

**NORTHEASTERN STATE UNIVERSITY  
ANNUAL REPORT OF 2016-17 STUDENT ASSESSMENT ACTIVITY**

**Executive Summary**

**Contextual Information**

NSU's assessment objectives remain consistent with the institutional mission of providing quality education in selected disciplines. The 2016-2017 report reflects assessment practices that are consistent with the Oklahoma State Regents for Higher Education (OSHRE) assessment policies. NSU's inventory of assessments includes the following:

**Entry / Placement:** ACT (first placement), *AccuPlacer* CPT (secondary placement)

**General Education:** Key assessments aligned to General Education outcomes embedded within General education courses.

**Program:** National assessments, ETS field tests, program self-development.

**Student Satisfaction:** NSSE, Instructor Evaluations

**Entry-Level Assessment**

During 2016-17, NSU continued to utilize the online *AccuPlacer* tests to appropriately place students whose ACT scores were substandard or indicated a deficiency in preparation for college-level work. During the 2016-2017 academic year, 598 students enrolled at NSU required placement testing, and many were assessed in more than one area. NSU administered more mathematics assessments than any other area. Success rates in remedial courses range from a low of 59.4% in Math 0133 Intermediate Algebra to a high of 85% in ENGL 0113 Reading Enhancement. This assessment cycle introduced the full implementation of the co-requisite model for remediating entry-level academic deficiencies. Students within a specific range on the appropriate placement test may elect to enroll in the college level course with a required co-requisite lab. Early data indicate an average success rate of 67.9% for Math co-requisite courses and 89.3% for English co-requisite courses.

**Mid-Level Assessment:**

Building on earlier pilot efforts, the General Education committee supervised full implementation of course-embedded assessments to measure student learning for the outcomes and objectives in any GE category. The effort involved in collecting data on individual outcomes and non-discrete nature of the results led the General Education committee to streamline and better define institutional general education outcomes and expectations.

**Program Outcomes Assessment:**

Program coordinators complete a standardized form reporting assessment in the major and submit that form to the Office of Institutional Effectiveness each September. Student learning outcomes, the numbers of students assessed, the assessment instrument, and any requests for institutional services are included in this report. Programs use standardized licensure examinations, program-developed pre-post tests, and course-embedded assessments to assess student learning outcomes. Academic programs reviewed assessment findings and initiated necessary curricular or instructional revisions. A complete accounting of these changes/modifications may be found within the body of the report.

**Student Satisfaction:**

NSU continues to use Student Course Evaluations and the National Survey of Student Engagement (NSSE) as instruments to measure student satisfaction.

Student course evaluations document overall satisfaction. Instructor evaluation data revealed that student responses to the item regarding instructor effectiveness for all faculty averaged 4.30/5.0 in fall 2016 and 4.24/5.0 in spring 2017. During fall 2016 and spring 2017 respectively, 443 and 389 faculty members were evaluated with a high degree of student satisfaction.

**Conclusions**

Northeastern State University takes pride in an iterative assessment process that guides program and institutional changes. Placement for zero level instruction has been successful for several years and data show student learning gains. The General Education committee's work to fully implement course-based assessment has strengthened sequence and serves as a guide for maintaining a rigorous general education curriculum. Program faculty continue to seek ways to better measure the success of their majors and the effectiveness of programs. Student satisfaction measures indicate students find value in their experiences at NSU.

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Narrative Questions**

**Section 1 - Entry Level Assessment and Course Placement**

**Activities**

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

Entry-level assessment begins with ACT subscores in English, mathematics, science and reading. If the subscore is 19 or greater, the student is placed in college level coursework. If the subscore is less than 19 secondary measures are used to determine placement. If the subscore in English, mathematics, and/or reading is a 17 or 18, the student's high school performance in the deficient subject areas is reviewed and compared to defined criteria. Students meeting the criteria are placed in college level courses while students not meeting the criteria take a secondary exam. NSU utilizes the College Board's CPT *AccuPlacer* version for placement which is administered by the University Advisement Center. Students are notified before their on-campus enrollment session, and many students take advantage of testing early, thus facilitating enrolling on-site. Students may also make an appointment to test through the NSU Testing Services Office.

**I-2. How were students determined to need remediation?**

Students whose ACT sub-scores are less than 19 and who score at or above a defined "secondary test" criterion are permitted to enroll in college level course work. Students who score below the respective criterion on the secondary measure are required to enroll in remedial course work. Criterion based on high school gpa (if the student scored 17 or 18) are as follows: English, 3.25 in English classes; mathematics, 3.25 in math classes; and reading, 3.0 overall gpa. Table A, below, outlines Accuplacer scores and designated class placement.

**Table A: Accuplacer - Placement Scores**

<b>SUBJECT</b>	<b>SCORE</b>	<b>CLASS</b>
<b>Reading</b>	74 and below	ENGL 0113 - Reading Enhancement
	75 and up	No Reading Class
<b>English</b>	59 and below	ENGL 0123 - Writing Enhancement
	60 to 79	ENGL 0123 - Writing Enhancement <b>OR</b> ENGL 1113 with ENGL 1111 co-req lab
	80 and up	ENGL 1113 - Freshman Comp I
<b>Mathematics</b>	43 and below	MATH 0123 - Elementary Algebra
	44 to 74	MATH 0133 - Intermediate Algebra <b>OR</b> MATH 1473 with MATH 1471 Applied Mathematics Lab <b>OR</b> MATH 1513 with MATH 1511 College Algebra Lab

	75 and up	MATH 1473 - Applied Mathematics <b>OR</b> MATH 1513 - College Algebra
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Table A is summarized as follows:

- Students scoring 80 or above on the CPT - Sentence Skills test are placed in English 1113, Freshman Composition I. Students scoring a 60 to 79 are provided the option to enroll in ENGL 0123 Writing Enhancement *or* ENGL 1113 with the ENGL1111 co-requisite lab. Students scoring below 80 are placed in English 0123, Writing Enhancement.
- Students scoring below 75 on the CPT - Reading Comprehension are required to complete ENGL 0113, Reading Enhancement during the first semester of enrollment.
- 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 provided the option to enroll in Math 0133, Intermediate Algebra *or* the college level math course along with the specific co-requisite lab for that course. Students scoring below 44 are placed in Math 0123, Elementary Algebra.
- 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, 3) CPT-Elementary Algebra is 75 or above and CPT-Reading Comprehension is 75 or above, 4) CPT-Elementary Algebra is 75 or above and CPT-Sentence Skills is 80 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. What options are available for students to remediate lack of preparedness?**

Oklahoma has partnered with Complete College America causing NSU to alter its approach to developmental education. NSU has moved to a co-requisite model for some general education mathematics and English courses. The CCA agreement requires that 75% of all students needing some developmental work in Oklahoma be involved in this co-requisite approach. To meet this challenge, NSU piloted a co-requisite model for Mathematics and English. As described in section I-2 above, students scoring between 60-79 on the English CPT and between 44-74 on the Math CPT are given the option to enroll in the college level course along with a co-requisite lab. This model is now implemented every fall and spring semester, with co-requisite sections being added to meet the demand. The percent of the first-time full-time entering class enrolled in remedial courses has decreased from 42% in fall 2013 to 23% in fall 2016 as more students elect the college level/co-requisite lab combinations.

Additionally, students required to, or choosing to, enroll in the zero level remediation course, may retest to obtain the requisite score for college level course placement. As noted in section I-1, the University Advisement Center administers the *AccuPlacer* which includes English, mathematics, and reading. This office provides testing on a daily basis by appointment, and most activity takes place during the spring and summer semesters as incoming freshmen and transfer students test for the fall semester. A policy regarding retesting in zero level classes was developed and a statement placed in the college catalog. Students are allowed to re-test one time after 30 days have elapsed, but only one opportunity for a retest is allowed. Test results are generated, and enrollment occurs at the same time in the advisor's office. NSU's Developmental Education committee has recommended a revision to this existing policy to allow students to retest more frequently and at a week's interval. That policy is under review for implementation in 2018.

Tutoring is available for the students who have difficulty through several campus tutoring centers and online tutoring services. The progress of first time full-time students is monitored through an early alert system and mid-term grades.

## Analyses and Findings

### I-4. Describe analyses and findings 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 or approaches to teaching as a result of the findings?

#### *Placement Test Summary*

A total of 1,282 tests and 598 students participated in some form of entry-level assessment. See Table B, below. The data provided in Table B include individuals who were admitted regardless of whether they enrolled, started class, or paid tuition (per regent's request). The percentage in each category represent the percentage of CPT takers admitted at either the college or remedial level for that subject matter.

**Table B: Placement Summary, 2016-2017**

	College Courses		Remediation		Total
	# Tests	%	# Tests	%	# Tests
ENGLISH	138	41.1	198	58.9	336
MATH	100	18.9	429	81.1	529
READING	101	48.8	106	51.2	207
SCIENCE	113	53.8	97	46.2	210
<b>TOTAL</b>	452	35.3	830	64.7	1282

*Secondary Placement Testing*

Students must complete zero level courses with a grade of ‘C’ or better, or score appropriately on placement tests to remove the deficiency. Students enrolled in freshman level courses must earn a grade of D or better. The CPT is re-administered at the end of the semester to determine competency. Table C refers to post-course placement data using CPT. The table identifies the total number enrolled and the total number completing the secondary CPT with the grouping score. For example, in AY 16/17, 77 students were enrolled in ENGL 0113, Reading Enhancement. Sixty-five students took the end of semester CPT. 29.2% (n=19) of the students scored at or above the CPT cut-score ( $\geq 75$ ) and 70.8% (n=46) scored below. However, 100% of the students who completed the course earned a passing grade. Review Table C for secondary placement scores in other remedial courses. Note, Table C also includes the ENGL and MATH co-requisite lab courses because enrollment is largely determined by placement test scores. Students enrolled in these courses *are not* enrolled in one of the other remedial courses.

**Table C: Placement Data for Reading, English, and Math**

Course	Semester	Enrolled	N for CPT	CPT Scores			Passing Grade	
				Group	n	%*	n	%**
ENGL 0113 Reading Enhancement	Fall 2016	60	51	< 75	36	70.6	36	100.0
				$\geq 75$	15	29.4	15	100.0
	Spring 2017	17	14	< 75	10	71.4	10	100.0
				$\geq 75$	4	28.6	4	100.0
ENGL 0123 Writing Enhancement	Fall 2016	52	36	< 80	22	61.1	21	95.5
				$\geq 80$	14	38.9	14	100.0
	Spring 2017	24	20	< 80	16	80.0	13	81.3
				$\geq 80$	4	20.0	4	100.0
ENGL 1111 (ENGL 1113 Co-requisite Lab)	Fall 2016	78	74	< 80	33	44.6	32	97.0
				$\geq 80$	41	55.4	41	100.0
	Spring 2017	25	20	< 80	7	35.0	6	85.7
				$\geq 80$	13	65.0	13	100.0
MATH 0123 Elementary Algebra	Fall 2016	133	106	< 44	41	38.7	35	85.4
				44 - 74	58	54.7	56	96.6
				> 74	7	6.6	7	100.0
	Spring 2017	50	34	< 44	9	26.5	6	66.7
				44 - 74	21	61.8	19	90.5
				> 74	4	11.8	4	100.0
MATH 0133 Intermediate Algebra	Fall 2016	106	76	< 44	13	17.1	6	46.2
				44 - 74	29	38.2	23	79.3
				> 74	34	44.7	30	88.2
	Spring 2017	31	27	< 44	5	18.5	2	40.0

				44 - 74	9	33.3	8	88.9
				> 74	13	48.1	13	100.0
<b>MATH 1471 Applied Mathematics</b>	Fall 2016	0	0	< 44				
				44 - 74				
				> 74				
	Spring 2017	10	8	< 44	1	12.5	1	100.0
				44 - 74	6	75.0	6	100.0
				> 74	1	12.5	1	100.0
<b>MATH 1511 (MATH 1513 Co-requisite Lab)</b>	Fall 2016	106	77	< 44	8	10.4	7	87.5
				44 - 74	43	55.8	41	95.3
				> 74	26	33.8	26	100.0
	Spring 2017	124	82	< 44	23	28.0	21	91.3
				44 - 74	43	52.4	42	97.7
				> 74	16	19.5	16	100.0

\* % 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

### Success Rates

Table D summarizes the overall course/deficiency success rates. For remedial courses, the term “passed” indicates either a passing grade in the course or a passing score on the CPT remediated the deficiency.

Fall 2016 math pass rates were 77.3% and 59.4% for MATH 0123, Elementary Algebra and MATH 0133, Intermediate Algebra respectively. Spring 2017 pass rates were 62% and 74.2% for 0123 and 0133 respectively.

Fall 2016 English pass rates were 67.3% for ENG 0123, Writing Enhancement and 70.8% in spring 2016. NSU feels that the method and effectiveness of placement decisions are valid. Cut scores have changed very little in the past several years.

Table D includes co-requisite course data. As noted earlier, students scoring between 60-69 and 44-74 respectively on the English and Math placement exams may elect to enroll in the college level course *along with* a co-requisite lab instead of the remedial course. 93.6% of the students enrolled in the fall 2016 ENGL 1113 and ENGL 1111 passed the course. 76% of the students enrolled in the spring 2017 sections passed the course. The math co-requisite course options include MATH 1473 Applied Math along with MATH 1471. The course was not offered in fall 2016. In spring 2017, 80% of the students enrolled (8 out of 10) passed the course. The alternative math co-requisite option, chosen by most students, is MATH 1513 College Algebra along with MATH 1511. The fall 2016 pass rate was 71.7% and the spring 2017 pass rate was 63.7%.

