

NORTHEASTERN STATE UNIVERSITY

ANNUAL REPORT OF 2019-20 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 2019-2020 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 Next Generation* 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 2019-2020, NSU continued to utilize the online *Accuplacer Next Generation* tests for English and Reading, and an institutionally developed test for Math to appropriately place students whose ACT scores were substandard or indicated a deficiency in preparation for college-level work. During the 2019-2020 academic year, 534 enrolled NSU students required placement testing, with many being assessed in more than one area. NSU administered more mathematical assessments than any other area. Average success rates (fall and spring) in remedial courses range from 62.5% in Math 0123 Elementary Algebra to 75.2% in MATH 1471 Applied Math Lab and MATH 1473 with MATH 1471 Applied Math with Lab. This is the third assessment cycle of the fully implemented 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.

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 General Education category. The effort involved in collecting data on individual outcomes and the non-discrete nature of the results led the General Education committee to plan to revise the general education outcomes in order 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 and 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 4.29/5.0 in fall 2019 and

4.36/5.0 in spring 2020. During fall 2019 and spring 2020 respectively, 403 and 384 faculty members were evaluated with a high degree of student satisfaction.

Conclusions

Northeastern State University utilizes 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 the 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.

Section 1 - Entry Level Assessment and Course Placement

Activities

I-1. What information was used to determine college-level course placement? Please report the specific multiple measures your institution used for FY 2019-2020 (e.g., high school GPA and CPT cut scores)?

Entry-level assessment begins with ACT subscores in English, Mathematics, Science and Reading as well as SAT subject test scores in Mathematics and in Evidence-Based Reading and Writing. If the ACT subscore is 19 or greater, or the SAT subject test scores are 510 or higher for math or 510 or higher for Reading/English, the student is placed in college level coursework.

If the subscore is less than the minimum cut score, secondary measures are used to determine placement. If the ACT 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. Students are placed in college-level course work if they meet the following high school GPA criteria: English, 3.25 in high school English classes; Mathematics, 3.25 in high school math classes; and Reading, 3.0 overall high school GPA.

Students not meeting the high school GPA criteria take a secondary exam administered by the University Advising Center. NSU utilizes the Accuplacer Next Generation Writing test for placement in English. Students scoring 256 or above are placed in college-level courses. A locally developed placement test is used for math placement. Students scoring 90 or higher on the exam are placed at college-level. If a student does not meet the minimum of score of 90, he/she can still be placed at the college-level with an overall high school GPA of 3.25. For Reading, NSU utilizes the Accuplacer Next Generation Reading test with students scoring 251 or above placed in college-level classes.

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 subscores total 34, 3) Mathematics secondary placement test and reading secondary placement test are both passed at the minimum cut scores, 4) Mathematics secondary placement test and English secondary placement test are both passed at the minimum cut scores.

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

Students with ACT/SAT subscores less than the minimum, who did not meet the high school GPA criteria, and did not meet the appropriate cut scores for either college-level placement or co-requisite courses were required to enroll in remedial coursework. Thus, students scoring below 241 on the Next Generation Writing test were placed in ENGL 0123 Developmental Writing, while students scoring below 251 on the Next Generation Reading test were placed in ENGL 0113 Developmental Reading. Students scoring below 60 on the NSU math placement test were placed in MATH 0123 Elementary Algebra. Students eligible for co-requisite courses but choosing remedial coursework instead were placed in ENGL 0123 Developmental Writing and/or MATH 0133 Intermediate Algebra.

Table A below summarizes the placement process.

Table A: Placement Summary

SUBJECT	ACT ^	SAT ^	HS GPA	TEST SCORE	CLASS
Reading	≥ 19	≥ 510			No Reading Class
	17 or 18		≥ 3.0*		No Reading Class
			< 3.0*	≥ 251	No Reading Class
				< 251	ENGL 0113 Reading Enhancement
	< 17	< 510		≥ 251	No Reading Class
				< 251	ENGL 0113 Reading Enhancement
English	≥ 19	≥ 510			ENGL 1113 English Composition I
	17 or 18		≥ 3.25*		ENGL 1113 English Composition I
			< 3.25*	≥ 256	ENGL 1113 English Composition I
				241 to 255	ENGL 0123 Writing Enhancement OR ENGL 1113 with ENGL 1111 co-req lab
				< 241	ENGL 0123 Writing Enhancement
	< 17	< 510		≥ 256	ENGL 1113 English Composition I
				241 to 255	ENGL 0123 Writing Enhancement OR ENGL 1113 with ENGL 1111 co-req lab
				< 241	ENGL 0123 - Writing Enhancement
	Mathematics	≥ 19	≥ 510		
17 or 18			≥ 3.25*		MATH 1313 Elementary Statistics OR MATH 1473 Applied Mathematics OR MATH 1513 College Algebra OR MATH 1523 Functions and Change
			< 3.25*	≥ 90	MATH 1313 Elementary Statistics OR MATH 1473 Applied Mathematics OR MATH 1513 College Algebra OR MATH 1523 Functions and Change
				< 90	MATH 0133 Intermediate Algebra OR MATH 1313 with MATH 1311 co-req lab OR MATH 1473 with MATH 1471 co-req lab OR MATH 1523 with MATH 1521 co-req lab
			< 17	< 510	
60 to 89		MATH 0133 Intermediate Algebra OR MATH 1313 with MATH 1311 co-req lab OR MATH 1473 with MATH 1471 co-req lab OR			

				MATH 1523 with MATH 1521 co-req lab
			< 60	MATH 0123 Elementary Algebra

*^Placement is based on either ACT or SAT; students are not required to meet both cut scores
High school GPA refers to overall high school GPA for reading, GPA in high school English classes for English, and GPA in high school math classes for mathematics.

Students scoring below 251 on the Accuplacer Next Generation Reading test are required to complete ENGL 0113, Reading Enhancement during the first semester of enrollment.

Students who do not meet the criteria for science outlined in I-1 are considered deficient. They may not enroll in college-level science courses until they have remediated all other deficiencies.

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

Oklahoma's partnership with Complete College America led 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. This model is now fully implemented.

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 placement tests which include exams for 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. Students are allowed up to two re-tests with one week between each attempt.

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.

I-4. What information was used to determine co-requisite course placement? Please report the specific multiple measures your institution used for FY 2019-2020 (e.g., high school GPA and CPT cut scores)?

Students scoring below the minimum cut scores on the ACT/SAT subtests, do not meet the high school GPA criteria, and score below the placement test cut scores for college-level placement are considered for placement in the college-level course with a required co-requisite lab. For English, students scoring a 241 or higher on the Next Generation Writing test are eligible to enroll in the co-requisite courses, ENGL 1113 English Composition I with ENGL 1111 Composition I Lab. Students with a Math ACT subscore of 17 or 18 with a GPA of less than 3.25 in high school math classes as well as those scoring between 60 and 89 on the math placement test are eligible to enroll in one of the co-req courses: MATH 1313 Elementary Statistics with MATH 1311 Elementary Statistics Lab, MATH 1473 Applied Mathematics with MATH 1471 Applied Mathematics Lab or MATH 1523 Functions and Change with MATH 1521 Functions and Change Lab. Students eligible for co-requisite course enrollment had the option of enrolling in developmental classes but were encouraged by advisors to choose the co-requisite option.

- I-5. Describe the method used to place “adult” students who do not have ACT/SAT scores.**
Adults students who do not have ACT/SAT scores are required to take the secondary exams. Cut scores are the same as described in the preceding sections.

Analyses and Findings

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

Students are notified of the need to test 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.

Placement Test Summary

A total of 1,166 tests and 534 students participated in some form of entry-level assessment. The data provided in Table B, below, includes entering undergraduate students who were enrolled at NSU for the first time during the Summer 2019, Fall 2019, or Spring 2020 terms. The percentage in each category represents the percentage of secondary placement participants at either the college or remedial level for that subject matter.

Table B: Placement Results, 2019-2020

	College Courses		Remediation		Total
	# Tests	%	# Tests	%	# Tests
ENGLISH	94	32.5	195	67.5	289
MATH	74	16.3	380	83.7	454
READING	124	62.9	73	37.1	197
SCIENCE	119	52.7	107	47.3	226
TOTAL	411	35.2	755	64.8	1166

Developmental, Co-requisite and College-Level Course Data

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 college-level courses must earn a grade of D or better. The placement test is re-administered at the end of the semester in developmental courses and co-requisite labs to determine competency. Table C refers to post-course test and grade data for remedial and co-requisite lab courses. The table identifies the total number enrolled and the total number completing the post-test with the grouping score. For example, in Fall 2019, 60 students were enrolled in ENGL 0113 Reading Enhancement. Of those, 48 took the end of semester placement exam. Eleven (22.9%) of the students scored at or above the cut-score (≥ 251) and 77.1% ($n = 37$) scored below. However, 91.7% of the students who completed the course earned a passing grade. For co-requisite courses, the passing grade applies only to the lab, not to the co-requisite college level lecture section. Note: Post-tests were not administered at the end of the Spring 2020 term due to COVID-19.

Table C: Course Data for Reading, English, and Math

Course	Semester	Enrolled	N for Test	Test Scores			Passing Grade	
				Group	n	%*	n	%**
ENGL 0113 Reading Enhancement	Fall 2019	60	48	< 251	37	77.1	33	89.2
				≥ 251	11	22.9	11	100.0
	Spring 2020^	16		< 251				
				≥ 251				
ENGL 0123 Writing Enhancement	Fall 2019	51	41	< 256	37	90.2	30	81.1
				≥ 256	4	9.8	4	100.0
	Spring 2020^	0		< 256				
				≥ 256				
ENGL 1111 Composition I Lab	Fall 2019	110	95	< 256	70	73.7	64	91.4
				≥ 256	25	26.3	25	100.0
	Spring 2020^	22		< 256				
				≥ 256				
MATH 0123 Elementary Algebra	Fall 2019	94	71	< 60	27	38.0	18	66.7
				60 - 89	40	56.3	37	92.5
				≥ 90	4	5.6	4	100.0
	Spring 2020^	29		< 60				
				60 - 89				
				≥ 90				
MATH 0133 Intermediate Algebra	Fall 2019	68	50	< 60	12	24.0	10	83.3
				60 - 89	29	58.0	27	93.1
				≥ 90	9	18.0	9	100.0
	Spring 2020^	32		< 60				
				60 - 89				
				≥ 90				
MATH 1311 Elementary Statistics Lab	Fall 2019	50	40	< 60	15	37.5	15	100.0
				60 - 89	23	57.5	23	100.0
				≥ 90	2	5.0	2	100.0
	Spring 2020^	40		< 60				
				60 - 89				
				≥ 90				
MATH 1471 Applied	Fall 2019	58	51	< 60	24	47.1	24	100.0
				60 - 89	26	51.0	26	100.0

Mathematics Lab				≥ 90	1	2.0	1	100.0
	Spring 2020^	22		< 60				
				60 - 89				
				≥ 90				
MATH 1521 Functions and Change Lab	Fall 2019	40	29	< 60	12	41.4	12	100.0
				60 - 89	16	55.2	16	100.0
				≥ 90	1	3.4	1	100.0
	Spring 2020^	14		< 60				
				60 - 89				
				≥ 90				

* % is number of students in group divided by number with post-test score

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

^Post-tests were not administered in Spring 2020 due to COVID-19

Success Rates

Table D summarizes the overall course/deficiency success rates. For zero-level, remedial courses, students can “pass” by earning a passing grade in the course or by posting a passing score on the placement test. In either case, the deficiency is considered remediated.

Fall 2019 Math pass rates were 62.8% and 67.6% for MATH 0123, Elementary Algebra and MATH 0133, Intermediate Algebra, respectively. Spring 2020 pass rates were 62.1% and 84.4% for 0123 and 0133, respectively. Fall 2019 English pass rates were 66.7% for ENGL 0123, Writing Enhancement. No sections of ENGL 0123 were scheduled for Spring 2020. Pass rates for ENGL 0113, Reading Enhancement, were 73.3% and 50.0% for fall 2019 and spring 2020, respectively, with only 16 students enrolled for Spring 2020.

Table D includes co-requisite course data. As noted earlier, students scoring appropriately 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. Of the students enrolled in the fall 2019 ENGL 1113 and ENGL 1111 co-requisite combination, 80.9% passed ENGL 1113 while 63.6% of the students enrolled in the spring 2020 sections passed the course. The Math co-requisite course options include MATH 1313 Elementary Statistics with MATH 1311, MATH 1473 Applied Math with MATH 1471, and MATH 1523 Functions and Change with MATH 1521. In fall 2019, students enrolled in these combinations passed the college level lecture section with the following rates: 76.0% for MATH 1313, 81.0% for MATH 1473, and 70.0% for MATH 1523. In spring 2020, the pass rates were 65.0% for MATH 1313, 63.6% for MATH 1473, and 50.0% for MATH 1523.

Pass rates for the college level courses for non-remedial students were as follows (course, fall 2019, spring 2020):

ENGL 1113, English Composition I, 80.1%, 67.1%

MATH 1313, Elementary Statistics, 81.2%, 81.4%

MATH 1473, Applied Mathematics, 83.9%, 77.4%

MATH 1523, Functions and Change, 78.6%, 66.7%

Table D: Overall Success Rates, Fall 2019 and Spring 2020

Course	Semester	Enrolled	I and AU	N for Pass Rate	Passed		Failed	
					n	%	n	%
ENGL 0113	Fall 2019	60	0	60	44	73.3	16	26.7
	Spring 2020	16	6	10	5	50.0	5	50.0
ENGL 0123	Fall 2019	51	0	51	34	66.7	17	33.3
	Spring 2020	0	0	0				
ENGL 1111	Fall 2019	110	0	110	90	81.8	20	18.2
	Spring 2020	22	0	22	14	63.6	8	36.4
ENGL 1113 w 1111	Fall 2019	110	0	110	89	80.9	21	19.1
	Spring 2020	22	0	22	14	63.6	8	36.4
ENGL 1113 ONLY	Fall 2019	473	5	468	375	80.1	93	19.9
	Spring 2020	164	0	164	110	67.1	54	32.9
ENGL 1113 TOTAL	Fall 2019	583	5	578	464	80.3	114	19.7
	Spring 2020	186	0	186	124	66.7	62	33.3
MATH 0123	Fall 2019	95	1	94	59	62.8	35	37.2
	Spring 2020	29	0	29	18	62.1	11	37.9
MATH 0133	Fall 2019	68	0	68	46	67.6	22	32.4
	Spring 2020	32	0	32	27	84.4	5	15.6
MATH 1311	Fall 2019	50	0	50	41	82.0	9	18.0
	Spring 2020	40	0	40	35	87.5	5	12.5
MATH 1313 w 1311	Fall 2019	50	0	50	38	76.0	12	24.0
	Spring 2020	40	0	40	26	65.0	14	35.0
MATH 1313 ONLY	Fall 2019	85	0	85	69	81.2	16	18.8
	Spring 2020	59	0	59	48	81.4	11	18.6
MATH 1313 TOTAL	Fall 2019	135	0	135	107	79.3	28	20.7
	Spring 2020	99	0	99	74	74.7	25	25.3
MATH 1471	Fall 2019	58	0	58	51	87.9	7	12.1
	Spring 2020	22	0	22	15	68.2	7	31.8
MATH 1473 w 1471	Fall 2019	58	0	58	47	81.0	11	19.0
	Spring 2020	22	0	22	14	63.6	8	36.4
MATH 1473 ONLY	Fall 2019	87	0	87	73	83.9	14	16.1
	Spring 2020	53	0	53	41	77.4	12	22.6
MATH 1473 TOTAL	Fall 2019	145	0	145	120	82.8	25	17.2
	Spring 2020	75	0	75	55	73.3	20	26.7

MATH 1521	Fall 2019	40	0	40	30	75.0	10	25.0
	Spring 2020	14	0	14	7	50.0	7	50.0
MATH 1523 w 1521	Fall 2019	40	0	40	28	70.0	12	30.0
	Spring 2020	14	0	14	7	50.0	7	50.0
MATH 1523 ONLY	Fall 2019	42	0	42	33	78.6	9	21.4
	Spring 2020	15	0	15	10	66.7	5	33.3
MATH 1523 TOTAL	Fall 2019	82	0	82	61	74.4	21	25.6
	Spring 2020	29	0	29	17	58.6	12	41.4

Student Progress

Student progress is tracked through the University Advisement Center, overseen by the Office of Academic Affairs. As noted, students in any 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 withdrawal or an F grade and failing the post-test. These 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 pre/post-placement testing. The placement exam pre-score is the “secondary test” used prior to 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 equivalent 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, *Maxient*, 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

As students in the co-requisite English classes are passing the college-level coursework at similar rates to non-deficient students, more eligible students are being encouraged to select the co-requisite option in place of developmental classes. The placement test for English changed to the Accuplacer Next Generation Writing exam for the 2019-2020 academic year. Fall students taking the ENGL 1113/1111 co-requisite combination actually passed at a slightly higher rate than the non-remedial students. Although pass rates for students in co-requisite Math courses are somewhat less than the rate for non-remedial students, the remedial students are passing at a sufficient rate to warrant continued advisement to select the co-req option when eligible.

The Department of Mathematics and Computer Science 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.

The Office of Institutional Effectiveness conducts an ongoing study of pre/post-test scores and grades and shares the data with the Developmental Education committee.

With the implementation of the state's Math Pathways initiative, two new courses' co-requisite course combinations - MATH 1313 Introduction to Statistics with MATH 1311 Introduction to Statistics Lab as well as MATH 1523 Functions and Change with MATH 1521 Functions and Change Lab launched this Fall 2019. The co-requisite option for College Algebra is no longer available.

The English faculty continue to utilize a multi-station writing laboratory for those in zero-level and beginning English course work. Writing laboratory directors are in place at the Tahlequah and Broken Arrow campuses, and the computers in the writing lab are upgraded regularly.

The University Advising Center (UAC) continues to serve students with a focus on increasing student retention and graduation rates. UAC's academic 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.

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 E 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 F 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.

Representative improvements made or planned based upon the assessment data include:

- Using iClicker or Top Hat technologies, for example in the general education science courses, to encourage more regular attendance.
- Revising assessment instruments to ensure better alignment between the student learning outcomes, instructional materials, and assessment instrument in several courses, and for example, in the required composition courses.
- Revising the data collection and reporting methods in courses with multiple sections to ensure data validity.
- Revising, and in some cases developing, rubrics or scales that align the assessment instrument to the student learning outcomes.
- The adoption of a standardized assessment instrument allowing for comparisons to students from other schools or regions.

Detailed assessment results are provided in Table F below

Analysis and Findings

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

See Table F 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 continues to implement an assessment protocol, entitled Degrees of Excellence, that will track student

performance over time. NSU approved institutional learning outcomes. See Appendix 1 for a comprehensive outcome list. The Executive Director for Planning and Assessment is collaborating with the General Education committee to align the general education outcomes to the Degrees of Excellence. 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.

Additionally, degree programs are currently revising or developing assessment plans that align program student learning outcomes to the Degrees of Excellence. NSU would like to establish benchmark data for the Degrees of Excellence in the 2020-21 assessment cycle.

II-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 E: 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
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.
4. Explain the methods of science as applied to human behavior
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 F: General Education Assessment Results

	Course Student Learning Outcome Assessed	General Education Student Learning Outcome	Degrees of Excellence Student Learning Outcome	Assessment Measure (include description of how the tool was administered)	Performance Target	Number of students assessed	Results
ANTH/ AIS 2223		It assesses students' understanding of Native cultures, their cultural experiences, and relationship to the federal government, which matches objective (C) for Social and Behavioral Sciences.		10 Questions testing general knowledge about American Indian cultures and history.		Fall 10 Spring 14	Fall Pre 4.3 Fall Post 6.4 Spring Pre 5.6 Spring Post 8.8 Maximum value=10
ART 2023	Intellectual Skills: Analytic Inquiry, Engaging diverse perspectives, and Communication fluency	1. Describe various expressions of emotion, intellect, and imagination 3. Demonstrate observational and critical thinking abilities.	Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication	ALL OBJECTIVES measured by Writing assignments with rubric. Gave the same assignment on the 1st day of class and then for 3 papers (each paper = double	Each essay worth 5 points, so 3 out of 5 = 60% or passing	F19 AP10:00 26-29 students	Beginning scores averaged at 2.72/5, with lowest score .3 and highest 5. The 1 st day of class, 2 got an A on the assessment, 1=B,3=C,8=D, and 15 got less than the 60% necessary to pass. By the end of the class, the average score was 4.7/5. 21 got an A, 2=b,1=C,2=D, and NONE failed to make a passing score on the

			fluency.	assignment). Took last paper's "least favorite" artwork (generally considered more difficult) for the last assessment score. So Pre-class essay discussing an artwork 1 st day of class compared to end-of-semester essay discussing artwork		<p>assessment.</p> <p>So, on the 1st day of class, only 14 of 29 would have passed the assessment. Towards the end of the semester, ALL would have passed the assessment with over 88.5% getting an A or B.</p> <p>F19 Apone 15-18 students</p> <p>Beginning scores averaged at 3.29/5, with lowest score 1.3 and highest 4.7/5. The 1st day of class, 2 got an A on the assessment, 3=B,4=C,2=D, and 7 got less than the 60% necessary to pass.</p> <p>By the end of the class, the average score was 4.87/5. 13 got an A, 2=b,0=C,0=D, and NONE failed to make a passing score on the assessment.</p> <p>So, on the 1st day of class, 11 of 18 would have passed the assessment. Towards the end of the semester, ALL would have passed the assessment, with 100% getting an A or B.</p> <p>\Sp20 AP10:00: 16-18 students</p> <p>Beginning scores averaged at 2.4/5, with lowest score .5 and highest 4.5. The 1st day of class, 2 got an A on the</p>
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						<p>assessment, 0=B,2=C,1=D, and 11 got less than the 60% necessary to pass.</p> <p>By the end of the class, the average score was 4.5/5. 11 got an A, 4=b,1=C,1=D, and only one did not make a passing score on the assessment.</p> <p>So on the 1st day of class, only 5 of 16 would have passed the assessment. Towards the end of the semester, 17 out of 18 would have passed the assessment, with over 83% getting an A or B.</p> <p>Sp20 Apone 9-10 students</p> <p>Beginning scores averaged at 2.96/5, with lowest score .5 and highest 5. The 1st day of class, 1 got an A on the assessment, 1=B,0=C,3=D, and 4 got less than the 60% necessary to pass.</p> <p>By the end of the class, the average score was 4.63/5. 8 got an A, 0=b,0=C,2=D, and none did not make a passing score on the assessment.</p> <p>So on the 1st day of class, 5 of 9 would have passed the assessment. Towards the end</p>
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							of the semester, 100% would have passed the assessment, with over 80% getting an A or B.
BIOL 1011	Generate and test hypotheses	Generate and test hypotheses	Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	Students are required to produce a poster suitable for presentation at a scientific conference describing their semester-long research project	Score/grade of 60% or higher for poster	262	250 students met expectations 12 students did not meet expectations
BIOL 1011 cont.	Use the scientific method to evaluate hypotheses and conclusions	Use the scientific method to evaluate hypotheses and conclusions	Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	Students are required to produce a poster suitable for presentation at a scientific conference describing their semester-long research project	Score/grade of 60% or higher for poster	262	250 students met expectations 12 students did not meet expectations

BIOL 1011 cont.	Demonstrate skills in making measurements and analyzing data	Demonstrate skills in making measurements and analyzing data	Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	Students are required to produce a poster suitable for presentation at a scientific conference describing their semester-long research project	Score/grade of 60% or higher for poster	262	250 students met expectations 12 students did not meet expectations
BIOL 1013		Understanding the methodology and facts of biological science		Comparison of Post-test Scores to Pre-test Scores (series of multiple choice questions)	1) Statistically significant improvement from Pre- to Post-test scores 2) Average score of 60% or better on Post-test	141	Fall 2019 1) ACHIEVED in all 3 sections 2) 97/141 (69%) of students reached criterion Spring 2020 1) ACHIEVED in both sections 2) 11/122 (90%) met criterion
BIOL 1013 cont.		Understanding the scientific nature of living organisms		Comparison of Post-test Scores to Pre-test Scores (series of multiple choice questions)	1) Statistically significant improvement from Pre- to Post-test scores 2) Average score of 60% or better on Post-test	141	Fall 2019 1) ACHIEVED in all 3 sections 2) 97/141 (69%) of students reached criterion Spring 2020 1) ACHIEVED in both sections 2) 11/122 (90%) met criterion

BIOL 1111	Generate and test hypotheses	Generate and test hypotheses		Final Exam Questions	60% passing	110	95/110 students were successful
BIOL 1111 cont.	Use the scientific method to evaluate hypotheses and conclusions	Use the scientific method to evaluate hypotheses and conclusions		Final Exam Questions	60% passing	110	108/110 students were successful
BIOL 1111 cont.	Establish causal relationships	Establish causal relationships		Final Exam Questions	60% passing	110	100/110 students were successful
BIOL 1111 cont.	Demonstrate skills in making measurements and analyzing data	Demonstrate skills in making measurements and analyzing data		Final Exam Questions	60% passing	110	96/110 students were successful
BIOL 1113		Understanding the methodology and facts of both biological and physical science		Standard set of questions on the Final Exam	Students must score 60% or better on the standard set of questions	Fall 2019 Biol 1113-21032 48 students (Zamor) Biol 1113-21031 71 students (Zamor) Spring 2020	Fall 2019 Biol 1113-21032 39/48 met expectations (81%) Biol 1113-21031 62/71 students met expectations (87%) Spring 2020

						<p>Biol 1113-31509 41 students (Zamor)</p> <p>Biol 1113-31508 75 students (Waring)</p>	<p>Biol 1113-31509 36/41 students (Zamor) met expectations (88%)</p> <p>Biol 1113-31508 68/75 students (Waring) met expectations (90%)</p>
BIOL 1114	Apply principles of scientific inquiry, differentiate a theory from a hypothesis, and differentiate fact from opinion in regard to biological sciences.	Use the scientific method to evaluate hypotheses and conclusions	Integrative knowledge	<p>Students are required to complete a laboratory assignment and develop a written lab report reflecting their understanding of scientific method.</p> <p>Each lab report is graded out of a score of 30 points.</p>	Students are provided with a rubric that helps them determine what is considered to be a clear demonstration of mastery of the area. Success is indicated by including each of the required elements in the lab report.	48	<ul style="list-style-type: none"> ● By the end of the course 80% of students can articulate the scientific method in lab reports. ● By the end of the course 80% of students can write a hypothesis, conduct and experiment, gather data and write conclusions effectively. ● 20% of students at the end of the course were not able to write a hypothesis, gather data, and write conclusions effectively.
BIOL 1114 cont.	Apply principles of scientific inquiry, differentiate a theory from a hypothesis, and	Demonstrate skills in making measurements and analyzing data	Intellectual Skills	Students are required to complete a laboratory assignment and develop a written lab report	Students are provided with a rubric that helps them determine what is considered to be a clear	48	<p>By the end of the course most students are able to write clear, comprehensive lab reports</p> <p>Students show an understanding of being able to measure results, analyze the data and write</p>

	differentiate fact from opinion in regard to biological sciences.			reflecting their understanding of the measurements taken, the tools used and analysis of the resultant data. Each lab report is graded out of a score of 30 points.	demonstration of mastery of the area. Success is indicated by including each of the required elements in the lab report.		conclusions that relate to the hypothesis and the experimental aspects of the laboratory exercise Most students indicate that this has helped their critical thinking skills which can be used as transferable skills in other courses Most students have a much better understanding of the science they encounter in their day-to-day lives through media and personal experiences On average 80% of all students in the course met expectations
BIOL 1114 cont.	Describe and practice laboratory safety guidelines relating to working with chemicals, microorganisms, body fluids and/or dissection	Establish causal relationships	Integrative knowledge – emphasizing the ability to produce, independently or collaboratively, an investigative, creative, or practical work that draws on specific theories, evidence, tools, and methods	Each student is required to complete a laboratory assignment and develop a lab report that includes a discussion about the relationships between the experiments performed and the outcomes from these experiments.	Students are provided with a rubric that helps them determine what is considered to be a clear demonstration of mastery of the area. Success is indicated by including each of the required elements in the lab report.	48	By the end of the course students are better able to explain the links between cause and effect and to isolate a variable to be tested. On average 80% of all students in the course met expectations.

