5			
146	Substance Abuse Counseling MS		MSAE	4/11			

CAPSTONE							
2012-13							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
052	Higher Education and Leadership MS		Uses graduates				Used grades. No results reported
144	Visual Communication		Uses student GPA Photo	17/21			Uses students grades
	Media Studies			16/33			
????	Master's of Science in Nursing		New Program	24 IP			
	Supply Chain Management Natural Science MA	Internship	No data Uses grades				

III-2 What were the analysis and findings in the 2011-2012 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 practice is being discouraged. 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 know 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? Below are summaries provided by departments as submitted on the Annual Assessment Report.

History

Until fall 2012, the Senior Seminar included the ACAT test but in its radically changed version it stopped serving our needs. The ACAT does not test over the world history now required for our majors and in the fall of 2013 the course will include an in-house examination better tailored to our curriculum. With this new instrument, we will be able to assess students' understanding of US, European, and World history.

New majors who will begin their programs in the fall of 2013 will be required to take a two hour course that will introduce them to historical research methods.

Early Childhood

Place additional emphasis on writing and organizational skills needed (classroom assignments) for constructed response in order to bring up the OSAT pass rate to 80%. When advising, stress the importance of taking the OSAT when the majority of required coursework has already been successfully completed.

Streamline 5-point assessment rubrics for Lesson Plans, ECERS, ITERS, Thematic Unit, and Inquiry Approach,

Family Involvement Project, Involvement in Early Childhood Field, Internship Evaluation Addendum to make them easier to use.

Place additional emphasis on Bronfenbrenner's Ecological System's Theory and its implications for children's development and learning. Candidates demonstrated a lack of familiarity with this theory on the Family Involvement Plan.

MS Early Childhood Continue to require 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. Given the strong support of both EC and Reading majors, the program will continue to offer hybrid courses. Continue the process of gathering information about moving the graduate portfolio to the Chalk and Wire on-line management system. Update the Graduate Portfolio Assessment Rubric to the NAEYC Advanced Program Standards (2010) Update the Graduate Portfolio Assessment Rubric to a five point scale.

MS Health and Kinesiology Continue to refine the new courses added this fall. Continue with the blended format for all eight graduate courses. The HK Department will refine and administer pre assessment at the time of a degree plan and a similar post assessment at during the final semester beginning with fall 2013. Continue to refine or redesign the coursework. Continue to use the grading rubric for the Thesis defense exercise.

BS 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.

MED Mathematics 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.

Medical Lab Science The curriculum for the 3+1 program has not changed and those students are evaluated during their internship rotations at the School of Medical Technology. Internship grades are returned to NSU for purposes of posting to the

student transcripts.

MLS 2+2 students have received additional information regarding applications for the Board of Certification as well as information regarding practice exams and review sessions.

NSU Program Director sends satisfaction surveys to students upon graduation and to employers at six months after the student graduation. The survey results are submitted to NAACLS for accreditation updates.

MLS program at NSU is investigating expansion beyond the transitional degree.

Special Education

Assessment 1 The program is working to incorporate more assignments into the new Dual Certification SPED Program that more closely aligns with the OSAT format and content. For example, creating and implementing more academic strategy assignments. OSAT review sessions for the test and specifically the constructed response portion of the exam were held. These review sessions will be updated based on scores from 2012-2013 OSAT Scores and will be held more frequently.

Assessment 2 For this assessment, course grades of teacher candidates will be used to review content areas of the special education core courses. Grades will be continuously monitored to ensure a student's GPA is a true reflection of student work. The increased GPA of 2.75 will also be frequently monitored.

Assessment 3 This assessment was revised for CAEP. Clearer directions to teacher candidates and a more specific rubric aligned to the new Initial CEC Standards were utilized. As IEP forms change for the state of Oklahoma, revisions will be made to the assessment rubric to address these changes.

Assessment 4 This assessment will be revised based on this year's data.

Assessment 6 This assessment was revised for CAEP. Clearer directions to teacher candidates and a more specific rubric aligned to new Initial CEC Standards were utilized. The State of Oklahoma has recently incorporated new FBA & BIP forms and the assessment will be revised based upon the new alterations to the FBA/PBIP forms.

Assessment 7— Considering this assessment was not implemented this year; it will be incorporated into the new Dual Certification SPED program. This new program is implementing a new course regarding Assistive Technology Strategies & Universal Design for Students with Autism Spectrum Disorders. Assessment 7 will be integrated into this course and the rubric will be revised to infuse the new Initial CEC Standards.

Assessment 8—This assessment will remain the same to provide data for comparison in the 2013-2013 school

year.

Library Media MS The library certification test is new beginning in the fall. I will record scores in the five areas for the new test: Teaching for Learning, Literacy and Reading, Use of Information and Knowledge, Advocacy and Leadership, and Program Management and Administration. Kelli Carney will be teaching in the program and we will revisit the alignment of our assignments and the standards to make sure they address the five areas of concentration.

MS Natural Science Learning Outcome 1: Most students in our program are able to handle the rigors of graduate coursework at NSU. The student who is not meeting the learning outcome requirements is a student who chose to emphasize in the sub-discipline of chemistry. This student had the required 20 hours of undergraduate science or engineering experience, but his expertise in chemistry was limited to short survey courses of upper division chemistry topics. The program has chosen to clarify the requirement of 20 hours of science and engineering courses for students wishing to pursue chemistry or physics. We have forwarded a proposal to the Department of Natural Sciences that would require these students to possess at least 15 of the 20 hours in chemistry, excluding General Chemistry 1 and 2 (lecture and labs). A similar proposal was made for physics students. We do not appear to have a similar problem for students in the biology emphasis. We believe the clarification will increase student preparedness for graduate-level coursework in chemistry and physics.