In general, the introductory mathematics and English composition success rates are higher as the need for remediation decreases. The data shows an 18-point difference in

the pass rates between the fall 2016 remedial course (ENGL 0123) and the college level course (ENGL 1113). Similarly, a 12-point difference exists between MATH 0133 Intermediate Algebra and MATH 1513 College Algebra. However, unlike previous years, the pass rate in MATH 0123 Elementary Algebra was 6 points greater than the pass rate in MATH 1513.

The pass rate comparison between the co-requisite and traditional college level courses proves interesting, particularly in math. By placement score, students scoring between 44-74 are eligible to enroll in MATH 1513/MATH 1511 or MATH 0133. As noted above, in fall 2016, the pass rate in the MATH 1513/MATH 1511 combination exceeded MATH 0133 by 12 points. In fall 2016, there was a 0.5 percentage point difference in the pass rate between the co-requisite and the traditional MATH 1513 courses. There was no significant difference between the pass rates for those students in the co-requisite college level math course and those in the traditional college level math course, even though the ACT and CPT placement scores for students in the co-requisite math course were similar to those in the intermediate remediation course. There was, as noted above, an appreciable difference in the pass rate between the intermediate remediation course and the co-requisite college level course. However, in spring 2017 the difference between the pass rates in the co-requisite and traditional college level math courses widened to 7 points. This will be monitored in future semesters to identify any trends in the differences between the co-requisite and traditional college level course models.

**Table D: Overall Success Rates, Fall 2016 and Spring 2017**

Course	Semester	Enrolled	I and AU	N for Pass Rate	Passed		Failed	
					n	%	n	%
ENGL 0113	Fall 2016	60	0	60	51	85.0	9	15.0
	Spring 2017	17	0	17	14	82.4	3	17.6
ENGL 0123	Fall 2016	52	0	52	35	67.3	17	32.7
	Spring 2017	24	0	24	17	70.8	7	29.2
ENGL 1111	Fall 2016	78	0	78	73	93.6	5	6.4
	Spring 2017	25	0	25	19	76.0	6	24.0
ENGL 1113 w 1111	Fall 2016	78	0	78	73	93.6	5	6.4
	Spring 2017	25	0	25	19	76.0	6	24.0
ENGL 1113 ONLY	Fall 2016	646	1	645	549	85.1	96	14.9
	Spring 2017	181	0	181	122	67.4	59	32.6
ENGL 1113 TOTAL	Fall 2016	724	1	723	622	86.0	101	14.0
	Spring 2017	206	0	206	141	68.4	65	31.6
MATH 0123	Fall 2016	133	1	132	102	77.3	30	22.7
	Spring 2017	50	0	50	31	62.0	19	38.0
MATH 0133	Fall 2016	106	0	106	63	59.4	43	40.6
	Spring 2017	31	0	31	23	74.2	8	25.8

<b>MATH 1471</b>	Fall 2016	0		0				
	Spring 2017	10	0	10	8	80.0	2	20.0
<b>MATH 1473 w 1471</b>	Fall 2016	0		0				
	Spring 2017	10	0	10	8	80.0	2	20.0
<b>MATH 1473 ONLY</b>	Fall 2016	45	0	45	45	100.0	0	0.0
	Spring 2017	75	0	75	52	69.3	23	30.7
<b>MATH 1473 TOTAL</b>	Fall 2016	45	0	45	45	100.0	0	0.0
	Spring 2017	85	0	85	60	70.6	25	29.4
<b>MATH 1511</b>	Fall 2016	106	0	106	76	71.7	30	28.3
	Spring 2017	124	1	123	80	65.0	43	35.0
<b>MATH 1513 w 1511</b>	Fall 2016	106	0	106	76	71.7	30	28.3
	Spring 2017	124	0	124	79	63.7	45	36.3
<b>MATH 1513 ONLY</b>	Fall 2016	539	0	539	384	71.2	155	28.8
	Spring 2017	306	0	306	217	70.9	89	29.1
<b>MATH 1513 TOTAL</b>	Fall 2016	645	0	645	460	71.3	185	28.7
	Spring 2017	430	0	430	296	68.8	134	31.2

### *Student Progress*

Student progress is tracked through the University Advisement Center, overseen by the Office of Academic Affairs. As noted, 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.

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 Advising Center uses an early alert/retention tracking software, *Beacon* to help monitor student performances across semesters.

NSU continues to seek improvement in the success rate in all remedial work by looking at alternate means of instructional delivery. A developmental education committee monitors all remedial instruction.

### *Changes Informed by the Data*

Mathematics 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.

In an ongoing study done by the Office of Institutional Effectiveness, it was determined that the change between pre- and post-CPT scores correlated well with the individual course grades. This result indicated that the students were properly placed.

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 used for both MATH 0123, Elementary Algebra and MATH 0133, Intermediate Algebra. Faculty with public school experience are often hired as adjuncts for zero level classes because of their familiarity and demonstrated skill in working with students who struggle in mathematics. Mathematics faculty are also participating in the state's Math Pathways discussions and have created new courses MATH 1313 Introduction to Statistics and MATH 1311 Introduction to Statistics Lab in anticipation of future changes.

The English faculty 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 are upgraded regularly.

Science faculty continue to look for an alternate placement test since the CPT does not include a specific science component. General education requirements in the biological and physical sciences have been revised to include more laboratory experiences for courses designed for non-science majors.

Both English and mathematics faculty teaching zero level classes have made adjustments and are using a common syllabus without minimizing academic rigor. 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. Consistent with Regents' policy, students must achieve a "C" or better to pass the remedial class. Administrative withdrawal is being used in all zero level classes for students not attending.

At the end of a five-year, Title III grant funded program, the NSU's Student Academic Success Center (SASC) was re-titled the University Advising Center. The UAC continues to serve students with a focus on increasing student retention and graduation rates. UAC's academic and career advisors oversee NSU's early alert system and follow-up on faculty referrals for students having difficulty. The UAC works with NSU's tutoring offices and online tutoring system and is overseeing a new effort to better track the number and times students seek tutoring.

A similar grant funded effort, the Native American Support Center, serves American Indian students. NASC offers programs involving scholars, tribal communities, faculty, staff, and mentors to enhance the educational and professional opportunities for NSU students and graduates.

The Athletic Department has an 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 the institutional general education competencies/outcomes and how they are assessed.**

The NSU General Education outcomes are as follows:

1. Communicate effectively through writing, listening, speaking, and reading;
2. Recognize and analyze works in the humanities (literature, art, music, philosophy, and religion) as expressions used to communicate perspectives on the human condition;
3. Identify and evaluate political, historical, and social forces that shape the past, present, and future;
4. Become globally-aware citizens through an understanding and appreciation of human and cultural diversity;
5. Understand physical and biological phenomena and their importance for the welfare of society;
6. Apply methods of scientific inquiry;
7. Use quantitative symbolic systems to solve problems and interpret data;
8. Understand and apply concepts and activities that promote good health and life skills; and
9. Use critical thinking to analyze and solve problems.

NSU has a structured general education program. Students must choose courses in the following categories:

1. Written and Oral Communication
2. Humanities
3. Social & Behavioral Science
4. Natural Sciences
5. Quantitative Analysis
6. Life Skills
7. Global Perspectives

The NSU General Education Committee developed indicators for general education outcomes 1-8 that align with the general education category categories. General Education outcome 9, assessing the use of critical thinking in problem solving applications, is generally aligned throughout the general education curriculum. Table F provides a complete list of the categorical indicators as aligned to the specific general education outcome. The outcomes/indicators are embedded within the courses by category. An assessment has been developed to cover the outcome criterion within each course. The assessment is administered every time the course is taught. One faculty member per course is responsible for gathering the assessment data from the multiple

sections and submitting an annual report. That data is compiled into Table G for review.

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

Course-embedded assessments were designated by faculty as key course assignments. A common assignment is used across multiple sections of the same course to facilitate data aggregation. Course embedded assessments are administered to all students enrolled in the general education course.

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

Course-embedded assignments feel more authentic to students and thus the General Education Committee believes the effort students' put forth is more meaningful. Additionally, the assessments align to course outcomes and are frequently graded assignments or tests within the course.

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

As the assessment occurs at the course level, changes are discussed and planned at the course level. In the annual report, faculty describe changes and/or plans for future courses. Please see the "Note" section in Table G for a review of the planned changes on a course by course basis.

**Analysis and Findings**

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

See Table G for the results of each assessment by general education course.

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

Currently, the only tracking system for student performance over time is through the cumulative GPA. Recognizing the need to temporally aggregate data at the student level, NSU is implementing an assessment protocol, entitled Degrees of Excellence that will track student performance over time. NSU recently approved institutional learning outcomes. See Appendix 1 for a comprehensive outcome list. The general education outcomes will be aligned to the institutional outcomes. Similar to the general education assessment strategy, the institutional outcomes will be course embedded. NSU has adopted a campus wide license with Chalk and Wire to organize the assessment infrastructure throughout the institution and collect assessment data. This will allow student performance to be tracked over time. Initial data should be available for the AY

2017-2018 Assessment Report.

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

As a function of implementing the Degrees of Excellence, the General Education committee and Student Learning Assessment committee are collaborating to revise the general education outcomes and streamline the general education assessment strategy. Chalk and Wire will be introduced campus wide to allow for consistent data collection and reporting.

**Table F: General Education Student Learning Outcomes and Indicators**

**GE Outcome 1: Communicate effectively through writing, listening, speaking, and reading**

**Indicators:**

1. Use standard vocabulary, punctuation, and grammatical constructions
2. Practice reading closely, noting agreements and disagreements, and making application in their own work
3. Produce written or oral communication that demonstrates audience analysis
4. Communicate effectively with people from other cultures and backgrounds
5. Demonstrate basic research skills
6. Write a research essay
7. Employ one's own writing or speaking voice effectively

**GE Outcome 2: Recognize and analyze works in the humanities (literature, art, music, philosophy, and religion) as expressions used to communicate perspectives on the human condition**

**Indicators:**

1. Describe various expressions of emotion, intellect, and imagination
2. Describe the beliefs, achievements, customs, and values of different cultures in varying times and places
3. Demonstrate observational and critical thinking abilities
4. Apply historical knowledge to contemporary issues and problems
5. Define, discuss, and articulate one's own values

**GE Outcome 3: Identify and evaluate political, historical, and social forces that shape the past, present, and future**

**Indicators:**

1. Explain the methods of science as applied to human behavior
2. Describe the processes used by historians, social scientists, and behavioral scientists to explain human behavior and social systems
3. Describe the historical experience, legacy, political institutions, and systems of the U.S.

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5. Describe the processes used by historians, social scientists, and behavioral scientists to explain human behavior and social systems
6. Describe the historical experience, legacy, political institutions, and systems of the U.S.

**GE Outcome 4: Become globally-aware citizens through an understanding and appreciation of human and cultural diversity**

**Indicators:**

1. Describe cultural influences on their own values and assumptions
2. Analyze different cultures from a comparative perspective
3. Communicate with members of different cultural groups with respect and maturity
4. Value human and cultural diversity
5. Establish causal relationships
6. Demonstrate skills in making measurements and analyzing data

**GE Outcome 5: Understand physical and biological phenomena and their importance for the welfare of society, and  
GE Outcome 6: Apply methods of scientific inquiry**

**Indicators:**

1. Explain the methodology and facts of both biological and physical science
2. Describe the scientific nature of the physical world and of living organisms
3. Generate and test hypotheses
4. Use the scientific method to evaluate hypotheses and conclusions
5. Establish causal relationships
6. Demonstrate skills in making measurements and analyzing data

**GE Outcome 7: Use quantitative symbolic systems to solve problems and interpret data**

**Indicators:**

1. Solve problems using basic arithmetic and algebra
2. Use logical reasoning
3. Communicate with symbols
4. Draw valid inferences from data presented in the form of a graph
5. Creatively apply known results to new situations

**GE Outcome 8: Understand and apply concepts and activities that promote good health and life skills**

**Indicators:**

1. Describe how lifestyle choices affect physical, psychosocial, and emotional health
2. Explain personal finance and associated consumer issues

3. Explain the effect of decision-making on lifestyle outcomes
4. Apply technological tools and resources for lifelong learning

**GE Outcome 9: Use critical thinking to analyze and solve problems**

**Table G: General Education Assessment Results**

COURSE	STUDENT LEARNING OBJECTIVE	INSTRUMENT	#	RESULT	NOTES
ART 2023	A) Exploring various expressions of emotion, intellect, and imagination B) Exploring the beliefs, achievements, customs, and values of different cultures in varying times and places C) Developing observational and critical thinking abilities D) Applying historical knowledge to contemporary issues and problems E) Defining, discussing, and articulating one's own values	Pre/Post Written Assignments	59	Pre 59% Post 90% Pre 62% Passed Post 99% Passed	
BIO 1111 BIO 1123	Methodology and facts of both biological and physical science	Multiple choice final	210	62% Passed	This course will not be taught again and will be removed from the GE course selection
BIO 1113	Fall: Understanding the methodology and facts of both biological and physical science Spring: 1. Describe and apply the scientific method 2. List the common characteristics of living organisms 3. List and describe the roles of the major classes of biomolecules 4. Describe cell structure and the basic cellular processes that maintain life 5. Describe the nature, function, and transmission of genetic information 6. Describe the mechanisms of evolution and outline the resulting diversity of species	Multiple choice final exam	Fall: 172 Spring: 203	Fall: 79% Passed Spring: 1) 98% Passed 2) 89% Passed 3) 86% Passed 4) 73% Passed 5) 69% Passed 6) 70% Passed	No changes anticipated in the first three SLOs. Course revision efforts will focus on the last three SLO areas.
BIO 1114	Making measurements and analyzing data	Written lab report		75% meet expectations	A change in the way that students learn to construct lab reports has been developed and implemented this semester. Rather than expect students to write a report all at once, they are being asked to learn how to write each section and then will be asked to put this together in two final full lab reports. This is being done to allow students the time to really develop better writing skills and to