			from diverse perspectives.	Each lab is graded out of 60 points			
BIOL 1114 cont.		List the common characteristics of living organisms	Integrative knowledge – emphasizing the ability to produce, independently or collaboratively, an investigative, creative, or practical work that draws on specific theories, evidence, tools, and methods from diverse perspectives.	Students must complete an exam based on the hierarchy of living things with specific discussions about the common themes of life. The exam is worth 100 points	Students must master material that highlights these elements in the chapter outline as evidenced by the scores they receive on the exam on this topic.	48	By the end of the course most students are able clearly identify the common characteristics of living organisms during the final exam. The average final class number is around 45 students per semester On average 75% of all students in the course meet expectations
BIOL 3413	Explain why critical thinking is important in environmental science.	Establish causal relationships	Demonstrate subject matter knowledge	Five selected multiple-choice questions on the final exam	3/5 Answered Correctly	Spring 2020 48 students Summer 2020 45 students	Spring 2020 44/48 = 92% Summer 2020 33/45 = 73% AY 77/93 = 83%
CHEM 1123	Solve problems using proper precision and	<ul style="list-style-type: none"> Solve problems using basic 	1. Intellectual skills – emphasizing analytic	Performance on a standardized American	We would expect at least 70% of the students to	237	80.6% passed

	units.	arithmetic and algebra	inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	Chemical Society General Chemistry First term exam (each of the 70 questions were assigned to the course SLO that they fit. Out of the total number of questions in each SLO a pass number of questions was set)	pass this SLO.		
CHEM 1123 cont.	Apply the rules of nomenclature to inorganic substances.	<ul style="list-style-type: none"> Describe the scientific nature of the physical world and of living organisms 	1. Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	Performance on a standardized American Chemical Society General Chemistry First term exam (each of the 70 questions were assigned to the course SLO that they fit.	We would expect at least 50% of the students to pass this SLO.	237	54.3% passed

				Out of the total number of questions in each SLO a pass number of questions was set)			
CHEM 1123 cont.	Use quantitative relationships from chemical formulas and chemical equations.	<ul style="list-style-type: none"> Demonstrate skills in making measurements and analyzing data 	1. Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	<p>Performance on a standardized American Chemical Society General Chemistry First term exam</p> <p>(each of the 70 questions were assigned to the course SLO that they fit. Out of the total number of questions in each SLO a pass number of questions was set)</p>	We would expect at least 50% of the students to pass this SLO.	237	54.4% passed
CHEM 1123 cont.	Analyze the energy changes of chemical	Solve problems using basic	1. Intellectual skills – emphasizing analytic	Performance on a standardized American	50%	237	40.1% passed

	reactions and physical processes.	arithmetic and algebra	inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	Chemical Society General Chemistry First term exam (each of the 70 questions were assigned to the course SLO that they fit. Out of the total number of questions in each SLO a pass number of questions was set)			
CHEM 1123 cont.	Predict the electronic structure of atoms and ions.	Establish causal relationships	1. Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	Performance on a standardized American Chemical Society General Chemistry First term exam (each of the 70 questions were assigned to the course SLO that they fit.	We would expect at least 50% of the students to pass this SLO.	237	55.7% passed

				Out of the total number of questions in each SLO a pass number of questions was set)			
CHEM 1123 cont.	Explain periodic properties.	Describe the scientific nature of the physical world and of living organisms	1. Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	Performance on a standardized American Chemical Society General Chemistry First term exam (each of the 70 questions were assigned to the course SLO that they fit. Out of the total number of questions in each SLO a pass number of questions was set)	We would expect at least 70% of the students to pass this SLO.	237	74.3% passed
CHEM 1123 cont.	Assess the formation of compounds including	Describe the scientific nature of the physical world	1. Intellectual skills – emphasizing analytic	Performance on a standardized American	We would expect at least 50% of the students to	237	56.1% passed

	chemical bonding, molecular geometry and polarity.	and of living organisms	inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	Chemical Society General Chemistry First term exam (each of the 70 questions were assigned to the course SLO that they fit. Out of the total number of questions in each SLO a pass number of questions was set)	pass this SLO.		
CHEM 1131	Apply observations, safety, and techniques to basic laboratory procedures, including a written component.	Demonstrate skills in making measurements and analyzing data Use the scientific method to evaluate hypotheses and conclusions Generate and test hypotheses	Integrative knowledge – emphasizing the ability to produce, independently or collaboratively, an investigative, creative, or practical work that draws on specific theories, evidence, tools,	Used the average experiment report score for all 10 lab experiments. (each lab has a pre-lab section 15%, a data report sheet 70%, and a post-lab section 15%)	How many of the students achieved at least a 70% average on their lab papers?	223	206 (92%) of the 223 met the 70% mark

			and methods from diverse perspectives.				
CHEM 1131 cont.	Prepare Solutions	Demonstrate skills in making measurements and analyzing data	Specialized knowledge in the major – emphasizing student competency in the program outcomes of the major field(s) of study.	Used the student's score on Experiment 3	How many of the students made at least a 70% on this experiment?	223	198 (88.8%) of the 223 met the 70% mark
CHEM 1131 cont.	Analyze reactions	Demonstrate skills in making measurements and analyzing data	Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	Used the performance on the lab final which contains a practical section as well as a written section	How many of the students scored at least a 60% on the final?	218	175 (80%) of the 218 met the 60% mark.
CHER 4113							No report turned in

COMM 1113	develop a research-based informative or persuasive speech outline	*Currently developing alignment for 20/21 School Year					
COMM 1113 cont.	deliver presentations, which accurately and effectively communicates the student's conceptual and emotional meaning of an informative and persuasive topic to an audience of larger than ten persons.	Performing audience analysis; Learning basic research skills; Learning how to employ one's own writing or speaking voice effectively	1.5	Informative Speech	3 or higher on rubric	543 (277 FA 19; 240 SP 20; 26 SU 20)	327 (174 FA 19; 145 SP 20; 8 SU 20) students met or exceeded target
COMM 1113 cont.	deliver presentations, which accurately and effectively	Performing audience analysis; Learning basic research skills; Learning how to employ one's own	1.5	Persuasive Speech	3 or higher on rubric	536 (270 FA 19; 240 SP 20; 26 SU 20)	344 (183 FA 19; 151 SP 20; 10 SU 20) students met or exceeded target

	communicate s the student's conceptual and emotional meaning of an informative and persuasive topic to an audience of larger than ten persons.	writing or speaking voice effectively					
COMM 1113 cont.	employ personal communicati on goals in a small group meeting by utilizing interpersonal concepts derived from class.	*Currently developing alignment for 20/21 School Year					
COMM 1113 cont.	demonstrate sensitivity to the influence of culture on communicati on by examining cultural	*Currently developing alignment for 20/21 School Year					

	norms in various settings						
COMM 1113 cont.	analyze the value of persuasive arguments produced by others as it applies in the classroom and in daily communicative exchanges	*Currently developing alignment for 20/21 School Year					
COMM 1113 cont.	will utilize strategies to reduce speech anxiety and communication apprehension	Learning how to employ one's own writing or speaking voice effectively	1.5	PRPSA	lower post-test score indicates less speech anxiety	546 pre-test; 435 post-test (FA 19 269 pre; 216 post) (SP 20 246 pre; 195 post) (SU 20 31 pre; 24 post)	Aggregate data indicates a lower average score on the PRPSA test for each semester: FA 19 pre-test score/post-test score = 119/98; SP 20 pre-test score/post-test score = 118/101; SU 20 pre-test score/post-test score = 127/103
COMM 2213	develop a research-based informative, persuasive outline.	Performing audience analysis; Learning basic research skills; Learning how to employ one's own writing or speaking voice effectively	1.2, 1.5	Informative Outline	7 or higher on rubric	23 (SP 20)	22/23 students achieved performance target

COMM 2213 cont.	develop a research-based informative, persuasive outline.	Performing audience analysis; Learning basic research skills; Learning how to employ one's own writing or speaking voice effectively	1.2, 1.5	Persuasive Outline	7 or higher on rubric	23 (SP 20)	3 students did not submit; 20/23 achieved performance target
COMM 2213 cont.	deliver presentations, which accurately and effectively communicate the student's conceptual and emotional meaning of an informative and persuasive topic to an audience of larger than ten persons.	Performing audience analysis; Learning basic research skills; Learning how to employ one's own writing or speaking voice effectively	1.5	Informative Speech	C or higher on speech based on rubric	23 (SP 20)	23/23 students achieved performance target
COMM 2213 cont.	deliver presentations, which accurately and	Performing audience analysis; Learning basic research skills; Learning how to	1.5	Persuasive Speech	C or higher on speech based on rubric	23 (SP 20)	3 students did not submit; 20/23 achieved performance target

	effectively communicates the student's conceptual and emotional meaning of an informative and persuasive topic to an audience of larger than ten persons.	employ one's own writing or speaking voice effectively					
COMM 2213 cont.	employ small group communication goals in a presentation by utilizing public speaking concepts derived from class.	Learning to read closely, note agreements and disagreements, and make application in the student's own work; Performing audience analysis; Communicating effectively with people from other cultures and backgrounds		Group Speech	score of 70% or higher	23 (SP 20)	23/23 students met this goal
COMM 2213 cont.	demonstrate sensitivity to the influence of culture on communication	Communicating effectively with people from other cultures and backgrounds		Persuasive Speech Peer Feedback	score of 70% or higher	23 (SP 20)	6 students did not submit; 16/17 students achieved this goal

	on by examining ethical persuasion						
COMM 2213 cont.	analyze the value of persuasive arguments produced by others as it applies in the classroom and in public speeches	Performing audience analysis; Communicating effectively with people from other cultures and backgrounds		Analysis II Assignment	score of 70% or higher	23 (SP 20)	4 students did not submit; 19/19 students met this goal
COMM 2213 cont.	will utilize strategies to reduce speech anxiety and communication apprehension	Learning how to employ one's own writing or speaking voice effectively	1.5	PRPSA	lower score on post-test	23 (SP 20)	3 students did not complete both the pre-and post-test; 17/23 reported lower scores and achieved the performance target
COMM 2543	1) Explore the concept of culture by examining popular cultural artifacts and cases in their everyday lives (Meets GE Outcomes A, D),	Describe cultural influences on their own values and assumptions; Value human and cultural diversity	5.1	Vocabulary Report	70% or higher	SP20	23/23 students achieved the goal

COMM 2543 cont.	2) Identify intercultural conflicts, stereotypes, and communication problems and reflect on the possible solutions (Meets GE Outcomes A, B, D),	Describe cultural influences on their own values and assumptions; Analyze different cultures from a comparative perspective; Value human and cultural diversity	5.1	Identity Analysis	70% or higher	SP20	22/23 students achieved the goal
COMM 2543 cont.	3) Understand the important role of “language” in intercultural communication and develop the ability to decode the meanings of a ritual, a phrase, or a gesture in different symbolic systems (Meets GE Outcomes A, B, C), and	Describe cultural influences on their own values and assumptions; Analyze different cultures from a comparative perspective; Communicate with members of different cultural groups with respect and maturity	5.1	Foreign Culture Report	70% or higher	SP20	21/23 students achieved the goal

COMM 2543 cont.	4) Achieve personal communication goals in an intercultural context (Meets GE Outcomes A, B, C, D).	Describe cultural influences on their own values and assumptions; Analyze different cultures from a comparative perspective; Communicate with members of different cultural groups with respect and maturity; Value human and cultural diversity	5.1	Final Project	70% or higher	SP20	20/23 students achieved the goal
COMM 3223	develop a research-based informative or persuasive speech outline	Performing audience analysis, Learning basic research skills, Learning how to employ one's own writing or speaking voice effectively	1.2, 1.5	Introduced	7 or higher on rubric	28	26/28 students achieved this goal
COMM 3223 cont.	develop a research-based informative or persuasive speech outline	Performing audience analysis, Learning basic research skills, Learning how to employ one's own writing or speaking voice effectively	1.2, 1.5	Reinforced	7 or higher on rubric	28	20/28 students achieved this goal

COMM 3223 cont.	deliver presentations, which accurately and effectively communicates the student's conceptual and emotional meaning of an informative and persuasive topic to an audience of larger than ten persons.	Performing audience analysis, Learning basic research skills, Learning how to employ one's own writing or speaking voice effectively	1.5	Introduced	70% or higher	28	27/28 students achieved this goal
COMM 3223 cont.	deliver presentations, which accurately and effectively communicates the student's conceptual and emotional meaning of an	Performing audience analysis, Learning basic research skills, Learning how to employ one's own writing or speaking voice effectively	1.5	Reinforced	70% or higher	28	24/28 students achieved this goal

	informative and persuasive topic to an audience of larger than ten persons.						
COMM 3223 cont.	employ personal communication goals in a small group meeting by utilizing interpersonal concepts derived from class.	Communicating effectively with people from other cultures and backgrounds, Learning how to employ one's own writing or speaking voice effectively	5.3	Introduced	8/10 or higher	28	26/28 students achieved this goal
COMM 3223 cont.	demonstrate sensitivity to the influence of culture on communication by examining cultural norms in various settings	Learning to read closely, note agreements and disagreements, and make application in the student's own work, Learning basic research skills, Learning how to write a research essay	5.1	Introduced	70% or higher	28	30/30 students achieved this goal
COMM 3223 cont.	analyze the value of persuasive arguments	Learning to read closely, note agreements and disagreements, and		Introduced	7/10 or higher	28	21/30 students achieved this goal

	produced by others as it applies in the classroom and in daily communicative exchanges	make application in the student's own work, Performing audience analysis, Learning basic research skills					
COMM 3223 cont.	will utilize strategies to reduce speech anxiety and communication apprehension	Communicating effectively with people from other cultures and backgrounds, Learning basic research skills	1.5	Introduced	lower number on post score than pre score	28	5 students did not report post-test data; the overall mean indicates a lower post-test score (98.3/86.3)
COMM 3303	develop a research-based informative or persuasive speech outline	Performing audience analysis, Learning basic research skills, Learning how to employ one's own writing or speaking voice effectively	1.2, 1.5	Introduced	7 or higher on rubric	30	30/30 students achieved this goal
COMM 3303 cont.	develop a research-based informative or persuasive speech outline	Performing audience analysis, Learning basic research skills, Learning how to employ one's own writing or speaking voice effectively	1.2, 1.5	Reinforced	14/20 or higher on body rubric	30	30/30 students achieved this goal

COMM 3303 cont.	deliver presentations, which accurately and effectively communicates the student's conceptual and emotional meaning of an informative and persuasive topic to an audience of larger than ten persons.	Performing audience analysis, Learning basic research skills, Learning how to employ one's own writing or speaking voice effectively	1.5	Introduced	70% or higher	30	30/30 students achieved this goal
COMM 3303 cont.	deliver presentations, which accurately and effectively communicates the student's conceptual and emotional meaning of an	Performing audience analysis, Learning basic research skills, Learning how to employ one's own writing or speaking voice effectively	1.5	Reinforced	70% or higher	30	29/30 students achieved this goal

	informative and persuasive topic to an audience of larger than ten persons.						
COMM 3303 cont.	employ personal communication goals in a small group meeting by utilizing interpersonal concepts derived from class.	Communicating effectively with people from other cultures and backgrounds, Learning how to employ one's own writing or speaking voice effectively	5.3	Introduced	4/5 or higher	30	26/30 students achieved this goal
COMM 3303 cont.	demonstrate sensitivity to the influence of culture on communication by examining cultural norms in various settings	Learning to read closely, note agreements and disagreements, and make application in the student's own work, Learning basic research skills, Learning how to write a research essay	5.1	Reinforced	8/10 or higher on language & delivery rubric	30	30/30 students achieved this goal
COMM 3303 cont.	analyze the value of persuasive arguments	Learning to read closely, note agreements and disagreements, and		Introduced	4/5 or higher	30	18/30 students achieved this goal

	produced by others as it applies in the classroom and in daily communicative exchanges	make application in the student's own work, Performing audience analysis, Learning basic research skills					
COMM 3303 cont.	will utilize strategies to reduce speech anxiety and communication apprehension	Communicating effectively with people from other cultures and backgrounds, Learning basic research skills	1.5	Introduced	4/5 or higher	30	27/30 students achieved this goal
CS/IS 1003	Learn the basics of computer hardware including how computers work and current terminology.		1, 2	We assessed the Student Learning Outcomes by providing a 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each Student Learning Outcome was incorporated into these	For each question, we considered demonstration of a correct response of 70% content knowledge a success.	211	179 students meet expectations 85%

				questions.			
CS/IS 1003 cont.	Develop a basic understanding of what computer software is: applications and operating systems.		1,2	We assessed the Student Learning Outcomes by providing a 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each Student Learning Outcome was incorporated into these questions.	For each question, we considered demonstration of a correct response of 70% content knowledge a success.	211	121 students meet expectations 57%
CS/IS 1003 cont.	*Learn to effectively use the Microsoft Windows operating system; understand how to run	Apply technological tools and resources for lifelong learning	1,2	We assessed the Student Learning Outcomes by providing a 20 question End of Instruction assessment that was given	For each question, we considered demonstration of a correct response of 70% content knowledge a success.	211	159 students meet expectations 75%

	application programs (including multitasking) and how to manage files, and folders, and drives.			as either zero credit assessment or the last standard assignment. Each Student Learning Outcome was incorporated into these questions.			
CS/IS 1003 cont.	*Develop a basic understanding of networks and how networked systems operate.	Apply technological tools and resources for lifelong learning	1, 2	We assessed the Student Learning Outcomes by providing a 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each Student Learning Outcome was incorporated into these questions.	For each question, we considered demonstration of a correct response of 70% content knowledge a success.	211	155 students meet expectations 74%

CS/IS 1003 cont.	*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.	Apply technological tools and resources for lifelong learning	1, 2	We assessed the Student Learning Outcomes by providing a 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each Student Learning Outcome was incorporated into these questions.	For each question, we considered demonstration of a correct response of 70% content knowledge a success.	211	186 students meet expectations 87%
CS/IS 1003 cont.	*Learn to effectively use a spreadsheet (Microsoft Excel) for basic applications: create new spreadsheets, write and use simple formulas, use standard	Apply technological tools and resources for lifelong learning	1, 2	We assessed the Student Learning Outcomes by providing a 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard	For each question, we considered demonstration of a correct response of 70% content knowledge a success.	211	171 students meet expectations 81%

	functions such as sum and average, and move and manipulate existing spreadsheets.			assignment. Each Student Learning Outcome was incorporated into these questions.			
CS/IS 1003 cont.	*Learn to create a presentation (Microsoft PowerPoint) using design templates.	Apply technological tools and resources for lifelong learning	1, 2	We assessed the Student Learning Outcomes by providing a 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each Student Learning Outcome was incorporated into these questions.	For each question, we considered demonstration of a correct response of 70% content knowledge a success.	211	201 students meet expectations 95%
CS/IS 1003 cont.	Introduction to relational database programs with		1, 2	We assessed the Student Learning Outcomes by providing a 20 question End	For each question, we considered demonstration of a correct response of	211	128 students meet expectations 61%

	Microsoft Access.			of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each Student Learning Outcome was incorporated into these questions.	70% content knowledge a success.		
CS/IS 1003 cont.	Become aware of professional, personal, social, and legal issues that are involved in using computers and the Internet.		1, 2, 5	We assessed the Student Learning Outcomes by providing a 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each Student Learning Outcome was incorporated into these	For each question, we considered demonstration of a correct response of 70% content knowledge a success.	211	165 students meet expectations 78%

				questions.			
DRAM 2763	Connect theatrical activity and innovation to relevant social issues.	Demonstrate observational and critical thinking abilities	1.2.d) use information effectively to accomplish a specific purpose;	Journal Assignment: The Future of Theatre; students answer journal questions regarding the potential future perceptions of theatre in society.	The assignment is a pass/fail due to the opinion based nature of the questions. Of those completing and submitting the assessment, 100% passing is the target.	64 Partial 25 Online	Of the 64 partial students, 53 completed the assessment and 53 received a passing grade. Of the 25 online students, 12 completed the assessment and 12 received a passing grade.
DRAM 2763 cont.	Describe the cultural beliefs and practices associated with particular eras of theatre history.	Describe the beliefs, achievements, customs, and values of different cultures in varying times and places	5.1.b) identify the connectedness of culture and society;	Traditional exam over theatre history. Students complete a Blackboard exam including multiple choice, true/false, and short answer questions over eras of theatre history covered in	Student average on exam at 80% or above	64 Partial 25 Online	Of the 64 partial students, 60 completed the assessment with an average score of 67%. Of the 25 online students, 23 completed the assessment with an average score of 87%.

				class.			
DRAM 2763 cont.	Demonstrate the ability to observe a performance and critically analyze that performance.	Produce written or oral communication that demonstrates audience analysis	5.1.b) identify the connectedness of culture and society;	Production review assignment. Students are required to attend a live production and then write a response to the production in which they critically analyze the aspects of theatrical production discussed in class.	Of the students who complete and submit the assessment, 90% receive full credit	64 Partial 25 Online	Of the 64 students, 51 submitted the assessment and all received full credit. Online students were not able to complete the same assignment due to the Covid-19 shutdown and the scheduling of the section as a 2nd 8 weeks course.
DRAM 2843	employ terms and techniques of cinema such as cinematography, editing, mise en scene, genre criticism, etc.	Demonstrate observational and critical thinking abilities	use information effectively to accomplish a specific purpose;	Sequence Analysis submitted through blackboard covering in-depth analysis of assigned film sequences.	75% or higher	280	196 received an 75% or higher

DRAM 2843 cont.	address cultural, historical, global, and aesthetic movements that influence films and genres through their journal writing and essays.	Describe the beliefs, achievements, customs, and values of different cultures in varying	identify the connectedness of culture and society;	Traditional Exam including Multiple Choice, True/False, Short Answers covering text material as well as films viewed.	75% or higher	280	192 received an 75% or higher
DRAM 2843 cont.	enhance visual literacy by viewing, discussing and analyzing both classic and contemporary film	Produce written or oral communication that demonstrates audience analysis	identify the connectedness of culture and society;	Film Analyses submitted through blackboard covering in-depth analysis of their chosen films.	75% or higher	280	214 received an 75% or higher
ECON 2213	Apply graphical analysis and solve linear equations as applicable for basic microeconomics	Use quantitative symbolic systems to solve problems and interpret data	1.4: Quantitative fluency	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	(0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations;	120	The mean score on this SLO over the last two semesters is 2 out of 3 total point basis

					5 Correct = Exceeds expectations)		
ECON 2213 cont.	Explain the concepts of scarcity, opportunity costs, circular flow of income and their importance in microeconomic decision making	Use critical thinking to analyze and solve problems	3. Specialized knowledge of the major	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	(0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	120	The mean score on this SLO over the last two semesters is 2.3 out of 3 total point basis
ECON 2213 cont.	Apply the theory of supply and demand as applicable to microeconomics and in general to economic issues and contemporary events	Use critical thinking to analyze and solve problems	1.1: Analytic inquiry 1.2: Information Literacy	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	(0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	120	The mean score on this SLO over the last two semesters is 2.4 out of 3 total point basis
ECON 2213 cont.	Calculate prices, profits and economic efficiency for	Use quantitative symbolic systems to	1.4: Quantitative fluency	5 multiple choice questions on this SLO on	(0– 2 Correct = Does not	120	The mean score on this SLO over the last two semesters is 2.2 out of 3 total point basis

	various microeconomic product markets, including perfectly competitive and imperfectly competitive markets	solve problems and interpret data;		the Chalk and Wire assessment tool	meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)		
ECON 2213 cont.	Examine and interpret basic economic data and procedures for calculating price elasticities, profit maximizing prices and output and economic surpluses	Use quantitative symbolic systems to solve problems and interpret data;	1.4: Quantitative fluency 1.2: Information Literacy	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	(0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	120	The mean score on this SLO over the last two semesters is 2.1 out of 3 total point basis
ECON 2313	Use and interpret graphs as used in basic macroeconomics	Use quantitative symbolic systems to solve problems and interpret data	1.4: Quantitative fluency	5 multiple choice questions on this SLO on the Chalk and Wire assessment	(0– 2 Correct = Does not meet expectations;	57	The mean score on this SLO over the last two semesters is 1.56 out of 3 total point basis

				tool	3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)		
ECON 2313 cont.	Interpret basic economic data, including unemployment, inflation, and GDP and how they are measured	Use critical thinking to analyze and solve problems	3. Specialized knowledge of the major	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	(0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	57	The mean score on this SLO over the last two semesters is 2.37 out of 3 total point basis
ECON 2313 cont.	Apply the Keynesian and the aggregate demand and supply models to determine economic outcomes in the short run and in the long run	Use critical thinking to analyze and solve problems	1.1: Analytic inquiry 1.2: Information Literacy	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	(0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	57	The mean score on this SLO over the last two semesters is 2.61 out of 3 total point basis

ECON 2313 cont.	Identify the role of the Federal Reserve System and of financial intermediaries in relation to money supply of the economy	Identify and evaluate political, historical, and social forces that shape the past, present, and future	1.2: Information Literacy	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	(0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	57	The mean score on this SLO over the last two semesters is 2.33 out of 3 total point basis
ECON 2313 cont.	Compare and contrast fiscal and monetary policies	Use critical thinking to analyze and solve problems	1.4: Quantitative fluency 1.2: Information Literacy 1.1: Analytic inquiry	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	(0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	57	The mean score on this SLO over the last two semesters is 2.47 out of 3 total point basis
EDUC 4823	Model the identification, evaluation, and adoption of digital resources, tools, and practices that leverage technology to support	Apply technological tools and resources for lifelong learning	1.2.D. use information effectively to accomplish a specific purpose;	Writing Assignment: <i>Modeling Digital Citizenship</i> This assignment was administered and submitted in Chalk &	Mean score of 3.0 or above on scoring rubric	Fall 2019: 85 Spring 2020: 84 ----- - 169, 2019-	Assessment scores averages: Fall 2019: 3.50 out of 4 Spring 2020: 3.46 out of 4 ----- 3.48 out of 4 average for 2019-20AY

	learning. [ISTE 1 & 2]			<p>Wire.</p> <p>The assignment applies knowledge of concepts of technological tools and resources for lifelong learning.</p> <p>This assignment requires the students to develop a set of classroom norms and procedures based on digital citizenship principles and state how you will model the responsible use of digital tools and resources. It focuses future teachers to be prepared to not only model but teach digital</p>		20 AY total	
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				citizenship principles such as digital footprints, media balance, cyberbullying, online privacy, communication, news & media literacy, and protecting intellectual rights.			
EDUC 4823 cont.	Create experiences for students to positively contribute and responsibly participate in the digital world. [ISTE 3]	Apply technological tools and resources for lifelong learning	1.1.B. evaluates approaches to address complex problems;	<p>Writing Assignment: <i>Modeling Digital Citizenship</i></p> <p>This assignment was administered and submitted in Chalk & Wire.</p> <p>The assignment applies knowledge of concepts of technological tools and resources for</p>	Mean score of 3.0 or above on scoring rubric	<p>Fall 2019: 85</p> <p>Spring 2020: 84</p> <p>-----</p> <p>-</p> <p>169, 2019-20 AY total</p>	<p>Assessment scores averages:</p> <p>Fall 2019: 3.50 out of 4</p> <p>Spring 2020: 3.46 out of 4</p> <p>-----</p> <p>3.48 out of 4 average for 2019-20AY</p>

			<p>lifelong learning.</p> <p>This assignment requires the students to develop a set of classroom norms and procedures based on digital citizenship principles and state how you will model the responsible use of digital tools and resources. It focuses future teachers to be prepared to not only model but teach digital citizenship principles such as digital footprints, media balance, cyberbullying, online privacy, communication, news & media literacy,</p>			
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				and protecting intellectual rights.			
ENGL 1113	The student shows the ability to raise questions and problems, formulating them clearly in effective, coherent expository prose.	Write a research essay.	1.2.A. determine the extent of information needed	Reflective essay addressing student learning outcomes. Students wrote the essay as the last assignment of the class. It was submitted to Chalk & Wire.	Fall – 3 Spring - 3	Fall - 63 Spring - 11	Fall - 2.54 Spring – 2.79
ENGL 1113 cont.	The student shows the knowledge to access the needed information effectively and efficiently, addressing how these texts address different audiences and rhetorical situations.	Practice reading closely, noting agreements and disagreements, and making applications in their own work.	1.2.C. evaluate the reliability and comparative worth of various information sources	Reflective essay addressing student learning outcomes. Students wrote the essay as the last assignment of the class. It was submitted to Chalk & Wire.	Fall - 3	Fall - 63 Spring - 11	Fall - 2.59 Spring – 2.94