Learning Outcome 2: The program is pleased with our student's progress. We will continue to emphasize the importance of giving poster and oral presentations as well as submitting research results to peer-reviewed journals. We will also emphasize the importance of attending regional, national, and international meetings (as time and funds allow) for students to continue their scientific growth.

Learning Outcome 3: Not applicable at this time.

Elementary Ed **Assessment 1—OSAT Exam** Our faculty will continue to offer ELED OSAT Review sessions as well as continue to revise the review sessions as needed. Faculty will also discuss and review the requirement to pass the OSAT before entering into the Full Internship.

Assessment 3-ELED 4343 Unit Plan Rubric
Need faculty to submit data utilizing the new five point template. I will contact faculty to confirm that they have the new template.

Assessment 6: READ 4063 Case Study (READ 4063)

need Reading faculty to remain diligent when submitting their Case Study data. The data from 2012-2013 academic year was submitted inconsistently. I will contact the Reading Program Chair to inquire if they lost the scoring template provided to submit disaggregate data. If they need another, I will provide another case study scoring template so the Reading faculty can easily submit lesson plan data in disaggregate form to the ELED program chair at the end of each semester.

Assessment 7: Lesson Plan Collection—Art, PE and Music (ART 3542; P ED 4513; MUSIC 3832)

Some faculty did not provide disaggregated data. I will contact each department concerning this matter to determine if they have the appropriate scoring template. If not, I will direct them in locating the correct one.

Assessment 8—ELED Pre/Post-Test data will soon provide reliable assessments of student learning over time. In Fall 2012, individual identifiers on a post-test could be matched with the same individual identifiers on a pre-test if a candidate took their pre-test Fall 2010 or later. We hope to assess an eighty percent increase in student learning for each individual from pre-test to post-test. Hopefully, beginning in Fall 2012, there will be some valid pre/post-test results to document changes in individual learning over time.

English Education We will “cluster” the required NCTE skills based upon their new set of standards under five categories and have candidates’ peers and clinical faculty provide this assessment on one of the two to three lessons they actually teach in the classroom during the Pre II internship when we can get the cooperation of those faculty.

We will modify expected course outcomes for the ENGL 4133 Teaching English in Secondary School syllabus.

We plan to revise the field instruments into a “clustered” format as well to better integrate overlapping skill and clarify for NCATE that candidates DO teach these skills in classroom settings.

Since funding has been cut for field visits, it is questionable as to whether or not we will be able to continue to visit our interns actively teaching during their full internship semester. Losing this critical link will certainly be detrimental to program improvement.

School Admin

Certification Test: Test preparation seminars are often given during the course of a year depending on the express interest of students. When reviewing the names of the test takers, there were several test takers who have

graduated in past years which may have an influence on the overall pass rate. However, the pass rate for this year the highest pass rate that has been recorded for this program in at least the past 4 years.

Portfolio: The portfolio process, in conjunction with the required two internships, seems to be providing our students with field based experiences that allow them to experience the role of an administrator in a school setting. We now require the portfolio to be on-line, and have introduced this procedure using the portfolio ability of Blackboard which is paid through student fees and is available to all students at no additional cost regardless of how long the student is in the program. The scores indicate that the professors are helping the candidates to be successful and no significant actions need to be introduced at this time other than a continuation of what is working.

Comprehensive Exam: While all areas were Met, the lowest areas were for Standard 1 and 2. These areas deal with a broad definition that includes the areas of vision and school culture. When comparing these areas in other assessments of the program such as the assessments found in the portfolio and administrator mentors' evaluation of candidate performance and including the state certification test subcomponents, our present comprehensive test may not be aligned as closely with the vernacular as is found in our instruction. There is no specific plan of action necessary at this time. However, with new standards being introduced into this area by the specialized professional association, all assessments are going to be recreated to match with the new elements of the six standards.

Psychology

Curriculum Issues and Planning

In the last annual assessment report the committee noted expectation to present curriculum proposals to department faculty fall 2012. As the time approached, interim leadership was guiding the department. Anticipating challenges inherent in ongoing transitions, the committee delayed delivery of proposals until the next catalog change cycle, to begin this fall. We will ask then for vote on revisions in core requirements and sequencing, electives, prerequisites, and minor structuring in accord with the American Psychological Association Guidelines for Undergraduate Psychology Programs, affirmed in 2010 by our faculty for the program.

Advising Issues and Planning

Academic year 2012-13 we worked to improve advising with development and delivery of a departmental academic advising guide and workshop for faculty as well as an Advising Syllabus handout for new majors. We also created forms for summarizing

degree audits and planning semesters through graduation, for faculty and advisees to prepare together. Student personal accountability is emphasized: consulting the advisor, understanding the process and purpose of earning a degree, using all available resources, and taking charge of setting and pursuing goals. We will continue promoting excellence in advising and look forward to coordinating with university and college advisors as new initiatives at those levels are implemented.

Our program plan includes focus on *academic* advising through faculty knowledge and skill development in addition to ongoing support. Advising for student *personal* planning and development emphasizes referral to the Student Academic Success Center for issues such as time management and learning strategies. Student *career* and *professional* planning and development are targeted in the Psychology As A Career & Profession course, now offered each semester at Tahlequah and annually at Broken Arrow. Soon we will propose addition of this course to the core requirements as well as a Transitions capstone course. The goal of the capstone course will be helping our majors finish our program prepared to apply knowledge and skills acquired in college as they pursue their future careers and/or continue their education.

Assessment Issues and Planning

Use of the ACAT examination designed to assess broad knowledge of material covered in the core courses will continue at the end of our undergraduates' experience in the major. Future assessment also will include the instrument designed to measure seniors' perceived levels of their knowledge and skill in selected areas as well as perceptions of their experiences in the program; enhancements to this instrument are planned.