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					understand the nature of a lab report.
BIO 1131	Describe the steps of the scientific method as it applies to biology	Multiple choice final	101	99% met expectations	
COMM 1113	A. Using standard vocabulary... constructions B. Learning to read closely and make application... work C. Performing audience analysis E. Learning Basic Research Skills G. Learning how to employ one's own speaking voice	Pre/Post related to Speech Anxiety & Grades on speeches	413 366 371 286 282	Pre/Post p<.001 Fall Speeches 95% & 93% Spring Speeches 95% & 68%	
COMM 2213	A. Using standard vocabulary... constructions B. Learning to read closely and make application... work C. Performing audience analysis E. Learning Basic Research Skills G. Learning how to employ one's own speaking voice	Pre/Post related to Speech Anxiety & Grades on speeches	45	Pre/Post p<.04 Fall Speeches 21 passed Spring Speeches 27 passed	
COMM 3223	A. Using standard vocabulary... constructions C. Performing audience analysis D. Communicating effectively with people w/diversity G. Learning how to employ one's own speaking voice	Pre/Post related to Speech Anxiety & Grades on speeches	31	Pre/Post P<.001  Speeches 31 passed	
COMM 3303	A. Using standard vocabulary... constructions C. Performing audience analysis D. Communicating effectively with people w/diversity G. Learning how to employ one's own speaking voice	Pre/Post related to Speech Anxiety & Grades on speeches	35	Pre/Post tests from p<.001 to p=.005  Speeches 34 passed	
CS 1003	1. Learn the basics of computer hardware including how computers work and current terminology. 2. Develop a basic understanding of what computer software is: applications and operating systems.	20 question End of Instruction assessment	397	1. 283 met expectations 2. 215 met expectations 3. 283 met	Many student have a difficult time with Database Management with Microsoft Access and differentiation between software types; Operating Systems and Application.

COURSE	STUDENT LEARNING OBJECTIVE	INSTRUMENT	#	RESULT	NOTES
	<p>3. Learn to effectively use the Microsoft Windows operating system; understand how to run application programs (including multitasking) and how to manage files, and folders, and drives.</p> <p>4. Develop a basic understanding of networks and how networked systems operate.</p> <p>5. Learn to effectively use a word processor (Microsoft Word). Become proficient in all of the basic features and some advanced features including tables, styles, and graphics.</p> <p>6. Learn to effectively use a spreadsheet (Microsoft Excel) for basic applications: create new spreadsheets, write and use simple formulas, use standard functions such as sum and average, and move and manipulate existing spreadsheets.</p> <p>7. Learn to create a presentation (Microsoft PowerPoint) using design templates.</p> <p>8. Introduction to relational database programs with Microsoft Access.</p> <p>9. Become aware of professional, personal, social, and legal issues that are involved in using computers and the Internet.</p>			<p>expectations</p> <p>4. 296 met expectations</p> <p>5. 261 met expectations</p> <p>6. 283 met expectations</p> <p>7. 335 met expectations</p> <p>8. 205 met expectations</p> <p>9. 280 met expectations</p>	<p>First, we will examine our assessment tool for refinement of question used. Second, re-align course outcomes with OSHRE Computer Literacy expectations</p>
ENG 3413	<p>1. Recognize and describe cultural influences on their own values and assumptions</p> <p>2. Demonstrate an awareness and understanding of different cultures in a comparative perspective.</p> <p>[3. Interact and communicate effectively with members of different cultural groups with respect and maturity.</p> <p>NOT MEASURED: No opportunities in course of direct interaction with people from other cultures.]</p> <p>4. Demonstrate global-awareness by</p>	<p>15 multiple choice question pre/post test (Criteria: at least 50% of students should improve by 20% or more)</p>	41	<p>Fall</p> <p>53% improved 20% or more</p> <p>Spring</p> <p>58% improved 20% or more</p>	<p>Because Dr. Mercer wrote the test, there is a discrepancy between the performance of his students and Dr. Cowlshaw's. We need to revise the test to better reflect the content of Dr. Cowlshaw's courses.</p>

COURSE	STUDENT LEARNING OBJECTIVE	INSTRUMENT	#	RESULT	NOTES
	explaining human and cultural diversity.				
FIN 2113	<ul style="list-style-type: none"> <li>•Understand personal finance and associated consumer issues</li> <li>•Understand the effect of decision-making on lifestyle outcomes</li> </ul>	31 question multiple choice	31	Fall 75% met or exceeded Spring 72% met or exceeded	Jump\$tart.org Financial Literacy test Criteria is average score of high school seniors (62.2%)
GEOG 2003	4. Becoming globally-aware citizens through an understanding and appreciation of human and cultural diversity.	Pre/post quizzes	205	Fall Pre 73% Post 79% - Spring Pre 74% Post 78%	Re-evaluate quizzes and develop ways to improve student learning.
GEOG 2133					This course was not offered during the reported period.
GEOG 2243	2. Analyze and explain the content and processes used by historians, social scientists and behavioral scientists to explain human behavior and social systems.	Pre/post skills survey	Fall 28 Spring 29	Fall indicated content knowledge increased  All confidence scores rose from slightly aware to fairly aware/extremely aware	Problem collecting Spring post data
GEOG 2253	2. Developing an awareness and understanding of different cultures in a comparative perspective.	Pre/post survey	Pre 283 Post 219	8 of 17 questions measure student confidence. All confidence rose from slightly aware to fairly aware/extremely aware.  Of the 3 map skills questions, one showed improvement, but the others were virtually the same. Of the remaining questions, 5 showed marked improvement with 1 indicating no change.	Re-evaluate quizzes and develop ways to improve student learning.

COURSE	STUDENT LEARNING OBJECTIVE	INSTRUMENT	#	RESULT	NOTES
GEOL 1114	<ol style="list-style-type: none"> <li>1. Outline basic physical geology topics</li> <li>2. Recognize connections among the geosphere, biosphere, atmosphere, and hydrosphere</li> <li>3. Apply a geologic time perspective to the earth processes which shape the landscape of our planet</li> <li>4. Interpret graphs of experimental data</li> <li>5. Identify samples of common rocks and minerals</li> <li>6. Interpret geologic charts, maps, and photos</li> </ol>	<ol style="list-style-type: none"> <li>1&amp;2) Final exam essay questions</li> <li>3,5-6) Final exam multiple choice</li> <li>4) Exam 4 question</li> </ol>	<ol style="list-style-type: none"> <li>1-3,5-6) 23</li> <li>4) 22</li> </ol>	<ol style="list-style-type: none"> <li>1. 57% successful</li> <li>2. 65% successful</li> <li>3. 91% successful</li> <li>4. 77% successful</li> <li>5. 65% successful</li> <li>6. 52% successful</li> </ol>	<ol style="list-style-type: none"> <li>1) Emphasize connections between earth hazards and plate tectonics in lab class.</li> <li>2) Review spheres of Earth and their connections in lab in addition to the online lecture.</li> <li>4) Devote an entire lab class to lab 16.</li> <li>5&amp;6) Offer face-to-face review sessions earlier in the semester</li> </ol>
H ED 1113	<ul style="list-style-type: none"> <li>• Describe how lifestyle choices affect physical, psychosocial, and emotional health</li> <li>• Explain the effect of decision-making on lifestyle outcomes</li> </ul>	50 multiple choice pre/post test	Fall Pre 609 Post 458 Spring Pre 139 Post 107	Fall Pre 24% Post 25%  Spring Pre 53% Post 55%	
HFS 1103	<ol style="list-style-type: none"> <li>1. Describe how lifestyle choices affect physical, psychosocial, and emotional health</li> <li>2. Analyze and describe that effect of decision-making on lifestyle outcomes</li> </ol>	Writing assignment	120	93% met expectations	
HFS 3113	2. Analyze and describe personal finance associated with consumer issues	Writing assignment	48	94% met expectations	
HIST 1113	<ul style="list-style-type: none"> <li>• Exploring the beliefs, achievements, customs, and values of different cultures in varying times and places</li> <li>• Applying historical knowledge to contemporary issues and problems</li> </ul>	50 question multiple choice	95	Pre 4% passed Post 51% passed Scores increased 29% 88% showed improvement	We will continue to evaluate the test instrument and make changes based on an item analysis of each question.  We will continue evaluating ways of improving the students' learning environment.
HIST 1213	<ul style="list-style-type: none"> <li>• Exploring the beliefs, achievements, customs, and values of different cultures in varying times and places</li> <li>• Applying historical knowledge to contemporary issues and problems</li> </ul>	50 question multiple choice	182	Pre 5% passed Post 62% passed Scores increased 26% 92% showed improvement	We will evaluate the test instrument and make changes based on an item analysis of each question, and we have already held a meeting to discuss ways of addressing student weakness demonstrated by the test and will continue evaluating ways of improving the students' learning environment.
HIST 1483	<ul style="list-style-type: none"> <li>• Applying historical knowledge to contemporary issues and problems</li> </ul>	50 question multiple	334	Pre 16% passed Post 61% passed	Faculty teaching the American history surveys will evaluate the test instrument and make changes

COURSE	STUDENT LEARNING OBJECTIVE	INSTRUMENT	#	RESULT	NOTES
	<ul style="list-style-type: none"> <li>Understanding the historical experience, legacy, political institutions, and systems of the U.S.</li> </ul>	choice		Scores increased 19% 87% showed improvement	based on an item analysis of each question. American historians will continue evaluating ways of improving the students' learning environment.
HIST 1493	<ul style="list-style-type: none"> <li>Applying historical knowledge to contemporary issues and problems</li> <li>Understanding the historical experience, legacy, political institutions, and systems of the U.S.</li> </ul>	50 question multiple choice	333	Pre 14% passed Post 52% passed Scores increased 17% 88% showed improvement	Faculty teaching the American history surveys will evaluate the test instrument and make changes based on an item analysis of each question. American historians will continue evaluating ways of improving the students' learning environment.
HUM 2113	Describing the beliefs, achievements, customs, and values of different cultures in varying times and places.	Written pre/post test	Pre 123 Post 111	Pre 9% met expectations (avg 1.67/5) Post 79% met expectations (avg 3/5)	
HUM 2223	Describing the beliefs, achievements, customs, and values of different cultures in varying times and places.	Written pre/post test	Pre 90 Post 94	Pre 12% met expectations (avg 1.84/5) Post 88% met expectations (avg 3.11/5)	
LAT 1113 LAT 1123	The student will also be expected to cultivate a sense of the importance of the Latin Language in terms of its historical, cultural, literary, and philosophic links to Western Civilization and the importance of Latin in the etymology of the English language.	Extra credit portion of each exam and an essay in the final exam		Each student who passed Latin I and II achieved this SLO in a satisfactory manner.	
LIBM 4611	The students will be able to apply technological tools and resources for lifelong learning.	Annotated bibliography blog post	12	92% successful	
MATH 1513	<ol style="list-style-type: none"> <li>Solve problems using basic arithmetic and algebra</li> <li>Demonstrate logical reasoning</li> <li>Communicate with symbols</li> <li>Draw valid inferences from data presented in the form of a graph, and</li> <li>Creatively apply known results to new situations—also covers Life Skills 2.</li> </ol> Analyze and describe personal finance and associated consumer issues.	3 math problem assignment	Fall 251 Spring 126	Fall 1&2) 55% met expectations 3&4) 88% met expectations 5) 37% met expectations Spring 1&2) 52% met expectations	Fall & Spring From the assessment data it is clear that students are able to communicate with symbols and draw valid inferences from data presented in the form of a graph. We should continue to use our methods in these areas. Fall There is a marked decrease in the students' abilities to solve problems with arithmetic and algebra, demonstrate logical reasoning, and creatively apply