ENGL 1113 cont.	The student shows the ability to evaluate the reliability of various information sources in different technologies, modalities, and formats	Practice reading closely, noting agreements and disagreements, and making applications in their own work.	1.2.C. evaluate the reliability and comparative worth of various information sources	Reflective essay addressing student learning outcomes. Students wrote the essay as the last assignment of the class. It was submitted to Chalk & Wire.	Fall - 3 Spring - 3	Fall - 63 Spring - 11	Fall - 2.51 Spring – 2.73
ENGL 1113 cont.	The student shows the ability to construct arguments for academic audiences.	Practice reading closely, noting agreements and disagreements, and making applications in their own work. Communicate effectively with people from other cultures and backgrounds. Write a research essay.	1.2.C. evaluate the reliability and comparative worth of various information sources and 1.2.D. use information effectively to accomplish a specific purpose	Reflective essay addressing student learning outcomes. Students wrote the essay as the last assignment of the class. It was submitted to Chalk & Wire.	Fall – not measured Spring - 3	Fall – not measured Spring - 11	Fall – not measured Spring - 2.85
ENGL 1113 cont.	The student shows the skills to integrate evaluative,	Practice reading closely, noting agreements and disagreements, and making application	1.2.C. evaluate the reliability and comparative worth of	Reflective essay addressing student learning	Fall - 3 Spring - 3	Fall - 63 Spring - 11	Fall - 2.51 Spring – 2.76

	analytical, and argumentative skills into effective and coherent prose.	in their own work	various information sources and 1.2.D. use information effectively to accomplish a specific purpose	outcomes. Students wrote the essay as the last assignment of the class. It was submitted to Chalk & Wire.			
ENGL 1113 cont.	The student shows the ability to use information effectively to accomplish a specific purpose.	Produce written or oral communication that demonstrates audience analysis. Employ one's own writing or speaking voice effectively.	1.2.D. use information effectively to accomplish a specific purpose	Reflective essay addressing student learning outcomes. Students wrote the essay as the last assignment of the class. It was submitted to Chalk & Wire.	Fall - 3 Spring - 3	Fall - 63 Spring - 11	Fall - 2.6 Spring – 3.06
ENGL 1113 cont.	The student shows the ability to develop flexible strategies for reading, drafting, reviewing, collaborating, revising,	Use standard vocabulary, punctuation, and grammatical constructions. Communicate effectively with people from other cultures and backgrounds. Write a research essay.	1.2.C. evaluate the reliability and comparative worth of various information sources and 1.2.D. use information effectively to	Reflective essay addressing student learning outcomes. Students wrote the essay as the last assignment of the class. It	Fall - 3 Spring - 3	Fall - 63 Spring - 11	Fall - 2.6 Spring - 3

	rewriting, rereading, and editing.	Employ one's own writing or speaking voice effectively.	accomplish a specific purpose	was submitted to Chalk & Wire.			
ENGL 1113 cont.	The student shows the ability to compose texts integrating a variety of genres, modes, and formats.	Produce written or oral communication that demonstrates audience analysis. Write a research essay. Employ one's own writing or speaking voice effectively.	1.2.C. evaluate the reliability and comparative worth of various information sources and 1.2.D. use information effectively to accomplish a specific purpose	Reflective essay addressing student learning outcomes. Students wrote the essay as the last assignment of the class. It was submitted to Chalk & Wire.	Fall - 3 Spring - 3	Fall - 63 Spring - 11	Fall - 2.43 Spring - 2.67
ENGL 1113 cont.	The student shows a developed understanding of citation practices, intellectual property, and collaborative writing practices.	Demonstrate basic research skills	1.2.E. use information ethically and legally	Reflective essay addressing student learning outcomes. Students wrote the essay as the last assignment of the class. It was submitted to Chalk & Wire.	Fall - 3 Spring - 3	Fall - 63 Spring - 11	Fall - 2.49 Spring - 2.55

ENGL 1113 cont.	The student shows the knowledge to use information ethically.	Demonstrate basic research skills	1.2.E. use information ethically and legally	Reflective essay addressing student learning outcomes. Students wrote the essay as the last assignment of the class. It was submitted to Chalk & Wire.	Fall – combined with above measure Spring - 3	Fall – combined with above measure Spring - 11	Fall – combined with above measure Spring - 2.67
ENGL 1213	The student shows the ability to raise questions and problems, formulating them clearly in effective, coherent expository prose.	Write a research essay.	1.2.A. determine the extent of information needed	Reflective essay addressing student learning outcomes. Students wrote the essay as the last assignment of the class. It was submitted to Chalk & Wire.	Fall – 3 Spring - 3	Fall - 15 Spring - 56	Fall - 3.12 Spring – 3.02
ENGL 1213 cont.	The student shows the knowledge to access the needed information	Practice reading closely, noting agreements and disagreements, and making applications in their own work.	1.2.C. evaluate the reliability and comparative worth of	Reflective essay addressing student learning outcomes.	Fall – 3 Spring - 3	Fall - 15 Spring - 56	Fall - 2.9 Spring – 3.06

	effectively and efficiently, addressing how these texts address different audiences and rhetorical situations.		various information sources	Students wrote the essay as the last assignment of the class. It was submitted to Chalk & Wire.			
ENGL 1213 cont..	The student shows the ability to evaluate the reliability of various information sources in different technologies, modalities, and formats	Practice reading closely, noting agreements and disagreements, and making applications in their own work.	1.2.C. evaluate the reliability and comparative worth of various information sources	Reflective essay addressing student learning outcomes. Students wrote the essay as the last assignment of the class. It was submitted to Chalk & Wire.	Fall - 3 Spring - 3	Fall - 15 Spring - 56	Fall - 2.88 Spring – 2.83
ENGL 1213 cont.	The student shows the ability to construct arguments for academic audiences.	Practice reading closely, noting agreements and disagreements, and making applications in their own work. Communicate effectively with people from other cultures and	1.2.C. evaluate the reliability and comparative worth of various information sources and 1.2.D. use	Reflective essay addressing student learning outcomes. Students wrote the essay as the last assignment of	Fall – not measured Spring - 3	Fall – not measured Spring - 56	Fall – not measured Spring – 3.01

		backgrounds. Write a research essay.	information effectively to accomplish a specific purpose	the class. It was submitted to Chalk & Wire.			
ENGL 1213 cont.	The student shows the skills to integrate evaluative, analytical, and argumentative skills into effective and coherent prose.	Practice reading closely, noting agreements and disagreements, and making application in their own work	1.2.C. evaluate the reliability and comparative worth of various information sources and 1.2.D. use information effectively to accomplish a specific purpose	Reflective essay addressing student learning outcomes. Students wrote the essay as the last assignment of the class. It was submitted to Chalk & Wire.	Fall - 3 Spring - 3	Fall - 15 Spring - 56	Fall – 3.17 Spring – 2.98
ENGL 1213 cont.	The student shows the ability to use information effectively to accomplish a specific purpose.	Produce written or oral communication that demonstrates audience analysis. Employ one's own writing or speaking voice effectively.	1.2.D. use information effectively to accomplish a specific purpose	Reflective essay addressing student learning outcomes. Students wrote the essay as the last assignment of the class. It was submitted to Chalk & Wire.	Fall - 3 Spring - 3	Fall - 15 Spring - 56	Fall – 3.03 Spring – 3.07

ENGL 1213 cont.	The student shows the ability to develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.	Use standard vocabulary, punctuation, and grammatical constructions. Communicate effectively with people from other cultures and backgrounds. Write a research essay. Employ one's own writing or speaking voice effectively.	1.2.C. evaluate the reliability and comparative worth of various information sources and 1.2.D. use information effectively to accomplish a specific purpose	Reflective essay addressing student learning outcomes. Students wrote the essay as the last assignment of the class. It was submitted to Chalk & Wire.	Fall - 3 Spring - 3	Fall - 15 Spring - 56	Fall - 2.87 Spring – 3.08
ENGL 1213 cont.	The student shows the ability to compose texts integrating a variety of genres, modes, and formats.	Produce written or oral communication that demonstrates audience analysis. Write a research essay. Employ one's own writing or speaking voice effectively.	1.2.C. evaluate the reliability and comparative worth of various information sources and 1.2.D. use information effectively to accomplish a specific purpose	Reflective essay addressing student learning outcomes. Students wrote the essay as the last assignment of the class. It was submitted to Chalk & Wire.	Fall - 3 Spring - 3	Fall - 15 Spring - 56	Fall - 2.87 Spring – 2.83
ENGL 1213 cont.	The student shows a developed understanding of citation practices,	Demonstrate basic research skills	1.2.E. use information ethically and legally	Reflective essay addressing student learning outcomes.	Fall – 3 Spring - 3	Fall – 15 Spring - 56	Fall – 2.98 Spring - 2.99

	intellectual property, and collaborative writing practices.			Students wrote the essay as the last assignment of the class. It was submitted to Chalk & Wire.			
ENGL 1213 cont.	The student shows the knowledge to use information ethically.	Demonstrate basic research skills	1.2.E. use information ethically and legally	Reflective essay addressing student learning outcomes. Students wrote the essay as the last assignment of the class. It was submitted to Chalk & Wire.	Fall – combined with above measure Spring - 3	Fall – combined with above measure Spring - 56	Fall – combined with above measure Spring - 2.93
ENGL 2113	Humanities Cat. 1	Describe various expressions of emotion, intellect, and imagination	1.3- Engaging diverse perspectives	1 st essay (Prose analysis)	80%	FA 19-36 SP 20- 32 SU18-18 TOTAL: 86	Overall: 72 students at or above expectation, 4 at or slightly below expectations, 10 underperforming based on metrics
ENGL 2113 cont.	Humanities Cat. 2	Describe the beliefs, achievements, customs, and values of different cultures	1.3- Engaging diverse perspectives	1 st essay (Prose analysis)	80%	FA 19-36 SP 20- 32 SU18-18 TOTAL: 86	Overall: 72 students at or above expectation, 4 at or slightly below expectations, 10 underperforming based on metrics

		in varying times and places					
ENGL 2113 cont.	Humanities Cat. 2	Demonstrate observational and critical thinking abilities	2- Integrative knowledge	Final Essay-Synthesis and Application	80%	FA 19-36 SP 20- 32 SU18-18 TOTAL: 86	Overall: 72 students at or above expectation, 4 at or slightly below expectations, 10 underperforming based on metrics
ENGL 2113 cont.	Humanities Cat. 4	Demonstrate approaches to literary analyses, utilizing an exceptional understanding of the themes and concepts in literature.		Final Essay-Synthesis and Application	80%	FA 19-36 SP 20- 32 SU18-18 TOTAL: 86	Overall: 72 students at or above expectation, 4 at or slightly below expectations, 10 underperforming based on metrics
ENGL 2113 cont.	Humanities Cat. 5	Evaluative Presentation	1.2.D. use information effectively to accomplish a specific purpose	Final Essay-Synthesis and Application	80%	FA 19-36 SP 20- 32 SU18-18 TOTAL: 86	Overall: 72 students at or above expectation, 4 at or slightly below expectations, 10 underperforming based on metrics
ENGL 3413		Recognize cultural influences		Dr. Mercer (now retired) created a pool of 30 multiple-choice questions based on readings			Fall 2019: test not administered: not informed until mid-September. Spring 2020: 10 students took pre-test and post-test. 9 of 10 improved their scores by 20% or more, which was set as the threshold for success. Thus,

				assigned by Drs. Mercer and Cowlshaw. Students took pre- and post-test on 15 of these questions.			90% of students met success criteria.
ENGL 3413 cont.		Demonstrate understanding of different cultures		“”			“”
FIN 2113	Describe how lifestyle choices affect psychosocial, and emotional health	Describe how lifestyle choices affect physical, psychosocial, and emotional health	Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency. Integrative knowledge – emphasizing the ability to produce, independently	Calculated, assessed, analyzed and interpreted how the students own financial actions affected their own well-being. They also discussed these results with others in both essay and discussion formats.	70%	41	36/41 attained a 70%+ score

			or collaboratively, an investigative, creative, or practical work that draws on specific theories, evidence, tools, and methods from diverse perspectives.				
FIN 2113 cont.	Understand personal finance and associated consumer issues	<p>Describe how lifestyle choices affect physical, psychosocial, and emotional health</p> <p>Explain personal finance and associated consumer issues</p> <p>Explain the effect of decision-making on lifestyle outcomes</p> <p>Apply technological tools and resources for lifelong learning</p>	<p>Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.</p> <p>Integrative knowledge – emphasizing the ability to produce, independently or</p>	Calculated, assessed, analyzed and interpreted how the students own financial actions affected their own well-being. They also discussed these results with others in both essay and discussion formats.	70%	41	36/41 attained a 70%+ score

			collaboratively, an investigative, creative, or practical work that draws on specific theories, evidence, tools, and methods from diverse perspectives.				
FIN 2113 cont.	Understand the effect of decision-making on lifestyle outcomes	<p>Describe how lifestyle choices affect physical, psychosocial, and emotional health</p> <p>Explain personal finance and associated consumer issues</p> <p>Explain the effect of decision-making on lifestyle outcomes</p> <p>Apply technological tools and resources for lifelong learning</p>	<p>Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.</p> <p>Integrative knowledge – emphasizing the ability to produce, independently or collaboratively,</p>	Calculated, assessed, analyzed and interpreted how the students own financial actions affected their own well-being. They also discussed these results with others in both essay and discussion formats.	70%	41	36/41 attained a 70%+ score

			an investigative, creative, or practical work that draws on specific theories, evidence, tools, and methods from diverse perspectives.				
FIN 2113 cont.	Use computer technologies	The Quantitative Analysis category: Solve problems using basic arithmetic and algebra Use logical reasoning Creatively apply known results to new situations	Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency. Integrative knowledge – emphasizing the ability to produce, independently or collaboratively, an	Showed their understanding by doing a 401k analysis project using attained knowledge to invest their future 401k savings given their risk tolerance, time horizon and goals and objectives.	70%	41	36/41 attained a 70%+ score

			investigative, creative, or practical work that draws on specific theories, evidence, tools, and methods from diverse perspectives.				
GEOG 2003	OSRHE Gen Ed Outcome: Appreciating and understanding diverse cultures and heritages	NSU Gen Ed SLO 4. Become globally-aware citizens through an understanding and appreciation of human and cultural diversity SLO for Global Perspectives: Value human and cultural diversity	Outcome #5: Citizenship; 5.1.B. Identify the connectedness of culture and society; 5.1.C Discuss how culture influences one's perspective	Two quizzes on food cultures in different world regions administered during Weeks 6 and 7	Greater than 70% on the quizzes	120 students;	Qz1 = 71.25% and Qz2 = 76.75%
GEOG 2133	OSRHE Gen Ed Outcome: Appreciating and understanding diverse cultures and heritages	NSU Gen Ed SLO 4. Become globally-aware citizens through an understanding and appreciation of human and cultural diversity	Outcome #5: Citizenship; 5.1.B. Identify the connectedness of culture and society;				Course not offered in 2019-20

		SLO for Global Perspectives: Analyze different cultures from a comparative perspective					
GEOG 2243	OSRHE Gen Ed Outcome: Adapting to a constantly changing global society	NSU Gen Ed SLO 3. Identify and evaluate political, historical, and social forces that shape the past, present, and future; SLO for Social & Behavior Sciences: Describe the processes used by historians, social scientists, and behavioral scientists to explain human	1.3 Engaging diverse perspectives	Pre-and-post skills surveys administered (approximately) during Week 2 and Week 12 of the course.	Improvement in responses on post survey	73 (pre) and 43 (post) students	Improvement was seen between pre/post surveys for multiple choice portions of assessment. 5 of the questions were qualitative using a Likert scale to measure how confident students were in several ideas. Of those, all confidence rose from unaware / slightly aware to aware / extremely aware. There was improvement seen between pre and post surveys for the multiple choice portion of the survey. Results similar for online versus in-person.
GEOG 2253	OSRHE Gen Ed Outcome: Appreciating and understanding diverse cultures and heritages	NSU Gen Ed SLO 4. Become globally-aware citizens through an understanding and appreciation of human and cultural	Outcome #5: Citizenship; 5.1.B Identify the connectedness of culture and society	Pre-survey given in the first 2 weeks of course and post-survey given in weeks 13 and 14.	Improved responses on post-survey	Pre-survey completed by 142 students; post completed by 104	8 of 17 questions were qualitative using a Likert scale 1 to 5 to measure how confident students were in several ideas. Of those, all confidence rose from slightly aware to fairly/aware/extremely aware. The remaining questions related to map reading skills

		SLO for Global Perspectives: Analyze different cultures from a comparative perspective					and content. Post results showed at least moderate improvements. Surveys for fall, spring, and summer were combined. Some question results were higher in the F2F format while others were higher in Online sections.
GEOL 1114	Describe how plate tectonics explains the geologic phenomena.	Establish causal relationships	Demonstrate subject matter knowledge	Final Exam Essay Question “Describe how the unifying theory of Plate Tectonics explains the locations and characteristics of earthquakes, volcanoes and mountain chains.”	60%	39	17/39 Or 44% successful
H ED 1113	Describe how lifestyle choices affect physical, psychological, and emotional health	Describe how lifestyle choices affect physical, psychological, and emotional health	Intellectual skills	Exam item analysis for SLO1, SLO3, SLO4, SLO5, SLO6, SLO7.	80% of students who corrected each exam item		

H ED 1113 cont.	Understand the effect of decision-making on lifestyle outcomes	Understand the effect of decision-making on lifestyle outcomes	Intellectual skills	Exam item analysis for SLO2 & SLO8	80% of students who corrected each exam item		
H ED 2212	Explain the EMS system and the citizen responder's role in the EMS system.		Intellectual skills	Quiz 1_Item analysis	80% of total score and 70% of each item.	82	97.5% of students (i.e., 80 out of 82) in the course achieved more than 70% of the total score. The average was 83% of the total score in the quiz 1. All the items (i.e., 10 items) in the quiz 1 are above 60%, ranging from 60% (i.e., the lowest item) to 100% (i.e., the highest item).
H ED 2212 cont.	Recognize the signals of a possible heart attack, and describe how to care for someone who is experiencing persistent chest pain.		Intellectual skills	Quiz 2_Item analysis	80% of total score and 70% of each item.	82	Overall, students achieved 84% of the total score in the quiz 2. All the items (i.e., 10 items) in the quiz 1 are above 70%, ranging from 80% (i.e., the lowest item) to 100% (i.e., the highest item).
H ED 2212 cont.	Identify the signals of cardiac arrest, and demonstrate		Intellectual skills	Midterm_grade analysis	70% of total midterm score	82	97.5% of students (i.e., 80 out of 82) in the courses achieved more than 70% of the total midterm score. Furthermore, the average midterm score for

	how to provide cardiopulmonary resuscitation (C.P.R.) until advanced emergency medical care arrives						all students is 83.4
H ED 2212 cont.	Identify the signals of various soft tissue and musculoskeletal injuries, and demonstrate how to care for them.		Intellectual skills	Final Exam _ grade analysis	70% of total score	82	93% of students (i.e., 69 out of 74) in the courses achieved 70% of the total final exam score. Furthermore, the average final exam score for all students is 84.24
H ED 2212 cont.	Identify the signals of medical emergencies, including poisoning and heat and cold related emergencies, and describe both general and specific care for medical		Intellectual skills	Quiz 5 (i.e., item analysis) and Final exam (i.e., grade analysis)	1. 80% of the total score and 70% of each item in the quiz 5. 2. 70% of total final exam score	82	1. Overall, students achieved 81.6% of the total score in quiz 5. All the items (i.e., 10 items) in the quiz 5 are above 70%, ranging from 80% (i.e., the lowest item) to 100% (i.e., the highest item). 2. Overall, students in the courses achieved over 70% of the total final exam score. Furthermore, the average final exam score for all students is 84.8.

	emergencies.						
H ED 2212 cont.	Apply Knowledge by recognizing emergency situations and providing proper initial care for injuries should they care		Intellectual skills	Practical application assignment	70% of total assignment score	82	Overall performance score (i.e., seven areas) is 87.16 out of 100.
HDFS 3113							Class was not offered during 2019-20
HIST 1113		Exploring the beliefs, achievements, customs, and values of different cultures in varying times and places Applying historical knowledge to contemporary issues and problems		A 50-question multiple choice test that covers Early Western Civilization was developed from the list of student learning outcomes outlined in the course syllabus.	A grade of 70% on the post-test and/or significant improvement on the post-test	97 students were assessed (those who took both parts of the test)	6 students (6.2%) scored 70% or above on the pre-test; 88 students (90.7%) scored 70% or above on the post-test Average scores increased by 44.3% from the pre-test to the post-test 97 students (100%) showed improvement

HIST 1213		Exploring the beliefs, achievements, customs, and values of different cultures in varying times and places Applying historical knowledge to contemporary issues and problems		A 50-question multiple choice test that covers Modern Western Civilization was developed from the list of student learning outcomes outlined in the course syllabus.	A grade of 70% on the post-test and/or significant improvement on the post-test	89 students were assessed	5 students (5.6%) scored 70% or above on the pre-test; 70 students (78.7%) scored 70% or above on the post-test Scores increased by 33.8% from the pre-test to the post-test 85 students (95.5%) improved their scores on the post-test; 4 students (4.5%) showed no improvement
HIST 1483		Applying historical knowledge to contemporary issues and problems Understanding the historical experience, legacy, political institutions, and systems of the U.S.		A 50-question multiple choice test that covers American history to 1877 was developed from the list of student learning outcomes outlined in the course syllabus.	A grade of 70% on the post-test and/or significant improvement on the post-test	285 students were assessed	70 students (24.6%) scored 70% or above on the pre-test; 171 students (60%) scored 70% or above on the post-test Average scores increased by 14.2% from the pre-test to the post-test 237 students (83.2%) improved their scores on the post-test; 48 students (16.8%) showed no improvement
HIST 1493		Applying historical knowledge to contemporary issues and problems Understanding the		A 50-question multiple choice test that covers American history from	A grade of 70% on the post-test and/or significant improvement	336 students were assessed	45 students (13.4%) scored 70% or above on the pre-test; 146 students (43.5%) scored 70% or above on the post-test Scores increased by 12.1%

		historical experience, legacy, political institutions, and systems of the U.S.		1877 to the present was developed from the list of student learning outcomes outlined in the course syllabus.	on the post-test		from the pre-test to the post-test 257 students (76.5%) improved their scores on the post-test; 79 students (23.5%) showed no improvement
HIST 3723		Demonstrate an awareness and understanding of different cultures in a comparative perspective.		An essay pre-test and post-test that examines students' abilities to comprehend and address comparative perspectives of diverse Native American histories from 1400 to the present was developed.	A grade of 70% on the post-test and/or substantial improvement on the post-test	28 students were assessed in two different sections (HIST 3723 and AIS 3723).	21 students (77.7%) scored 70% or above on the pre-test; all 27 students (96.4%) scored 70% or above on the post-test 26 students (92.8%) showed improvement in their post-test scores compared to their pre-test scores
HUM 2113	Describe the beliefs, achievements, customs, and values of different cultures in varying times	Same		Pre-test/Post-Test	70%	31	27/31 students met the performance target for a percentage of 87% of students meeting performance targets.

	and places.						
HUM 2223	Describe the beliefs, achievements, customs, and values of different cultures in varying times and places.	Same		Pre-test/Post-Test	70%	44	39/44 students met the performance target for a percentage of 89% of students meeting performance targets.
LIBM 4611	Information Literacy (NSU General Education SLO 2a-e) Determine the extent of information needed; Access the needed information effectively and efficiently; Evaluate the reliability and comparative	Life Skills Apply technological tools and resources for lifelong learning	Outcome #1: Intellectual skills Analytic inquiry Information literacy Engaging diverse perspectives Quantitative fluency Communication fluency	Writing Assignment: Annotated bibliography graded by rubric	Target Met	22	Grade Distribution 90 – 100: 14 80 – 89: 4 70 – 79: 0 60 – 69: 2 0 – 59: 2 Mean: 81.5

<p>worth of various information sources;</p> <p>Use information effectively to accomplish a specific purpose;</p> <p>Use information ethically and legally.</p> <p>Communication Fluency (NSU General Education SLO 5b)</p> <p>Construct coherent written and(/or) oral narratives for general & specific audiences</p>							
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MATH 1313	Calculate correlation coefficient and regression line.	Solve problems using basic arithmetic and algebra	Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	One problem with two parts administered during an exam. It involved a calculation of a correlation coefficient and determination of a regression line.	A student's response was considered successful if the response provided the correct answer.	50 students were assessed in an online course. 109 face to face students were assessed.	32/50 = 64% hit the target. 72/109= 66% hit the target.
MATH 1473	Use properties of exponents to investigate topics of personal finance.	Solve problems using basic arithmetic and algebra	Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	One problem with two parts administered during an exam. It involved a calculation on personal finance.	A student's response was considered successful if the response provided the correct answer.	27 face to face students were assessed.	21/27 = 78% hit the target.
MATH 1473 cont.	Create and analyze graphs including pie charts, histograms,	Draw valid inferences from data presented in the form of a graph	Intellectual skills – emphasizing analytic inquiry, information	One problem with two parts administered during an exam. It involved the	A student's response was considered successful if the response provided the	27 face to face students were assessed.	23/27 = 85% hit the target.

	box and whisker plots, rectangular functions graphs.		literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	display and interpretation of data in the form of a histogram.	correct answer.		
MATH 1513		Solve problems using basic arithmetic and algebra	Outcome #1 Intellectual Skills 4. Quantitative Fluency b) Perform arithmetic operations on algebraic expressions and solve linear equations	Test Question on an Exam	Demonstrate 75% of content knowledge	Online: 0 Face-to-Face: 98	Students meeting the performance target: Online: 0/0 F-to-F 79% 77/98
MATH 1513 cont.	Identify and sketch graphs of functions including linear, polynomial, absolute value, rational, radical, piecewise functions, exponential,	Draw valid inferences from data presented in the form of a graph	Outcome #1 Intellectual Skills 4. Quantitative Fluency d) Interpret mathematical models such as formulas, graphs, tables, and schematics, and draw	Test Question on an Exam	Demonstrate 100% of content knowledge	Online: 0 F-to-F: 98	Online: 0/0 F-to-F: 84% 82/98

	logarithmic, and use transformations of basic graphs.		inferences from them.				
MATH 1513 cont.	*Algebraically solve equations including linear, quadratic, polynomial, rational, radical, absolute value, exponential, and logarithmic.	Creatively apply known results to new situations - also covers Like Skills 2. Analyze and describe personal finance and associated consumer issues.	Outcome #1 Intellectual Skills 4. Quantitative Fluency c) Evaluate the validity of procedures in solving a mathematical problem	Test Question on an Exam	Demonstrate 75% of content knowledge	Online: 0 F-to-F: 98	Online: 0/0 F-to-F: 76% 74/98
MATH 1523	Apply algebraic techniques and digital resources to create, analyze, and interpret appropriate models (either functions or systems of equations) of	Solve problems using basic arithmetic and algebra	Intellectual skills	Find the equation of the regression line using given data regarding the number of Facebook users in a particular country. Part of assignment delivered	Correct response	83	57 correct responses (69%)

	<p>real-life phenomena.</p> <p>Combine and modify existing functions to create new functions, including composition of functions, cost, revenue, and profit functions, transformation of functions, and regression analysis.</p>			online via WebAssign			
MATH 1523 cont.	Interpret functions using real-world contexts by translating across multiple representations, including symbols, tables, graphs, and words.	Use logical reasoning	Intellectual skills	<p>Interpret the meaning of the slope of the regression line</p> <p>Part of assignment delivered online via WebAssign</p>	Correct response	83	57 correct responses (69%)

MATH 1523 cont.	<p>Apply algebraic techniques and digital resources to create, analyze, and interpret appropriate models (either functions or systems of equations) of real-life phenomena.</p> <p>Combine and modify existing functions to create new functions, including composition of functions, cost, revenue, and profit functions, transformation of functions, and regression analysis.</p>	Communicate with symbols	Intellectual skills	<p>Find the equation of the regression line using given data regarding the number of Facebook users in a particular country.</p> <p>Part of assignment delivered online via WebAssign</p>	Correct response	83	57 correct responses (69%)
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MATH 1523 cont.	<p>Determine key characteristics of functions, including global properties and local patterns of change, and interpret their meanings in context, including asymptotes, concavity, end behavior, extrema, increasing/decreasing intervals, and turning points.</p> <p>Identify and analyze families of functions, including linear, polynomial, rational, exponential, and logarithmic</p>	Draw valid inferences from data presented in the form of a graph	Intellectual skills	<p>Find the slope of the graphed regression line.</p> <p>Part of assignment delivered online via WebAssign</p>	Correct response	83	58 correct responses (70%)
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	functions.						
MATH 1523 cont.	Interpret functions using real-world contexts by translating across multiple representations, including symbols, tables, graphs, and words.	Creatively apply known results to new situations	Intellectual skills	Interpret the meaning of the slope of the regression line Part of assignment delivered online via WebAssign	Correct response	83	57 correct responses (69%)
MUS 2533	Draw conclusions on the influences that various artists, songwriters, and producers had on the development of rock music.	1. a 2. a,b,c,d,e 3. a 5. a,b,c	DOE outcome 1 & 2	Writing assignment with rubric	Students should score a 70 or higher on the written assignment rubric	120	116 Students met expectations An average of 85 points on a 0-100 scale
MUS 2543	Demonstrate the ability to identify	1. a 2. a,b,c,d,e 3. a	DOE outcome 1 & 2	Pre/Post Essay	Students should score of 2 or higher	55	41 Students Scored an average of 75 points on a 100 scale

	styles, music, and composers from each period.	5. a,b,c			on the written assignment rubric		
MUS 2743	Identify the major artists and creators of jazz music.	1. a 2. a,b,c,d,e 3. a 5. a,b,c	DOE outcome 1 & 2	Test	Students should score a 70 or higher on the written assignment rubric	10	9 Students Scored an average of 75 points on a 0-100 scale
MUS 2863	Becoming globally-aware citizens through an understanding and appreciation of human and cultural diversity through exposure to different musical styles, musical instruments, and performance practices.	1. a 2. a,b,c,d,e 3. a 5. a,b,c	DOE outcome 1 & 2	Listening Project with rubric	Students should score a 70 or higher on the written assignment rubric	20	15 Students Scored an average of 75 points on a 0-100 scale