Recruiting cooperation with assessment from students for whom no consequence for noncompliance exists remains a problem. This year an online student opinion survey with the opportunity to win a prize for setting the assessment appointment by a specified date yielded positive results. Our ultimate sample size was, nonetheless, too small. Next year we will work to develop more creative ways to gain cooperation, improve communication to students earlier, and be ready to begin scheduling with them as soon as the major list is available from the NSU Registrar.

The capstone course for majors, to be proposed in the fall, will include administration of assessment instruments. If the course is approved at all levels, students who declare the major beginning academic year 2014-15 would complete assessment as a course requirement in their final semester before graduation. However, until current majors and students who declare through summer 2014 graduate, enlisting voluntary participation will be an ongoing challenge.

In planning for ongoing assessment, the Psychology

Undergraduate Curriculum and Assessment Committee will explore additional methods for evaluating student learning outcomes, for example, with student work produced to meet course-level requirements as well as a survey of alumni. Proposals for enhancements will be based on APA best practice recommendations.

- MS Substance Abuse**
1. On average Masters of Substance Abuse students score equal to or higher on the MSAE for the academic year of 2011-12, than in 2010-11. For the academic year 2011-12 total scores (N=7) were at or above the mean (M= 129). Scores on the Pharmacology section showed N=4 students did not score at or above M= 13.7. Score on this section for the previous academic year were N=7 student not score at or above the M= 12.7. Scores on the Drug Terminology section showed N=3 students did not score at or above the M=16.5. Score on this section for the previous academic year were N=5 not scoring at or above the M=14.4. Scores on the Assessment section showed N=4 students did not score at or above the M=20.2. Score on this section for the previous academic year were N=6 not scoring at or above the M=18.5.
 2. Due to changes in curriculum based on advancement toward CACREP accreditation, this program has gone under significant curriculum changes. The new curriculum with require 42 hours of core courses reflecting CACREP standards plus an additional 18 hours of specific Addiction course work. Therefor subsequent cohorts will be assessed using the Counselor Preparation Comprehensive Examination (CPCE). Changes in comprehensive examination will allow students to be compare to all NSU students enrolled in the Masters of Counseling Program and thus more reflective of the changes to the curriculum.

Chemistry

The ETS and DUCK exams were factored into each student's grade in the seminar/research course. The mean score for NSU was 151 compared to the national mean of 146 for the ETS Major Field Exam for exams administered September 2011-June 2012. These results show a decrease from last year but an increase from prior years. 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. The substantial increase in the scores last year was most likely the result of having a few exceptional students that year that increased the average (three students scored above the 95th percentile; one scored at the 90th percentile and another at the 85th percentile). Without these students, the average would have been 145 which is close to the national average and still an increase over previous years but just not a dramatic increase. This year we had only two exceptional students scoring in the 85th and 93rd percentile

respectively causing an increase but not as significant as last year. Without these two students, the average would have been 146, again close to the national average and on par with previous years. The continued increase in the overall average of the ETS exam scores provides evidence that the revamped curriculum is continuing to provide an impact on the success of our students in the chemistry major.

The Diagnostic of Undergraduate Chemistry Knowledge (DUCK) is a fundamentally interdisciplinary exam built on scenarios. Each scenario has four items associated with it and most involve interpretation of data presented in the scenario. This exam is used as a pre- and post- test with incoming general chemistry students taking the exam during the laboratory portion of the course and helps the chemistry program assess the problem solving skills that were developed by the student in their undergraduate career. The mean for students taking general chemistry was 15.0 demonstrating a marked improvement from students beginning the chemistry curriculum compared to students that have completed the curriculum (average score increased from 15.0 to 33.4). This result is higher than the national mean of 31.5 but again was assisted by the two students scoring exceptionally well (in the 89th and 94th percentile).

Analyzing the average percentile rankings from the subscores from the ETS exam, the weakest area for our students was organic chemistry (Physical Chemistry 61st percentile; organic chemistry 31st percentile; Inorganic Chemistry 63rd percentile; and Analytical Chemistry 54th percentile). One possibility for the low score is that the students take organic chemistry earlier in their undergraduate career whereas many students take the other courses during their senior year, the same year they take the ETS exam. One possible resolution would be to offer a review of organic chemistry before the ETS exam and require the students to attend the review. A more likely resolution will be to offer an Advanced Organic Chemistry elective for our senior students to take.

The chemistry program plans to stay on course and is awaiting the outcome of a site visit from the American Chemical Society in an effort to obtain an ACS-accredited program.

English BA

The Capstone Project is our primary means of assessment. Since the student applies his or her learning to this project, the project provides a meaningful view of the student's knowledge, ability, skill, and growth in the program. However, the Capstone projects differ widely in

scope and type, and the department is looking for ways to create a more uniform measurement of the student learning. As a result of our external review (conducted by Dr. Joliff in Fall 2011), we discontinued the "entrance" and "exit" essay for majors because it was not providing any useful measure of the program or student learning as a result of the program. We are working diligently to implement more useful assessment model, likely a portfolio of work that demonstrates the students' mastery of learning outcomes. The department will formalize the assessment model (including a clear articulation of learning outcomes and the methods of assessment) during the Fall of 2013.

In the meantime, the Capstone Project continues to be the primary means of assessment. It will likely undergo some modification in the new model, possibly requiring students to incorporate a formal oral presentation of their project and also submitting a selective portfolio of work from their time in the major for evaluation.

American Indian

Until the core curriculum changes, the tests will remain the same. At this point, the three core anthropology courses are only classes every major has in common. Obviously it's time to seriously consider curriculum changes, especially since the loss of faculty and classes over the last 3.5 years has seriously challenged the maintenance of a core curriculum.