COURSE	STUDENT LEARNING OBJECTIVE	INSTRUMENT	#	RESULT	NOTES
				3&4) 29% met expectations 5) 31% met expectations	<p>known results to new situations. This is a drop in scores from the Spring 2015 assessment report. There are also complicating factors such as an influx of new faculty assigned the course and the implementation of the co-requisite model. The co-requisite model students were also disproportionately represented as there are classes that did not submit data due to a professor resigning and other such circumstances. While noting that these factors will have an effect, we recommend an additional focus to the applications of the material to novel situations with an emphasis on analytical solutions.</p> <p>Spring</p> <p>There is a marked decrease in the students' abilities to solve problems with arithmetic and algebra, demonstrate logical reasoning, and creatively apply known results to new situations. This is a drop in scores from the Spring 2015 and Fall 2015 assessment report. We note the co-requisite model students were also disproportionately represented as there are classes that did not submit data due to a professor resigning and other such circumstances. We recommend an intervention where both the course content, course emphasis, and assessment tool are reevaluated to insure they are aligned to the General Education Student Learning Outcomes for Quantitative Analysis.</p>
MUS 2863	<p>1. Exploring various expressions of emotion, intellect, and imagination.</p> <p>2. Exploring the beliefs, achievements, customs, and values of different cultures in varying times and places.</p> <p>3. Developing observational and critical thinking abilities.</p> <p>4. Defining, discussing, and articulating one's own values.</p>	<p>1) Class discussion and/or online discussion boards</p> <p>2&amp;3) Essays, exams, and/or student outlines.</p> <p>4) Class discussion, essays, and live and/or recorded</p>	82	<p>1) It appears students have a hard time synthesizing all they have learned into individual thoughts.</p> <p>2) a majority of students have a difficult time removing their own preconceived ideas about what their religious</p>	<p>I would like to have a required essay at the beginning and end of the course, asking students to identify what their ideas of music in other cultures means. This essay would be the same both times, with the idea that students will have a much more in-depth and well-rounded view by the end of the course.</p>

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		listening		beliefs tell them they should agree/disagree with in regards to other beliefs 3) students were able to increase their observational skills about the roles of music within other cultures 4) Students were able to successfully define, discuss, and articulate their own values in regards to other cultures with essays, discussion boards, quizzes, exams, and a listening project	
NUTR 1653	1. Describe how lifestyle choices affect physical, psychosocial, and emotional health. 2. Evaluate and describe the effect of decision-making on lifestyle outcomes.	1) Final project 2) 4 health assessment quizzes	Fall 1) 175 2) 171  Spring 1) 153 2) 161	Fall 1) 90% 2) 82% Spring 1) 89% 2) 81% met expectations	
NUTR 3653	1. Recognize and describe cultural influences on their own values and assumptions 2. Demonstrate an awareness and understanding of different cultures in a comparative perspective.	1) Writing assignment 2) Discussion board	Fall 1) 148 2) 165  Spring 1) 140 2) 152	Fall 1) 92% 2) 92% Spring 1) 94% 2) 88% met expectations	
PHIL 1013	1. Read, analyze, and critique philosophical texts. 2. Demonstrate knowledge of major arguments, problems, and terminology in	1) Multiple choice pre/post  2) Essay	1) 36 2) 39	1) 47% met expectations on post test 2) Pre 65%	1) Many students did not take the pre-test  Phase out Essay test, as it is impossible to

COURSE	STUDENT LEARNING OBJECTIVE	INSTRUMENT	#	RESULT	NOTES
	philosophy. 3. Articulate key conceptual distinctions in philosophy. 4. Present logically persuasive arguments in writing. 5. Demonstrate an ability to discuss and reflect upon the application of the course material to various aspects of life. 6. Evaluate the personal and social responsibilities of living in a diverse world.	pre/post		Post 77% including 8 students who did not attempt essay	administer a pre-test on any of our topics (epistemology, freewill, etc.). Teach a review session for the final multiple-choice test, the post-test, and demand that both must be done for a grade so as to have statistics available.
POL 1113	Understanding the historical experience, legacy, political institutions, and systems of the U.S	Pre/post test	About 900	Pre 81% Post 89% >80% met expectations	
PSYC 1003	Describe how lifestyle choices affect physical, psychosocial, and emotional health	15 multiple choice items	Fall 11 to 40 Spring 89 to 94	Fall 83% average Spring 86% average	Due to changes in the textbook being used for this course, the specific items will be re-evaluated. In addition, feedback will be sought from the instructors of this class on how we can improve the assessment process
PSYC 1113	Analyze and explain the content and processes used by historians, social scientists, and behavioral scientists to explain human behavior and social systems	15 multiple choice items	Fall 193 to 377 Spring 67 to 112	Fall 67% average Spring 73% average	One question had 30% & 28% average in Fall and Spring respectively. Once the one potentially bad item was dropped from the analysis, we showed a success rate of 70.05% in the Fall and 75.56% in the Spring. Multiple choice items will continue to be used as an assessment strategy in this course, However, due to changes in the textbook being used for this course, the specific items will be re-evaluated. In addition, feedback will be sought from the instructors of this class on how we can improve the assessment process.
REL 2553	Developing an awareness and understanding of different cultures in a comparative perspective.	Written pre/post test	Pre 61 Post 45	Pre 10% Post 93% met expectations	
SCI 1111	1) Explain the methodology and facts of physical science. 2) Generate and test hypotheses. 3) Establish causal relationships. 4) Demonstrate skills in making measurements and analyzing data.	Post test	Fall 85 Spring 92	Fall 1-4) 99% Spring 1-4) 92% met expectations	
SCI 1113	Explain the methodology and facts of physical science: 1) students will describe the motion of	Multiple choice questions on	Fall 1) 162 2&3) 2&3)	Fall 1) 74% 2&3) 57% 4) 83%	

COURSE	STUDENT LEARNING OBJECTIVE	INSTRUMENT	#	RESULT	NOTES
	objects 2&3) students will describe chemical reactions 4) students will describe the scientific process	an exam	168 4) 144 Spring 1&3) 216 2) 204 4) 207	Spring 1) 67% 2) 57% 3) 71% 4) 83% met expectations	
SOC 1113	*Understanding of sociological perspectives *Understanding of sociological theories *Understanding of sociological research methods *Understanding of critical thinking skills *Understanding of multicultural and global societies	Weekly test		111 students achieved a B or C average	The instructors will re-evaluate at the end of the 2016/2017 academic year.
TECH 3023	1) Recognize cultural influences on their own values and assumptions 2) Developing an awareness and understanding of different cultures in a comparative perspective 3) Interacting and communicating with members of a different cultural groups with respect and maturity 4) Becoming global-aware citizens through an understanding and appreciation of human and cultural diversity	Pre/post test (criteria for success was 75% on post test)	96	Pre 5.25 Post 16.75 93% passed post test	More emphasis will be given to those technological areas where students are just meeting the minimum requirements and should have a greater understanding of the impact of those technologies upon society; Genetic Engineering, Information Technology, and Breakthroughs in Medicine.
THTR 2763	3. Demonstrate observational and critical thinking abilities	Written production critique	14	64% success 29% failed to submit assignment 7% no credit due to plagiarism	At this time the assessment tool will remain the same, however it will now be submitted via Blackboard through Safe-Assign to discourage plagiarism. It is also projected that submitting the writing online will increase the number of submissions since the student will not need to print the piece.
THTR 2843	1. Describe various expressions of emotion, intellect, and imagination	Traditional quiz	90	79% earned a passing grade of D or better	Due to the large number of students being served by this course, this form of assessment is appropriate and seems to effectively measure student achievement.

## **Section III - Program Outcomes**

### **Analyses and Findings**

#### **III-1 Administering Assessment**

Graduate and undergraduate program curricular coordinators are expected to complete a standardized form reporting assessment in the major and turn that form into the Office of Institutional Effectiveness by September 1. 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							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EM P. SUR.	PORTFOLIO	OTHER
001	Accounting - BBA					Yes	Numerous assignment rubrics
004	Health Care Admin. - BS					Yes	Numerous assignment rubrics
005	Art - BA		Pre-Post Test-Art History	24/27 combined with Art Ed		Yes	Senior Exhibition and/or Portfolio
006	Art Education - BA/ED		State Teacher Cert Test GPA	24/27 combined with Art		Yes	Senior Exhibition and/or Portfolio
012	Business Admin. - BBA					Yes	Numerous assignment rubrics
014	Chemistry - BS	CHEM 4921	ETS - Major Field Chemistry DUCK	5/10 0/6			Research Project/Presentation Syllabi review
019	Counseling - MS		CPCE total & Career and Lifestyle Development section	44/48  26/48			
020	Criminal Justice - BS	Yes	ACAT				Numerous assignment rubrics Senior Capstone
023	Early Child Ed - BS-ED		OSAT (32/38)			Yes	Numerous assignment rubrics Professional Involvement Check List Internship Evaluation Addendum Family Involvement Plan

CAPSTONE							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EM P. SUR.	PORTFOLIO	OTHER
025	Elem Education - BS/ED		OSAT			Yes	Numerous assignment rubrics
028	English - BA			22/22			Capstone project
029	English - BA/ED		OSAT	12/12		Yes	ENGL4133 (11/11), Field Observations(16/16)
030	Finance - BBA					Yes	Numerous assignment rubrics
036	Geography - BA			4/4			Exit interview
	Business Core					Yes	Numerous assignment rubrics.
040	Health & Hum Perform - BS						Project or PowerPoint, Internship hours and evaluation, Narrative report/Notebook
041	Health & PE - BS/ED	PED 4312	OSAT (12/23)			Yes	Course grades, Internship, Teaching evals, Learning project, Fitness, Skills and Motor, Technology assess.
042	History - BA	HIST 4951					American History Exam World History Exam Capstone research paper
045	Human & Family Science	HFS 4792				Yes	
047	American Indian Studies - BA		Faculty Developed Test	0/2			
050	Media Studies - BA					Yes	Numerous assignment rubrics
052	Higher Education and Leadership MS	Yes					GPA Thesis or Capstone

CAPSTONE							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EM P. SUR.	PORTFOLIO	OTHER
							Graduate
054	Management - BBA					Yes	Numerous assignment rubrics
055	Marketing - BBA		Faculty developed exam			Yes	Numerous assignment rubrics
056	Masters Bus Admin - MBA	MBA 5123	Faculty developed assignments	43		Yes	Numerous assignment rubrics
057	Mathematics - BS	Math 4723	Department test ETS Sr. Seminar	1/9 4/9 9/9			
058	Mathematics - BS/ED	Math 4723	Department test ETS Sr. Seminar	4/14 9/11 14/14		Yes	
060	Music - BA						Music theory, Aural skills, Recitals
062	Music-Education - BME		CEOE (2/2)			Yes	Music theory, Aural skills, Recitals
069	Political Science - BA			4/4			Multiple choice exam
072	Psychology - BA	Yes	ACAT	57			
075	Reading – Med		OSAT	20	Employer Survey	Yes	Multiple assignment rubrics
076	Env. Hlth and SAFM - BS	Yes	EHSM Entrance/Exit Exam	23/17			≥50% considered acceptable. 73% passed.
080	Social Studies - BS/ED		OSAT	9/16		Yes	Full Intern Teaching

CAPSTONE							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EM P. SUR.	PORTFOLIO	OTHER
081	Sociology - BA			7/18			Faculty Developed Test
082	Spanish - BA		ACTFL OPIc	1/2		Yes	Porfolio rubrics
083	Spanish - BA/ED		OSAT(1/1) ACTFL OPIc(0/1)	1		Yes(0/0)	Thematic Unit Project (1/1), Full Intern Teaching Eval(1/1), Learning Project(1/1), Curation Project(0/0)
084	Spec Ed-Mild/Mod Disorders - BS/ED		OSAT (16/26)			Yes	Grades, Case study, Internship, Learning project, other assignments
085	Criminal Justice - MS						Core Courses Thesis or Comp Exam
087	Speech & Lang Path - BS		Professional Habits Inventory	46/46		YES	
090	Communication Studies - BA						Numerous assignment rubrics
093	Hospit.&Tourism Mgmt - BBA					Yes	Numerous assignment rubrics
096	Env. Hlth & Safety Management - MS						No report
097	Vision Science, BS						Course grades
100	Computer Sciences - BS	CS 4233	ETS	22			
102	Social Work - BSW						Course Core Competency Evaluations, Student Course

CAPSTONE							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EM P. SUR.	PORTFOLIO	OTHER
							Self-Assessment
103	School Admin MEd		State Cert Exam (15/19)			Yes	Numerous assignment rubrics Comprehensive exam
104	Nursing (RN- BSN)			36	Alumni & Employer Surveys		Systematic Evaluation Plan consistent with ACEN Accreditation Standard 6
106	Communication- MA						Multiple course grades
107	Optometry - OD		National Board of Examination in Optometry				State Boards Course grades Clinical Practical Exams
112	American Studies - MA			3/3			Thesis, or Comprehensive Exams and Internship
115	Biology - BS	BIOL 4622	ETS-Major Field Achiev Test-Biology	81			
117	Early Childhood Ed - MEd					Yes	Portfolio Standards Rubrics
120	Science Ed – BS. ED	SCI 4513	OSAT	11/11 11/11 11/11 11/11		Yes	Sci Course GPA and OSAT Unit Plan Assessment Intern Observation and Interview Safety Module
123	Information Systems - BBA					Yes	Numerous assignment rubrics
124	Teaching - MEd			9/9		Yes	Multiple core assessments, Stand and Deliver, End of

CAPSTONE							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EM P. SUR.	PORTFOLIO	OTHER
							Program survey
126	International Business, BBA					Yes	Numerous assignment rubrics
128	Theater, BA			10/11			Coursework in Fundamentals of Directing
129	Library Media & Information Technology, MS		OSAT	9/12		YES	Facility Plan & Collection Development Project, Field Experience, Collaborative Unit, Teacher Memo and Pathfinder with Information Literacy, Public Relations Project, Literacy Night Event or Sharing Books with Teens
130	Accounting & Financial Analysis, (MS)						No report
131	English, MA		Thesis	7			
132	General Studies, BGS			67			Career Services
133	Technology, BT						No report
136	Entrepreneurship, BBA					Yes	Rubrics from MGMT 3263 (n=5) and MGMT 4643 (6)
137	Speech, Language, Pathology, MS		ASHA Certification Exam (24/29)				Formative/Summative Exams, Basic Competency Checklist, Professional Habits Inventory, Performance Rating Scale

CAPSTONE							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EM P. SUR.	PORTFOLIO	OTHER
138	Mathematics Education, MEd	Math 5992		8/8 8/8 8/8 7/8 8/8			Capstone Exam Lesson Plan Design Capstone Project Teaching Evaluation Educ 5103
139	Science Education, MEd	YES		17/17 17/17 17/17			Unit Plan assessment Equity Discussion assessment Capstone
141	Cherokee Education						No report
142	Health & Kinesiology MS	PED 5812	15/15	33/33			Oral defense & PowerPoint of thesis or capstone, synopsis of experience paper, technology projects
145	Supply Chain Management					Yes	Numerous assignment rubrics
147	Laboratory Science - BS		ASCP BOC (3+1)	12/12 (2+2) 2/3 (3+1)	Alumni & Employer Surveys		Clinical competencies (2+2)
148	Cherokee Cultural Studies						No report
149	Nursing Education, MS	Yes		9/10			MSN Exit Survey Tool
150	Natural Science MS			11			GPA SCI 5511 Thesis Defense
151	Occupational Therapy, MS						Instructor Evaluations Student Retention Level II Fieldwork
153	Nutritional Sciences, BS			1.1 20/20 2.3 12/14 3.3 20/29			KRD Standards 1.1, 2.3, 3.3, 4.5 assignments

CAPSTONE							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EM P. SUR.	PORTFOLIO	OTHER
				4.5 20/20			
154	SPED-ASD, MSED						Numerous assignment rubrics
155	Physician Assistant Studies						New Program
775	Organizational Leadership, BS						No report

## **Analyses and Findings**

### **III-2 What were the analysis and findings in the 2016-2017 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. Several departments are using GPA or program completers as a measure of success. Assessment leaders stress using measurable student outcomes in place of these measures. There have been efforts 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 also individual effect of the program on specific learning objectives.