NUTR 1653	Develop understanding of the basic principles of human nutrition by explaining the relationship of nutrition to overall health.	Describe how lifestyle choices affect physical, psychosocial, and emotional health.	Intellectual Knowledge	Comprehensive Dietary Analysis	70% of students will score 80% or greater.	<u>Fall 2019</u> 156 <u>Spring 2020</u> 129 <u>Full AY</u> 285	<u>Fall 2019</u> 148/156 = 95% (MET) <u>Spring</u> 122/129 = 95% (MET) <u>Full AY</u> 270/285 = 95% (MET)
NUTR 1653 cont.	Apply food recommendation principles.	Describe how lifestyle choices affect physical, psychosocial, and emotional health.	Integrative Knowledge	Comprehensive Dietary Analysis	70% of students will score 80% or greater.	<u>Fall 2019</u> 156 <u>Spring 2020</u> 129 <u>Full AY</u> 285	<u>Fall 2019</u> 148/156 = 95% (MET) <u>Spring</u> 122/129 = 95% (MET) <u>Full AY</u> 270/285 = 95% (MET)
NUTR 1653 cont.	Evaluate and compare foods based on nutrition labels.	Evaluate and describe the effects of decision-making on lifestyle outcomes.	Integrative Knowledge	Comprehensive Dietary Analysis	70% of students will score 80% or greater.	<u>Fall 2019</u> 156 <u>Spring 2020</u> 129 <u>Full AY</u> 285	<u>Fall 2019</u> 148/156 = 95% (MET) <u>Spring</u> 122/129 = 95% (MET) <u>Full AY</u> 270/285 = 95% (MET)

NUTR 1653 cont.	Determine individual needs for energy, protein, and fluids.	Describe how lifestyle choices affect physical, psychosocial, and emotional health.	Integrative Knowledge	Comprehensive Dietary Analysis	70% of students will score 80% or greater.	<u>Fall 2019</u> 156 <u>Spring 2020</u> 129 <u>Full AY</u> 285	<u>Fall 2019</u> 148/156 = 95% (MET) <u>Spring</u> 122/129 = 95% (MET) <u>Full AY</u> 270/285 = 95% (MET)
NUTR 1653 cont.	Identify key components and their role for obtaining and maintaining desirable body weight, personal food habits and eating behaviors.	Evaluate and describe the effects of decision-making on lifestyle outcomes.	Integrative Knowledge	Comprehensive Dietary Analysis	70% of students will score 80% or greater.	<u>Fall 2019</u> 156 <u>Spring 2020</u> 129 <u>Full AY</u> 285	<u>Fall 2019</u> 148/156 = 95% (MET) <u>Spring</u> 122/129 = 95% (MET) <u>Full AY</u> 270/285 = 95% (MET)
NUTR 3653	Distinguish social factors that are relevant to a variety of cultures.	Recognizing cultural influences on their own values and assumptions.	Citizenship	Food and Think Assignment	70% of students will score 80% or greater.	<u>Spring 2020</u> 78 <u>Fall 2019</u> 74 <u>Full AY</u> 152	<u>Spring 2020</u> 76/78 = 97% (MET) <u>Fall 2019</u> 68/74 = 92% (MET) <u>Full AY</u> 144/152 = 95% (MET)
NUTR 3653 cont.	Distinguish social factors that are relevant to a variety of	Developing an awareness and understanding of different cultures in a comparative	Intellectual Skills	Food, Faith, and Culture Assignment	70% of students will score 80% or greater.	<u>Spring 2020</u> 82 <u>Fall 2019</u> 84 <u>Full AY</u>	<u>Spring 2020</u> 78/82 = 95% (MET) <u>Fall 2019</u> 77/84 = 92% (MET) <u>Full AY</u>

	cultures.	perspective.				166	155/166 = 93 % (MET
PHIL 1013	Demonstrate knowledge of major arguments, problems, and terminology in philosophy.	Describe various expressions of emotion, intellect, and imagination		Pre-Test And Post-Test		27	0/13 Pre-test Passing Score increased to 10/13 Post-Test Passing Score 35 average became 70 average
PHIL 1013 cont.	Articulate key conceptual distinctions in philosophy.	Describe the beliefs, achievements, customs, and values of different cultures in varying times and places		Pre-Test and Post-Test		27	0/13 Pre-test Passing Score increased to 21/27 Post-Test Passing Score 35 average became 70 average
PHYS 1114							Not assessed
POLS 1113	Identify American democratic principles and procedures, and the ways in which these are embodied in	Describe the historical experience, legacy, political institutions, and systems of the U.S.	1	Pre- and Post-Test	80%	Fall 223 Spring 195 Total 418 Online Fall 23 of 29 Spring/ Summer	Fall: Percent >80% - 87% Percent >90% - 62% Spring: Percent >80% - 92% Percent >90% - 68% Online

	the U.S. Constitution.					55 of 58	Fall: Percent >80% - 88% Percent >90% - 56% Spring: Percent >80% - 93% Percent >90% - 68%
POLS 2313	Understand relationships between international actors, and cooperation and conflict in the international arena.	Developing an analytical understanding of the content and processes used by historians, social scientists, and behavioral scientists to explain human behavior and social systems	#1	Pre- and Post-Test	80%	Spring 15 of 17	Percent >80% 71% Percent >90% 29%
POLS 2353	Analyze comparative y, within and between two states using a comparative method, <i>Most Similar Systems</i> or <i>Most Different Systems</i> , theory, and data.	Developing an analytical understanding of the content and processes used by historians, social scientists, and behavioral scientists to explain human behavior and social systems	1	Measures Competency: Essay with Data Analysis Assignment Within and Between Countries	80%	Fall 13 of 16	Fall: Percent >80% 92% Percent >90% 69%

PSYC 1003		<ul style="list-style-type: none"> • Describe how lifestyle choices affect physical, psychosocial, and emotional health • Explain personal finance and associated consumer issues • Explain the effect of decision-making on lifestyle outcomes • Apply technological tools and resources for lifelong learning 	<p>Outcome #1 – intellectual skills</p> <p>1. ANALYTIC INQUIRY</p> <p>1 a) raises vital questions and problems, formulating them clearly and precisely;</p> <p>1 b) evaluates approaches to address complex problems;</p> <p>1 c) tests proposed solutions to complex problems.</p> <p>3. ENGAGING DIVERSE PERSPECTIVES</p> <p>3 a) explain alternative systems of thought, including their assumptions, implications, and practical consequences</p>	<p>13 multiple choice (4-option) items on core course topics (self-image and -esteem, integrity, goal-setting, attitude, critical thinking, motivation, communication, respect and appreciation for diversity, stress, and money management) were administered as part of the regular exams given during the class. These items were embedded into regular exams given in each section of the course.</p>	<p>Average correct over all items : 70% (based on letter grade “C”)</p>	<p>Data was reported for 66 students enrolled in 5 sections.</p>	<p>The average correct across all items was 86.49% (SD=8.79).</p>
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			<p>Outcome #5 - Citizenship</p> <p>1. CULTURAL FOUNDATIONS</p> <p>1b) identify the connectedness of culture and society;</p> <p>1c) discuss how culture influences one's perspective;</p> <p>1d) define one's identity in relation to cultural differences</p>				
PSYC 1113		<ul style="list-style-type: none"> • Explain the methods of science as applied to human behavior • Describe the processes used by historians, social scientists, and behavioral scientists to explain human behavior and social systems • Describe the 	<p>Outcome #1 – intellectual skills</p> <p>1. ANALYTIC INQUIRY</p> <p>1a) raises vital questions and problems, formulating them clearly and precisely;</p> <p>1b) evaluates approaches to</p>	15 multiple choice (4-option) items on core course topics: the scientific foundations and questions of the discipline, its research methods, physiological	Average correct over all items : 70% (based on letter grade “C”)	Data was reported for 210 students enrolled in 8 sections.	The average correct across all items was 70% (SD=15.65).

		historical experience, legacy, political institutions, and systems of the U.S.	<p>address complex problems; 1 c) tests proposed solutions to complex problems.</p> <p>3. ENGAGING DIVERSE PERSPECTIVES 3a) explain alternative systems of thought, including their assumptions, implications, and practical consequences</p> <p>Outcome #5 - Citizenship 1. CULTURAL FOUNDATIONS 1b) identify the connectedness of culture and society; 1c) discuss how culture</p>	<p>bases of behavior, human development, learning, memory, intelligence and cognition, motivation, and disorders and treatment. These items were embedded into regular exams given in each section of the course.</p>			
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			influences one's perspective; 1d) define one's identity in relation to cultural differences				
REL 2553	Demonstrate knowledge of beliefs, practices, and values of major world religions.	Same		Pre-test/Post-Test	70%	6	6/6 students met the performance target for a percentage of 100 % of students meeting performance targets.
SCI 1111	Students will describe the free fall motion of objects. Students will describe chemical reactions.	Explain the methodology and facts of both biological and physical science.		Post-test	Post-test failure rates less than 25%.	115	84/115
SCI 1111 cont.	Students will explain the result of the experiment.	Generate and test hypotheses.		Post-test	Post-test failure rates less than 25%.	115	70/115

SCI 1111 cont.	Students will predict the outcome of an experiment.	Establish causal relationships.		Post-test	Post-test failure rates less than 25%.	115	88/115
SCI 1111 cont.	Students will convert numbers between measurement systems.	Demonstrate skills in making measurements.		Post-test	Post-test failure rates less than 25%.	115	83/115
SCI 1113	Students will describe the motion of objects.	Explain the methodology and facts of physical science.		Pre and Post-test	Post-test failure rates less than 25%.	220	154/220
SCI 1113 cont.	Students will describe chemical reactions.	Explain the methodology and facts of physical science.		Pre and Post-test	Post-test failure rates less than 25%.	220	139/220
SCI 1113 cont.	Students will describe the scientific process.	Explain the methodology and facts of physical science.		Pre and Post-test	Post-test failure rates less than 25%.	220	189/220
SCI 1114	Students will write an equation using mathematical symbols that express a relationship	Explain the methodology and facts of physical science.		Post-Test	Post-test failure rates less than 25%.	98	69/98

SCI 1114 cont.	Students will perform arithmetic operations on algebraic expressions and solve linear equations.	Explain the methodology and facts of physical science.		Post-test	Post-test failure rates less than 25%.	98	50/98
SCI 1114 cont.	Students will evaluate the validity of procedures in solving a mathematical problem.	Explain the methodology and facts of physical science.		Post-test	Post-test failure rates less than 25%.	98	71
SCI 1114 cont.	Students will interpret mathematical models, such as formulas, graphs, tables and schematics.	Explain the methodology and facts of physical science.		Post-test	Post-test failure rates less than 25%.	98	75
SCI 1314							No report turned in
SOC 1113	#1: Ability to view the world from a sociological	#2: Describe the process used by historians, social scientists, and	DOE 1.3: Engaging diverse perspectives;	Sociology objective #1, general education	A value of 3 or above; a score of at least 70% in	Traditional face-to-face = 69	In the traditional face-to-face sections, a total of 55 students (80%) scored 70% or above in the course. In the online

	perspective within the framework of the three major perspectives.	behavioral scientists to explain human behavior and social systems.	explain alternative systems of thought, including their assumptions, implications, and practical consequences.	objective #2, and NSU DOE 1.3 was measured using objective exams. Students were evaluated using a common scale: 4 = Exceeds expectations; few errors; 90% or above on exams 3 = Meets expectations; average to above average comprehension ; 70%-89% on exams 2 = Needs improvement; below average comprehension ; 60%-69% on exams 1 = Does not meet expectations; poor comprehension ; below 60% on exams	the course (the overall course grade is based on exam scores).	Online = 68	sections, a total of 62 students (91%) scored 70% or above in the course.
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SOC 1113 cont.	#2: Demonstrate a general understandin g of various types of scientific research, its purpose and methods, and the ethics involved.	#1: Explain the methods of science as applied to human behavior.	DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences.	Sociology objective #2, general education objective #1, and NSU DOE 1.3 was measured using objective exams. Students were evaluated using a common scale: 4 = Exceeds expectations; few errors; 90% or above on exams 3 = Meets expectations; average to above average comprehension ; 70%-89% on exams 2 = Needs improvement; below average comprehension ; 60%-69% on exams 1 = Does not meet expectations; poor	A value of 3 or above; a score of at least 70% in the course (the overall course grade is based on exam scores).	Traditional face-to-face = 69 Online = 68	In the traditional face-to-face sections, a total of 55 students (80%) scored 70% or above in the course. In the online sections, a total of 62 students (91%) scored 70% or above in the course.
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				comprehension ; below 60% on exams			
SOC 1113 cont.	#3: Demonstrate an understandin g of the sociological imagination, the ability to make a connection between personal problems and societal issues.	#2: Describe the process used by historians, social scientists, and behavioral scientists to explain human behavior and social systems.	DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences.	Sociology objective #3, general education objective #2, and NSU DOE 1.3 was measured using objective exams. Students were evaluated using a common scale: 4 = Exceeds expectations; few errors; 90% or above on exams 3 = Meets expectations; average to above average comprehension ; 70%-89% on exams 2 = Needs improvement; below average comprehension ; 60%-69% on	A value of 3 or above; a score of at least 70% in the course (the overall course grade is based on exam scores).	Traditional face-to-face = 69 Online = 68	In the traditional face-to-face sections, a total of 55 students (80%) scored 70% or above in the course. In the online sections, a total of 62 students (91%) scored 70% or above in the course.

				exams 1 = Does not meet expectations; poor comprehension ; below 60% on exams			
SOC 1113 cont.	#4: Demonstrate an understanding of the value of critical thinking skills	#2: Describe the process used by historians, social scientists, and behavioral scientists to explain human behavior and social systems.	DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences.	Sociology objective #4, general education objective #2, and NSU DOE 1.3 was measured using objective exams. Students were evaluated using a common scale: 4 = Exceeds expectations; few errors; 90% or above on exams 3 = Meets expectations; average to above average comprehension ; 70%-89% on exams 2 = Needs	A value of 3 or above; a score of at least 70% in the course (the overall course grade is based on exam scores).	Traditional face-to-face = 69 Online = 68	In the traditional face-to-face sections, a total of 55 students (80%) scored 70% or above in the course. In the online sections, a total of 62 students (91%) scored 70% or above in the course.

				improvement; below average comprehension ; 60%-69% on exams 1 = Does not meet expectations; poor comprehension ; below 60% on exams			
SOC 1113 cont.	#5: Demonstrate an understandin g of the sources and consequences of social diversity (race/ethnicit y, gender, social class, etc.)	#2: Describe the process used by historians, social scientists, and behavioral scientists to explain human behavior and social systems.	DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences.	Sociology objective #5, general education objective #2, and NSU DOE 1.3 was measured using objective exams. Students were evaluated using a common scale: 4 = Exceeds expectations; few errors; 90% or above on exams 3 = Meets expectations; average to above average	A value of 3 or above; a score of at least 70% in the course (the overall course grade is based on exam scores).	Traditional face-to-face = 69 Online = 68	In the traditional face-to-face sections, a total of 55 students (80%) scored 70% or above in the course. In the online sections, a total of 62 students (91%) scored 70% or above in the course.

				comprehension ; 70%-89% on exams 2 = Needs improvement; below average comprehension ; 60%-69% on exams 1 = Does not meet expectations; poor comprehension ; below 60% on exams			
SOC 1113 cont.	#6: Demonstrate an ability to define, give examples, and interpret situations using sociological concepts and terminology provided in class lectures, discussions, assignments, and the text.	#2: Describe the process used by historians, social scientists, and behavioral scientists to explain human behavior and social systems.	#2: Describe the process used by historians, social scientists, and behavioral scientists to explain human behavior and social systems.	For sociology objective #6, general education objective #2, and NSU DOE 1.3, students were assessed using objective exams and class discussions.	70% or higher in the course, based on exam scores. Demonstration of an understanding of sociological concepts through class discussion.	Traditional face-to-face = 69 Online = 68	In the traditional face-to-face sections, a total of 55 students (80%) scored 70% or above in the course. In the online sections, a total of 62 students (91%) scored 70% or above in the course. The majority of students demonstrated an understanding of sociological concepts through class discussion.

SPAN 1113	5. Present in spoken and written form basic information about themselves, their daily activities, and familiar items and places.	The Spanish Program switched to using the Degrees of Excellence SLO's in Spring 2018, per the Gen. Ed. committee's directive.	Outcome 1: Intellectual Skills 5.b. Communication fluency: construct coherent written and oral narratives for general and specific audiences	In-class composition with a shared writing prompt and rubric across the sections. The composition prompt asks students to write an 150-200 word message to a friend with detailed information about daily life as a university student. Thus, it asks students to construct a coherent written narrative in Spanish. Syllabus—Composition: Toward the end of the semester, students will write an in-class composition to	70%	Summer 2019: 17 Fall 2019: 87, Spring 2020: 80	Ninety-three percent of students performed at or above the performance target of 70% with 52% Exceeding Expectations at Intermediate Low writing proficiency in Spanish, 27% Meeting Expectations at Novice High, and 14% Meeting Expectations at Novice Mid.
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				<p>assess their ability to write a coherent narrative in Spanish and their presentational writing proficiency level. Students will be asked to write about one or more topics studied during the course of the semester. Grades will be based on content, comprehensibility, language control, and vocabulary use. Complete instructions and a grading rubric will be provided. The composition is worth 100 possible points.</p>			
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SPAN 1123	5. Present in spoken and written form basic information about themselves, their daily activities, and familiar items and places.	The Spanish Program switched to using the Degrees of Excellence SLO's in Spring 2018, per the Gen. Ed. committee's directive.	Outcome 1: Intellectual Skills 5.b. Communication fluency: construct coherent written and oral narratives for general and specific audiences	In-class composition with a shared writing prompt and rubric across the sections. The composition prompt asks students to write a 200-250 word message to a friend in which they summarize a recent trip they have taken. Thus, it asks students to construct a written narrative in Spanish using the past tenses. Syllabus—Composition: Toward the end of the semester, students will write an in-class composition to assess their	70%	Fall 2019: 11, Spring 2019: 9	Ninety percent of students performed at or above the performance target of 70% with 30% Exceeding Expectations at Intermediate Mid writing proficiency, 35% Meeting Expectations at Intermediate Mid, and 25% Meeting Expectations at Novice High.
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				<p>ability to write a coherent narrative in Spanish and their presentational writing proficiency level. Students will be asked to write about one or more topics studied during the course of the semester. Grades will be based on content, comprehensibility, language control, and vocabulary use. Complete instructions and a grading rubric will be provided. The composition is worth 100 possible points.</p>			
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TECH 3023		Recognize cultural influences on their own values and assumptions	1,2,5	Post-Test	80%	54	48
TECH 3023 cont.		Developing an awareness and understanding of different cultures in a comparative perspective.	1,2,5	Post-Test	80%	54	48
TECH 3023 cont.		Interacting and communicating with members of different cultural groups with respect and maturity.	1,2,5	Post-Test	80%	54	48
TECH 3023 cont.		Becoming globally aware citizens through an understanding and appreciation of human and cultural diversity.	1,2,5	Post-Test	80%	54	48
UNIV 1003	A. Academic Skills 3. Use academically appropriate written and oral communication skills to convey	1. Communicate effectively through writing, listening, speaking, and reading;	Intellectual Skills – Communication Fluency	This was the culminating assignment of the semester, the Course Reflection Essay. Students uploaded this		220	95% average based on grades from rubric

	learning.*			essay to Chalk & Wire.			
WGS 2123	Define feminism, gender socialization, and other theoretical concepts related to the study of gender and related social justice movements	Apply historical knowledge to contemporary issues and problems; Describe the beliefs, achievements, customs, and values of different cultures in varying times and places	DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences.	Objective exams are used to assess this CLO throughout the semester. Exams are given in a mixed format of multiple choice, matching, true/false and short answers.	The performance target is for the majority of students to score 70% or higher on the exams.	Online: 167 Face-to-Face: 51	86% of students in the online and face-to-face sections passed the objective exams with a 70% or higher.
WGS 2123 cont.	Identify both historical and contemporary debates taking place within the field of women's and gender studies	Apply historical knowledge to contemporary issues and problems; Describe the beliefs, achievements, customs, and values of different cultures in varying times and places	DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences.	Objective exams are used to assess this CLO throughout the semester. Exams are given in a mixed format of multiple choice, matching, true/false and short answers.	The performance target is for the majority of students to score 70% or higher on the exams.	Online: 167 Face-to-Face: 51	86% of students in the online and face-to-face sections passed the objective exams with a 70% or higher.

WGS 2123 cont.	Identify key historical and cultural world events in women's struggle for equality	Apply historical knowledge to contemporary issues and problems; Describe the beliefs, achievements, customs, and values of different cultures in varying times and places	DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences.	Objective exams are used to assess this CLO throughout the semester. Exams are given in a mixed format of multiple choice, matching, true/false and short answers.	The performance target is for the majority of students to score 70% or higher on the exams.	Online: 167 Face-to-Face: 51	86% of students in the online and face-to-face sections passed the objective exams with a 70% or higher.
WGS 2123 cont.	Indicate the social, cultural, political, and economic forces that shape gender and roles constructs both nationally and globally	Apply historical knowledge to contemporary issues and problems; Describe the beliefs, achievements, customs, and values of different cultures in varying times and places	DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences.	Objective exams are used to assess this CLO throughout the semester. Exams are given in a mixed format of multiple choice, matching, true/false and short answers.	The performance target is for the majority of students to score 70% or higher on the exams.	Online: 167 Face-to-Face: 51	86% of students in the online and face-to-face sections passed the objective exams with a 70% or higher.
WGS 2123 cont.	Summarize the social, political, economic, and intellectual	Apply historical knowledge to contemporary issues and problems; Describe the beliefs,	DOE 1.3: Engaging diverse perspectives; explain alternative	Objective exams are used to assess this CLO throughout the semester.	The performance target is for the majority of students to score 70% or	Online: 167 Face-to-Face: 51	86% of students in the online and face-to-face sections passed the objective exams with a 70% or higher.

	contributions that culturally diverse and under-represented populations have made	achievements, customs, and values of different cultures in varying times and places	systems of thought, including their assumptions, implications, and practical consequences.	Exams are given in a mixed format of multiple choice, matching, true/false and short answers.	higher on the exams.		
WGS 2123 cont.	Explain and analyze the social construction of gender and its intersections with other socially constructed categories of difference (such as race, ethnicity, nationality, class, sexuality, ability, appearance, age, and others) and how such intersections have been articulated	Demonstrate observational and critical thinking abilities	DOE 5.1: Cultural Foundations, a-e	This course requires discussions and journaling based on readings assigned in the class.	The performance target is for the majority of students to score 70% or higher on discussions and journaling.	Online: 167 Face-to-Face: 51	81% of the students in the online and face-to-face sections made a 70% or higher on their discussions and journaling.

WGS 2123 cont.	Explain one's personal assumptions and views regarding gender relations in our own society and in other global communities	Demonstrate observational and critical thinking abilities; Define, discuss, and articulate one's own values	DOE 5.1: Cultural Foundations, a-e	This course requires discussions and journaling based on readings assigned in the class.	The performance target is for the majority of students to score 70% or higher on discussions and journaling.	Online: 167 Face-to-Face: 51	81% of the students in the online and face-to-face sections made a 70% or higher on their discussions and journaling.
WGS 2123 cont.	Create a service-learning project as a mechanism for enacting feminism in our spheres of influence	Demonstrate observational and critical thinking abilities	DOE 1.2 Information Literacy, a-e	Students conduct a final project that is service-learning oriented and write a research paper explaining not only the scope of the project but how the project could benefit the university and/or community. The students are able to seek out information regarding a prevalent societal	The performance target is for the majority of students to score 70% on their final projects	Online: 167 Face-to-Face: 51	83% of the students in the online and face-to-face sections made a 70% or higher on their final projects.

				problem and develop a plan for how to address it in their own communities.			
WGS 2123 cont.	Develop critical thinking, listening, presentation, and writing skills	Demonstrate observational and critical thinking abilities	DOE 1.5 Communication Fluency, a-c	Students are required to conduct a research project throughout the semester. The final product of the research project is a written paper and oral presentation.	The performance target is for the majority of the students to score a 70% or higher on the research paper and oral presentation.	Online: 167 Face-to-Face: 51	83% of students in the online and face-to-face class made a 70% or higher on their research project.

Analyses and Findings

III-2 What were the analysis and findings in the 2019-2020 program outcomes assessment?

Academic programs measure student learning gains in the major. Similar syllabi for multiple sections are required. Academic Affairs provides release time for a student learning assessment coordinator in each academic college. These coordinators receive release time and function as faculty/department facilitators. The coordinators work closely with the Executive Director of Planning and Assessment and their respective college faculty to facilitate improved student learning assessment strategies. Each major program is in the process of developing an assessment plan to better guide their assessment strategy. The student learning assessment coordinators assist programs with developing and revising their student learning goals and outcomes, ensuring alignment between measurements and learning outcomes, and providing guidance on interpreting the results. The Student Learning Assessment Committee (SLAC) is reviewing best practices for providing programs with feedback on their plans and assessment reports.

Additionally, the student learning assessment committee, Executive Director for Planning and Assessment, the Center for Teaching and Learning, and Academic Affairs hosted the second Annual Assessment Day at the beginning of the fall 2020 semester utilizing Zoom technology. This year's topics included alignment and maintaining assessment integrity during the extraordinary instructional challenges presented in the COVID-19 environment. Faculty listened to a panel of external assessment experts working with Campus Management and Chalk and Wire, the NSU assessment management system. The panel also included two (2) current NSU faculty working to advance assessment practices within their respective colleges. After the panel discussion, faculty divided into department zoom rooms to discuss challenges presented by the transition to virtual and flexible delivery formats, their program outcomes, assessment instruments, assessment strategies, and assessment results. Future assessment events and professional development are being planned.

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. The AY19-20 report form included a question pertaining to the impact that COVID-19 transitions had upon program learning assessment. Program responses are included where provided.

Accounting, BBA

In some areas, the results are very similar to last year. In the 2019-2020 academic year, students met the 80% threshold for three of the learning outcomes assessed, and this year the threshold was met for four of the five. The 2019-2020 assessment report indicates that only 79% of students met or exceeded expectations with respect to understanding the functions of accounting information systems. This year's report indicates that the percentage improved to 84%. The other learning objective where students fell short of expectations was understanding of tax principles. Last year, only 49% of students met expectations in this area. This year the percentage improved to 77%, which is still a little short of our goal. The results reported for the first objective, understanding of the accounting cycle, will require a review of the implementation of assessment for that objective. The number of students completing the assessment declined from 102 in the 2019-2020 academic year to 51 this year.

A new approach to assessing students' ability to apply principles of taxation is being considered. The approach will involve the use of tax return projects. We believe that this will result in more meaningful measures of students' competencies in this area. Plans are also being made to revise the assessment of students' knowledge of accounting information systems to bring the instrument up to date. The steep

decline in the number of students completing the accounting cycle assessment is probably a result of high turnover among the personnel who are teaching that class. The department chair and the program coordinator will make sure that faculty teaching that class understand that administering the assessment is not optional.

Since all of our assessments are administered online, COVID-19 did not have any noticeable impact.

Accounting and Financial Analysis, MAFA

The results from this year are encouraging. Generally, students meet our expectations. Those outcomes where students did not meet their expectations were very close and appear to not be statistically significant. These results tend to confirm that students are gaining the knowledge expected.

At this point it appears that we are on the right track and no action plan for next year is required.

In reference to challenges or concerns that COVID-19 presented, our courses were moved from face-to-face to virtual classroom meetings. Given that the assessment is done within Blackboard no changes to the administering of the assessment was needed.

American Indian Studies, BA

AIS/ANTH 2223: Assessment is based on two classes: Fall 2019 NAGPRA Discussion Board (25 points): n = 24 63% (15/24) of respondents scored competent to proficient 54% (13/24) of respondents scored competent to proficient 96% (23/24) of respondents scored proficient 57% (16/24) of respondents scored competent to proficient for entire assignment Spring 2020 NAGPRA Discussion Board (25 points): n = 20 80% (16/20) of respondents scored competent to proficient 50% (10/20) of respondents scored competent to proficient 95% (19/20) of respondents scored proficient 85% (17/20) of respondents scored competent to proficient for entire assignment Given that this is the first year of AIS student learning outcome assessment, there are no comparative data from previous years. Obviously, the spring class performed better on this assignment. The second question of the assignment is most problematic, in that only 54% and 50% of respondents didn't adequately explain inter- and intra-tribal differences in their response to NAGPRA. In addition, this is the first assignment in the class, and as is typical, over half the students submit the discussion board shortly before the learning module closes. Procrastination is an issue with students taking online classes.