Social Studies Ed

Several years ago the Social Studies Education course requirements were altered in order to strengthen student preparation in the "world history" part of the degree. It was anticipated that the changes would result in improved scores on the OSAT 18 exam. That has not yet happened. As a part of the degree revision process a one hour Senior Seminar was eliminated in order to keep the total required hours for graduation under the maximum allowable number of hours. As a result a structured review over academic course work was eliminated. This may have resulted in an unintended decline the exam scores on the OSAT 17. Since the OSAT 17 scores have declined following the elimination of the structured review and the OSAT 18 exam scores have not improved as a result of requiring additional academic courses in "world history," there appears to be an urgent need to re-establish a structured OSAT review as a program requirement for the Social Studies Education degree. Students who begin the program in the Fall 2013 semester or who declare the major in the future will be required to complete a structured, on-line review of material designed to help them prepare for OSAT 17 and 18. The review will be available through Blackboard and students must submit

their results to the Social Studies Education Coordinator. A 90% pass rate will be required on each portion of the review. Students should begin the review when they have approximately 85-90 hours. Students must complete the review prior to enrolling in their next-to-last semester which includes courses in the Pre II professional education bloc and SOSC 4023. If NSU students continue to perform at the current pass/fail rates, the Social Studies Education program's certification will be threatened. NSU historians and other Social Science faculty need to reflect carefully on their academic standards. It may be that some weaker students have been given "C" grades when they more appropriately deserved a grade of "D" or "F." Failure to find and remedy the problems with NSU students scoring below the 80% pass rate on the OSAT exams will result in the state withdrawing accreditation for the NSU Social Studies Education degree. Due to the student credit hour production generated by students who major in this program, loss of accreditation would be disastrous for the NSU Social Sciences department. The portfolio review process has worked relatively well and most members of the department have served one or more times on the committee. As newer members join the faculty, they need to be included in the functioning of this committee. Minor revisions in the functioning of this committee were proposed last year and were successfully incorporated this year.

Spanish Ed

In fall 2013, assuming we receive approval of our curriculum proposal and expansion of the Spanish program to the Broken Arrow campus, we will revise our assessment plans for both Spanish degrees. These changes also reflect the new version of the ACTFL program standards that will go into effect in early 2014.

Assessment One: This assessment will continue to be the OSAT or state certification exam in Spanish.

Assessment Two: This assessment will continue to be a content-area portfolio, but it will be a streamlined version of the current portfolio with emphasis on the assessments of the new senior seminar course, which students in both the BA and BAED degree programs will take.

Assessment Three: This assessment will stay the same.

Assessment Four: This assessment will stay the same, although we expect to revise the intern observation rubric.

Assessment Five: This assessment must be revised to reflect new ACTFL requirements. Under the new standards, candidates must demonstrate the ability to assessment both language and culture.

Assessment Six: This assessment will be carried out via the OPIc or computer-mediated version of the OPI rather than the standard OPI completed over the phone. The fee for the OPIc is about half that of the standard OPI.

This fall we must implement a remediation plan for all students who do not reach the expected proficiency level of Advanced Low.

Assessment Seven: This assessment will be revised, but it is not clear what its final form will be.

Assessment Eight: This assessment will also be revised, but it is not clear what its final form will be.

Media Studies BA After fall 2013 the new media studies curriculum will be fully implemented. All students will be required to publish online; "The Northeastern" will be in online format only. All students will be required to submit e-portfolios. Now that e-portfolios are required, faculty are meeting to create a rubric for e-portfolio standards.

We feel the current numbers reflect a successful completion rate among media studies majors.

With a first-year faculty member who is rebuilding the advertising track and massive curriculum changes, the media studies faculty feel the program has growth potential.

Two recruitment campaigns are running to increase enrollment. Promotional postcards were sent to all media day participants with information about the college and the media studies program. Contact information was also made available. Faculty members are also on a rotation to present program information to resident hall students.

Theatre

We will continue to achieve these outcomes through the assessment tools indicated on this report. Specific changes to goals include:

In order to achieve full success for all students involved in the production work-call experience, we will become more selective about students being contracted to participate via scholarship awards.

Coursework focused on Outcome #1 will remain the same.

The Senior Capstone document will be revised to specifically require a post-graduate plan of action.

Faculty will adjust their advising methods to include a documented discussion of the student's perception of their

own strengths and weaknesses and the faculty's feedback regarding their perceptions.

Graduates will continue to be contacted regarding their post-graduate activities as well as provided assistance with preparations for auditions and applications.

Visual Comm

Latest curriculum revisions begin fall 2013. Two new classes offered – introduction to visual communication and digital darkroom.

Faculty are aware of room for growth within visual communication. Faculty are now conducting a three-year study of the program to assess the number of students entering the program, what they are emphasizing, the courses they are taking and the graduation rate.

Legal Studies

We are completing a major restructuring of the legal studies program. The assessment tools will be aligned with the new core courses and will include assessments of outcomes 7 & 8.

HPE

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.

Faculty will continue to evaluate and adjust Learning Project and Portfolio-related instruction/assessment based on feedback and results.

Faculty will be encouraged to use the PHI when teacher candidates perform well or when correction is needed. A new, more effective and streamlined system for reporting and dealing with students' professional habits consistently went into place during the 2011-2012 school year. A committee/task force of H&K faculty devised the system and implementation has begun.

The department will continue to require HPE teacher candidates to do final interning in a school with a quality PE program, chosen by the HPE Field Coordinator. This continues to ensure that all of the above outcomes covered in classes are applied by the teacher candidates in practical situations.

Further develop the process for encouraging teacher candidate demonstration of health enhancing fitness.

Nursing RN-BSN

Action plan for next year: All criteria met. Since the partnering and communication ratings generally decreased somewhat, this entire area and reflective trend will be assessed for another year.

Instructors will continue to increase focus on partnering and types of communication within partnering in all courses. A new group process evaluation tool was piloted in several courses and will continue to be used and evaluated.

Partnering is reflected within field experiences and each online course.

Action plan for next year: Criteria met. The IT, health care, and finance curriculum ratings generally decreased or remained unchanged. Since the latter areas are specific areas noted under ACEN Criterion 13.a, this entire area will be assessed for another year. Instructors will continue a focus on the areas in all courses.