The Office of Academic Affairs continues to assist each college with the identification of proper learning outcomes for each program and in tracking student success. The Provost has created four Student Learning Coordinators, one in each of our four colleges. These coordinators receive release time and function as faculty/department facilitators. They assist programs with developing goals, writing and measuring student learning objectives and interpreting the results.

Unfortunately, not all programs completed the assessment reporting activity, so information is incomplete in some areas. Future efforts will include more immediate feedback to programs emphasizing the importance of the report and how faculty can use assessment data for program improvement.

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

Below are summaries provided by departments as submitted on the NSU Annual Assessment Report.

#### **Accounting, BBA**

No future plans reported

#### **Accounting and Finance, MS**

No report

#### **American Indian Studies, BA**

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. Although changes were made in the AIS curriculum beginning in the 2014-15 academic year, the core curriculum remains the same. Perhaps growth of the AIS major under the umbrella of the new Cherokee and Indigenous Studies department will result in revisions of the core curriculum so students have more classes in common. Once that is accomplished, the outcome assessment exam will reflect the overall AIS program beyond the anthropology core.

#### **American Studies, MA**

The program implemented a new curriculum in the 14-15 academic year. Tracking of thesis and

comprehensive examination completion provides general assessment of success in meeting learning objectives, but more nuanced assessment of individual outcomes, perhaps at the level of specific courses, will be discussed in the coming year.

### **Applied Physics**

The Applied Physics program is still working to identify suitable assessment tools. Assessment tools and criteria for success will follow best practices as developed by the American Association of Physics Teachers and the American Institute for Physics.

### **Art, BFA**

Overall, students are clearly prepared to exhibit the skills and knowledge necessary to achieve the student learning outcomes. In the future, it would be helpful to develop a process that would proactively address students who are not equipped successfully complete the assessment in order to allow them an opportunity to drop the class prior to failure. Next year we will plan to assess student outcome #4.

### **Art Education, BAE**

The final grade results for the art history courses reflect that students are successfully obtaining a basic knowledge of art history. In the future, we may consider evaluating a more specific tool such as a particular assignment that is connected to the global nature of art history. Assessing that type of tool would yield more specific results.

### **Biology, BS**

Faculty will review the use of ETS Major Field Test results in light of reorganization of single Biology major into two major programs. As part of that review, they will develop and implement program and individual action plans.

### **Business Administration, BBA**

No future plans reported

### **Business Administration, MBA**

No future plans reported

### **Business core**

No future plans reported

### **Chemistry, BS**

The ETS and Diagnostic of Undergraduate Chemistry Knowledge (DUCK) exams were factored into each student's grade in the seminar/research course. The mean score for NSU was 142.2 compared to the national mean of 148.2 for the ETS Major Field Exam for exams administered September 2011-June 2015. These results show a significant drop when compared to the last four years. Possible reasons for the decline would be to the group of students that were expected to graduate this year. Many of these students received a C in many of their chemistry courses indicating that we didn't have as many strong students in our upper division courses. And a few of these students ended up not graduating because they needed additional coursework (including retaking a course because they had

to drop it during their last year). This trend will hopefully change with the new group of honors students that we currently have majoring in chemistry and will be entering our upper division courses this upcoming academic year. Another possible reason for the decline would be that many of these students were Environmental Chemistry majors who did not have to take Physical Chemistry II or Inorganic Chemistry so their chemistry background was not as solid as those graduating with a Chemistry-Professional track. We only had one student this year that received the ACS certified degree and his assessment was included in last year's report. With the approval of our Biochemistry track, we may continue to see a decrease in certain areas of chemistry (i.e. physical chemistry) while we would see an increase in their biochemistry knowledge.

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 an improvement from students beginning the chemistry curriculum compared to students that have completed the curriculum (average score increased from 15.0 to 22.5). However, this result is below our previous year's average in which there was a marked improvement over the pre-test and the national mean of 31.5.

The action plan for next year will be to stay on course, maintain our approval by the American Chemical Society, and see how the new Biochemistry track affects student performance on the assessment exams. We will continue to incorporate the ETS exam results into the student's grades for the seminar/research course. Although the decrease in performance is disconcerting, the major area of concern for the chemistry program currently is enrollment. Many of our upper division courses have a low enrollment and we have started combining courses on the two campuses (BA and Tahlequah) via ITV to combat this problem but more needs to be done. The chemistry program will be having a faculty retreat this semester, to discuss ways in which we can alter the trend of low enrollment in our upper division courses including course scheduling and recruitment. We are anticipating that the Biochemistry option will help enrollment in some of these courses and we will have to wait and see if this adversely affects student performance on the ETS and DUCK exams.

### **Cherokee Cultural Studies, BA**

No report

### **Cherokee Education, BAE**

No report

### **Communication, MA**

We are very happy with our pass rates. We will continue to monitor our numbers.

### **Communication Studies, BA**

1. We will continue to collect pre/post test data in regards to public speaking anxiety.
2. We will explore the use of reporting and utilizing pre-post test instruments in more of our courses, such as using the Personal Report of Communication Anxiety in Group Dynamics.

3. We hope to conduct a more detailed breakdown of the AIC survey results in the future.
4. Continue to evaluate our program courses in relation to assessment goals.

### **Computer Science, BS**

1. The ongoing review and update of the individual core program outcomes.
2. Maintain a check list of essential topics covered in required courses.
3. Review topics covered on the ETS exam in light of the Computer Science program outcomes.

### **Counseling, MS**

For Sumer 2017, we offered three separate delivery formats (online, blended or traditional) for the Career course. It would be of use to compare the scores of these students on the exam in the next year to see if there are any meaningful score differences possibly tied to the course delivery modality. We will also begin to examine National Counseling Exam (NCE) scores for students who take this test before completing the program.

### **Criminal Justice, BS**

The department continues to consider to what extent the Area Concentration Achievement Test (ACAT) aligns with the revised department outcomes.

### **CRJ Homeland Security**

Outcomes 1, 2, 5, and 6 are embedded in core courses. Students were administered objective examinations assessing the outcomes. Students are assessed in each core course. In addition, outcomes 3, 4, 7 and 8 are assessed in the capstone course administered to graduating students. A minimum competency of 70% is required. The department continues to discuss the efficacy of a 70% competency score.

### **CRJ Legal Justice**

We are engaged in 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.

### **Criminal Justice, MS**

We are continuing a discussion regarding developing an assessment mechanism for #8, demonstrate problem solving competencies, leadership and ethical values within the context of the criminal justice system.

### **Drama, BA**

We will continue to achieve outcome # 5, create a personal marketing plan according to current educational and/or professional trends, through the assessment tool indicated on this report. Specific changes include:

- Developing a stricter presentation assessment tool to be used by the faculty panel.

Faculty will assign students to do two tiers of presentation, making the first tier a mock-presentation for their classmates prior to the presentation for faculty members.

### **Early Childhood Education, BS Ed**

- Imbed a two hour and forty-minute review course in ECED 4313 that teaches candidates specific test taking skills they can apply when taking the OSAT.
- When advising, continue stressing the importance of taking the OSAT when the majority of required coursework has already been successfully completed.

### **Early Childhood Education, MS Ed**

Increase graduate enrollment

### **Elementary Education, BSE**

The Elementary Education program analyzed the revisions from the CAEP accreditation report and applied changes to the rubrics and alignment of standards. Each rubric was moved from a 5 point scale to a 4 point scale and aligned with one standard on each corresponding objective. The Elementary Education program has just been approved to alter some of the required courses within the program. This change will require some of the assessment tools to be removed and/or replaced with a new version. Results of the past program assessment reports will inform the changes made to the future assessment tools utilized to gain a richer data collection method for our ELED program. The new ELED courses will be a catalyst to propose new assessment tools that more accurately align with ACEI standards (or the new CAEP standards for ELED). The creation of new assessments tools will incorporate student progress monitoring, diversity, pedagogy, and long-range data collection for continual changes and improvements.

### **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. The external review in 2016 recommends a more comprehensive assessment plan that becomes the domain and responsibility of the faculty in the department. We are working diligently to implement more useful assessment model, likely a portfolio of work that demonstrates the students' mastery of learning outcomes.

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.

### **English, MA**

Two departmental graduate committees, comprised of graduate faculty on the Tahlequah and Broken Arrow campuses, reviewed applications for admission to the MA in English program, in accordance with the change implemented five years ago in admission requirements, which now include writing sample and personal statement. Up to that point in the history of the program, a writing sample had

only been required for purposes of assessment.

In Spring 2016, the department passed a proposal to implement an alternative capstone project for the MA in English involving a teaching portfolio for high school English teachers, allowing them to integrate their graduate course work and practical experience in the classroom. As of fall 2017, the “teaching portfolio” capstone option is now available to students. This curricular change attests to the program’s commitment to an important demographic among our students: high school English teachers who pursue the MA in English to enrich their teaching, many of whom have well-established careers teaching in public schools throughout the region.

Recently the co-directors have discussed adding a literary theory elective, with a unique course number, that would affirm the importance of theory in the program, give students a chance to pursue further their interest in literary theory, and effectively complement the course work of students interested in pursuing the Ph.D.

Immersive learning experience, in the form of a summer trip to the Oregon Shakespeare festival, offered for graduate credit (with scholarships available) is an example of work that the program will continue to do in the same way.

### **English Education, BA Ed**

Based on program assessment, the following are plans for improvement:

#### **CONTENT KNOWLEDGE:**

- The program can better use data to make course-requirement decisions. After review of the English major requirement coursework, there may need to be more emphasis on literary theory due to students noting difficulty "using literary theories to interpret and critique a range of texts" (I.E1) on their Work Sample Project. There may also need to be more emphasis on language acquisition (NCTE II.E2) due to students having difficulty finding coursework artifacts to meet that standard element. Currently, both courses are offered as advanced English electives, but may need to become required courses.
- The program can also make better use of the assessment data by assessing candidate Content Knowledge at more varied points in the program rather than only at the end through the culminating Work Sample Project. This will allow English/content faculty to become more familiar with the English education requirements and ensure that there is more pedagogical versatility in the assessment of candidate Content Knowledge. The program will plan to make this improvement by providing a *Content Knowledge Assessment Form* (starting in fall 2017) to English faculty to fill out for each program candidate. Included in the form will be a place for the candidate/faculty to indicate the types of texts read and compositions written in the course, aligned to the specific NCTE substandard elements. Candidates will then compile these rubrics to include in their Work Sample Project (Assessment #2) as further assessment documentation.
- The program can prepare more targeted intervention regarding OSAT strengths and areas of improvement due to the new redevelopment of the test. This will occur in ENGL4133- Teaching English in Secondary Schools and through a joint collaboration with the College of Education.

#### PROFESSIONAL & PEDAGOGICAL KNOWLEDGE:

- The program can provide a more summative assessment of candidate growth by compiling a Candidate Profile Chart (starting in fall 2016). This *Candidate Profile Chart* will monitor all data per candidate in order to more accurately monitor each candidate's content and pedagogical knowledge. This will then become a reflective piece during the Full Internship so that candidates can track their progress and growth in knowledge, understandings, and skills throughout the program.
- The English Education Specialist will continue to advise candidates throughout their program, providing pertinent information about coursework and professional development opportunities.

#### STUDENT LEARNING:

The program can seek to better track and embed the concepts of equity and justice (VI) throughout the entire program to enhance student learning of these concept. Starting in fall 2017, the program will send out a *Faculty Survey* asking how faculty can embed this standard within their coursework so that students are exposed to it in multiple mediums and at various times.