AIS/ANTH/SOC 3453: Assessment is based on one class: Fall 2019 Culture Area Essay (20 points): n = 14 57% (8/14) of respondents scored competent to proficient 43% (6/14) of respondents scored competent to proficient 57% (8/14) of respondents scored proficient 43% (6/14) of respondents scored competent to proficient for entire assignment Relating the culture area concept to the anthropological study of North American Indians isn't a difficult concept to grasp, though almost half the class had issues defining "culture area," "a geographical area occupied by a number of peoples whose cultures show a significant degree of similarity with each other and at the same time a significant degree of dissimilarity with the cultures of peoples in other such areas," e.g., Great Plains, Southwest, Great Basin, Northeast, etc. In addition, they named some of the anthropologists who devised the scheme, but most failed to explain each person's unique contribution to it. A problem I've faced over the years is that students think American Indian Studies classes are easy; that isn't the case. Essay exams in this class are open note; students are permitted to consult lecture notes--available on the learning modules--during the test.

AIS/ANTH/SOC 4153: Spring 2020 Skull Wars Essay (25 points): n = 14 100% (14/14) of respondents scored proficient 100% (14/14) of respondents scored proficient 93% (13/14) of respondents scored proficient 93% (13/14) of respondents scored proficient 57% (8/14) of respondents scored proficient 89% of respondents scored proficient for entire assignment Although Archaeology of North America is the most difficult class I teach, students respond well to reading Skull Wars because it delves into the dark side of the historic relationships between archaeologists and American Indians. I've used this book by

David Hurst Thomas, an award-winning author, for twenty years. Students really enjoy it. The only issue is that some students did not write all five essays. Again, this is an issue of procrastination, because many waited until the last minute to submit their posts.

Beyond a doubt, students in AIS/ANTH 2223 have some issues understanding how tribes have responded to NAGRPA. More emphasis will be placed on the teaching area in future classes. The same goes for AIS/ANTH/SOC 3453. More effort will be directed towards getting students to focus on the culture area concept.

American Studies, MA

Due to the small number of M. A. students in American Studies graduating each year, it is difficult to establish any meaningful data patterns. The relatively small size of the program allows faculty to work with students until they meet the requirements of the program, ensuring that most years there is a 100% pass rate on thesis and comprehensive exams.

Our data tracking of thesis and comprehensive examination completion provides general assessment of success in meeting learning objectives.

Applied Physics, BS

This year's assessment results are consistent with the previous year's results. One result from these assessments is that non-physics majors (primarily Math and CS) tend to underperform relative to the physics majors. While not unexpected these results confirm anecdotal evidence. (Non-physics majors have been assessed along with physics majors but only results for physics majors are included in this report.)

The upcoming year will be the first year with a complete assessment using the program assessments developed in the spring of 2020. Faculty will work to make upper level physics courses more accessible to non-majors. Concerns or challenges COVID-19 presented to your assessment plan. Please explain any modifications that were necessary due to the impact of COVID-19. Include an explanation of how these modifications impacted data collection, the interpretation of your results, and your assessment plans for next year. A significant portion of the student assessments for upper level physics courses comes from end-of-the-semester student presentations which are evaluated by all three physics faculty. COVID-19 impacted the students' ability to work on presentations and the delivery of the presentations. This will be considered when this year's data is compared to subsequent years.

Art, BFA

The results for this year showed that 100% of students passed the Senior Exhibition and/or Portfolio course. That is to be expected because majors who reach the capstone course have already demonstrated the knowledge, skills, and ability to create effective artwork and to display that work successfully. The summative nature of the Exhibition and Portfolio courses is a good measure of the student's ability to synthesize their learning, to put it into practice, and to mount a compelling presentation of their work. The projects are a good measure of the student's readiness for graduate work or entering the professional field of art.

Program faculty will continue to teach students effectively in every level of the program and in every course so that the students will be successful once they complete the program. The plan is to continue assessing students at the end of the program in the capstone courses.

The overall assessment plan was not affected due to COVID-19 although students were required to present their work for the Exhibition and Portfolio in a digital format.

Art Education, BA

The results for this year showed that 100% of students passed the Senior Exhibition and/or Portfolio course. That is to be expected because majors who reach the capstone course have already demonstrated the knowledge, skills, and ability to create effective artwork and to display that work successfully. The summative nature of the Exhibition and Portfolio courses is a good measure of the student's ability to synthesize their learning, to put it into practice, and to mount a compelling presentation of their work. The projects are a good measure of the student's readiness for graduate work or entering the professional field of art.

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The overall assessment plan was not affected due to COVID-19 although students were required to present their work for the Exhibition and Portfolio in a digital format.

Biology, BS

The overall score of the students in the Major Field Test in Biology was above the national mean. The subject specific scores in the fields of Cell Biology, and Molecular Biology and Genetics were also above the national mean. The scores for Organismal Biology, Population Biology, Evolution and Ecology are slightly below the national mean. This year, additional learning outcomes were created to test analytical and problem-solving skills on a small scale in the Spring semester. By calculating the mean of the data collected from assessments based on the student learning outcomes 6, 7, and 8, more than 80% of the students were able to achieve the performance target. However, it is difficult to perform an in-depth analysis of the data due to the challenges posed by Covid-19 in the spring of 2020. It is also difficult to interpret the data with confidence due to the complications brought about by Covid-19.

The faculty will continue to train students in all fields of Biology by providing a variety of resources that will allow students to be successful biologists. The faculty will also monitor the performance of students in the fields of Organismal biology and Population Biology, Evolution and Ecology to determine if the students are consistently scoring below the national mean.

We will examine scores of Integrative Biology versus Cell and Molecular Biology majors as well as Tahlequah versus Broken Arrow based students to determine if differences in the curricula between the two majors or between the two campuses play a role in the low scores for this category. For some assessments, like the assessments based on SLO #6, students did not complete all assignments that resulted in the inability of their scores to meet the performance target. Thus, while the students were capable of completing the assignment successfully, they chose not to do so. The faculty will work on approaches to motivate students to complete these assignments. Faculty will work on creating additional learning outcomes and assessment strategies to test public speaking skills of students.

One modification in the assessment method was the proctoring of the Major Field Test. The test was proctored using a 3rd party vendor called ProctorU in the spring semester due to Covid-19. Many students had a terrible experience with the vendor. In many instances, a proctor was not available at the scheduled appointment time that resulted in a more than 30- minute delay in administering the test. In some cases, there were technical difficulties while using the ProctorU. These challenges could have adversely affected the student's performance in the test. Another modification was the introduction of a policy that allowed students to change their grade from a letter grade to a passing grade. Thus, students were aware that they could convert their letter grade to a passing grade with relative ease. Some students decided to take advantage of this policy and do limited amounts of work for the class. This could have impacted their performance in the Major Field Test. We determined that 7 students changed their letter grade to a

passing grade after the completion of the course in Spring 2020.

Business Administration, BBA

Core Classes: As was the case with last year's results, the only area where less than 80% of students did not meet expectations was ethics skills. A closer analysis of the measures of competencies in this area indicates that a large number of students are unable to correctly identify the stakeholders in an ethical dilemma or issue. Students also continue to have problems analyzing the ecological, social, and economic implications of business decisions. The decline in this area has leveled off, but there hasn't been much improvement.

Most of the assessment results indicate that the classes in the business core are achieving their learning objectives. In addition, the results from the standardized tests administered by Peregrine indicate that our students are performing significantly better than those of other institutions accredited by ACBSP in Region 6. However, there are noticeable shortcomings in a couple of areas that involve the application of analytical abilities to problems with ethical dimensions. There have been a lot of changes in the personnel assigned to teach these classes, and an effort will be made to ensure consistent coverage of these parts of the classes.

Since most of our assessment instruments have been administered online, COVID-19 has not had much impact on the administration of assessment.

Non-core classes:

SLO 1 – This result is consistent with the last 5 years results. We are satisfied that our current program is adequately covering this SLO.

SLO 2 – This was our most dramatic increase. It increased 17%. Last year we had a drop of 13% points from the results of the previous 4 years and so changed the textbook and added case-based teaching. It appears that this approach is working much better. Now, we are satisfied that this SLO is being adequately covered.

SLO 3 – This result is consistent with the last 5 years results. We are satisfied that our current program is adequately covering this SLO.

SLO 4 – The results of this SLO have continued to improve over the past 5 years. After increasing 15% last year, we increased an additional 7% this year. We are satisfied that our current program is adequately covering this SLO.

SLO 5 – This result is also acceptable. One of our markers decreased slightly and one increased. Since this is an external and nationally normed score, we want to make sure we continue to make positive progress.

Overall, we are very pleased with the results of this year's assessment. All SLO's were above our acceptable levels. Operations Management in SLO 5 was our only concern. There have been several different professors for this course, and we lack some consistency in covering all of the course SLOs. We will review the course level assessments to make sure they are more consistent with national expectations. If not, we will need to make changes in our assessments. Operations Management faculty will need to meet to discuss consistent coverage of the SLO's.

Since we have moved our assessments to Chalk and Wire, all assessments are online and available through the student's Blackboard Classroom. We do not feel that COVID-19 has impacted our data collection, how we will interpret our results or assessment plans for next year. This is not to say that student performance wasn't impacted by COVID-19. We were forced to go online in March. There were students who felt more stressed in the online environment. This fall, we have more students attending class through Zoom. While we can't say how they are impacted by these changes, we plan to continue our current methods of assessment.

Business Administration, MBA

MBA students are performing on these instruments within the parameters of assessments that are being conducted. MBA 5123 is a tough class, so expectation is adequate. It appears that the professor for Spring 2020 did not conduct the assessment. MBA 5213 increased in the average. Of major concern is the lack of data from the current classes. MBA 5533 is the same professor, but may need reminding each semester to include the assessment. MBA 5413 was the same professor this year as the MBA 5123 and did not do the assessment.

As mentioned last year, it is clear that more assessments must be completed and turned in. At this point, on the assessments currently in effect, we are maintaining the level of performance. We will need to call an Assessment committee meeting with the professors that teach these classes to assure that C&W assessments have been developed and are consistently added to the course syllabus.

MBA & PMBA were switched to and conducted all online or VCM (Zoom) courses due to the virus at the end of Spring 2020. This may have impacted the lack of professors performing the assessments on C&W for this year. I have not visited with them as I was under the impression it was on track as usual. Potentially the assessments were on the syllabus and scrapped due to unusual circumstances. As mentioned above, the assessment plan for this coming year is to hold an Assessment meeting to discuss the need to get these done. We also have new faculty that need to be informed of the process and the objectives more thoroughly. Since we are still in a COVID-19 situation, data may be impacted for Fall 2020; however, Spring 2021 should see an increase in data.

(Professional) Business Administration, PMBA

MBA students are performing on these instruments within the parameters of assessments that are being conducted. MBA 5123 is a tough class, so expectation is adequate. It appears that the professor for Spring 2020 did not conduct the assessment. MBA 5213 increased in the average. Of major concern is the lack of data from the current classes. MBA 5533 is the same professor, but may need reminding each semester to include the assessment. MBA 5413 was the same professor this year as the MBA 5123 and did not do the assessment.

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Chemistry, BS

The chemistry program developed learning outcomes in fall 2019. Thus, many of the learning outcomes cited below have only one year of historical data for comparison.

- Learning Outcome 1.
 - Average overall student scores for the ETS Major Field exam in chemistry is 142.0 ± 14.7 (N = 12).

- This is similar to performance over the past five years. Variation in student scores is slightly higher in 2019-20 compared to 2018-19 (SD = 14.7 vs. 10.9, respectively).
- The average score in the 2020 ETS Major Field Exam normalized data (obtained from ETS) is 148.3 ± 14.3 .
- Our performance target is 70% of NSU students scoring within one standard deviation of the published average. Thus, the benchmark score is $148.3 - 14.7 = 133.6$.
- A total of 66.7% of students met the performance metric for 2019-20; therefore, our goal was not attained. It is worth highlighting, however, that two students scored 133 on the exam. These values fall just barely below the lower cutoff. If we round the normalized data set to the ones place (e.g., $148 - 15 = 133$), those student scores will meet the criterion, and the success rate rises to 83%.
- Academic Year Raw Score: **2005-06** 140.5 **2006-07** 140.5 **2007-08** 140.0 **2008-09** 141.2 **2009-10** 148.0 **2010-11** 143.9 **2011-12** 157.0 **2012-13** 151.2 **2013-14** 152.2 **2014-15** 150.9 **2015-16** 142.2 **2016-17** 142.5 **2017-18** 141.3 **2018-19** 141.6 **2019-20** 142.0
- Performance on physical, inorganic, organic, and analytical subsections of the ETS exam was analyzed. Students met the performance criterion for all except physical chemistry.
- We wish to emphasize that most of the students that took the exam only completed one semester of physical chemistry (thermodynamics) as part of their degree plan. Thus, it is not surprising that individuals who completed the full two-semester sequence earned higher scores.
- The list below shows the 2019-20 average raw score on the ACS Diagnostic of Undergraduate Chemistry Knowledge (DUCK) exam along with historical performance of chemistry students. Student performance in 2019-20 is comparable to the past three years. Academic Year Total Raw Score Percentile Rank: **2009-10** 28.5 38 **2010-11** 26.9 30 **2011-12** 31.6 52 **2012-13** 33.4 59 **2013-14** 30.8 47 **2014-15** 34.7 66 **2015-16** 22.5 19 **2016-17** 27.2 30 **2017-18** 26.5 30 **2018-19** 25.3 24 **2019-20** 26.0 26 National Norm for 2008 Exam 31.5 ± 8.4 –
- Learning Outcome 2.
 - Laboratory skills are assessed in CHEM 4412 because all chemistry majors are required to take these courses during their last two semesters in the program. An assessment of laboratory work by the faculty mentor assigned to the student shows 100% of students meet the performance criterion. For sake of comparison, the success rate in 2018-19 was 100%.
- Learning Outcome 3.
 - The chemistry program assessed communication skills in Research in Chemistry I (CHEM 4412), Seminar (CHEM 4911), Quantitative Analysis (CHEM 3315), and Instrumental Analysis (CHEM 4714). Performance metrics are calculated from grades assigned to the quality of the laboratory notebook, technical report writing, and presentations (oral and poster).
 - All students assessed met the performance criteria for laboratory record keeping, technical report writing, oral presentations, and poster presentations. The fraction of students meeting the goal is higher in 2019-20 than 2018-19.
- Learning Outcome 4.
 - Independent laboratory research is one of the primary goals of Research in Chemistry I (CHEM 4412) and Seminar (CHEM 4911), and all students participating in the course are required to conduct research. Transcripts are checked for the students who completed their B.S. Chemistry degree in 2019-20.

- All of the students evaluated passed the courses with a grade of “C” or higher. Therefore, the performance goal for this learning outcome is met. In Physical Chemistry II (CHEM 4624), students are required to identify a journal article, propose a computational experiment to extend the study, perform the computational experiment, analyze the results, and present the results in the form of a poster.
- The average score for the assignment was 88.5%. All students met the performance goal. In 2018-19, 100% of students passed CHEM 4412 with a “C” but only 85% of students achieved a score >70% on the computational chemistry project in CHEM 4624.
- Learning Outcome 5.
 - Literature assignments in Organic Chemistry I lab (CHEM 3131) require students to interact with the primary chemical literature and dissect the articles. A total of 102 students were assessed, and 98% of the students met the performance metric. The total number of students assessed include non-chemistry majors.
 - Since all students majoring in chemistry are required to take CHEM 3131, this performance metric is met for the major. The 2019-20 success rate is comparable to the 97.3% success rate in 2018-19.
- Learning Outcome 6.
 - Problem solving skills are necessary to complete homework sets in upper division chemistry courses. This includes, manipulating equations to achieve a desired goal, analyzing data sets, and drawing inferences based on data.
 - The chemistry program assessed student performance in Quantitative Chemistry (CHEM 3315), Biophysical chemistry (CHEM 4313), Physical Chemistry I (CHEM 4524), and Physical Chemistry II (CHEM 4624).
 - Historical data for average student scores on homework is shown below. Academic Year CHEM 3315 CHEM 4313 CHEM 4524 CHEM 4624 **2018-19** 100% 83.3% 100% 90.1% **2019-20** 100% N/A 91.7% 83.3% Our analysis shows >70% of students earned scores of 70% or higher for this performance metric. Our results are similar to the previous year.
 - Overall Analysis Chemistry faculty believe our assessment data for 2019-20 is similar to the previous year, indicating student knowledge skill levels are comparable between years. Moreover, long term data for ETS Major Field Exam in chemistry and ACS DUCK exam suggest student performance on those assessments has stabilized. All chemistry faculty reviewed this report and agreed with these conclusions.

The chemistry program is pleased with the overall performance of our majors. The program has presented evidence that performance metrics are met or partially met for all learning outcomes. While we are slightly concerned that chemistry students perform below the national norms for the ETS Major Field and ACS DUCK exams, we believe we have compelling evidence that our students possess the skills and knowledge base to become excellent chemists in the workforce. We base this from the strong performance on all other assessment metrics analyzed. We plan to continue monitoring student performance on the ETS and DUCK exams. The chemistry program will undergo review by the American Chemical Society (ACS) in the 2020-21 academic year. Part of the self-study includes ACS-specific assessment criteria. The chemistry program is working on implementing these requirements in our program and reviewing the best way to structure all of our assessment practices.

Our data indicates comparable performance on ETS Major Field and ACS DUCK exams in 2019-20 as compared to previous years. Thus, it is unlikely COVID-19 adversely affected our ability to assess SLO #1. COVID-19 somewhat affected SLOs #2 and #4 since in-person laboratory activities could not continue after spring break. However, most students had already made some progress on their projects, and we were able to assess performance for the work completed before spring break. All students were able to present their work in oral, poster, and written formats as stipulated above (SLO #3). SLOs #5 and #6 were not affected. Northeastern State University is currently conducting in-person classes. Thus, we plan to assess student performance for all SLOs as described above. This, of course, assumes NSU will continue in-person course delivery throughout the semester. If in-person activities are suspended, we will request additional funds from the Department of Natural Sciences to offer remotely proctored Major Field Tests for our students (assuming it is available). It is possible we will be unable to administer the DUCK exam remotely due to restrictions placed upon us by the publisher. Changes in assessment of SLOs #2 and #4 will depend on how much time students spent in the laboratory before campus is closed. Since this portion is highly dependent on the timing of a campus closure, the chemistry program proposes to address these issues if and when they become necessary. We do not anticipate any changes to our assessment of SLOs #3, #5, and #6 if the campus closes.

Communication Arts, MA

Of all data reported this year, the lowest achievement amount occurred in the Research Design course. This course is being re-designed, so longitudinal data will help determine if the changes are effective. It would be interesting to compare this data to the same course taught in a different delivery method as students noted difficulty in no built-in synchronous communication for this particular course. Overall, data indicates that program outcomes are being met in courses offered within the 2019-2020 school year.

Based on this year's data, the program plans to continue data collection in the same way to begin to work toward longitudinal data analysis. The program as a whole is being revamped, so changes to outcomes and therefore assessment information may change.

Data collection due to COVID-19 was not impacted, however interpretations of results on assessment outcomes for spring 20 must be considered with the historical bias implicit in this major world event.

Communication Arts, BA

Of all data reported, only two assessments indicate a half of the students met the outcome. No outcome reported less than half the students enrolled as meeting the assessment criterion. Both of these assessments (within the 2313 course) evaluated outcomes that were also assessed by different assignments. Those additional assignments indicate higher numbers of student achievement. This data, overall, indicates success by the program in achieving its student learning outcome goals. This data represents all core courses within the communication studies BA, although some courses are reporting more outcome assessment than others. The program would appreciate feedback on the amount of assessment considered appropriate for future reporting.

Based on this year's data, the program plans to continue data collection in the same way to begin to work toward longitudinal data analysis.

Data collection due to COVID-19 was not impacted, however interpretations of results on assessment outcomes for spring 20 must be considered with the historical bias implicit in this major world event.

Computer Science, BS

There are no specific points of data that stand out, the results are consistent with previous results. Even when students completed the ETS exam they performed similarly. The results represent a wider-range score on the department exam as more students completed the assessment exam in 2018/2019. However,

the results need to be examined further by the faculty to identify any specific plans to reflect on the low overall score on the department test. The data doesn't appear to be adequate to assess student learning in the program even though the department exam covers a large array of the topics that should be learned in computer science.

The Department plans to continue to revise both the program-level outcomes and the assessment tools have been revised for the upcoming academic year. Also, there is a need to continually review/revise the departmental exam in light of the Computer Science program outcomes.

Due to COVID-19, the computer science program did not administer the department exam in Spring 2020 and therefore could not collect data.

Counseling, MS

NSU Student data was below the national average in 8 of 8 sections on the CPCE in Fall 2019 and 6 of 8 sections of the CPCE in Spring 2020. This trend is not reflective of the typical outcomes on the CPCE in which NSU students score at or below the national average on most (if not all) sections of the CPCE. It is worth noting that even with section scores being below the national average, 23/29 students passed the CPCE.

Although NSU students scored below the national average in several content areas in Fall 2019 and Spring 2020, a closer investigation into scores on individual learning standards and Student Learning Outcomes (SLOs) in core counseling classes largely reflected competence of learning (as evidenced by scores of 3 or higher on a 5-point scale). Accordingly, the program faculty determined that a more comprehensive approach to improving content area scores would be the targeted area for continuous improvement in 2020-2021. Specifically, NSU student data typically reflects similar testing trends to national data. This outlier year (2019-2020) of lower CPCE scores led the faculty to consider ways that student test preparation could be improved. The subsequent program modifications objectives were approved to meet this target goal for continuous improvement. 1. Faculty will facilitate CPCE preparation as part of the Practicum I and Practicum II learning experiences. CPCE preparation may include dedicating class time to practicing questions within the eight content areas. 2. Faculty in Practicum II (the semester in which the CPCE is offered) will teach students interventions and techniques to manage test anxiety. 3. Faculty will create multiple opportunities for exposure to multiple choice questions in core classes that reflect CPCE content through the use of quizzes, tests, midterms, and finals. 4. Students will be informed about various ways to improve preparation, including the audio version of The Encyclopedia of Counseling, NCE & CPCE Exam Prep applications for smart devices, self-created flashcards, and/or out-of-class study groups.

Due to COVID-19, students also had an option to take the Counselor Education Preparation Exam (CECE) online in July 2020 (in place of the CPCE which was administered in the Spring 2020 semester). The CECE tests the same eight core content areas. Table 2 indicates overall NSU and national exit-exam CECE scores for the Summer 2020 semester. Please note that on the CECE, students were only below the national average in 3 content sections.

Creative Writing, BA

In the second year of assessment of the Creative Writing major, certain trends held strong and the directional shift of one data point bears further monitoring. The major, positive change from last year's assessment was larger numbers across the board, often double to quadruple the number of courses/students from the previous year. These numbers are still small, all in the high-single to low-double digits, but demonstrate both growth in the major and more data points for evaluation. This is particularly true of the Portfolio class, which operates as a Capstone for the major. In the previous year,

no students graduated from the major; this year eight graduated from the major, with all candidates for graduation receiving high marks in the Portfolio class. As that is the class which both involves intensive one-on-one work with the professor (in a small-group workshop) and focuses more intensely on product vs. process (completion of a polished, semester-long writing work as well as a public reading of that work), the higher rate of students and the high level of work completed by those students bodes well for the effectiveness of the major and the effectiveness of transfer students integrating into the major. Both were points of consideration from the previous year's assessment and both showed promising results.

The majority of assessment points were in line with the previous year's findings with the majority of assessments falling within a few percentage points of the previous year's assessment. Students also completed major work with high marks, with most assessment points in the high 80%/low-mid 90% range, well above the baseline target of 75%. This was true for classes taught by the primary Creative Writing faculty (Intro to Creative Writing, Fiction Writing, Portfolio), whose method, particularly in the earlier classes, focuses on process versus product. It was true for Creative Writing courses taught by other faculty within the major (Poetry). It was also true for assessed courses outside of Creative Writing taught by a range of English faculty (American Literature I/II, English Literature I/II). The one divergent point was Playwriting/Screenwriting. That class saw an 8% drop, from 88% to 80%, year-over-year. Some of this may be attributable to the inclusion of Screenwriting as an alternate course for the Creative Writing core, a change from the previous year. Some of it may be simple year-over-year noise, particularly in the small numbers being sampled (2 students in '18-'19; 8 students in '19-'20). While the students still cleared the target of 75%, future trends of lower assessment marks might signify a need to better prepare students for the sort of work in Playwriting/Screenwriting, if students find difficulty when transitioning into those classes. Overall, the performance of the students and faculty in the major is heartening. The major grew, with twenty-three majors and eight students graduating the major. The primary Creative Writing faculty, Mr. Murphy, worked directly with all graduating majors and most students in the major, allowing for a more granular understanding of students within the major and better ability to guide students through the major. There exists a certain number of students declared for the major who did not complete much to any coursework within the major, often with attempts to communicate with those students proving unsuccessful. Though they are outside the purview of this assessment, capturing and monitoring the progression of those students is a necessary goal to the health of the major.

Entering into the third year of assessment, our plan will be to hold the course on most facets of the major. Students seem to be progressing through the major in a timely fashion, with no significant sticking points that signal either a flaw in the design of the major or a flaw in the delivery of courses. Students handle both creative courses and literature courses well, and the inclusion of non-writing courses as a means of exposing students to different types of work and content seems validated. Transfer students from a variety of institutions (TCC, OSU) have been able to both transfer existing coursework from previous institutions, providing a smooth transition, and seem capable of doing the work of the Creative Writing major, which was a point of focus from last year's assessment. Graduating students demonstrated knowledge of both core and advanced elements of creative writing as well as how to translate that understanding into their work. Since the Portfolio class requires readings combined with the production of a polished piece of cohesive work, assessment of student capability can be captured in a way that doesn't rely on narrow grade-based evaluation. This does point to a few areas that might bear further examination in future evaluations of the major. First, during Community and Collaboration Day, there was discussion of divorcing assessment from grades. Creative Writing's assessment is, ultimately, grade-based. While this is mitigated by a few factors—the nature of the Portfolio class, the small size of the major, the degree of one-on-one involvement with students by core Creative Writing faculty—alternate modes of assessment might be considered to ensure a full sense of the major's efficacy. Second, there was also discussion on Community and Collaboration Day about assessing students after graduation to see if the major has adequately prepared them for life after college and to see if they maintain positive feelings regarding having chosen the major. As the major ages and grows, incorporating surveys of graduates will

be necessary to gain that feedback. Thirdly, as mentioned previously, some monitoring of majors who are not completing coursework must continue to keep students on the path to graduation. Finally, further focus on Playwriting/Screenwriting will be needed to ensure that students aren't struggling in the transition to that particular type of writing, which few have experience with prior to the class. If necessary, incorporating fundamentals of Playwriting/Screenwriting into the Introduction to Creative Writing class might be advisable.

While COVID has presented unique challenges and frustrations across the academy, Creative Writing proved resilient and adaptable in facing those challenges. Since many of the spring's courses already had mixed face-to-face and Zoom students, due to an effort by Creative Writing faculty to reach student populations outside of Tahlequah, the mid-semester shift to fully online wasn't too problematic. In the writing classes, faculty largely kept the classes synchronous, both to continue providing structure to students facing upheaval in their lives as well as to facilitate the sort of discussion vital to a workshop-oriented class. The students were prepped about the possibility of the shift, which reduced the shock of transition. The students in the Portfolio class proved especially adaptive. Traditionally, Portfolio students gather at one or two formal readings at the end of the semester, similar to how Music students give final recitals. As gathering was both forbidden and unethical, the students were encouraged to video themselves reading selections from their final projects, a practice that gained popularity in the larger writing community for book launches and author talks during the spring and summer. Students uploaded their readings to Google Drive, where they were retained for Creative Writing record-keeping. They were also broadcast on the Department of Languages and Literature Facebook page, providing the students the valuable and rewarding experience of sharing their work with a broader audience. Feedback for this change to the conclusion of Portfolio was universally positive and the students showed flexibility and fortitude in filming and presenting their work (which also kept a key point of assessment for the Portfolio class in place). Data collection was largely unaffected, given that it is grade-based. As the results didn't seem out of line with the previous assessment, even given a larger sample, it does not appear that COVID's impact on coursework had a dramatic effect on outcomes for students in the major.

Criminal Justice, BS

The data points that stood out in this year's assessment include the overall success on the MFT. The scores on the major field test have improved over time. Our current score averages are 69%, 80%, 75%, 80%, 64% and 80%. We believe the MFT is an accurate measure of our students. That said, we are dealing with some students not taking this exam serious enough and bringing down our overall scores. Important to note, our course grade distribution is still higher than normal. Other data that is used support this outcome is assignments and internal exams in the core areas of the criminal justice bachelor's degree program.