Action plan for next year: Criteria met, although some ratings fell a bit. This area will continue to be annually assessed due to the inherent difficulty that students experience and historically receiving lower ratings than other curriculum components and PLOs.

Instructors will continue increased emphasis on research and the relationship to evidence based practice in all courses.

Curriculum revisions will be initiated in fall 2013; relevant revisions include a Nursing Statistics course and replacing the old research course with a two credit hour Fundamentals of Research course that focuses on the nurse being a consumer of research at the BSN level. For fall 2013-spring 2014, both the old and new courses will be taught. These changes will initially be evaluated for student satisfaction in May 2014.

Action plan for next year: Continue collecting similar assessment data. Faculty will review these three mandatory outcomes and evaluate adequacy of the additional Systematic Evaluation tools reflective of the new ACEN standards that were piloted spring 2013 at the fall 2013 assessment meeting. Faculty will again discuss the lack of quantitative employer satisfaction ratings, and make recommendations about the annual survey distribution and return rates. Faculty will continue to evaluate qualitative baseline, alumni, & employer program satisfaction data.

General Studies

Increased enrollment in the program; more Core areas available online; more course offerings at the NSU

Muskogee campus Where advisement takes place.

Nursing (MSN-Ed) Assessment and evaluation measures will continue each semester. A graduate baseline survey and employer survey was piloted/implemented in August and December 2012 (N=7 total). No graduates in May 2013. A formal Systematic Review Plan was finalized and included in the self study for the initial accreditation site visit (Sept 2012); based on site visitor feedback, it was further revised during the past year.

Based on the initial Baseline survey ratings, course/faculty ratings, and qualitative survey comments, the following PLO was identified for further focus and assessment during the next academic year.

PLO 2: Apply knowledge and skills in curriculum, technology, and cultural competency to the nurse educator role and teaching.

HHP Internship programs (Clinical Wellness & Recreation) will collaborate for internship cohesiveness. Continue to develop rubrics for assessing students' assignments.

Additional assignments from "Internships in Recreation & Leisure Services: A Practical Guide for Students, 4th Ed., by Seagle, & Smith" will be added this fall. 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 letters, preparing resumes; preparing for and participating in interviews; and deciding which internship site is the best for the student".

Grad Reading/Lit Finalize uploading all rubrics, graduate manual, graduate portfolio handbook and other relevant materials to reflect the 2010 IRA Professional Standards for Reading Specialists to Chalk and Wire.

Continue to offer clinical services at the Capitola Wadley Center for Reading and Technology in Tahlequah and the NSU Broken Arrow Reading Clinic.

Explore options for recruitment in the graduate reading program. We are planning recruiting trips to Fort Smith Arkansas and Oklahoma City for our online program. We are also making plans to recruit at local district fall kick-off activities for our face to face and blended program.

Bring at least one well known reading speaker to the Tulsa-Metro area for our graduate reading students and area teachers.

Participate in NCATE training at both the Association for Literacy Educators and Researchers conference in November and the IRA Conference in New Orleans in May 2014.

Political Science

A new Senior Seminar course has been approved for political science majors. It will play an important role in assessing our majors. Because the requirement is new, however, it has not yet affected our majors.

The senior seminar course will focus on the research process and so it 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.

A rubric will be used to establish a standard of performance within a number of expected learning outcomes. Dr. Cheryl Van Den Handel, who is working with the Red Balloon Committee, will be in charge of the political science program's assessment activities in the future.

Cherokee Ed

CED students still have difficulty in oral language production, specifically in the area of conversational or communicative ability. Last year's plan called for creating more language "activities" for students in which they could practice their conversational skills in more natural language settings. While this has led to minimal gains, the overall problem is still present with the salient issue being that students require more consistent and daily practice to develop conversational competence.

Beginning Fall of 2013, Intermediate through Advanced level courses will integrate conversational practice as a daily part of classroom activity with specific content range and defined topics used to guide student development. Out of class activities will still be part of the process, but these activities will complement in-class work rather than stand apart from it. In addition, students will be required to dialogue with each other using these conversational frames as homework assignments outside of class. Finally, EVERY student will also be required to meet with the instructor three times a week outside of class for a short "conversation" drawn from the student's own interests.

Based on the assessment data taken from the last few years, it is evident that CED students have had difficulty in discerning grammatical processes at work in the language.

To date, CHER 3083 Cherokee Linguistics has been the only dedicated course for program majors to explore the language at this level. Given the language's complexity, however, only minimal ground gets covered in the course. As a means to increase student knowledge in this area, an additional Cherokee Grammar course will be offered Spring of 2014 which will then be followed by a third course on grammar Fall 2014.

In the area of listening comprehension, all levels of Cherokee courses (Elementary, Intermediate, and Advanced) will incorporate various audio and video recordings as part of standard weekly coursework. These recordings will cover both focused class-content material as well as authentic content for students to process, dissect, and explore. Weekly discussions will be held in the Cherokee Program Office where these materials can be covered, translated, and explained in an exploratory setting with students driving the discovery process.

Since its beginning in the Fall of 2005, the integration of "culture" with language content has always been one of the more difficult challenges for the Cherokee Program. So much work has been devoted to language use and development as it relates to daily actions that the incorporation of cultural knowledge, practices, and beliefs has been neglected. To resolve this dilemma, those concepts and ideas representing Cherokee cultural lifeways will be brought into and out of the classroom as part of the daily language learning and teaching process. Lessons specific to core practices and ways of doing and being will be folded into the "daily" conversational practices. In addition, activities such as the Stickball game, the Marble Game, and story-telling will be conducted at least once a week with Cherokee as the language used during these events. Cherokee speakers from throughout the area will be brought in to facilitate and just talk as a way to broaden both the student and instructors horizon.