#### **Entrepreneurship, BBA**

No future plans reported

#### **Environmental Health and Safety Management BS**

We are working to change the assessment exam to make it consistent with the expectations for ABET accredited programs as we will be seeking ABET accreditation.

We know that our graduates are doing well. They continue to get excellent EHS jobs with more than 90% of them finding these jobs within a few months after graduation. We are developing a new exam that is consistent with ABET expectations.

#### **Environmental Health and Safety Management MS**

No report, the program is currently suspended and will be reorganized as an option under the MBA.

#### **General Studies, BGS**

- Offer the program online.
- At the recommendation of our external reviewer, Dr. Fuchs, we are utilizing Career Services to gather information regarding graduates.

#### **Geography, BA**

Next year we will incorporate outcomes #3 and #4 into the interview process.

#### **Health Care Administration, BS**

No future plans reported

#### **Health and Human Performance, BS**

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

- 2) Establish guidelines for efficiency within the Internship.  
Continue incorporating the use of technology for evaluating performance/site visits.

### **Health and Kinesiology, MS**

Continue with the blended format for all eight graduate courses.  
Continue to refine or redesign the coursework.  
Review the curriculum and determine whether or not to have two focus areas; sports management and health promotion.

### **Health and Physical Education, BS Ed**

- Faculty continues 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.
- The department will continue to require HPE teacher candidates to complete internships 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.
- The Health and Physical Education program made changes this past academic year (2015-2016) in course descriptions, the number of credit hours per course, and the titles of some courses. In addition, some courses were deleted from program requirements. These changes ensure that essential pedagogical and skill-based courses are provided to teacher candidates to meet accreditation standards of CAEP, NASPE, and the Office of Educational Quality and Accountability.

### **History BA**

Generally, the Senior Seminar and assessment examination currently in place are working well for purpose of assessing the major. For the upcoming year no changes are anticipated.

### **Higher Education Leadership, MS**

- Attempts to employ further assessment criteria will be identified and incorporated.
- Modify Thesis/Capstone class and syllabus. Continue to strive for student completion of Thesis/Capstone.

### **Hospitality and Tourism Management, BBA**

No future plans reported

### **Human and Family Science, BA**

HFS faculty will continue with the current diverse assessment tools with the Student Portfolio being used as the primary tool to assess the Student Learning Outcomes. Additional emphasis will be given regarding timely submission of assignments. In-depth information will be presented on what information is to be submitted to demonstrate achievement of objectives.

### **Information Systems, BBA**

No future plans reported

### **International Business, BBA**

No future plans reported

### **Library Media & Information Technology, MS**

1. We will continue using pre and post test survey scores to measure student learning. The surveys are taken from the AASL standards. We may design the survey to be used with Checkbox in order to more effectively analyze results. The pre test survey is given during LIBM 5013 (one of the first courses candidates take) and during the LIBM 5902/5901 Capstone (usually the last course candidates take).
2. We will continue requiring a minimum of 15 hours of field experiences in each course. This continues to assist candidates in the understanding and application of the AASL standards within their experiences.
3. We revised the Library Media Program Handbook to reflect any revised procedures and activities within the program, and made the handbook available on the library media information page online. The handbook also meets ADA requirements for online documents. This handbook is now being utilized in the LIBM 5013 Introduction course.
4. We will continue to analyze the results of the OSAT examination scores in each subarea and synthesize the results to strengthen our courses' alignment with the subareas and the AASL standards. This may result in revised rubrics and projects.
5. Our program accreditation report, submitted in September 2015, passed with no conditions. We will continue collecting and analyzing our data and make improvements where needed.

### **Management, BBA**

No future plans reported

### **Marketing, BBA**

No future plans reported

### **Mathematics, BS**

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

1. Departmental Assessment Test.  
Math majors take this examination the semester they enroll in the Senior Seminar course.
2. Senior Seminar Course (MATH 4723).  
Math majors take this course the year they plan to graduate.
3. E. T. S. Major Field Test.  
Math majors take the E. T. S. Major Field Test the semester they enroll in the Senior Seminar course.

The exam is administered by the instructor of the Senior Seminar course, with the help of the Office of Institutional Assessment.

#### 4. Senior Exit Survey.

The Senior Exit Survey is also administered to students enrolled in the Senior Seminar course.

#### **Mathematics Education, BS Ed**

The Department plans to continue to use the same assessment tools during the next academic year. The Department Assessment Test was lengthened, and students were given the 50-question test over a 3-day period, with study sessions between the days. Inquiry-based learning was used in a couple of classes again. We will try that instructional mode again this coming academic year, and will also offer hybrid and online math courses, so the busy student can work asynchronously at times. Students reported that were “very satisfied with the Math Education program.

#### **Mathematics Education, M Ed**

Assessment results have resulted in modifications in the program. In some cases, course requirements have been changed. Each academic year, faculty involved in the program thoughtfully review assessment results and consider adjustments to the curriculum both with respect to mathematics and pedagogy, to learning outcomes, and to teaching strategies.

Action Plan: To increase student preparedness for the end-of-program math content exam, we have written study resources and have made them available to capstone students for the fall of 2017. We are implementing a face to face organizational meeting with all capstone students at the beginning of each semester to enhance communication about capstone course assessments and requirements. Feedback so far has been very positive about the benefits of this meeting of all students and instructor. We planned for a new course to be offered fall 2017, MATH 5523 Mathematical Pedagogy which will serve both M. Ed. Mathematics Education graduate students and Math Specialist graduate students. OEMS continues to have an impact on program growth and development because most all students who pursue OEMS stay to complete the M. Ed. in Mathematics Education.

\*\*The NSU-OEMS program is the only such program in Oklahoma among all institutions of higher education to have achieved recognition from the Office of Educational Quality and Accountability (OEQA).

#### **Media Studies, BA**

Media studies faculty continue to update curriculum to meet industry standards. All students will be required to publish online; “The Northeastern” is in online format only. All students are required to submit e-portfolios. We believe the current numbers reflect a successful completion rate among media studies majors.

#### **Medical Laboratory Science, BS**

The MLS 2+2 students using LabCE program for their seminar class, which seemed to help them prepare better for the Board of Certification (BOC) exam. We will be continuing to use this online resource.

The MLS 2+2 program had NAACLS site visitors in October 2016 for re-accreditation. The program was found to be satisfactory with no deficiencies and was re-accredited till April 30, 2022.

Due to the change in Biology courses, the MLS 3+1 curriculum will be revised to meet the new course prerequisites.

### **Music, BA / Music Education, BME**

#### **Action plan for next year**

Graduating BME students historically perform well on statewide education certification exams, with the institutional mean exceeding the statewide mean. One BME student took the Certification Examinations for Oklahoma Educators (CEOE) through September 18, 2016 and passed.

We will continue in the same way.

#### **What will you do differently?**

We have revised the transfer student diagnostic placement exams in Music Theory (Harmony) III-IV to make the exam achievable within a reasonable amount of time and still provide necessary assessment tools for course placement. Otherwise, the current method of auditioning and assessing is effective in screening incoming students, and giving us the tools we need to place them properly.

We will annually assess compliance with our SPA, the National Association of Schools of Music, and make changes as needed. In 2016-17, we revised the curriculum of the Music BA with concentrations in Musical Arts and Music (Business) to reflect that 4 ensembles credits may be transferred from other institutions where they were previously required only at NSU.

A freshmen and sophomore retention report is shared among music faculty to track progress in music courses and remediate deficiencies. Each faculty member identifies and reports at-risk students. Faculty have also been reassigned to hopefully impact retention and student success.

### **Natural Science, MS**

**Learning Outcome 1:** Most students in our program are able to handle the rigors of graduate coursework at NSU as evidenced by course grades. The M.S. Natural Sciences program initiated a non-thesis pathway for degree completion in 2015-16. The first cohort of students is now moving through the program. In addition, the M.S. Natural Sciences program will offer an accelerated B.S./M.S. pathway for chemistry. This opportunity goes into effect in 2016-17. We anticipate the non-thesis and accelerated pathways will attract new students to the program.

**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:** The program is pleased with our students' accomplishments. We intend to continue encouraging students to complete their degrees in a timely fashion.

### **Nursing, BSN**

ACEN criteria have changed and now only exit surveys of graduates are required. The six month, one-year, and employer surveys are discontinued.

### **Nursing, MSN**

The survey tool was streamlined to capture the most essential quantitative and qualitative data. The revision has helped provide a more accurate picture of the MSN program outcomes. The field/practicum experience has been enhanced through closer contact with preceptors. Although an official preceptorship program was not developed this last year, a more robust preceptorship program is planned once the new curriculum is accepted and student admission processes are instituted.

### **Nutritional Sciences, BS**

KRD 1.1 – Continue in same way

KRD 2.3 – Continue in same way

KRD 3.3 – Continue in same way

KRD 4.5 – Continue in same way

### **Occupational Therapy**

As an educational program, it is essential to continue receiving feedback from the students regarding

Student retention rates and progression through the curriculum will continue to be monitored. The past year the program has made efforts to identify students who are struggling academically and intervening earlier. These earlier efforts to identify issues seems to be positive and will continue with faculty helping students identify strategies for their success. Part of the program's plan for last year was to offer a session for students related to test taking strategies and test anxiety. The program was not able to achieve that goal last year, but will continue with the plan for this next academic year.

The program plans to continue monitoring pass rate for the NBCOT Examination. The official pass rate for the program is 100%. 9 students took and successfully completed the exam. May of 2016 and 2017 the program sponsored a review course for the certification examination through Therapy Ed. Student response to the course has been very positive. The plan is to offer the review course for our third cohort in May 2018.

In January of 2018, the program will send the revised Graduate Surveys to the second cohort of students and gather data related to the program and fieldwork.

An employer satisfaction survey will also be sent to employers of the individuals in the first two cohorts of the program. A draft of the Employer Survey was submitted with the accreditation self-study. During fall of 2017, faculty will review and revise both the Employer Surveys and the Graduate Surveys.

### **Optometry, OD**

The faculty will discuss National Board of Examiners in Optometry (NBEO) results at upcoming faculty retreat and continue to monitor all assessment results.

### **Political Science, BA**

SLO 4, which covers investigative methods used in political science, are used most heavily in courses that study political behavior. Beginning in fall 2017 program requirements will require 6 hours in the behavioral science sub-field. In the past, the behavioral courses were part of the American Institutions category. A separate category has been created for behavioral courses.

## **Psychology, BA**

102 students who were enrolled in our Capstone course were assessed. This was almost double the number of students who were tested last year (AY 2015-2016;  $n = 57$ ). One of the goals for this capstone course was to provide a convenient way to assess all graduating seniors. It does appear that this goal was reached. Being able to easily assess a more complete sample of graduating seniors will provide us a much clearer picture of how our program is doing. However, after discussion with faculty about the other goals and feasibility of the capstone course, we have decided to eliminate this course and instead incorporate our assessment into the history & systems course. With a minor change in pre-requisites, students will be encouraged to take this class at the end of their program. In addition to allowing us to easily assess the largest number of graduating seniors possible, this change will also allow this class to serve as a nice ending point for the undergraduate degree. The material covered in this class provides a nice overview to the field as a whole and can be used to tie many theories together under one umbrella. In fact, many other programs use this strategy and require that students take the history & systems course at the end of their program.

In order to ensure that all students are taking the Area Concentration Achievement Test (ACAT) assessment seriously and putting forth their best effort, we will work closely with the faculty teaching the history & systems course to ensure that students understand the importance of obtaining valid assessment data and how their data will be used to improve our program.

In addition, our degree will be transitioning in fall 2017 to a BS instead of a BA. This change will reinforce the message to our students that psychology is a scientific discipline and places us appropriately among other STEM disciplines. We are in the process of examining ways to bring more science-based activities and curriculum into our classes and increase student participation in research projects. All of these changes should result in a more rigorous and rewarding educational experience for our students.

## **Reading, M Ed**

Goals for the 2017-2018 Academic Year:

1. Continue to refine all 4 point rubrics, graduate manual, graduate portfolio handbook and other relevant materials to reflect the 2010 *ILA Professional Standards for Reading Specialists*.
2. We will begin developing a struggling readers elective course to offer for reading and sped students.
3. Continue to offer clinical services at the Capitola Wadley Center for Reading and Technology in Tahlequah and the NSU Broken Arrow Reading Clinic.
4. Explore options for recruitment in the graduate reading program. We have used social media to recruit and are continuing to recruit at back to school meetings across Oklahoma.
5. Many faculty will Participate in the Association of Literacy Educators and Researchers conference in St. Petersburg, Florida in November, 2017.

## **School Administration, M Ed**

Students are performing well on class projects considering the assessments presented in this report, but the pass rate for the state licensure exam is decreasing. At first glance, this appears to be

contradictory. According to the school administration faculty, this phenomenon is the result of two factors over the previous year. The first of these factors is that the faculty have taken a mastery to learning approach in their courses. Students are asked to continuously work on assignments until the end of the course and make improvements in areas where they are found lacking. The result of this has been that students are achieving much higher ratings on their course projects. The second factor dealing with lower pass rates over the previous two years is a result of a change in the state licensure exams two years ago. The faculty have evaluated the new testing format and are making changes to the program based upon these analyses made. The main impact is being seen in the internship courses. The professor teaching the internship courses will have students concentrate on the use of data and interpretation of data to identify potential projects as opposed to beginning with project ideas and finding supporting data as was done previously. This new approach aligns more closely with the state licensure exams. This change originates the fact that candidates are scoring lower on the written portions of the exam where they are presented with data and asked to interpret and to write about issues concerning the data. In addition to the changes in internship I, which will begin in fall 2017 semester, faculty will be incorporating more writing strategies into their courses which also address areas of low scores on the state licensure exams. It should be added here, the NSU average pass rate for 2016-2017 academic year on all administrative licensure exams was at 63% and the state average was at 54%.