We are going to examine our internal exam areas that measure the same external exam areas. For example, the internal exam scores that measure criminology should be the same as the external exam that measures the same area. Specifically, a student who scores 90% in criminology (internal) should score (90%) in the external MFT.

Criminal Justice, MS

The data points that stood out in this year's assessment include the number of students who successfully completed the comprehensive exam. A total of 18 students took the exam during the 2019/2020 academic year. Sixteen students passed the exam. This is a success rate of 89%. This result is higher than the previous year's success rate. We believe this is an accurate measure. Other data that can be used to support this analysis include the assignment and exam results within the core courses of the criminal justice master's degree program. Students who demonstrated proficiency in core areas were the same students who passed the comprehensive exam.

The faculty who teach within the criminal justice master's program will review the comprehensive exam structure and grading methods to ensure that we maintain high standards. Additionally, the thesis option will be scrutinized in order to bring consistency to thesis procedures.

Cyber Security, BS

The data points that stood out in this year's assessment include the number of students who passed the capstone course. The scores in this course are excellent, however this course is still being developed. We believe the final project, assignments and course core curriculum is an accurate measure of our students learning. This data which used to support this outcome is assignments and exams in the required core areas of the cyber security bachelor's degree program.

As chair of the Department, their work needs to be accomplished. The interdisciplinary degree requires all disciplines to invest. In addition to the major project, the cyber faculty need to develop an exam that measures all three areas (CRJ, CS and IS). The goal is to teach the course in 1/3 segments.

Drama, BA

It is expected that the students in this high-level course meet the target on this project. The project is graded based on various points of activity that require the students to present their knowledge through various modes. It is notable that the two students who fell slightly below the target at 80% did so as a result of failing to successfully complete only one of the activities in the project process. This provides evidence that the way the project sectioned is effective in preventing the student from focusing on only one part of the project--the student cannot simply direct the final scene and not complete the other parts of the project and still receive target-level grade. In order to successfully complete each section of the project, the student must have the desired fundamental skill set that is noted in the program learning outcome. Therefore, it is concluded that this assessment tool is a good measure of the designated SLO.

The project will continue to be a large part of the final assessment in the course. One new idea that will be explored as a result of this assessment evaluation is to more clearly define the "fundamental skill set" referred to in the program outcome.

Due to the COVID-19 situation, the final performance of this project was impacted. Students were not able to engage in the traditional performance process. However, as a result, the project was actually enriched by the necessity of presenting their research and vision in an alternative manner. Students created visual representations of their concepts and presented them in depth to their classmates. Ultimately, the only aspect of the project that was not possible was presenting a live performance. However, this did not impact the specific learning outcome being assessed. Students were still required to show achievement of that outcome. This experience has pushed faculty to explore the incorporation of new ways of having students share their ideas visually. This is certainly an avenue that will continue to be explored by drama faculty and various courses and projects will be altered over time to reflect this change.

Early Childhood Education, BS Ed

Analysis of assessment data indicates that all Early Childhood teacher candidates meet Program Student Learning Outcomes and Degrees of Excellence Student Learning Outcomes expectations for the assessment period. Faculty are sensitive to the fact that candidates' acquisition of content knowledge, professional and pedagogical knowledge, skills, and dispositions, and their effect on student learning are complex and evolving processes and difficult to view in isolation. Data from the Full Internship Lesson Observation are viewed as particularly meaningful because they come from professionals outside of the teacher education program and demonstrate that our candidates are successfully applying specific early childhood knowledge, skills, and dispositions they have learned to their teaching practice.

Teacher candidate assessment continues to be a priority however it is understood that some assessments cannot take place due to intermittent school closures for Covid-19. Faculty are hopeful that more consistent data collection will be possible in 2021.

Faculty will ask teacher candidates to complete assignments that take place with children in schools early in the semester in hopes that they are completed before the schools are shut down again.

Early Childhood Education, MS Ed

Analysis of assessment data indicates that a large majority of Graduate Early Childhood teacher candidates meet Program Student Learning Outcomes and Degrees of Excellence Student Learning Outcomes expectations for the assessment period. Faculty are sensitive to the fact that graduate candidates' acquisition of content knowledge, professional and pedagogical knowledge, skills, and dispositions, and their effect on student learning are complex and evolving processes and difficult to view in isolation. It is gratifying to see such a large percentage of our candidates successfully demonstrating their early childhood knowledge, skills, and dispositions in their teaching practice.

Graduate Early Childhood faculty are reevaluating all assessment rubrics to ensure that they meet current SPA and university standards. Once sufficient data have been collected, we can begin the process of seeking CAEP accreditation for the Master's in Early Childhood program.

Faculty will ask teacher candidates to complete assignments that take place with children in schools early in the semester in hopes that they are completed before the schools are shut down again.

Elementary Education, BS Ed

The 2019-2020 ELED data assessment results indicate that students need more experiences in developing collaborative relationships with families and the community, exploring ways to be educational leaders, applying research and theory to their lesson plan creation, and linking assessments to learning goals within lesson plans. These areas are not new to the ELED faculty. We are in the process of revamping our ELED 4583 (Assessment and Progress Monitoring in Elementary and Middle Grades). This revamp will focus on preparing students to link assessments to learning goals and the overall exploration of assessment tools within education. Beginning in the Fall 2021, we will be adding an additional classroom management course including exploration of trauma, diversity, and differentiation. This new course will support collaborative efforts with families and the community. As we review our curriculum throughout our ELED program, we will evaluate the areas with an emphasis on theory and research. The data collection method for Fall 2019 and Spring 2020 created limited data, we were in the process of shifting to chalk and wire. Beginning Fall 2020, we have moved all our assessment instruments to chalk and wire to capture our data and have a means to analyze as a program and more rapidly address issues within the academic year.

Our ELED faculty has gained content experts as part of our team. We are focused and ready to evaluate our program each semester with a lens of improvement and making our program innovative and responsive to student needs.

ELED proposed and gained for three courses to be added to our program. With the addition of a reading course focused on dyslexia, an additional classroom management course, and a content science course, we are eager to expand and continue to serve our students. The ELED 4214, science course, will be launched in Spring 2021. The new ELED 4753, diversity, differentiation, and trauma course will launch in Fall 2021. We added the reading dyslexia course Fall 2020. All of these alterations to our ELED program are in response to data collected from first year teachers, area superintendents, and our student data. Our program faculty believes this will enhance and focus on areas of weakness for the future. Our

faculty has also worked hard to develop a set of student learning goals based on our spa assessment standards for ELED. This process in conjunction with new data collection pieces will inform our future decision making in our program. We have also been very deliberate in planning for our new courses to enhance the overall content and knowledge explored at NSU. We want to provide teacher candidates with a vast number of ways to facilitate learning with future students. The pieces of our program that will remain intact have been shown through data and personal narrative to be powerful learning processes for teacher candidates.

Our ELED courses have modified the delivery methods to meet the needs of students while they feel safe. All of our ELED courses that are meeting face to face are also being provided within a VCM (Zoom) format. Our ELED faculty currently teach simultaneously students in our face to face class and digitally (through Zoom) students remotely. This is a difficult task and we have altered and transitioned to the best of our abilities. These formats have not impacted data collection to date, but might impact data collection in the coming semesters. If students are not out teaching in a face to face setting, the data collected in internships could be impacted. We plan to review our data collection plans and reevaluate in the coming weeks for our 2021 plans.

English, BA

The results confirm the positive direction of the department in terms of being able to better track and understand student performance throughout their undergraduate careers while generally agreeing with previous data sets. The restructuring of the degree plan (effective FA19) has allowed for more specific review of student preparedness at intake into the degree plan (ENGL 2001) and allows the terminal project (ENGL 4992 portfolio) to serve as a more focused instrument in preparing students for the field or further study. This year there was some concern expressed by assessing faculty regarding the validity of the data collected in the spring term due to COVID-19 given the kinds of adjustments faculty had to make due to limitations on student access to resources and modified course content due to mode. The high level of performance overall indicates that faculty are delivering content and students are engaging appropriately, now demonstrated through refined assessment protocols. The number of marginal positives or slightly below target outcomes, particularly in the written assessment instruments, indicates a need for closer scrutiny in emphasis on critical skills in some foundational content classes (internal adjustment) and possible realignment of scope and sequence to allow additional preparation or intermediate assessment to better track student progress. Beginning in the FA20 cycle, there is a new emphasis on accurate and timely tracking of assessment data for the program which the faculty endorses in order to foster student retention and allow for more direct intervention than has been possible in the past.

Faculty engaged with the assessment courses for the program are in general agreement that additional intermediate data is needed for internal use to better measure student progress. The 20-21 assessment cycle will be critical in validating the curriculum adjustments that have gone into effect this year and clearer student progress tracking is needed moving forward. As noted in previous year's reporting, the old assessment protocols were limited and only provided a retrospective view of student performance rather than longitudinal, proactive assessment to facilitate progress. Plans for the current year are to implement minor changes (additional data collection at both the midterm and final point of each term, more dynamic use of the information collected) and reevaluate individual assessment instruments in critical classes to evaluate their effectiveness in really measuring student learning.

Given the artifact-driven nature of our assessment protocols, the impact of COVID-19 was less severe than expected. Faculty adjusted individual instruments as needed to address concerns in their courses, which (as noted above) raised concerns about the final validity of some of the results given the ways in which the reported data aligned with expected outcomes in spite of events outside the classroom. A more unified plan for transitioning between modes in the future will help address these issues moving forward but cannot completely eliminate them.

English, MA

The data, based on previous year collection models, indicates that the program overall is healthy and meeting the general program SLOs in a consistent way. The number of students completing the thesis each term is generally in keeping with the cyclical nature of the graduate program at NSU overall and represents stable performance over time. The number of students carrying the (X- incomplete/in progress) from one term to the next also indicates an improvement in sequencing of the six hours of required thesis work rather than students attempting to complete the thesis in one semester. Best practices, per our guiding bodies, indicate that the thesis should be a sustained project spanning two or more semesters which is the model we have been guiding our students toward more consistently in the past academic year. Improvements in advising are beginning to yield results as the number of completing students suggests that students are beginning the thesis more adequately prepared for the project and are completing in a timelier manner.

Realigned data collection points seem to be working and yielding a more comprehensive view of student preparedness for graduate study. The concerns about completion rates and TTD are being addressed through better student tracking and more comprehensive advising by graduate advising faculty. The first class under the new protocols will begin thesis work FA20 in most cases which will present a more comprehensive view of the effectiveness of the new protocols once that data is collected.

Given the artifact-driven nature of our assessment protocols, the impact of COVID-19 was less severe than expected. Faculty adjusted individual instruments as needed to address concerns in their courses, which (as noted above) raised concerns about the final validity of some of the results given the ways in which the reported data aligned with expected outcomes in spite of events outside the classroom. A more unified plan for transitioning between modes in the future will help address these issues moving forward but cannot completely eliminate them.

English Education, BA Ed

The Oklahoma Subject Area Test (OSAT- English107) stands out the most as the Assessment that needs the most focus according to this year's results. Generally, it is recommended that candidates take the OSAT during their Pre-II semester (the semester before their full internship/graduation) during ENGL4133- Teaching English in Secondary Schools-- however, some opt to take it earlier. Due to College of Education unit policies, all candidates must pass the OSAT prior to admission to the full internship (student teaching) semester; therefore, candidates are able to re-take the test until they achieve a passing score. However, it should be noted that with the redevelopment of the new test (English107), pass rates have been on the decline and candidates are having to attempt the test multiple times. Due to this, there have been several exceptions (starting in Spring 2017 to present) where candidates have started their full internship before passing the test. Candidates who do not pass the test before the full internship fill out a Statement of Understanding and request continued enrollment from the College of Education Review and Retention Committee. Candidates who are awarded an exemption (all were) continue to attempt passing the test during their full internship and before graduation. The College of Education is currently reviewing this policy. Due to this, the program passing rate for all test-takers is 47%. It should be noted that there is no feedback on the Constructed Response (Competency 20) and it is one of the lowest scaled subareas. Since candidates score highly in Subarea II- Writing Processes and Applications, but poorly in answering the Constructed Response, candidates may need more practice in establishing purpose in their writing, demonstrating subject matter knowledge, providing support, and/or supplying a rationale when applying Content Pedagogical Knowledge that aligns to NCTE Standards III, IV, and V. In the constructed response, candidates must apply knowledge to design (plan and assess) developmentally appropriate instruction to help students achieve a specific, standards-based learning goal in English language arts that promotes learning for all students through a response that incorporates

standards, learning outcomes, student samples, and curriculum resources, rather than the previous more literary analysis approach to the prompt. To address these needs based on assessment results, the program has made course modifications to ENGL4123- Advanced Composition for Teachers to include three additional opportunities for candidates to practice “applying pedagogical content knowledge to design developmentally appropriate instruction to help students achieve a specific, standards-based learning goal in English language arts that promotes learning for all students.” Students also receive explicit instruction on testing strategies in ENGL4133- Teaching English in Secondary Schools. Students who are English majors seeking Alternative Certification must also take and pass this test (though not part of their program requirements), so these course modifications serve a larger audience as well. In addition, Dr. Searcy has initiated contact with several English Language Arts Teacher Educators in Oklahoma to solicit feedback from OEQA and Pearson regarding testing policies and review. Therefore, the faculty and state stakeholders are not in agreement that the test accurately reflects candidate content pedagogical knowledge. This is a continued discussion and field testing for English107 was recently initiated by Pearson. Dr. Searcy has also collaborated with the College of Education to aid in Constructed Response review and the College of Continuing Education to provide training to the community. Data from other assessments, especially field observations, also inform program decisions, as well as course evaluations and student reflections. On 24 April 2019 we also met with stakeholders (ELA Department at Tahlequah High School) to assess K-12 needs.

The English Education program is currently seeking to address a larger need and audience with English majors seeking Alternative Certification. It is also working to cross-list more content pedagogical coursework into the M.A. English program that will help meet Oklahoma State Department of Education requirements. The following are current program changes:

- 1) NSU Eng. Ed- AltCert Advisement for English Majors. Dr. Searcy has advised 6 English Capstone undergraduate students toward Alternative Certification artifacts (Fall 2019= 1; Spring 2020= 2; Fall 2020= 3). From Spring 2019-Fall 2020, Dr. Searcy has advised 11 students with Alternative Certification interest.
- 2) Completed Curriculum Updates (Fall 2019):
 - a) Change ENGL4133- Teaching English in Secondary Schools Course Description
 - b) Create Cross-Listed ENGL5XX3 Section of ENGL4133- Teaching English in Secondary Schools
 - c) Create Cross-Listed ENGL5XX3 Section of ENGL4123- Advanced Composition for Teachers
 - d) Update ENGL5993- Thesis: Teaching Portfolio Directions
 - e) Create NEW Course- ENGL5XX3: Applied Secondary ELA Teaching Practicum
 - f) Create New Course: Social Justice Literacies (to help meet NCTE Standard VI) 3) Create Professional Enhancement Cognate Partnership with M.Ed. Instructional Leadership 9hrs M.A. English= ENGL5XX3- Teaching English in Secondary Schools, ENGL5XX3- Advanced Composition for Teachers, ENGL5xx3- (Elective) Created Substitution for M.A. Teaching Portfolio Capstone option. To date, Dr Searcy has recruited/advised 8 former B.A. English Education alumni to M.A. or M.Ed programs= 3 MA; 5 M.Ed

Due to COVID-19, some data for FULL Interns (ENGL4501) was incomplete due to them not being able to finish their internship placements. However, data provided from the College of Education included as many completed Learning Observations as possible. Even with COVID-19 accommodations, English education teacher candidates should be able to complete all assessments, with appropriate modifications. Candidates are allowed to resubmit assessments until they demonstrate mastery.

Environmental Health and Safety Management BS

These questions cannot be answered at this time due to ongoing curriculum changes related to an effort to

achieve ABET accreditation for the program. An assessment test (pre and post) has been developed for the program and administered once on a trial basis in the spring of 2019, but only at the Tahlequah campus. In order to achieve meaningful results, this test will have to be mapped to these outcomes and both the pre and Post-tests will need to be conducted at both Tahlequah and at Broken Arrow.

Continue efforts to work with administration and industry to secure ABET accreditation, make any necessary changes to the current curriculum based on ABET requirements, map, and possibly adjust the assessment tool to the student outcomes and new curriculum, administer the assessment, and calculate performance.

Financial Management, BBA

Our results show that students are struggling in two areas: regulations and tax concepts. When we checked our results in Fin 4233- SL03, we noticed that one of the questions can be restated more clearly. We restate the question in a different way to improve clarity. When we checked the results of Fin 3213 SLO-1, we noticed that the questions needed to be adjusted to make them clearer. We made the necessary changes. Overall, majority (91.26%) of the students are very successful achieving the financial management outcome (objective#1) except for this area. The overall assessment results of the financial management program exceed expectations in all three assessment areas. The results are reflective of students' knowledge and skills. Faculty agree with what the data suggests. We have adjusted the assessment tax related questions to make them clearer.

In terms of teaching, because of the impact of COVID-19, most of the classes are delivered online or through zoom. In terms of assessment, we have been doing online assessment using the Chalk & Wire assessment system, so there was no change due to COVID-19.

Geography & Sustainability Studies, BA

No students were evaluated using our previous assessment model because of the COVID-19 pandemic. This year's student learning assessment report form shows our program's move toward using the DOE learning outcomes and assessments. GEOG 4951 Geography Capstone course was added to our curriculum fall 2020 for new Geography majors.

Future plans are to input the Exit Survey into Blackboard. We will also discuss these assessments with new faculty. Hopefully these new assessments will provide a more concrete view on student learning than previous assessments.

Health Organizations Administration, BS

SLO 1.1, the criterion was met and exceeded in each of the last three assessment periods. With the recent changes in the Healthcare environment, a more contemporary edition is being adopted starting Spring 2021 and the measurement instrument will be adjusted accordingly.

SLO 1.2 was met and exceeded in each of the last three assessment periods. With the recent changes in the Public Health environment, a more contemporary edition is being adopted starting Spring 2021 and the measurement instrument will be adjusted accordingly.

SLO 2.1, the criterion was met and exceeded in the last assessment period. Students invest in this assignment as they can apply what they are learning real time in their work lives.

SLO 2.2 was met and exceeded in each of the last three assessment periods. This evaluation is conducted by the Practicum Preceptor; therefore, it is an external assessment of the skills the students demonstrate in the workplace. The students are often performing with a high level of dedication and attention to the position. Many students have been offered positions at their Practicum organization, if positions are available.

SLO 3.1, the criterion was met and exceeded in each of the last three assessment periods. Students utilize knowledge gained in the course, from their professional careers and problem-solving skills to make strong

analytical decisions.

SLO 3.2 was met and exceeded in each of the last two assessment periods. In general, the students do quite well on this analysis of a new revenue stream. While there are several students who earn an Unsatisfactory score, this number is less than the 30% of unsatisfactory that we have deemed unacceptable. Students tend to earn Unsatisfactory for failing to follow instructions by not including important assignment components.

SLO 4, the criterion was met and exceeded in each of the last two assessment periods. Students are highly engaged in this task, developing meaningful questions, communicating them to the administrator and accurately reflecting their answers in written communication. Poor performing students typically do not complete the assignment as directed.

SLO 5 was met and exceeded in each of the last two assessment periods. Students participated in a blackboard discussion and eventual presentation on a case study over an ethical issue which must be handled by an HOA leader. Students applied knowledge gained in the class along with critical thinking skills to develop a solution.

SLO 6, the criterion was met in the Fall of 2019 but not for the Spring 2020. In 2019-2020 a new faculty member taught the course and revised the existing assignment that was in place before Fall 2019. As a result, students struggled with the new assignment. This anomaly could be the result of the disruptions surrounding COVID-19. However, just to be sure, the plan is to adjust the assessment, set more clear expectations and test again in Fall 2020.

SLO 7, the criterion was met and exceeded in each of the last five assessment periods. Students have expressed excitement about this assignment, where they are able to demonstrate their civic roles as professional clinical managers and express their opinions to the President of the United States. The memos are well-written and factual in content and practical in application for operating healthcare organizations more efficiently. In general, students performed well in meeting expectations. The faculty who teach in this program agree, these results suggest the current curriculum is designed to meet the student learning outcomes and prepare the students for careers in health care management.

In general, the faculty are pleased with how the students perform on the various assignments in the program. We will continue to incorporate contemporary materials and revise the assessments for the rapidly changing healthcare environment. This includes revising the assessments in Chalk and Wire. While the program is online, incorporating a few select synchronous class meetings may be helpful to promote student engagement.

For SLO 2.2, students are expected to complete a Practicum at a healthcare organization. Due to COVID-19, most facilities are not allowing outsiders (non-employees) access to the organization. Previously, the data collection was through external Practicum supervisor evaluation. As a result of COVID-19 protocols, an adjustment for students in terms of completing their Practicum requirement has been necessary. This includes more students attempting research projects, as fewer students have an opportunity to complete the internship experience. In the past, the Practicum experience has often led to full-time employment. We anticipate our partner organizations will allow students to complete virtual projects in the future which will provide for external Practicum supervisor evaluations.

Health and Human Performance, BS

Overall, the results are similar to the results of previous years. The student learning outcomes in each area showed that most students met the criteria for the performance target.

Overall, the majority of students did well in the program courses by meeting or in most cases exceeding the programs performance target. The program faculty will continue to provide excellent instruction for our program courses. One area that we will work on improving is the student outcomes in HED 2254: 75% of students (i.e., 49 out of 65) in the courses achieved a minimum grade of C. However, the average GPA of the courses is 1.7. We will work on figuring out why the outcomes are slightly lower than

expected and make changes to improve overall student performance in the courses.

Several modifications to program courses were made for the last half of the spring semester and all summer semesters due to the challenges of COVID -19. All program faculty began teaching through online learning integrating recorded videos and zoom conferences for lectures. Courses that included face to face hands-on labs were modified to be done online. The labs were completed with Zoom conference meetings and students submitted lab work online with written, picture, or video submissions. The loss of hands on learning could have resulted in a reduction of student learning, but our faculty went above and beyond to provide the best learning modalities possible at the time. Due to our faculty's ability and willingness to adapt to changes there were no significant reductions in student's performance.

Health and Sport Science, MS (formerly Health and Kinesiology, MS)

Overall, these results are similar to the past results. Student learning outcomes in each area showed that most of H & K graduate students meet the criteria for the performance target. However, these results might have some limitations as data collected was not specific in terms of reflecting different levels of SLOs. In spite of limitations of the assessment tools, we think that these results would support our faculty's beliefs about SLOs.

We will continue to do these assessments in the same way. However, we will change some of the things that we have done so far. For example, more faculty will be involved in mentoring students' capstone, which would expect to enhance SLO 2. Also, as for SLO 3, we will modify the student capstone presentation by evaluating how students communicate their idea and knowledge to the public. For this, we will modify the presentation guideline and rubric.

A course was made for the last spring due to the challenges of COVID -19. The faculty began teaching through online learning integrating recorded videos or zoom conferences for lectures. Fortunately, the faculty well adapted to these changes and we believe that there was no significant impact on student learning outcomes and assessments. Now, we are offering both face to face and virtual classroom methods at the same time. This means that we could keep our original assessment plan.

Health and Physical Education, BS Ed

Passing rate on the OSAT has been sustained at 100%. With the addition of PED 2212, 2222, 2252, our methods and techniques of teaching classes our candidates have improved our sub scores in subarea 7, the constructed response on the OSAT. Our average scores in that subarea was 163, looking at the data of students that have completed those classes has improved to scores of at least 231 up to 300. The average score for subarea 7 in AY 2019-2020 was 248. The faculty have agreed to add additional hours and one class to the Health and Physical Education required core classes. The faculty have agreed to add HED 4353 Community Health to the required core classes. Subarea 5 on the OSAT – Consumer, Community, and Environmental Health contains 5 competencies that were not reflected in the previous core classes. We are gathering OSAT data from previous Subarea 5 results to compare results moving forward.

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Applied Physiology. This course is extremely intensive information that candidates need going forward into the discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. It would add two additional hours to the core of HPE, HHP, and add teaching load to our department.

Modifications to assessment were necessary for PED 2212 and 2222, Techniques of Teaching Individual and Team Sports. The teaching assessment, HPE Instructional Delivery and Management Rubric was modified to reflect only the material that the student could complete via Zoom or a video recording. The modification of the rubric resulted in removing five criteria from the final assessment. The faculty are exploring alternate assessment methods such as requiring the student to assess videos provided by the instructors.

During the 2019-2020 assessment year, the history department developed and deployed Post-Tests in 2713 and 2723 to measure program student learning outcomes, resulting in comparably satisfactory outcomes to the assessments of Program Student Learning Outcomes in 1113 and 1213. Students in HIST 1493 performed worse in Post-Tests intended to measure Program Student Learning Outcomes than students in any other History survey class, continuing a trend of at least three years. Less than 70% of students in HIST 3393 Historiography and Historical Research scored at or above 70% on the research paper.

During 2019-20, faculty teaching HIST 1493 met to address whether 1) the Post-Test assesses program student learning outcomes accurately across sections and 2) students are incentivized to take the test seriously. Faculty concluded that the Post-Test did not accurately measure either the program student learning outcomes or what was taught across different sections of the course. As a result, faculty developed a new Post-Test designed to assess SLOs 1, 4, and 5 using material commonly taught by current instructors. That test is being deployed in all 1493 sections starting in Fall 2020. Faculty also discussed ways to incentivize student investment in the assessment process. Lower than expected performance in HIST 3393 Historiography and Historical Research appears related to the disruption caused by Covid-19 and the switch to online class during Spring 2020. 7/17 students in class did not revise the first drafts of their papers. Both professor and students should be better prepared next spring.

History BA

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switch to online class during Spring 2020. 7/17 students in class did not revise the first drafts of their papers. Both professor and students should be better prepared next spring.

Homeland Security, BS

The data points that stood out in the 2019-2020 assessment year include the number of students who successfully completed the exam. A total of 11 students took the exam and 11 passed. This is a success rate of 100%. Other data used to support our capstone success include the assignment and exam results within the 11 core courses of the Homeland Security bachelor's degree program. Students who demonstrated proficiency in core areas were the same students who passed the comprehensive exam.

The faculty who teach Homeland Security will again review the exit exam structure and grading methods to ensure that we maintain high standards.

Hospitality and Tourism Management, BBA

Overall, our students have been consistent. Most of our students do well in their courses. We have had anecdotal support from employers who appreciate the training they receive in our program. The mandatory internships keep the students focused on the skills they need to survive in the industry.

Student Learning Outcome 1: Students have a good understanding of tourism as it relates to the hospitality field. They did very well on the assessment tools used for this student learning outcome.

Student Learning Outcome 2: Students have a very good understanding of how the gaming industry fits into the hospitality field. Each student had to complete an interview with a department manager in a casino.

Student Learning Outcome 3: Students have an adequate understanding of the meeting industry. Student projects were above average for persons just being introduced to the industry.

Student Learning Outcome 4: Students were assessed in a variety of ways on their readiness to join the hospitality industry. All Hospitality and Tourism Management students are required to complete a 300 hour internship in the hospitality field.

An advisory board was formed in Spring 2020 and has met twice. Discussions were held on a certificate in Event Management and on the Hospitality and Tourism Management curriculum. Discussions will continue concerning the relevance of the certificate and the curriculum. The current assessment of the major appears to be appropriate and effective.

There were no COVID-19 issues as the Hospitality and Tourism Management program is only offered online. No adjustments were made in presentation of material.

Information Systems, BBA

These questions cannot be answered at this time due to ongoing curriculum changes related to an effort to achieve ABET accreditation for the program. An assessment test (pre and post) has been developed for the program and administered once on a trial basis in the spring of 2019, but only at the Tahlequah campus. In order to achieve meaningful results, this test will have to be mapped to these outcomes and both the pre- and post- tests will need to be conducted at both Tahlequah and Broken Arrow campuses.

The Information Systems programs plans to continue efforts in working with administration and industry to secure ABET accreditation, make any necessary changes to the current curriculum based on ABET requirements, map, and possibly adjust the assessment tool to the student outcomes and new curriculum,

administer the assessment, and calculate performance.

Instructional Leadership, MEd

As a program we are reaching our 80% goal. These results are similar to past results with the results being an accurate measure. The following questions will be addressed during the academic year 2020-2021: Do these results confirm or challenge faculty beliefs about what students know and are able to do? Are the faculty in agreement with one another about what the data suggest? What other data would inform this analysis?

During the academic year 2020-2021, the program faculty will be creating rubrics to assess the core. We will be aligning learning outcomes and goals and assess at the end of the academic year. Adjustments will be made based upon the data for the 2020-2021 academic year.