Different Actions: For all Cherokee language courses, instructional methods and practices will utilize more "Cherokee only" contextual comprehension of subject matter and less "translation" based student acquisition strategies. Although such approaches may require more class time, student learning will be based more upon Cherokee forms of expression. In addition, students will acquire a majority of language forms through associative based learning which ultimately creates stronger language skills and competencies. The primary means in which this will be carried out will be through a mixture of visual and auditory mediums that provide models for students to follow – These materials, both in and out of class, will

center on everyday actions and vocabulary. Less focus will be given on "word lists" and more attention will be given to "expressional content." To accompany this transition, evaluation of student language ability will focus on their ability to express themselves in the designated content areas with some attention to detail and expressional accuracy.

Actions No Longer Done: Throughout the three year language learning sequence that students experience as Cherokee Program Majors, much of the material has been neatly assembled for students. While this has provided a nice corpus from which students can study, it has also led to an unfortunate side effect where student creativity has been stifled along with their ability to explore the language on their own terms. Although all of the materials that have been put together will still be on hand and available to students, the practice of having the bulk of course content handed to them will no longer be done. Students will instead use these materials as springboards and references for assembling their own materials in ways that allow them to express themselves more fully.

Same Actions: Total Physical Response (TPR) and Form-Focused type methods have been very effective as a basic means of conveying vocabulary and certain grammatical processes to students. These methods have the added benefit of being done entirely in the target language, and since these methods emphasize learning on a practice and associated based level, they have proven to be two staples of instruction for the language courses. In addition, the book-making approach used in CHER 2322 has proven valuable as both an exercise for students to work on their writing skills as well as a means for creating new language materials usable in other courses.

English MA

At the beginning of the next academic year, important changes to graduate advising will be implemented within the program. Kimberli Lee and Melissa Strong on the Tahlequah campus will join Chris Malone on the BA campus as co-directors of the MA in English program. To support the advising responsibilities of co-directors, Lee, Strong, and Malone will receive a course reduction each semester to allow more time to develop the program, bolster enrollment, serve as thesis first and second readers, and more effectively advise students as they move through the program.

Also, this summer work was begun on a brochure for the MA in English program, as well as updating the program website.

In addition, the newly formed graduate committee, comprised of the program co-directors at this time (with the department chair as ex officio member), will continue to review incoming applications for TAs and new graduate students, in keeping with last year's changes that require prospective students to submit a writing sample and statement of purpose.

Art Education

While an assessment development plan was in place for 2012-13, it was not as fully realized as hoped in terms of implementation. In 2013-1014, the program will be under new chair leadership. Greater emphasis will be placed on implementing more specific assessment tools such as discipline specific rubrics and portfolio reviews for majors. Development of a pre-test/post-test model utilizing portfolio reviews for newly declared majors and graduating seniors is under serious consideration. Further development of a survey instrument to ascertain public feedback relative to art gallery exhibitions will be pursued.

M. Ed. Science Ed

Continue to focus on recruitment.
Focus on retention through the use of an online Blackboard advising system.
Collaborate with the NASA Endeavor Certificate Program to increase the number of students completing the M.Ed. in Science Education Program.
We will advertise the program nationally through the National Science Teacher Association as an online program.
We will continue to advertise that the TEACH Grant is now available for program participants.
We will make use of Blackboard to provide additional advisement for students and to maintain contact with those who are enrolled in the program.
We will begin to review online courses for quality using the Quality Matters standards. The Program chair is a trained Quality Matters reviewer. All instructors will have passed the Quality Matters online teaching course.

Int'l Bus

It has been suggested that the professors grade a draft of the projects in advance of the submission date so that students have feedback before the due date. This may improve the scores.

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 2012-2013 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 2012, 16,700 evaluations of faculty teaching were collected. A total of 1,172 evaluation packets were administered representing 442 different faculty members.

Student Evaluations of the Faculty Teaching Effectiveness
Fall 2012

Number of Classes Evaluated	Number of Faculty Evaluated	Number of Students Evaluated
-----------------------------------	-----------------------------------	------------------------------------

Liberal Arts	504	165	6,277
Business & Technology	158	59	2,093
Education	279	122	4,368
Optometry	22	17	631
Science & Health Professions	209	79	3,349
Total	1,172	442	16,700

Faculty members may be evaluated in two different colleges

During the spring 2013, 14,478 evaluations of faculty teaching were collected. A total of 1121 evaluation packets were administered representing 439 different faculty members. The specific number of faculty and classes are depicted in the chart below:

Student Evaluations of the Faculty Teaching Effectiveness Spring 2013

	Number of Classes Evaluated	Number of Faculty Evaluated	Number of Students Evaluated
Liberal Arts	455	160	5913
Business & Technology	177	81	2129
Education	251	135	4069
Optometry	18	15	529
Science & Health Professions	220	81	3212
Total	1121	439	14,478

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 4.40/5.0 in fall of 2012 and 4.44/5.0 in spring 2013. This value was consistent across academic units depicted in the list below:

	Fall 12	Sp 13
Liberal Arts	4.50	4.48
Business and Technology	4.26	4.31
Education	4.41	4.53
Optometry	4.53	4.61
Science and Health Professions	4.27	4.33

The Freshman Survey was administered to 829 students (372 men and 457 women) during fall 2012 through their College Strategies class. Seventy-four percent identified as White and 42% as American Indian (students could check more than one race on the survey). Eighty-two percent lived within 100 miles of their home, 93% indicated that their grade point in high school was a 3.0 or higher, had an institutional ACT average of 21, and 94% graduated from a public high school. Fifty-nine percent planned to live in a residence hall and 40% did not apply to any other college. Ninety-seven percent indicated they are US citizens. Sixty-nine 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. Forty-one percent indicate that their parent's income was between 30K-100K and 41% identified as Baptist. Fourteen percent indicated that they had no religious preference and 18% did not attend any religious services in the past year. Fifty-two percent identified as "born again". Eighty-two percent did not smoke and 63% did not drink. Only 15% felt that their writing ability was below average. Twenty-nine percent were first generation in college and 16% indicated they may have a probable career in Health professions and 11% in education while 17% were undecided. Fifty percent needed financial assistance and 78% were not interested in online courses. Freshman indicated that finding a good job and the cost of NSU were two major reasons for attending.