### **Science Education, BS Ed.**

#### 1. Action plan for next year

- Continue to focus on retention and recruitment.
- Continue to update the Tulsa Community College Smart Choice plans for seamless transition of students transferring to the Tahlequah and the Broken Arrow campuses
- Continue to encourage appropriate Internship placements.

#### 2. What will you do differently, stop doing, or continue to do in the same way?

- Evaluate the program and assessments to meet the updated Council for the Accreditation of Educator Preparation (CAEP) standards, which is due in the fall of 2022. (The program was granted national recognition through NSTA/NCATE in Spring, 2016).
- After approval of changes from the relevant supervisory bodies at NSU and the OSRHE, update the Smart Choice plans and meet with the Tulsa Community College (TCC) representative to communicate updates.
- Revise Science Education Emphases to accommodate changes in the Biology Program.
- Evaluate other Oklahoma secondary science education programs to determine possible changes that would result in recruiting science education majors

## **Science Education, MS Ed**

Action plan for next year:

- Continue to focus on recruitment at science educator professional conferences in Oklahoma and in the SREB states.
- Focus on retention through the use of an online Blackboard advising system.
- Continue to collaborate with the NASA Endeavor STEM Certificate Program to increase the number of students completing the M.Ed. in Science Education. The enrollment numbers in the program have been stable; we have 56 students in the program.
- Key players, such as the Program Chair, Pamela Christol, the Graduate College Dean, Dr. Cari Keller, and the Natural Sciences Chair (and second reader during the summer, 2016, session), Dr. Jessica Martin, Dr. Teri Cochran and Mr. Glen Schuster, National Project Director of the Endeavor STEM Teaching Certificate Project, met on Friday, September 23, 2016 in Tahlequah to collaborate on recruitment strategies and other areas that will contribute to support the continued growth and success of the M.Ed. Science Education Program.
- We have developed an email system for submission of official transcripts that Endeavor students must submit every semester, making it much easier and less frustrating for them.
- We have developed more user-friendly strategies for students, such as embedded course equivalency models that will not require as much time- and labor- intensive work on the part of the students concerning submission of course substitutions every semester for approval by the program chair. We have also developed “snapshots” of information to support students in their understanding of requirements as well as a new consortium agreement (for Endeavor students) that allows a more seamless transfer of information concerning enrollments on the NSU campus and our Endeavor partner, Adams State University.

2. What will you do differently, stop doing, or continue to do in the same way?

- We will continue to advertise that the TEACH Grant is 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 has completed the NSU Online Educator Certificate (OEC) Levels 1-2 and Quality Matters Applying the Rubric, Quality Matters Review of Online Courses and Quality Matters Peer Reviewer Course. The second reader has completed the OEC Levels 1-2 trainings and the QM Applying the Rubric course.)
- We will establish a community of practice for instructors in the program in order to support faculty.
- We have continuing to modify course rotation models for students who are entering in the spring, fall or summer semesters in order to support student success in completing the program without difficulty in scheduling.

The value of consistently checking Degree Works continues to be communicated to the students.

## **Social Studies Education, BA Ed**

A new Social Studies Education Coordinator was hired in August 2016, and she spent most of the academic year learning about the current NSU social studies education program, the new NCSS accreditation requirements, CAEP accreditation, and the new federal ESSA requirements. She established three goals for the program: 1) improve OSAT scores, 2) update and streamline the social studies program, and 3) strengthen communication and standardization between the history department, which created and administered the social studies teacher education program, and the College of Education, which is in charge of overall teacher preparation.

### **Improve OSAT Scores**

In the past, students did not always pass their OSATs. Until students pass either OSAT 17 or 18, the social studies' content tests, they cannot intern. Over the years, various social studies coordinators tried different methods to raise scores that were judged unsuccessful, even though most, but not all, students passed. More students passed 17 (US History, Oklahoma History, economics, and civics) than 18 (world history and geography). Previous Social Studies Education Coordinators hypothesized that students failed test 18 because they wrote poor essays. The new coordinator's limited data did not support that conclusion. For example, two SOSC 4023 students took both 17 and 18. Both passed 17 and failed 18. Their scores indicate that a lack of world history content, not their essay writing skills, were the problem. Furthermore, the new social studies coordinator discovered that her students were unfamiliar with the structure and content of the test, and they did not understand how their essays would be graded. Therefore, she spent the first two class periods teaching that material, which also provided an opportunity to model how they could prepare their future students to perform well on standardized tests. In the past, students had been advised to take both 17 and 18 to improve their job prospects, even though they only need to pass one test to get their Oklahoma certification. The new coordinator advised them to take just one test, the one in which they knew the most content. Last year, 100% of SOSC 4023 students passed OSAT 17, with scores above the state of Oklahoma average. The coordinator will continue to monitor the effectiveness of this strategy.

### **Update and Streamline the Social Studies Program**

The coordinator concluded that the portfolio used for over a decade to meet the former NCSS standards was both complex and inconsistently administered, and did not always directly address the NCSS accreditation goals. Since NCSS was in the process of adopting entirely new accreditation standards (officially adopted in the summer of 2017), it is a good time to re-examine and re-design the social studies education program. In addition to classwork the coordinator will assign and grade over the semester (and most of those assignments will be part of the portfolio described below), fall 2017 social studies methods students will complete a portfolio and submit it on Chalk and Wire. This program update is based on the new NCSS standards below. Each number aligns with an NCSS standard and lists how that standard will be assessed, again, according to NCSS guidelines.

1. Content (OSAT 17 or 18)
2. Assessment of Content Knowledge in Social Studies (NSU transcript with coursework and grades)
3. Candidate Ability to Plan Instruction (assessed in both SOSC 4023 and in full intern semester through Competency 4)  
Specific assignments will demonstrate their ability to plan instruction, including but not limited to the following:

- An inquiry lesson (for NSU College of Education requirements on Competency 4 and InTASC Standard 4)
  - Lessons that demonstrate basic knowledge of the four major NCSS social studies, history, civics, economics, and geography
  - A year-long world history classroom plan (submitted via Chalk and Wire) that uses the NCSS C3 framework and Oklahoma standards and includes:
    - a unit plan based on Oklahoma high school world standards
    - five specific lesson plans within that unit
    - appropriate assessments for that unit
4. Social Studies Assessment of Student Teaching.  
In their full internship semester, the social studies coordinator will evaluate students using Competency 4, which will be entered onto Chalk and Wire.
5. Candidate Impact on Student Learning  
For their practicum lessons in SOSC 4023, students will design a reliable method to evaluate if they have actually taught their students what they intended to. The coordinator will grade this.
6. Program Assessment  
Either in SOSC 4023 or their intern semester, students will write a self-reflective essay about the current status of public education nationally and in Oklahoma, including reflections from their practicum experiences. This may be submitted on Chalk and Wire.

In 2017-2018 the NSU social studies education program will pilot the new social studies teacher accreditation standards. The updated requirements from NCSS and CAEP, the rollout of ESSA, and the transition to a new system of electronic record keeping on Chalk and Wire will no doubt pose some challenges but should enhance the quality and consistency of the program.

### **Social Work, BSW**

The social work faculty will continue to evaluate and assess core competencies and student course self-assessments.

### **Sociology, BA**

Members of the sociology faculty will review the assessment procedures for sociology majors. We will determine if the exam and/or professional seminar should be altered and we will make the necessary changes, if any.

Additionally, we will make changes to textbooks and instructional procedures as necessary.

### **Spanish B.A.**

We have had significant changes in staffing in the Spanish program over the past several years. These changes in staffing have created challenges, but we are energized and encouraged that we can better meet our instructional and program goals with a cohesive and cooperative team.

Our plan for the 2016-2017 academic year includes the following:

- Develop and implement a plan to store information needed for program reports in a centralized location so that faculty can easily access it.
- Develop and implement a plan for storing Spanish majors' artifact portfolios and communicating this plan to students.

- Discuss as a faculty the implementation of the assessment for the SLOs aligned with Standard 6, Professional Development: a) Students will use technology and face-to-face experiences to develop their language skills and cultural awareness and b) Students will plan for continued improvement of their language skills and cultural awareness.
- Develop extracurricular activities through which students can improve their interpersonal and presentational language skills.
- Discuss the development of a process of self-assessment and reflection regarding the students' improvement of language skills and cultural awareness. One faculty member is using Linguafolio self-assessment checklists in her 3000 courses to encourage this process.
- Continue to work with students to improve their presentational writing skills in Spanish.
- Continue to review and modify the major course projects to better meet our goals and the needs of the students.
- Review our interpersonal and presentational speaking assignments to communicate to students our expectations and goals and to assist them in developing their skills.
- Encourage the revitalization of the Spanish Club to develop enthusiasm for the discipline, improve language skills, and assist with meaningful engagement with Hispanic cultures.

Interview students in order to determine what changes can be made in order to make the Spanish major more appealing to students without compromising its integrity. And make a plan to implement any identified changes so that we can recruit and retain more students.

### **Spanish Education, BA Ed**

Our plan for the 2017-2018 academic year includes the following:

- Uploading all rubrics to a centralized location (Chalk & Wire) and implementing a procedure to get all scores uploaded there each semester for each assessment.
- As part of Assessment Eight (CAEP), develop extracurricular activities through which candidates can improve their interpersonal and presentational language skills.
- Review our interpersonal and presentational speaking assignments to look for ways to educate students on what the expectations are and to assist them in developing their skills.

Interview students to determine what changes can be made to make the Spanish Education track more appealing to students without compromising its integrity. And make a plan to implement any identified changes so that we can recruit and retain more students.

### **Special Education, BS Ed**

Based on what you now know about how well your students performed, describe your action plan for next year. What will you start doing differently, stop doing altogether, or continue to do in the same way?

#### **Assessment 1**

The Special Education program has completely incorporated more comprehensive assignments into the SPED program that closely aligns with the SPED OSAT and ELED OSAT competencies. Faculty will individually meet with teacher candidates to help tutor them for on the constructed response portion of the OSAT. Mild/Moderate disabilities OSAT review books were purchased to loan to teacher candidates for OSAT study purposes and many students checked out these books from each campus. Faculty have also served on the Pearson OSAT Mild/Moderate Conference Committees to

assist in revamping the state assessment. The program has also began offering one-hour study courses to help students with specific study strategies and they are able to earn credit for the course.

#### **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. New rubrics with altered points and better alignment to required CEC/CAEP standards were implemented. Concise directions for teacher candidates were revamped as well. The SPED faculty is monitoring and will revise all forms as necessary.

#### **Assessment 4**

This assessment was revised based upon CAEP suggestions for revisions. This assessment will be revised based on this year's data and currently the program is working on revising the rubric to a 4 point scale.

#### **Assessment 5**

This assessment was revised based upon CAEP suggestions for revisions. This assessment will be revised based on this year's data and currently the program is working on revising the rubric to a 4 point scale.

#### **Assessment 6**

This assessment was revised based upon CAEP suggestions for revisions. Clearer directions to teacher candidates and a more specific rubric aligned to new Initial CEC Standards were utilized.

#### **Assessment 7**

This assessment was revised based upon CAEP suggestions for revisions. As new technologies are created and developed, faculty will adjust the course and the assessment accordingly to incorporate the most up-to-date evidence based assistive technology practices.

#### **Assessment 8**

This assessment was revised based upon CAEP suggestions for revisions. This assessment will continue to be implemented and altered based on data analysis and teacher candidate progress monitoring.

### **Special Education – Autism Spectrum Disorder, MS Ed**

Based on what you now know about how well your students performed, describe your action plan for next year. What will you start doing differently, stop doing altogether, or continue to do in the same way?

Using data collected this past year, the analysis indicates that graduate students are mastering skills in the following areas: content knowledge, professional and pedagogical knowledge, skills, and dispositions, and effects on students with Autism Spectrum Disorders learning and creating environments that support learning. The program will continue to tweak the assessments as time progresses in order to maintain reliability and fidelity of the assessments.

### **Speech & Language Pathology, BS**

Continue using current assessments since the types of assessments which are currently used are prescribed by certification & accreditation standards.

### **Speech & Language Pathology MS**

Continue using current assessments since the types of assessments which are currently used are prescribed by certification & accreditation standards.

### **Supply Chain Management, BBA**

No reported plans

### **Instructional Leadership, Med**

Standards for the program will change from National Board for Professional Teaching standards to program outcomes based on recommendation by assessment officer in the COE. All new assessments and rubrics will be created.

### **Technology BT**

No report

## **Section IV – Student Engagement and Satisfaction**

### **Administration of Assessment**

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

Northeastern State University uses and internal Student Evaluation of Classes and the NSSE as measures of student satisfaction. The NSSE is the national opinion/satisfaction instrument used at this time.

Student evaluation of classes is an ongoing process. NSU conforms to OSHRE policies and guidelines and has additional campus policies as well. During the 2013-14 academic year, NSU reviewed its course evaluation process and appointed a task force to review the instrument items as well as an online process. Both were piloted in spring 2014, and revised forms and processes were used in 2014-15. One key element of the revised process is the evaluation of all courses each semester through the learning management system (Blackboard).