Leadership, MS

The discussion about the data collected for the 2019-2020 assessment year is centered on the collection of data (i.e. chalk and wire) and development of rubrics to make the data more informational. The data results have not changed from previous reports. It is unknown if this indicates that these results are coincidental or limited, as this is a flux year addressing new outcomes and new assessments. The following questions will be addressed during the academic year 2019-2020: Do these results confirm or challenge faculty beliefs about what students know and are able to do? Yes. Are the faculty in agreement with one another about what the data suggest? Yes. What other data would inform this analysis? A deeper examination of the data as it relates to specific outcomes.

Program shifted from HIED Leadership to Leadership - there will be a new alignment for 2020-2021. Four 12-hour graduate certificates were developed in the areas of Leadership, Higher Education Administration, Training and Development, and American Indian Leadership and we will be assessing these this year. We will be aligning learning outcomes and goals and assess at the end of the academic year. Adjustments will be made based upon the data for the 2020-2021 academic year.

Legal Studies, BS

Over the years the legal studies capstone has a good success rate. The instructor works extremely hard in this course. That said, this capstone needs advancing and restructuring. Currently, legal studies use this course as a stand-alone course. This course is not being used to measure all required courses or the overall student success. This is a regent change and we need to complete the paperwork.

We are going to examine this course and restructure the objectives and assessments.

Library Media & Information Technology, MS

Comparing these results from other semesters and the spring 2020 semester for the Teen Book Discussion, Access Enabler, Lesson Plan Remodel, and the Ethical Presentation, scores were lower. Please see the Concerns section below for further analysis. Scores from the Leadership Presentation decreased during the fall 2019 semester. After reviewing the scores for that semester, directions were modified to ensure clarity of expectations. The rubric and instructional/lecture video was also redone to assist students in understanding of content. The subsequent semester showed an increase in scores when the new directions, rubric and video were in place.

Concerns

After reviewing the grades for the Access Enabler assignment and the directions, the program faculty has decided to rewrite the directions to make requirements more easily understood. The program faculty will use Chalk and Wire to assess the Assessment Measures for the Program Student Learning Assessment Report as well as CAEP accreditation by spring 2021. Through this process, the program faculty will

revise all rubrics. The program faculty will revise all assignments and rubrics to reflect the ALA/AASL/CAEP School Librarian Preparation Standards released in 2019. Our first cycle for data collection for SPA accreditation will be spring 2021.

The Teen Book Discussion assignment is to be changed due to the impact from COVID. These groups were done with a group of 6 to 8 students, sixth through twelfth graders. The directions were modified and an extension on the due date was given, but two of the candidates still did not turn in the assignment. Of the nine candidates who did turn the assignment in, 100% of them met the performance target of 85%. Similarly, the Ethical Presentation scores were lower during the Spring 2020 semester. This is due to two students not turning the assignment in; all other candidates met the performance target with at least 85%. In addition, scores from the Lesson Plan Remodel were lower during the Summer 2020 semester. This is partly due to the change in the assignment to revise/remodel lesson plans from the Woody Guthrie Center. Students were to visit the Woody Guthrie Center prior to completing the assignment, but due to COVID, the Center was closed. Therefore, students visited the Center virtually, but the overall essence of the Center may be difficult to grasp virtually and may have impacted their overall performance on the assessment.

Management, BBA

Student Learning Outcome 1: The 2019-2020 assessment results are consistent with the results from the last 5 years. This year was up 2% from the previous year. The program adequately covers this student learning outcome. Student Learning Outcome 2: This outcome's results are still concerning, currently 54% of students are meeting this SLO which is down dramatically by 17% from the previous year. Previously, the four-year average was 68%. Now the five-year average is 61%, a downward trajectory. There was only a reduction of 16 students who were assessed. The full-time faculty that teaches this course feels that the students from last year are of the same caliber as prior year students; they have the skills to learn the material. The full-time faculty that teaches this course has taught it over the last 3 years, however there are some adjuncts teaching the course that might not have a full understanding of the assessment measures. Full-time faculty will collaborate with adjunct faculty to ensure consistency in assessing this student learning outcome. Student Learning Outcome 3: Last year's assessment results showed 100% of the 25 students assessed met this SLO, this year 98% of 43 students assessed are meeting this outcome. Last year the concern was the small number of students being sampled, and it appears that this has improved. With 98% of students meeting this SLO, the faculty will continue to ensure students are developing team skills. Student Learning Outcome 4: Results for collaboration and teamwork went from 67% last year to 61% of students this year meeting this student learning outcome. Although the performance target is to be above the 50th percentile, we will continue to monitor this student learning outcome. Results for managing human resources remained steady from last year at 48%; the performance target was not met.

Student Learning Outcome 1: This student learning outcome is being removed and replaced with an assessment from Human Resources Management; this will no longer be assessed. Student Learning Outcome 2: Full-time faculty members are going to meet with adjunct faculty members to review the rubric and make sure there is a clear understanding of how to conduct this assessment. Faculty will revise the assessment rubric/instrument as needed so that the requirements are clear. In addition, the full-time faculty members are going to review the textbooks being used by all who are teaching this course to ensure consistency. Finally, full-time faculty members are going to advise adjunct faculty about when to give the assessment during the course. Student Learning Outcome 3: We are pleased with this outcome and will work to keep the current trend. Student Learning Outcome 4: To help improve the Human Resources Management portion of this assessment, faculty members are working on developing objectives that align with professional human resource organizations so that students will understand standard human resource management practices.

Student Learning Outcome 1: There was no apparent impact from COVID-19 for the assessment of this student learning outcome. Student Learning Outcome 2: The faculty believes that the switch from a traditional grading system to a P/NP system in the Spring 2020 had an impact on how students viewed the importance of this assessment and therefore could have contributed to the reduction in students who met the performance target. Student Learning Outcome 3: There was no apparent impact from COVID-19 for the assessment of this student learning outcome. Student Learning Outcome 4: The faculty believes that the switch from a traditional grading system to a P/NP system in the Spring 2020 had an impact on how students viewed the importance of this assessment and therefore could have contributed to the reduction in students who met the performance target.

Marketing, BBA

With reference to item #1 in the tabulation, performance has been exceptionally good and as such, there are no weak areas. It appears that the areas previously identified, that is (1) marketing opportunities and (2) goods versus services have been adequately addressed. With reference to item #2 in the tabulation, previous weak areas have continued. Additional instructions are being given to instructors in these areas of (1) personal selling, and (2) IMC thinking. With reference to item #3 in the tabulation, there has been substantial improvement within all areas of Marketing Management. Students have in fact done well in the area of pricing, which was identified as an area of improvement within the previous report. With reference to item #4 in the tabulation, performance has improved. The percentage of students who have satisfied overall performance has increased from 81% to 86% since the last reporting period. No specific areas of deficiency were identified. With reference to item #5 in the tabulation, the sample size (N=7) during this period of COVID 19 has led to unreliable responses. Overall, it appears that this group of students have not taken the assessment seriously.

For the future, given the COVID 19 phenomenon, we will aim to adopt uniformity by employing all assessments through the Blackboard system and Respondus when technically feasible.

Mathematics, BS

None of the data points stand out, the results are similar to past results. The results are limited due to a small sample size. The results neither confirm nor challenge faculty beliefs about what students know due to the small sample size. The data is adequate to assess student learning in the program since the content competency exam covers a large array of the topics that should be learned in the mathematics undergraduate courses.

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

Mathematics Education, BS Ed

The only data point that stands out is the one student not passing the Math OSAT. This is not dissimilar from past results. The standout result is an indicator that this one student's content knowledge was deficient enough to not pass the OSAT. However, this student did pass the Senior Seminar Competency Exam, which indicates adequate student knowledge. The results neither confirm nor challenge faculty beliefs about what students know due to the small sample size. The data is adequate to assess student learning in the program since the content competency exam and OSAT cover a large array of the topics, which should be learned in the mathematics and math education undergraduate courses.

The Department plan was to continue using some of the same assessment tools during the next academic year, while also modifying a few of the assessments. Working with Dr. Keller, the department decided to update the plan, which will be implemented this Fall 2020.

Mathematics Education, M Ed

Assessment results appear to be consistent over time and accurately measure students' knowledge and skills. One change that we are seeing is more diversity with regard to the type of capstone project selected by individual students with more taking on an action research project than in the past. What we are observing is that choice is powerful in our program when it comes to capstone type so that students are granted the flexibility to consider what capstone direction is a best fit for their professional practice and future goals. We are also observing that our graduate students who come to us with advanced mathematics teaching certification are utilizing options to enroll in more rigorous mathematics courses than those intended to serve a more diverse teacher population and which have historically provided the math content foundation for the course. This is a positive for the program that we are able to serve with greater effectiveness the diverse backgrounds that graduate students bring with them to the program.

Assessment results will be used to improve student learning. We have a method for integrating outcome and assessment information into a continuous learning process. Assessment results have resulted in modifications in the program. 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. The most recent conversation took place 8-11-20 to plan and guide for Fall 2020.

Action Plan: 1) MATH 5992 Capstone Course: We continue to examine ways to enhance course opportunity and quality of experience. After conferring with Dr. Cari Keller, Dean of the NSU Graduate College, about the creative and scholarly nature of the research and instructional design capstone work our students do, she agreed that the capstones from this program should be perceived as "thesis" work. A curriculum change is in the approval process for Fall 2020 to better describe the capstone options as examples of thesis work. This will allow faculty to assign a neutral grade of X if the work is not completed and will require that students remain enrolled in the course until the final paper has been submitted to the Graduate College for final approval. The curriculum proposal also will allow for this course to become a variable credit course MATH 5990. Students will enroll first in MATH 5992 and if they are unable to complete their project within one semester, they will enroll the next semester in MATH 5991. 2) Curriculum proposals are in the approval phase to revise language describing the target population in each course to be a better fit for the teachers we serve and to make descriptions more succinct while also reflecting student learning outcome format. These courses include MATH 5023, MATH 5233, MATH 5273, MATH 5323, MATH 5463, and MATH 5523. 3) Program faculty will continue to monitor math content capstone exam revisions introduced fall 2019, instructional design capstone project revisions from fall 2019, and the impact and effectiveness of the STEM Education certificate.

Media Studies, BA

The media studies program has good retention rates and students are able to complete the degree in a timely fashion. The majority of media studies students are able to graduate and obtain employment in the industry. The faculty believe these results are a recurring trend as the programs evolve with industry standards. The faculty believe these are accurate measures of students' knowledge and skills. These results reaffirm faculty beliefs that students know and are able to perform in the media industry. NSU media studies faculty are often sought out for internships and job placement for graduates. The media studies faculty agree with the data assessment. The media studies faculty see tracking graduates and job placement as an important factor in future analysis.

The media studies program continues to evolve with industry standards. We will no longer cross list 4000 level courses with graduate courses. Several media studies courses, mainly advertising, are now using simulation programs. This allows for specific analysis of learning outcomes for future assessment. We have an 18-hour minor in public relations online only. Media studies and communication have

collaborated to develop an online minor with nine hours from each program. The media studies faculty are currently working to develop a master's in public relations. The media studies advisory board advises faculty on industry trends and curriculum changes that need to occur within the program so the curriculum is aligned with industry expectations.

Media studies faculty were successful in transitioning to an online-learning platform. We recognize not all students perform successfully in this environment. We do not believe this compromised the AY 2019-2020 assessment. The media studies faculty recognize the importance tracking graduates into job placement. Our effort in the new year will reflect a systematic format for the data to be collected in future analysis.

Medical Laboratory Science, BS

These data points correlate to NAACLS standards that prepare students for a Board of Certification (BOC) exam and a subsequent entry level position as a Medical Laboratory Scientist. These results are similar to past results and are accurate measures, comparable across programs nationwide. These results confirm faculty beliefs and faculty agree about what students know and are able to do- students are able to pass the BOC after completion of this program. Other data that inform this analysis are BOC scores and job placement surveys.

The action plan for next year will be to continue to implement current strategies for student success – Grading scale for the MLS review course at the end of the program was increased to simulate the board of certification expectations. Additionally, we modified the course rotation to accommodate student clinical rotations and when possible, developed assignments that would auto-grade for more rapid student feedback.

Our program is only offered online, thus course delivery was not impacted. Slight modifications for clinical rotations was necessary on a case-by-case basis. This however did not affect student program completions and all students graduated on time.

Music, BA / Music Education, BME

Learning Outcome 1: Music theory, entering Students were tested in music theory and aural skills. The theory (harmony) portion was in the form of a written exam. Aural skills were tested aurally. 25 passed. 11 failed (D or below). 56% pass rate.

Learning Outcome 2: Music history, MUS 3752 Music History I final exam. Pass rate at a score of 70% or above on exam. 3 passed at 70% or above. 81% mean score.

Learning Outcome 3: Music performance, entering students played a performance audition. They are also assessed at the end of every semester by a means of a jury in the major instrument played before the appropriate faculty members. In addition, students must pass a junior standing jury before they can register in 4000 level applied lessons. They must also perform the appropriate recital(s), and must pass a hearing 30 days prior to the date of the recital. 85% junior standing pass rate. 4 students performed upper division (junior standing) juries (Paul Cristiano; Timothy Caputo, Jacob Martin, Jackson Washburn). 4 passed.
100% pass rate

Students in the BA Performance and Jazz Studies tracks are assessed in the performance of recitals. BA Performance and Jazz Studies students perform a 25-minute junior recital and a 50 minute senior recital. 1 BA student performed a senior recital (Margaret Michka). All passed, 100% pass rate.

In Music Theory, students are assessed upon audition and entry into the program. The results indicate that students are unprepared with rudimentary music theory knowledge upon entering the program. MUS 1003 Introduction to Music, a fundamentals course, is advised for students who score poorly on the diagnostic theory exam before enrolling in the theory sequence. The audition and assessment results for incoming students work best as a guide to placing students directly into the theory sequence or recommending taking the remedial theory course first. It also shows whether the student has the ability to master his/her instrument.

We are pleased with the results of the junior standing and recital assessments.

Assessment methods are appropriate, align with industry and accreditation standards. 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.

Natural Science, MS

Student Learning Outcome 1: All 14 students analyzed maintained an overall graduate GPA of >3.000 (average = 3.677). Therefore, we assess this learning outcome as a 100% success rate for this academic year. Acceptable coursework in the M.S. Natural Sciences is defined as grades higher than C. 100% of students assessed have not earned a grade of C or lower. The program committee agrees that the cited criteria for success are passed for this learning outcome.

Student Learning Outcome 2: There were four students who graduated with a MS degree in Natural Sciences in AY 2019-2020. Three students graduated with a thesis and one student graduated with a capstone.

The data presented indicates that the majority of students in our program are able to handle the rigors of graduate coursework at NSU. The primary challenges facing the program are increasing enrollment and increasing the graduation rate. The program committee will explore the feasibility of a graduate certificate option to increase the number of graduate students in the pipeline for this program. In addition, the program committee will work with current students to identify roadblocks to graduating and help students to resolve these difficulties. This includes targeted communication with graduate students in their penultimate semester, outreach to students that fail to defend in their desired semester, and dialog with faculty advisors.

COVID-19 has somewhat affected SLO #1. Students had restricted access to laboratories for their research activities. However, most students went through proper procedure with their research mentors and continued their research. In the case of SLO #2, there was no negative effect on students' thesis or capstone. No particular modifications would be necessary to improve students' performance.

Nursing, BSN

All but one benchmark was met. This was likely due to the utilization of a new virtual simulation (Sentinel City). There was a steep learning curve for both faculty and students initially, but this is expected to improve over time.

Increase the ratio of full-time faculty to adjunct faculty to continue to provide timely feedback to students and ensure they have the opportunity to meet assessment, module, course, and end of program student learning outcomes that align with the university mission, vision, and values.

The RN to BSN Program has been 100% online for over 20 years now. We have consistently met specialty accreditation requirements through ongoing assessment efforts and realize this is a never-ending process to maintain, grow, and continually improve any nursing programs. The major challenge presented to our assessment plan is that nurses are on the front line of the pandemic and required additional

emotional and financial support and encouragement at this time. We also adapted the Cultural Event or Experience Paper to include a virtual option in the NURS 3102 Cultural Competency in Nursing. In NURS 4115 Community Health Nursing course, the Community Meeting assignment was also adapted with a virtual option.

Nursing, MSN

Analysis of the data indicates that all benchmarks are currently being met. Although there are small numbers (12 or less) these are consistent with the previous last 3 years of graduate data.

Nursing informatics saw its first graduate ($n = 1$) and the data from the competency evaluations will be assessed for trends as more students graduate from this program. Students will continue to be encouraged to form collaborative interdisciplinary partnerships during the program

Because the program is 100% online, COVID-19 did not affect assessment plans. No modifications were necessary.

Nutritional Sciences, BS

Data points are similar to all past outcomes. The program has met goals consistently in previous academic years. There are no indications that the outcomes are coincidental; strictly based upon the development of student knowledge/skill. As the report was prepared by majority of the Nutritional Sciences faculty, the faculty are obviously in agreement of the aforementioned findings.

As all goals have been met, there is currently no change in plan.

Spring 2020 data collection was impacted due to the sudden shift of the semester; however, assessment requirements of ACEND continue to be met. As the Nutritional Sciences department has regularly met set goals, it is of no great concern at this time.

Occupational Therapy, MS

The data points indicate the NSU Occupational Therapy program is sufficiently educating students to develop professional behaviors and entry-level practice competencies. NSU Occupational Therapy students consistently receive positive feedback from fieldwork educators regarding their professional behaviors. This is reflected in the data on Performance Evaluation Form which is completed by fieldwork educators at the conclusion of the student's 12-week fieldwork experience. Additionally, the 100% pass rate in 2018 from the NBCOT national certification exam demonstrates the NSU Occupational Therapy students possess entry-level practice competencies. NSU Occupational Therapy faculty agree that the OT students possess necessary entry-level practice competencies and professional behaviors when graduating from the NSU Occupational Therapy Program. The faculty updated student learning objectives this year; therefore, some objectives are lacking substantial data. Plans for additional data from an internal review of professional behaviors will supplement the existing data. The community advisory panel will inform faculty on necessary rural practice competencies and possible methods of measurement.

First, the NSU Occupational Therapy program faculty are adopting a new method of professional development. In the past, student professional development has taken place in a 2-1 or 3-1 faculty to student ratio. The meetings consisted of students sharing 1-3 professional development goals followed by a brief evaluation of student performance from faculty. Faculty recognized a lack of "development" with this method but rather a static snapshot of student performance. The new method includes a faculty mentor model. Each faculty is assigned to 10-15 students they will mentor throughout the program. Students are responsible for meeting with their faculty mentor at least one time each semester. Sessions will consist of coaching students to recognize strengths and weaknesses, developing professional development goals, and developing an action plan to achieve those goals. The new method includes a more interpersonal approach between the student and faculty mentor and is consistent with current best practice methods. Second, the

NSU Occupational Therapy program developed a community advisory committee set to meet in October 2019. This committee will provide external perspectives for the program to meet the program mission of meeting the community's needs. The committee consists of former students now actively practicing as Occupational Therapists, Occupational Therapists that partner with NSU as fieldwork educators, and NSU faculty from other health profession programs. The committee will provide input on rural practice skills in order to create a formal assessment to measure SLO#5. Additionally, the committee will provide vital input on the future direction of the program including curriculum and education delivery changes. Lastly, the faculty will assess the current program structure using data from the Student Exit Survey and input from the community advisory committee and NSU administration. Necessary changes to the curriculum will be made. This includes but is not limited to blended course delivery, length of the program, curriculum design and mapping, and the admission process. Faculty will strive to keep the program's best interest in mind. Faculty will keep up with their own professional development and continue to show sufficient teaching competencies in their assigned teaching areas. Faculty will continue to use innovative teaching methods including experiential learning opportunities consistent with best practices.

The NSU Occupational Therapy Program was moved online in March. The faculty adjusted in teaching methods and moved all testing to an online format. Many students in fieldwork rotations continued through telehealth or were sent to another facility. Assessment methods were conducted via online formats such as Google Forms and the polling option on Zoom. The data collection remained the same and did not change assessment plans for next year.

Optometry, OD

Last year's report (September 2019) noted that NBEO Part I exam pass rates were lower than previous years. Unfortunately, the 2020 administration of the NBEO Part I exam was delayed due to COVID-19 and the results from this year's exam will not be available until October 2020. As noted last year, the faculty extensively discussed several areas of concern and potential improvement. The following items have been implemented: meeting with 1st, 2nd, and 3rd year students to discuss preparation for NBEO exams and correlation with performance in optometry basic science courses and stressing the need for mastery of this material; stressing early NBEO preparation at the aforementioned meeting and other student meetings. The faculty also agreed on the need to find highly qualified applicants. To help attract more qualified students, admissions interviews now conclude with the newly-opened Optometry wing at the Cherokee Nation Outpatient Health Center (CNOHC). This state-of-the-art facility compares very favorably to the clinical settings at other optometry schools. We have also added a NSUOCO student interview to the admissions process to allow applicants to ask questions of current students. This has been well received by applicants and, hopefully, will help attract potential students. First time pass rates for Part II of NBEO was consistent with the last two years of administration. Plans for the Future: Continue the annual student meeting (in addition to other student meetings) to stress basic science performance and guidance for NBEO Part I preparation. The faculty will place increased priority on the incorporation of the ideals of professionalism into all courses with emphasis in the Communications and Practice Management courses. The construction of a dedicated exam lane for the NBEO Part III practical proved to be cost prohibitive. We are currently assessing more affordable options that will still give students access to a preparatory clinic area. Continue to find and accept highly qualified students. As noted in the report, the entering class' Optometry Admissions Test (OAT) and undergraduate GPA has improved in recent years.

Due to the COVID-19 epidemic, all didactic optometry courses moved to online instruction on March 23, 2020 and continued online for the remainder of the spring 2020 semester. Approximately ninety percent of NSUOCO professors maintained the previous class lecture schedule and delivered content via live Zoom meetings with students. Some faculty distributed pre-recorded lectures or a blend of pre-recorded and live online lectures. In all cases, the time and content of delivered lectures was the same as pre COVID-19 delivery. All clinical education for optometry students was moved online utilizing virtual

clinical cases on March 23, 2020 and continued to the end of spring semester. The online virtual clinical experience utilized the pre COVID-19 schedule that was created for usual in-person clinics. Each faculty member assigned to a clinic assigned two clinical cases related to the clinic specialty via email at the beginning of the scheduled clinic. For example, contact lens clinic students received contact lens cases, students assigned to Walk In clinic received acute care/emergency cases, etc. Students were to review the cases and write up a brief diagnosis and treatment plan. Case responses were due by end of clinic time the same day and were submitted via the NSUOCO electronic Clinic Grades System (CGS). Faculty then met with students via Zoom at the end of “clinic” for follow-up discussion related to the day’s assigned cases. Clinic grades were assigned for virtual clinic cases just as they were for regular clinic direct patient care. The cases were cataloged and student responses can be accessed on CGS. Page 21 of 2 The majority of labs were completed online with instructions for at-home completion and/or videos of important concepts. Examples include optics and ophthalmic optics demonstrations as well as demonstration of clinical techniques. Five 4-hour labs were deemed essential to be conducted in person and were scheduled into the summer semester. These make up labs include one Contact Lens lab and one Vision Science lab for second years, two Methods IV labs for third years, and one Ocular Anatomy lab for first year students. All exams for the remainder of the spring 2020 semester were given online via Examsoft or Lockdown Browser through NSU Blackboard and were timed. Clinical proficiency exams for current first year students were rescheduled and conducted in person at the end of summer semester. NSUOCO administration delayed the start of the ten-week summer semester until June 1, 2020 to coincide with the Cherokee Nation’s return to clinical operations as our clinic schedule follows theirs. This allowed for a more normal summer semester in terms of clinical care and education. Students were able to return to patient care in the clinic during the summer semester at reduced patient loads due to COVID 19 clinic protocols. NSUOCO administration continues to keep its mission, goals and objectives in mind and met frequently with faculty via Zoom meetings during the spring semester through the COVID-19 pandemic and online course delivery period. We solicited their input while determining how to best conduct didactic classes, labs, and clinics during this unprecedented time. All NSUOCO faculty did all they could to deliver content and teach key concepts via various creative online formats, and to ensure that learning objectives were met. Program student learning outcome # 3 was affected by COVID 19 as follows: The National Board of Examiners in Optometry Part I - Applied Basic Science exam results were not available for Academic Year 2019-2020. The main administration date of this portion of board exams would normally have been given in March 2020 but was cancelled due to the COVID 19 pandemic. Part 1 board exams were rescheduled for July 27 through August 15, 2020 and results are anticipated to be released October 2, 2020. We will assess these delayed results when they are received.

Political Science, BA

Because POLS 4971 was approved through the curriculum process to begin in Fall 2019, no students were yet required to take the course because they are under the old political science curriculum requirements.

In the Fall 2020 semester the first political science major is required to take the course.

Psychology, BA

As noted above, the overall z-score for all 6 areas of the ACAT was -.50, which represents a percentile score of 31%. This means that based on the reference group of graduating seniors taking an ACAT in Psychology with these six areas, our students’ scores were higher than 31% of the sample. The average z-scores for each content area were also within 1.00 standard deviations of the mean (represented by a z-score of +/- .50). z-scores for the 6 individual content areas (Developmental, Experimental Design, History & Systems, Personality, Physiological, & Statistics) ranged from -.19 to -.51. Overall, 8 students (26%) had z-scores below -1.0 which means that their scores were more than 1 standard deviation below the average score for the reference group. Of these students, only 2 had z-scores below -2.0 (.06%). 6 students had a z-score above +1.0 (20%) which means that their scores were more than 1 standard

deviation above the average score for the reference group. Thus, 18 students (60%) had scores between 400 and 600 (+/- 1.00 Standard Deviation). These results indicate that our students are scoring just slightly below the average of the national sample. This is consistent with data from previous years and well within the criteria we set. It is our goal that students score no lower than 1 standard deviation from the mean which is represented by a z score of -1.0. We have met that goal. This data is further supported by the scores reported on the APA Style papers students completed in Experimental Psychology. This is the first year that we have collected this data so there are no previous years to compare it to.

Based on the data above, it appears that we met our target of performance near the national mean on the ACAT and scores of 70% or higher on the APA Style research papers. We plan to continue assessing graduating seniors enrolled in the History & Systems (PSYC 4513) course using the ACAT. In order to ensure that all students are taking the ACAT assessment seriously and putting forth their best effort, we will continue to 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. We will also continue collecting data regarding the APA Style papers students complete in Experimental Psychology (PSYC 3574). Faculty are engaging in ongoing conversations about how we can best assess our program and our students' success.

Due to COVID and the need to close campus last spring, we were unable to administer the ACAT to students that semester. Because this is a standardized test, it requires that students take the exam in-person under strictly controlled conditions. This was not possible following the closure of the campus. We hope that the campus remains open going forward and plan to administer the ACAT. We are in the process of researching whether an alternative process is possible if the exam needs to be administered online. However, based on students' scores on the APA style papers that were completed in PSYC 3574 it does not appear that students were negatively impacted by the sudden shift to online courses. Students' scores in the spring were only slightly lower than the fall and were well above our criteria of 70%. Our faculty worked very hard to limit the negative effects of this last-minute transition and it appears from this data that we were successful.

Reading, M Ed

The data from classroom assignments and their corresponding rubrics, along with the employer survey, indicate the majority (97% or higher) of students demonstrate mastery of each learning outcome. However, data findings from the Reading Specialist OSAT (015) reveal that our students do not perform as well in some subareas. Subarea 4, the role of the reading specialist, is the area where our students scored the lowest overall with only 67% meeting criteria during the 19-20 AY. Scores in Subarea 1, foundational knowledge, and Subarea 2, instruction, were the next highest overall with matching mean scaled scores of 268. However, all students surpassed the passing mean scaled score of 240. Subarea 3, assessment, diagnosis, and evaluation, proved to be our candidate's greatest area of strength with 100% demonstrating mastery as well as tallying our highest mean scaled score of 274. This could be attributed to the numerous practical experiences requiring assessments, diagnoses, and plans for instruction embedded within 4 out of the 7 core reading classes. Only one candidate scored below a scaled score of 240 in one of the four subareas, and all students tested during the 19-20 AY achieved an overall passing score on the Reading Specialist OSAT (015). However, we do understand this data has been affected by COVID-19, creating a reduced number of students taking the exam during this period. Furthermore, we acknowledge that many factors are involved during standardized tests and they are only one indicator of a candidate's knowledge and potential, as evidenced through embedded assessments and the employer survey. Faculty believe, in general, our candidates leave the program with a strong concept of the role of the reading professional and are qualified to serve in this capacity, as indicated by the employer surveys. In reflection, faculty have agreed to a renewed effort toward strengthening the subareas of foundational knowledge and instruction through modified or additional coursework and multiple opportunities to think critically and plan appropriate, effective literacy instruction.