The Senior Survey was administered in the spring of 2013. It was an online administration that provided only 25 respondents. This was a disappointing return as last year, a total of over 150 students responded. The data were of no value for any comparisons with this few students. NSU will attempt to provide more opportunities for student participation in both fall 2013 and spring 2014.

The NSSE was administered during spring 2013. This was the seventh year NSU has used this engagement instrument. The overall response rate was 12% of the freshman and 24% of the seniors. These percentages translate into 190 freshman and 352 seniors. Ninety-four percent of the freshman were full-time and 63% of the seniors indicated they attended full-time. Fifty-eight percent of the freshman were female and 42% male whereas 65% of the seniors were female and 35% male. Forty-one percent of the freshman and 23% of the seniors were American Indian. Forty-three percent of the freshman and 5% of the seniors lived on campus. Twenty-seven percent of the freshman and 75% of the seniors were non-traditional (24 or older). Twenty-one percent of the freshman were transfers but by the time they were seniors, 79% designated themselves as transfer students. Six percent of the freshman and 16% of the seniors took all online courses. 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 37 questions, many of which have imbedded sub-questions. During spring 2013, 190 first-year students and 352 seniors took the assessment. Both of these groups were compared to institutions in the Southwest (N=14,000), Carnegie (N=55,000), and all NSSE respondents (N=166,000).

Results

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 (N=166,000). The 2013 NSSE report compared NSU Freshman and Seniors over four Engagement Indicators: Academic challenges, learning with peers, experiences with faculty, and campus environment. Each of these categories have sub-categories. We are reporting mean differences that were apparent in these categories between NSU freshman and seniors with all NSSE respondents for all areas that were significant at .05.

Summary

NSU first-year students had significantly lower means on higher-order and reflective learning traits. Seniors had no differences in this category. First-year students had significantly lower means in the category of collaborative learning and seniors had these differences as well as with discussions with diverse others. NSU freshman and seniors had significantly lower student-faculty interactions. NSU seniors had higher quality of interactions and lower supportive environment than all NSSE respondents. Effect size verified these significant mean differences.

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. We are looking at how we can meet the needs of self-identified “caretakers” and meet their educational needs.

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 2012-2013 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 2012, 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 standardized according to hours worked and outstanding graduate student awards have been instigated.

Other Assessment Plans

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

Graduate changes are found in the section on Assessment in the Major.

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 2012-2013 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 2012-2013 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. Table F lists the various assessments used at NSU

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 2012 semester, students who were enrolled in Mathematics 0123 and 0133 demonstrated a pass rate of 64% and 61% respectively. Math 1513 had a pass rate of 73%. English 0123 had a pass rate of 78% and English 1113 showed a pass rate of 82%. For spring 2013, the pass rates were 65% for Mathematics 0123, 70% for Mathematics 0133, and 76% for Mathematics 1513. English 0123 had a pass rate of 63% in the spring of 2013 and English

1113 had a pass rate of 77%. These pass rates were mostly higher than the 2011-2012 and have risen two years in a row (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 includes a Capstone Course that will blend the experience together and serve as a vehicle for assessment. A Coordinator of this Capstone experience is now in place and administers the ETS Proficiency Profile to the students each semester. 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 2011. The Proficiency Profile was administered to 91 students in the Fall of 2012 with a mean score of 429.77. The NSU mean for spring 2013 was 435 with 140 students participating. The Proficiency Profile was administered in the summer of 2013 to 28 students however, ETS results do not produce results unless the population pool is at least 50. In these cases, results are hand calculated. The results were similar to scores from last year. The number of students participating is very good as the assessment is imbedded in the course. See specific results within the body of the report. NSU has 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. The Office of Institutional Research now provides feedback to each of the programs regarding the quality and intent of their annual program report.

All but four undergraduate programs and one graduate program provided substantial curricular changes as a result of assessment activities during 2012-2013. The response rate of these programs was much better than the previous year. 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 2012 and spring 2013 respectively, 442 and 439 faculty members were evaluated with a high degree of student satisfaction. See pages 31 and 32 in the body of the report.

The Freshman Survey was administered to 829 students (372 men and 457 women) during fall 2012 through their College Strategies class. Seventy-four percent identified as White and 42% as American Indian (students could check more than one race on the survey). Eighty-two percent lived within 100 miles of their home, 93% indicated that their grade point in high school was a 3.0 or higher, had an institutional ACT average of 21, and 94% graduated from a public high school. Fifty-nine percent planned to live in a residence hall and 40% did not apply to any other college. Ninety-seven percent indicated they are US citizens. Sixty-nine 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. Forty-one percent indicate that their parent's income was between 30K-100K and 41% identified as Baptist. Fourteen percent indicated that they had no religious preference and 18% did not attend any religious services in the past year. Fifty-two percent identified as "born again". Eighty-two percent did not smoke and 63% did not drink. Only 15% felt that their writing ability was below average. Twenty-nine percent were first generation in college and 16% indicated they may have a probable career in Health professions and 11% in education while 17% were undecided. Fifty percent needed financial assistance and 78% were not interested in online courses. Freshman indicated that finding a good job and the cost of NSU were two major reasons for attending.

The Senior Survey was administered in the spring of 2013. It was an online administration that provided only 25 respondents. This was a disappointing return as last year, a total of over 150 students responded. The data were of no value for any comparisons with this few students. NSU will attempt to provide more opportunities for student participation in both fall 2013 and spring 2014.