Course evaluations are tabulated by the Office of Institutional Effectiveness and forwarded to the respective Deans. Deans review and distribute the evaluations to the chairs who, in turn, review the results with individual faculty. With the online system, students from each class evaluated are contacted by email and receive a link to an online evaluation to be filled out. Faculty can access their course evaluations the day after grades are submitted. Course changes are continually made as a result of ongoing feedback from student evaluations. See the Table E for course satisfaction evaluation data.

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 student engagement and satisfaction assessment?**

Student evaluations of courses/instructors show overall satisfaction. During the fall 2016, 7.008

evaluations of faculty instructors were collected. A total of 1,228 classes were evaluated representing 443 different faculty members. During the spring 2016, 5,616 evaluations of faculty instructors were collected. A total of 1,099 classes were evaluated representing 389 different faculty members. The first twenty questions ask students to rate various course components such as the course syllabus, objectives, concept presentation, instructor communication, critical thinking, learning environment, and teaching methods. Question 21 allows the student to “agree” or “disagree” with the statement that the instructor was an effective teacher. The average rating of item 21 for all faculty was 4.30/5.0 in fall of 2016 and 4.24/5.0 in spring 2016. Course evaluation data are reported in Table H.

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. During spring 2017, 218 first-year students and 494 seniors took the assessment. Both of these groups were compared to institutions in an IPEDS group (N=13), Public institutions with 5,001 to 10,000 students enrolled (N=117), and Oklahoma public institutions (N=7).

The NSSE was administered during spring 2017. The overall response rate was 29% of the freshman and 29% of the seniors. These percentages translate into 218 freshmen and 494 seniors. Ninety-seven percent (97%) of the freshmen were full-time and 68% of the seniors indicated they attended full-time. Seventy-eight percent (78%) of the freshman were female and 22% male whereas 75% of the seniors were female and 25% male. Twenty-two percent (22%) of the freshmen and 16% of the seniors were American Indian. Sixty-one percent (61%) of the freshmen and 5% of the seniors lived on campus. Nine percent (9%) of the freshmen and 63% of the seniors were nontraditional (24 or older). Thirteen percent (13%) of the freshman and 76% of the seniors were transfers. Three percent (3%) of the freshman and 17% of the seniors took all online courses.

## **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. We are reporting differences between NSU and the comparison groups with an effect size greater than .3.

The first-year students scored higher than the IPEDS comparison group on “Working for pay off campus”, “Estimated number of hours working for pay”, “Doing community service or volunteer work”, and “Providing care for dependents (children, parents, etc.)”.

The first-year students scored lower than the IPEDS comparison group on “Given a course presentation”, “Connected your learning to societal problems or issues”, “Discussion with people of a race or ethnicity other than your own”, “Spending significant amounts of time studying and on academic work”, “Thinking critically and analytically”, “Working effectively with others”, and “Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)”.

The first-year students scored higher than the Public 5-10K comparison group on “Working for pay off

campus”, “Estimated number of hours working for pay”, “Doing community service or volunteer work”, and “Providing care for dependents (children, parents, etc.)”.

The first-year students scored lower than the Public 5-10K comparison group on “Connected your learning to societal problems or issues”, “Writing tasks up between 6 and 10 pages”, “Spending significant amounts of time studying and on academic work”, “Hours per week preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)”, “Thinking critically and analytically”, and “Working effectively with others”. The first-year students scored better than the Oklahoma Public comparison group on “Estimated number of hours working for pay”, “Doing community service or volunteer work”, and “Providing care for dependents (children, parents, etc.)”.

The first-year students scored lower than the Oklahoma Public comparison group on “Explained course material to one or more students”, “Given a course presentation”, “Combined ideas from different courses when completing assignments”, “Connected your learning to societal problems or issues”, “Applying facts, theories, or methods to practical problems or new situations”, “Analyzing an idea, experience, or line of reasoning in the depth by examining its parts”, “Evaluating a point of view, decision, or information source”, “Writing tasks up between 6 and 10 pages”, “Discussion with people of a race or ethnicity other than your own”, “During the current school year, to what extent have your courses challenged you to do your best work”, “Quality of your interactions with Faculty”, “Spending significant amounts of time studying and on academic work”, “Providing support to help students succeed academically”, “Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)”, “Hours per week preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)”, “Thinking critically and analytically”, “Working effectively with others”, and “Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)”, and “How would you evaluate your entire educational experience at this institution”.

The senior students scored higher than the Public 5-10K comparison group on “Working for pay off campus” and “Providing care for dependents (children, parents, etc.)”.

The senior students score higher than the Oklahoma Public comparison group on “Come to class without completing readings or assignments”, “Attended an art exhibit, play, or other arts performance (dance, music, etc.)”, “Hold a formal leadership role in a student organization or group”, “Participate in a study abroad program”, “Working for pay off campus”, and “Providing care for dependents (children, parents, etc.)”.

The senior students score lower than the Oklahoma Public comparison group on “Attended an art exhibit, play, or other arts performance (dance, music, etc.)”, “Hold a formal leadership role in a student organization or group”, “Participate in a study abroad program”.

The NSSE report compared NSU Freshman and Seniors to the IPEDS comparison group over four Themes: Academic challenges, learning with peers, experiences with faculty, and campus environment. Each of these categories have multiple Engagement Indicators. NSU first-year student averages were lower on the Higher-Order Learning indicator of the Academic Challenge theme in comparison to the IPEDS and Oklahoma Public comparison groups. NSU first-year students were also lower than the Oklahoma Public comparison group on the Collaborative Learning and Discussions with Diverse Others indicators on the Learning with Peers theme, the Effective Teaching Practices

indicator on the Experiences with Faculty theme, and the Quality of Interactions indicator on the Campus Environment theme.

NSU choose to administer two topical modules with the NSSE that were compared to all public institutions that administered the module. In the Civic Engagement module, there were no differences with an effect size greater than .3. In the Global Learning module:

First-year students scored lower on “Providing courses that focus on global and international topics”, “Providing activities and experiences (speakers, events) that focus on global and international topics”, “Complete a course that focuses on global trends or issues (human rights, international relations, world health, climate, etc.)”, and “Discussed international or global topics and issues with others.”

Senior students scored lower on “Complete a course that focuses on global trends or issues (human rights, international relations, world health, climate, etc.)” and “Since enrolling at your current institution, have you lived with students from a country other than your own (exclude study aboard and other programs in other countries)”.

#### **IV-3 What changes occurred or are planned in response to the student engagement and satisfaction assessment?**

The NSSE data informed two NSU studies connected with the NSU HLC Quality Initiative: Sustaining Student Success. One study developed a survey instrument to measure beginning freshmen expectations of their university curricular and co-curricular experiences. Another study surveyed freshmen regarding their definition of “success.” The surveys were both administered in the early fall 2017 semester. Data from each study will guide retention programming. The results will be reported in the 2017-2018 annual assessment report.

**Table H: Student Evaluation of Course / Teaching Effectiveness**

<b>FALL 2016</b>	<b>Number of classes evaluated</b>	<b>Number of faculty evaluated</b>	<b>Number of surveys completed</b>
Liberal Arts	434	169	2,187
Business & Technology	226	76	1,330
Education	303	114	1,740
Optometry	22	16	152
Science & Health Prof.	243	81	1,599
<b>TOTAL</b>	<b>1,228</b>	<b>443</b>	<b>7,008</b>

Faculty members may be evaluated in two different colleges

<b>SPRING 2016</b>	<b>Number of classes evaluated</b>	<b>Number of faculty evaluated</b>	<b>Number of surveys completed</b>
Liberal Arts	350	126	1,308
Business & Technology	220	75	1,358
Education	270	103	1,428

Optometry	19	15	225
Science & Health Prof.	240	71	1,297
<b>TOTAL</b>	<b>1,099</b>	<b>389</b>	<b>5,616</b>

Faculty members may be evaluated in two different colleges

### Question 21: Instructor was an Effective Teacher

Question 21	Fall 2016	Spring 2016
Liberal Arts	4.43	4.38
Business & Technology	4.14	4.19
Education	4.43	4.43
Optometry	4.65	4.42
Science & Health Prof.	4.09	3.92

### Assessment Budgets

At the current time, NSU does not collect an academic service fee for assessment purposes. Instead, it uses E & G monies for institutional assessment activities including salaries of staff in the Office of Institutional Effectiveness and adjunct back-fill when needed for student learning coordinators in each college.

At this time, a fee is collected for those students who must take the CPT secondary assessment more than once, and pass through fees for licensure and aptitude tests delivered through the testing center. These pass through fees are used to pay vendors for the test, proctoring, and special configurations as needed for the testing center.

Programs that require subject area field tests use a portion of program or college enhancement fees to pay for these tests.

Assessment Fees	0
Assessment salaries	
4 College Student Learning Coordinators course release	24,000
External Evaluation (Program Review)	15,000
Institutional Effectiveness salaries / benefits	298,898
Academic Testing Coordinator salary / benefits	50,209
Distributed to other departments ( <i>enhancement fees</i> )	Unknown
Operational Costs	
Institutional Effectiveness Operating	11,264
LMS course evaluation survey (est.)	25,000
Chalk & Wire software	120,000
Civitas Analytics software	86,600

Total Expenditures	630,971
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*All expenses E & G funds unless otherwise noted.*

## **Appendix 1. NSU Degrees of Excellence – Baccalaureate Degree Outcomes**

### **1. Outcome # 1: Intellectual Skills**

#### 1.1 Analytic Inquiry

- A. raises vital questions and problems, formulating them clearly and precisely;
- B. evaluates approaches to address complex problems;
- C. tests proposed solutions to complex problems.

#### 1.2 Information Literacy

- A. determine the extent of information needed;
- B. access the needed information effectively and efficiently;
- C. evaluate the reliability and comparative worth of various information sources;
- D. use information effectively to accomplish a specific purpose;
- E. use information ethically and legally.

#### 1.3 Engaging diverse perspectives

Explain alternative systems of thought, including their assumptions, implications, and practical consequences.

1.4 Quantitative fluency

- A. write an equation using mathematical symbols that expresses a relationship;
- B. perform arithmetic operations on algebraic expressions and solves linear equations;
- C. evaluate the validity of procedures in solving a mathematical problem;
- D. interprets mathematical models such as formulas, graphs, tables, and schematics, and draws inferences from them.

1.5 Communication fluency

- A. construct coherent written and oral arguments for general and specific audiences;
- B. construct coherent written and oral narratives for general and specific audiences;
- C. collaborates with others to advance an argument or design an approach to resolving a social, personal or ethical dilemma.

**2. Outcome # 2: Integrative Knowledge**

- 2.1 Produce, independently or collaboratively, an investigative, creative or practical work that draws on specific theories, evidence, tools and methods from diverse perspectives.

**3. Outcome # 3: Specialized Knowledge in the Major**

- 3.1 Explain the boundaries and major areas of specialization within the major;
- 3.2 Properly utilize discipline specific vocabulary;
- 3.3 Demonstrate the ability to effectively use the tools, technologies and methods common to the major;
- 3.4 Evaluate a complex question using appropriate perspectives and evidence drawn from the student's major; and
- 3.5 Construct a summative project that draws on current research, scholarship and/or techniques in the major.

**4 Outcome # 4: Capstone Experience in the Baccalaureate Degree**

**The integration of the major with baccalaureate degree expectations reflecting the intersection of academic and post-baccalaureate settings.**

Demonstrate competency at the baccalaureate level in analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency. Demonstration can be achieved through one or more of the following as appropriate:

- 4.1 Formulate a question on a topic that addresses more than one academic discipline, a public issue, or practical setting where the student:
  - A. locate appropriate evidence that addresses the question;
  - B. evaluate the evidence in relation to the problem's contexts,

- C. articulate conclusions that follow logically from such analysis.
- 4.2 Complete an immersive performance, field-based project, exhibit, or internship related to the discipline and course of study where the student:
- A. implement insights from others into the project;
  - B. evaluate a significant challenge or question faced in the project in relation to core concepts, methods or assumptions in his or her major field;
  - C. describe the effects of learning outside the classroom on his or her research or practical skills;
  - D. explain in writing or another medium how those elements were combined in the product to shape its intended meaning or findings; and
  - E. employ appropriate citations to demonstrate the relationship of the product to literature in its field.

## **5 Outcome # 5: Citizenship**

### 5.1 Cultural Foundations

- A. Analyze the advantages and challenges of a culturally diverse society;
- B. Identify the connectedness of culture and society;
- C. Discuss how culture influences one's perspective;
- D. Define one's identity in relation to cultural differences;
- E. Work across cultural differences.

### 5.2 Leadership & Engagement

- A. Distinguish between leadership as a process and leadership as a position;
- B. Demonstrate commitment to positive change;
- C. Demonstrate respect for the rights of others;
- D. Employ ethical considerations when making leadership decisions;
- E. Practice engaged citizenship by contributing to the positive welfare of the community.

### 5.3 Life Skills & Personal Development

- A. Achieve personal goals;

- B. Recognize personal strengths and challenges;
- C. Identify personal values or beliefs;
- D. Manage resources effectively.

5.4 Professional & Career Development

- A. Develop professional or career goals;
- B. Match strengths and interests to chosen paths;
- C. Build professional relationships and networks;
- D. Translate acquired knowledge to professional skills.