The NSSE was administered during spring 2013. This was the sixth year NSU has used this engagement instrument. The overall response rate was 20% based upon 12% of the freshman and 24% of the seniors. These percentages translate into 138 freshman and 570 seniors. Ninety-four percent of the freshman were full-time and 75% of the seniors indicated they attended full-time. Seventy-two percent of the freshman were female and 28% male whereas 75% of the seniors were female and 25% male. Forty-nine percent of the freshman and 21% of the seniors were Native American. Forty-six percent of the freshman and 7% of the seniors lived on campus. Twenty-four percent of the freshman and 68% of the seniors were non-traditional (24 or older). Very few of the freshman were transfers (12%) 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 2013, 138 first-year students and 570 seniors took the assessment. Both of these groups were compared to institutions in the Southwest (N=7,800), Carnegie (N=40,000), and all NSSE respondents (N=161,000).

Results

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 (N=161,00).

Talked about career plans with a faculty member or advisor -.43

Number of books read on your own (not assigned) for personal enjoyment or academic enrichment .33

Number of written papers or reports of fewer than 5 pages -.36

Exercised or participated in physical fitness activities -.34

Working for pay off campus .33

Working for pay on campus .32

Providing care of dependents living with you (parents, children, spouse, etc.) .58

Voted in local, state, or national elections .32

The seniors had four questions with effect sizes greater than .3 compared to all test takers (N=161,00).

Exercise or participated in physical fitness activities -.34

Working of campus for pay off campus .33

Participated in co-curricular activities (organizations, campus publications, student government, Greek life, intramurals or varsity sports) -.32

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

Summary

Compared with students around the country, NSU first- year students tend to talk less with faculty and advisors about career plans, read more non assigned books, write fewer short papers, and exercise less when compared with other NSSE first-year students. They work on and off campus and take care of dependents more than similar students across the United States. Compared with seniors across the country, the NSU students exercise less, worked more off campus, participated in co-curricular activities less, and provided care for dependents living with them. These results were similar to NSSE reports from the past two years.

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 number of Graduate Assistants, and allows regular graduate faculty to receive four hours of credit for three hours taught. The number of work hours required by the Graduate Assistants was reduced as well. 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. 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. There is a new Assistant Vice President for Teaching and Learning and new 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 2012	153	134	< 80	76	56.7	65	85.5
				≥ 80	58	43.3	55	94.8
	Spring 2013	56	39	< 80	24	61.5	20	83.3
				≥ 80	15	38.5	15	100.0
MATH 0123	Fall 2012	246	187	< 44	53	28.3	30	56.6
				44 - 74	108	57.8	102	94.4
				> 74	26	13.9	26	100.0
	Spring 2013	94	63	< 44	20	31.7	18	90.0
				44 - 74	28	44.4	28	100.0
				> 74	15	23.8	15	100.0
MATH 0133	Fall 2012	276	205	< 44	23	11.2	8	34.8
				44 - 74	83	40.5	64	77.1
				> 74	99	48.3	96	97.0
	Spring 2013	213	160	< 44	37	23.1	32	86.5
				44 - 74	77	48.1	72	93.5
				> 74	46	28.8	45	97.8

* % is number of students in group divided by number with CPT score

** % is number of students passing in group divided by number of students in group

Table C
OVERALL SUCCESS RATES
Fall 2012 and Spring 2013

Course	Semester	Enrolled	I and AU	N for Pass Rate	Passed		Failed	
					n	%	n	%
ENGL 0123	Fall 2012	153	0	153	120	78.4	33	21.6
	Spring 2013	56	0	56	35	62.5	21	37.5
ENGL 1113	Fall 2012	727	3	724	593	81.9	131	18.1
	Spring 2013	274	0	274	210	76.6	64	23.4
MATH 0123	Fall 2012	246	0	246	158	64.2	88	35.8
	Spring 2013	94	0	94	61	64.9	33	35.1
MATH 0133	Fall 2012	276	0	276	168	60.9	108	39.1
	Spring 2013	213	0	213	149	70.0	64	30.0
MATH 1513	Fall 2012	653	0	653	477	73.0	176	27.0
	Spring 2013	352	0	352	267	75.9	85	24.1

Table D
NUMBER OF STUDENTS RESPONDING
TO NSU ASSESSMENT INVENTORIES

TYPE	INVENTORY	SEMESTER								
		Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013
PLACEMENT	CPT - Sentence Skills*	10	536	113	18	368	56	17	427	54
	CPT - Elementary Algebra*	18	825	167	27	607	108	35	650	95
	CPT - Reading Comprehension*	9	431	94	21	311	50	17	360	45
MID-LEVEL	College Base									
	Proficiency Profile		20	42			88		91	140
INSTITUTIONAL EFFECTIVENESS/STUDENT PERCEPTIONS	Senior Survey	6	45	65		38	164			25
	Alumni Survey									
	UCLA Freshman Survey		1,025			839				859
	NSSE						708			542
	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		88	91	140
NSU Score	437	440		438	430	436
National Average	437	443		441	428	431

Table F

Assessments Used at NSU

Entry/Placement:

- ACT as first placer
- Accuplacer CPT as second placer
- Writeplacer

General Education:

- ETS Proficiency Profile
- Course Evaluation

Program:

- NSU Program Self-Development
- ETS Field Tests
- Other National Assessments

Student Satisfaction:

- Freshman Survey
- Seniors Survey
- NSSE

Table G
REMEDICATION REPORT
2012 - 2013

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 941 individuals participated in some type of assessment process for placement purposes.

	College Courses		Remediation		Total
	# Tests	%	# Tests	%	# Tests
ENGLISH	238	47.8	260	52.2	498
MATH	116	14.9	664	85.1	780
SCIENCE	156	41.7	218	58.3	374
READING	222	52.6	200	47.4	422
TOTAL	732	35.3	1342	64.7	2074