When comparing 19-20 AY data with 18-19 AY data, we determined that our candidates, overall, performed better during the 18-19 AY in all indicators. Results from the employer survey were as high or higher than in 18-19 AY, OSAT scores were higher during the 19-20 AY with 100% of students passing compared to 90% during the 18-19 AY, and scores on embedded assignments were as high or higher during the 18-19 AY as well. Our action plan for the 20-21 AY includes course alignment with ILA standards and OSAT competencies as well as alignment of all assignments with program outcomes. Additionally, we will review best practices in using rubrics to score assessments and projects and revise scoring scales to reflect the appropriate expectations. We will continue to collect data through the employer survey to ensure area school administrators are satisfied with our graduates and we will continue to regularly analyze OSAT data for any indicators that we need to modify courses or assignments in order to best prepare candidates to be successful on the OSAT.

School Administration, M Ed

Faculty in the school administration program work with students with a mastery teaching model in mind. The students who completed the courses noted in the assessment plan continued to make improvements on their assessments until they reached the target of no “Needs Improvements” on the assessment rubric. Other data points used for program review are state passing rates on the principal OSAT tests for certification.

The program has new standards that are going to be in place beginning in the spring 2020. These new standards are going to be reflected in the new state OSAT tests. The program faculty will revise program assessments this fall 2020 to align with the new standards and new OSAT tests.

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Science Education, BS Ed.

Assessment reports appear to be consistently accurate over time.

Modifications are being considered based on the updated CAEP accreditation process and the updated SPA (NSTA) standards. We will continue to work diligently to address the criteria related to accreditation.

There were no changes apart from a more lenient policy concerning late work due to the changing situations in the schools.

Science Education, MS Ed

Assessment reports appear to be consistently accurate over time.

Through collaborations among faculty in three graduate programs, Instructional Leadership, Science Education and Math Education, a 12-hour graduate level STEM Education Certificate was developed and embedded into the three programs. It has been available to students since the fall of 2019.

The program is online, but a more lenient late policy has been developed to accommodate students who are struggling with illness and/or ill family members.

Social Studies Education, BA Ed

Results are similar to the previous year. Because only a small number of social studies education majors are at the point in the program where these assessments are completed during a given semester, it is

difficult to establish any meaningful data patterns. The small size of the program allows faculty to work with students until they meet the requirements of the program and for teacher certification, ensuring that most years there is a 100% pass rate on all major assessments. Two new assessments, introduced last year, are providing a strong basis for social studies ed majors as they master the skills of teaching. It should be noted that parts of this data, particularly assessment observations of student teachers in the field, are based on observations that were somewhat different than in previous years due to COVID-19. For most students, the second field observation had to be substituted with a video-taped lesson. This means that student reactions to instruction were unable to be observed.

Last year the social studies program coordinator set three goals. These goals continue to be priorities for the coordinator going forward. A new coordinator will be hired in 2020 to take over starting in the 2020/21 academic year. These priorities may shift in accordance with the direction set by that person. 1) Continue to adapt the program to align with the revised NCSS standards –The coordinator will continue to evaluate whether the program adequately meets these standards and will gather data in anticipation of the next round of accreditation. The initial program review for NCSS/CAEP requires 3 years of data on the key assessments (outlined above). 2) Improve recruitment and retention of social studies teacher candidates. The coordinator continues to have short and long-term action items when it comes to recruitment of social studies teacher candidates. A. In the short term, improve communication with current students with the goal of retaining them in the program. As it stands, social studies education majors do not have to formally interact with the program coordinator or anybody specializing in social studies education until their final year in the program. This prevents the establishment of any sort of sense of community or common purpose. The lack of any social studies specific mentorship also makes it easy to lose students to alternative certification routes. Thus, the coordinator will attempt to compensate for these weaknesses with increased attempts at informal communication, such as reaching out to schedule extra advisory meetings and perhaps organizing social studies social gatherings. B. In the long-term, develop and submit ideas for course offerings (either under the HIST or SOSC label) that can appeal to current social studies education majors and spark interest in the major among other students. 3) Continue to improve communication with the College of Education and work with them to adapt the program to meet the challenges at the local and state levels. In particular, the coordinator will participate in conversations about how to meet the demands of the market and new state policies (particularly surrounding new legislation allowing for licensure of a number of alternative teacher preparation programs).

Social Work, BSW

Discuss the data points that stand out? Why? One class that fell below 80% in 2 competency areas stood out to us. We believe that students are new to the program and demands of APA writing and academic rigor expected for assignments that address this competency. Additionally, students have various learning styles and HBSE I is offered as an online only option which may deter some students with different learning styles from being as successful as they were in the face to face setting. Are there indications that these results are coincidental or limited, or are they accurate measures of the students' knowledge and skills? They are an accurate representation of students' knowledge and skills and reiterate the previous statement that some student learning styles and adjustment to the academic rigor and expectations of the program contribute to lower percentages as these classes are required during the first year in the BSW program. Do these results confirm or challenge faculty beliefs about what students know and are able to do? These results confirm faculty beliefs about student knowledge and engagement in the learning process. This also confirms that we need to work to meet various learning styles of students. Are the faculty engaged in agreement with one another about what the data suggest? Yes, faculty agree. What other data would inform this analysis? May want to examine which assignments are required for the courses that connect to competency 2 and consider revising to better meet competency #2. Collect qualitative data from instructors of the courses to gain insight into which assignments students struggle with the most and consider how that affects the percentages. Consider ways to enforce the requirement of

completing outcomes assessment by all faculty and adjunct.

Consider adding a qualitative component to the assessment (from instructors).

The social work assessment process begins with the collection of data from students. This data is collected via student performance in class measures and other remote means. Because our data are not collected in face to face methods, COVID 19 has had little or no impact on our collection of data for program assessment. The next step in the assessment process is the assimilation and analysis of the collected data. This is conducted fully by the designated faculty member and does not require any face to face meeting or consultation with other faculty. Therefore COVID 19 has had minimal impact on this step of assessment as well.

Social Work, MSW

The Advanced Standing field education assessment findings indicate that students met the field benchmark by 88% with a rating of 4 or above for Competencies 1, 3, 6, 7, & 8. The lower rating resulted in Competencies 2, 4, 5 & 9 indicating that there may be greater challenge associated with field practicum experience related to Competencies 2, 4, 5 & 9. Review of the number of competencies in which the benchmark failed to be achieved suggests that lack of adequate progress on these competencies was not detected punctually enough to allow for adequate response to address the trend toward failure quickly enough. Therefore, a plan for improvement of the field curriculum has been developed that will require the assessment of student progress on competencies at midterm. It is our goal to be able to assess students that are struggling or trending toward not succeeding early enough in the educational process to develop individual plans to strengthen student progress and intervene soon enough to avoid failure to achieve the benchmark for each competency. Overall: Our combined assessment results of the coursework measure and the field education measure indicates excellent outcomes in all nine competencies. The percent of achieving competency ranged from 84% to 100%. Although overall compliance with benchmarks is acceptable the field component suggests areas for improvement.

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Sociology, BA

The Advanced Standing field education assessment findings indicate that students met the field benchmark by 88% with a rating of 4 or above for Competencies 1, 3, 6, 7, & 8. The lower rating resulted in Competencies 2, 4, 5 & 9 indicating that there may be greater challenge associated with field practicum experience related to Competencies 2, 4, 5 & 9. Review of the number of competencies in which the benchmark failed to be achieved suggests that lack of adequate progress on these competencies was not detected punctually enough to allow for adequate response to address the trend toward failure quickly enough. Therefore, a plan for improvement of the field curriculum has been developed that will require the assessment of student progress on competencies at midterm. It is our goal to be able to assess students that are struggling or trending toward not succeeding early enough in the educational process to develop individual plans to strengthen student progress and intervene soon enough to avoid failure to achieve the benchmark for each competency. Overall: Our combined assessment results of the coursework measure and the field education measure indicates excellent outcomes in all nine competencies. The percent of

achieving competency ranged from 84% to 100%. Although overall compliance with benchmarks is acceptable the field component suggests areas for improvement.

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Spanish B.A.

Most of the assessment results are very good, with most students that take the assessments meeting the threshold. The notable exception is 1.3, the Oral Proficiency Interview (OPIc), which only four of the seven students passed at the threshold of Advanced- Low speaking proficiency. These results are similar to past results. The indications are that these results are accurate measures of our students' knowledge and skills, and the results confirm faculty beliefs about what our students know and are able to do. The faculty for the Spanish program are in agreement with one another that the data suggests that we need to find ways to help our students improve in their oral proficiency in Spanish.

Based on this known trend in our students' performance, we are taking several steps to help our students. These include the following: We have recently begun organizing structured opportunities outside of class for our students to practice conversing in Spanish. We are beginning efforts to identify lagging students earlier in each semester and in the program, and directing them to the resources that will help them remediate their Spanish speaking proficiency. We are brainstorming ways to enforce more intense practice with speaking and listening in order to help our students be better prepared for the OPIc.

Due to the COVID-19 situation we had to move fully online in the Spring of 2020 and one faculty has had to remain fully online for the Fall of 2020. Additionally, our plans for study abroad, which is a great way for students to practice their oral proficiency skills, have had to be postponed. This situation has been a bit challenging, but, fortunately, has not had a large impact on our data collection or the interpretation of our results. We are planning to move forward with our current plans and assessment strategies.

Spanish Education, BA Ed

The Spanish B.A. and the Spanish Ed. Program share the above six Program Student Learning Outcomes. Most of the assessment results are very good, with most students that take the assessments meeting the threshold. The notable exception is 1.3, the Oral Proficiency Interview (OPIc), which only four of the seven students passed at the threshold of Advanced-Low speaking proficiency. These results are similar to past results. One of the seven who scored above the Advanced Low is a highly educated native speaker, one is a heritage speaker, and the other two are native English speakers with several years of immersion in Spanish-speaking communities either in the U.S. or abroad. The three who scored below Advanced Low proficiency are all non-native Spanish speakers. The indications are that these results are accurate measures of our students' knowledge and skills, and the results confirm faculty beliefs about what our students know and are able to do. The faculty for the Spanish program agrees with one another that the data suggests that we need to find ways to help our students improve in their oral proficiency in Spanish.

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Special Education, BS Ed

Assessment 1: While 100% of program completers have to pass the test before admission to their full internship, the program still reviews OSAT data carefully for program improvement decisions. Although overall student scores increased to 91%, the mean is only at 251.50. Last year only 54% of SPED teacher candidates passed the OSAT. Even though the passing rate increased dramatically, there are improvement efforts that need to continue.

Assessment 2: 98% of the teacher candidates received a grade of 'C' or better, with only 2% of the teacher candidates receiving a score lower than a 'C'. The overall GPA score for all SPED courses was 3.72. Overall this was a 3% increase from last year's data. Please note that results are not disaggregated between campuses since all SPED courses are offered online or blended instructional delivery methods. To meet our students' needs and the teacher shortage, we utilize Zoom for teacher candidates to participate in class virtually.

Assessment 3: The criterion for success was met. In Fall 2019, 78% of SPED teacher education candidates passed with a minimum composite score of 3 or higher. However, the criteria for success is 75%. Please note that this course is on rotation and is only offered in the Fall semesters. Therefore, data is not collected during the Spring semesters since the course is not offered in the Spring semester.

Assessment 4: Because data was collected for the PPAT, data collection for the Full Internship Evaluation Addendum is no longer being used for data collection. The SPED program has chosen to use the Full Internship Lesson Plan Observation to assess this Student Learning Outcome. The criterion was met for all areas with an average mean of 3.55 and an overall percentage of 85.5% of the students receiving a 3 or higher score.

Assessment 5: SPED Learning Project incorporates aspects of all seven Initial CEC Standards. The criterion for success was met. 76% of SPED teacher candidates surpassed this goal by achieving a level 3 or higher, the mean was 3.65. This data shows a 24% drop in data. It should be noted that students are not disaggregated amongst campuses because all SPED teacher candidates take the same section; therefore, they receive the same rigorous content. Other areas that need to be strengthened will be identified and addressed by the SPED program.

Assessment 6: The data above indicates that the criterion was met and teacher candidates surpassed criteria. 91% of teacher candidates received a score of 3 or higher. Please note, data was not collected for the Fall 2019 semester because the course was not offered during the fall semester.

Assessment 7: Using descriptive statistics for assessment 7 the SPED program infers that all standards assessed in Assessment 7 were well perceived. The data above indicates that a criterion was met and teacher candidates surpassed criteria with approximately 85% of teacher candidates receiving a 3 or higher score. It should be noted that this course is available online every semester, therefore students from different campuses receive the same rigorous content considering they are enrolled in the same section.

Assessment 8: The criterion for success was met. Overall, 97% of the teacher candidates scored at a level 3 or above. This data expresses the fulfillment of CEC standards for this area. It should be noted that the course in which this assessment is implemented is an online course and the data is not disaggregated amongst campuses since all the students are enrolled in the same course thus receiving the same rigorous instruction.

Assessment 1: SPED OSAT Review will continue to be offered each semester. SPED program will continue to embed OSAT review into current courses. 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 on the constructed response portion of the OSAT. OSAT Review books for the SPED Mild/Moderate Disabilities OSAT (129) are available to loan to teacher candidates for OSAT study purposes, these resources will continue to be available to SPED teacher candidates.

Assessment 2: For this assessment, teacher candidates' grades will be used to review the special education core courses. Content areas Grades will be continuously monitored to ensure a student's GPA is a true reflection of student work.

Assessment 3: The program will further analyze the criterion requirement, implement instructional changes, and provide concise directions for teacher candidates. The SPED faculty will monitor and revise all forms as necessary.

Assessment 4: The program will further analyze data to identify areas where students struggle and implement additional instruction in lesson planning and implementation.

Assessment 5: This assessment will be revised based on this year's data. Assignments that focus on instruction that addresses how Special education candidates are directed to modify how they apply prompts based on the student populations of their classrooms and placements and how to provide modifications when necessary will be reviewed by the SPED faculty and improved.

Assessment 6: Clearer directions to teacher candidates and a more specific rubric aligned to CEC Standards will be utilized.

Assessment 7: 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 will continue to be implemented and altered based on data analysis and teacher candidate progress monitoring.

Because the SPED program already offered virtual attendance in all courses, the transition to distance learning was uneventful.

Special Education – Autism Spectrum Disorder, MS Ed

Assessment 1: Graduate students are considered mastering the content at a grade of C or better. After analyzing the data for the 2019-2020 academic year, the data collection indicates that approximately 97% of the graduate students mastered their courses' content by receiving a grade of C or higher, mean was 3.69. This data was consistent with data from the previous year.

Assessment 2: SPED 5323 was only offered in Spring 2020. Therefore, data for this past year was only collected during the Spring semester. After analyzing the data from Spring 2020, the criterion was met with 100% of graduate students mastering the content with a score of 3 or higher, this is an increase of 7% from the previous year.

Assessment 3: 88% of the graduate students passed the UDL Lesson Plan with a minimum composite score of 3 or higher, the criterion for success was met, this is a 2% decrease from the previous year. Please note that data is not disaggregated amongst campuses, considering that this course is offered online and all graduate students receive the same rigorous content.

Assessment 4: 100% of the graduate students passed the Practicum Observation Evaluation with a minimum composite score of 3 or higher, the criterion for success was met. This data is consistent with the previous year's data. Please note that data is not disaggregated amongst campuses, considering that this course is offered online and all graduate students receive the same rigorous content.

Assessment 5: 75% of the graduate students passed the FBA/BIP with a minimum composite score of 3 or higher, this is a decrease of 8% from the data collected the previous year, the criterion for success was not met. Please note that data is not disaggregated amongst campuses, considering that this course is offered online and all graduate students receive the same rigorous content.

Assessment 6: SPED 5323 was offered in Spring 2020. SPED 5323 was not offered in the Fall of 2019.

Data for this past year was collected during the Spring 2020 semester. After analyzing the data from Spring 2020, the criterion was met with 92% of graduate students mastering the content with a score of 3 or higher, this is a decrease of 8% from the previous year.

Assessment 7: One rubric assessment was used to assess Initial CEC standards 1, 2, & 5. Through the use of descriptive statistics for assessment 7 we infer that the teacher candidates well perceived standard 1, 2, and 5 during the Fall of 2019 and Spring of 2020. The data above indicates that a criterion was met. Teacher candidates surpassed criteria with 94% of graduate students receiving a score of 3 or higher, this is an increase of 4% from the previous year's data. It should be noted that this course is available online every semester, therefore students from different campuses receive the same rigorous content considering they are enrolled in the same section.

Assessment 1: For this assessment, teacher candidates' grades will be used to review the special education core courses. Content areas Grades will be continuously monitored to ensure a student's GPA is a true reflection of student work.

Assessment 2: This assessment will continue to be implemented and altered based on data analysis and progress monitoring.

Assessment 3: 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 and Universal Design for Learning.

Assessment 4: The program will further analyze data to identify areas where students struggle and implement additional instruction in lesson planning and implementation, behavior management, and inclusion.

Assessment 5: Students still showed weaknesses in Assessment 5 development of Functional Behavior Assessments and Behavior Intervention Plans. Current instruction in all courses that require the development of FBA/BIP, not only in SPED 5803, will be evaluated, and a specific plan of action created to address weaknesses in instruction and FBA/BIP development will be provided.

Assessment 6: This assessment will continue to be implemented and altered based on data analysis and progress monitoring.

Assessment 7: This assessment will continue to be implemented and altered based on data analysis and progress monitoring. With the Master of Special Education-Autism Spectrum Disorder program completing the 2019-2020 academic year, the faculty and staff will continue to monitor progress and analyze the data collection. Based off of the data that has been collected this past year, the analysis indicates that graduate students are mastering skills in the following areas: universal design for learning, use of Assistive Technology, laws/policies/ethical practices in special education, providing RTI interventions, assessment, and providing accommodations and modifications for students with disabilities including those with ASD. The program will continue to tweak the assessments as time progresses in order to maintain the reliability and fidelity of the assessments used to measure Student Learning Outcomes.

Because the SPED program already offers virtual attendance in all blended courses, the transition to distance learning was uneventful.

Speech & Language Pathology, BS

The SLP Faculty wants to add student outcomes. This document does not include several assessments that our program is using to ensure accuracy and diversity in our measurements. These results are similar to data collected prior and do not seem to be pointing us in a new direction. These measurements are accurate and appropriate, but more measurements are needed. These measurements confirm faculty knowledge and beliefs. Faculty agrees with one another about what the data collected. Number of students graduating on time, number of students admitted to our graduate program, Professional Habits Inventory, student evaluations would better inform this analysis.

1. Establish onboarding Student Orientation experiences to improve communication with new students.

2. Establish an interprofessional training opportunity to prepare our students for their future interview and hiring processes.
3. Establish a Speech Lab to increase hands-on opportunities to practice necessary clinical skills,
4. Install a sound suite to provide student opportunities to practice necessary clinical skills,
5. Fill all vacant SLP faculty and support staff positions, and
6. Submit a curriculum change to align course descriptions with the Higher Learning Commission (HLC) standards, to eliminate courses that are not needed, to add one course that is needed, and to strengthen and align the relationship of all program requirements.

What will program faculty start doing differently, stop doing all together, or continue to do in the same way?

1. Faculty responsibilities will be distributed to better utilize time, resources, skills, and availability.
2. Teaching faculty will coordinate and align all program coursework to strengthen the students' progression of skills and knowledge.
3. Teaching and clinical faculty will align and coordinate widespread opportunities for hands-on, in-depth practice of necessary skills and competencies throughout program courses and clinical practicum experiences.
4. Teaching and clinical faculty will establish a SLP-specific New Employee Training process to strengthen skills, competencies, and teaching and/or clinical supervision requirements.

The SLP Program quickly and seamlessly transitioned from face-to-face to an online program. Classes were taught via Zoom utilizing a variety of teaching methods including break-out rooms for small-group activities. Students submitted written assignments via Blackboard and performed oral presentations via Zoom. Tests were administered using the Respondus Lockdown Browser with the Monitor. Include an explanation of how these modifications impacted data collection, the interpretation of your results, and your assessment plans for next year. COVID-19 did not impact data collection or the interpretation of the results for the SLP Program. Student data collection was so successful using Blackboard that the teaching faculty plans to continue that format extensively to save data electronically instead of saving hard-copies of student assignments and other performance measures. Simucase proved to be such a powerful clinical teaching format it is now a required tool for SLP 5152 Advanced Clinical Practicum with overwhelming student agreement. Teletherapy proved to be highly successful for our SLP students and their clients. There was significantly more parent involvement benefitting our pediatric clients. Our SLP students gained a new skill that should be attractive to potential future employers. Although we have returned to face-to-face therapy in our clinics and school sites, the teletherapy option has allowed families to keep appointments that would have otherwise been cancelled. This improves client outcomes as well as providing additional clinical practicum hours for our SLP students, further developing the students' clinical skills.

Speech & Language Pathology MS

The SLP Faculty wants to add student outcomes. This document does not include several assessments that our program is using to ensure accuracy and diversity in our measurements. These results are similar to data collected prior and do not seem to be pointing us in a new direction. These measurements are accurate and appropriate, but more measurements are needed. These measurements confirm faculty knowledge and beliefs. Faculty agrees with one another about what the data collected. Passing the Praxis exam for licensure (42 of 43 to-date), employment in a Clinical Fellowship position in the year following graduation (43/43), number of students graduating on time (43/43), Professional Habits Inventory, student evaluations would better inform this analysis.

1. Establish onboarding Student Orientation experiences to improve communication with new students.
2. Establish an interprofessional training opportunity to prepare our students for their future interview and hiring processes.

3. Establish a Speech Lab to increase hands-on opportunities to practice necessary clinical skills.
4. Install a sound suite to provide student opportunities to practice necessary clinical skills.
5. Increase the number of adult clients seen in our Clinics (to 20) to improve diversity in clinical practicum hours.
6. Establish a training program for EdPlan, a mandatory software used in the public schools for federal Individualized Education Plans (IEPs).
7. Fill all vacant SLP faculty and support staff positions to provide necessary staffing for school contracts.
8. Submit a curriculum change to align course descriptions with the Higher Learning Commission (HLC) standards, to eliminate courses that are not needed, to add one course that is needed, and to strengthen and align the relationship of all program requirements.

What will program faculty start doing differently, stop doing all together, or continue to do in the same way?

1. Faculty responsibilities will be distributed to better utilize time, resources, skills, and availability.
2. Teaching faculty will coordinate and align all program coursework to strengthen the students' progression of skills and knowledge.
3. Teaching and clinical faculty will align and coordinate widespread opportunities for hands-on, in-depth practice of necessary skills and competencies throughout program courses and clinical practicum experiences.

4. Teaching and clinical faculty will establish a SLP-specific New Employee Training process to strengthen skills, competencies, and teaching and/or clinical supervision requirements.

The SLP Program quickly and seamlessly transitioned from face-to-face to an online program. Classes were taught via Zoom utilizing a variety of teaching methods including break-out rooms for small-group activities. Students submitted written assignments via Blackboard and performed oral presentations via Zoom. Tests were administered using the Respondus Lockdown Browser with the Monitor. Clinical practicum transitioned to teletherapy for all clients who were interested in pursuing that format. Students utilized Simucase to strengthen clinical skills and to gain clinical practicum hours. Include an explanation of how these modifications impacted data collection, the interpretation of your results, and your assessment plans for next year. COVID-19 did not impact data collection or the interpretation of the results for the SLP Program. Student data collection was so successful using Blackboard that the teaching faculty plans to continue that format extensively to save data electronically instead of saving hard-copies of student assignments and other performance measures. Simucase proved to be such a powerful clinical teaching format it is now a required tool for SLP 5152 Advanced Clinical Practicum with overwhelming student agreement. Teletherapy proved to be highly successful for our SLP students and their clients. There was significantly more parent involvement benefitting our pediatric clients. Our SLP students gained a new skill that should be attractive to potential future employers. Although we have returned to face-to-face therapy in our clinics and school sites, the teletherapy option has allowed families to keep appointments that would have otherwise been cancelled. This improves client outcomes as well as providing additional clinical practicum hours for our SLP students, further developing the students' clinical skills.

Supply Chain Management, BBA

The performance outcomes met or exceeded expectations for all of the program SLOs despite smaller participation due to some implementation issues that need to be addressed in future assessment administrations. There is a need to restructure and plan for better participation of the students.

Increasing the student participation to improve the reliability of the data is our primary goal for the future. One way to accomplish this is to integrate program assessments into the grading structure of the courses, while encouraging, incentivizing, and reminding students to complete these assessments on time.

There was not much impact of Covid-19 on the course delivery and administration of SCM program assessment during the 2019-20 academic year, as they are administered online. But it could be a reason

for poor participation, due to the added challenge faced by students during this time.

Technology BT

Three students were given the BT Exit Exam, the average score was 82.5, and all three passed the exam (score of 70% is considered passing).

The Bachelors of Technology program's exit exam will be re-evaluated so that all learning objectives are being tested. This year's scores are consistent with previous exit exam scores. A BT Advisory Board is currently being formed for the Spring 2021 semester, will get feedback from that group on our exit exam.

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 an internal Student Evaluation of Classes and the NSSE as measures of student satisfaction. An internal survey, *Student Defined Success*, was administered in 2019-20 to incoming freshmen.

Course evaluations are administered via EvaluationKIT and summaries are tabulated by the Office of Institutional Effectiveness. The reports are then 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 G for course satisfaction evaluation data.

The NSSE is the national opinion/satisfaction instrument used at this time. Recruitment for the NSSE is done through the company and students are invited to participate via email. Each student receives up to four reminder emails.

The internal freshman surveys are administered to students enrolled in UNIV 1003, University Strategies course.

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

Student Course Evaluations

Student evaluations of courses/instructors show overall satisfaction. During the fall 2019, 5,728 evaluations of faculty instructors were collected. A total of 1,209 classes were evaluated representing 403 different faculty members. During the spring 2020, 4,385 evaluations of faculty instructors were collected. A total of 1,100 classes were evaluated representing 384 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 4.29/5.0 in fall of 2019 and 4.36/5.0 in spring 2020. Course evaluation data are reported in Table G.

NSSE

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 2020, 198 first-year students and 478 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=116), and Oklahoma public institutions (N=7).

The overall response rate was 33% of the freshman and 32% of the seniors. Ninety-five percent (95%) of the freshmen respondents were full-time and 77% of the seniors indicated they attended full-time. Seventy percent (70%) of the freshman were female and 30% male whereas 77% of the seniors were female and 23% male. Twenty percent (20%) of the freshmen and 17% of the seniors were American Indian. Eleven percent (11%) of the freshman and 58% of the seniors responded that they were transfers.

NSSE 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 or equal to 0.3.

The first-year students scored lower than the IPEDS comparison group on “Clearly explained course goals and requirements”, “Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)”, “Speaking clearly and effectively”, “Acquiring job- or work-related knowledge and skills”, “Solving complex real-world problems”

The first-year students scored lower than the Public Enrollment comparison group on “Speaking clearly and effectively”, “Acquiring job- or work-related knowledge and skills”, “Solving complex real-world problems”

The first-year students scored lower than the Oklahoma Public comparison group on “Explained course material to one or more students”, “Prepared for exam by discussing or working through course material with other students”, “Connected your learning to societal problem or issues”, “Applying facts, theories, or methods to practical problems or new situations”, “Analyzing an idea, experience, or line of reasoning in depth by examining in parts”, “Clearly explained course goals and requirements”, “Taught course sessions in an organized way”, “Evaluated what others have concluded from numerical information”, “Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)”, “Speaking clearly and effectively”, “Acquiring job- or work-related knowledge and skills”, “Working effectively with others”, “Solving complex real-world problems”, “Being an informed and active citizen”

The first-year students scored higher than the Public Enrollment comparison group on “Hold a formal leadership role in a student organization or group”, “Working for pay off campus”, “Estimated number of hours working for pay”, “Providing care for dependents (children, parents, etc.)”

The senior students scored lower than the IPEDS comparison group on “Asked another student to help you understand course material”, “Explained course material to one or more students”, “Had discussion with people of a race or ethnicity other than your own”

The senior students scored lower than the Public Enrollment comparison group on “Asked another student to help you understand course material”, “Explained course material to one or more students”, “Prepared for exams by discussing or working through course material with other students”, “Working with other students on course projects or assignments”, “Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)”

The senior students scored lower than the Oklahoma Public comparison group on “Attended an art exhibit, play, or other arts performance (dance, music, etc.)”, “Asked another student to help you understand course material”, “Explained course material to one or more students”, “Prepared for exams by discussing or working through course material with other students”, “Discussed course topics, ideas, or concepts with a faculty member outside of class”, “Hold a formal leadership role in a student organization or group”, “Participate in a study abroad program”, “Work with a faculty member on a research project”, “Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)”

The senior students scored higher than the IPEDS comparison group on “Working for pay off campus”, “Providing care for dependents (children, parents, etc.)”

The senior students scored higher than the Public Enrollment comparison group on “Quality interaction with other administrative staff and offices (registrar, financial aid, etc.)”, “Working for pay off campus”, “Estimated number of hours working for pay”, “Providing care for dependents (children, parents, etc.)”

The senior students scored higher than the Oklahoma Public comparison group on “Come to class without completing readings or assignments”, “Quality interaction with other administrative staff and offices (registrar, financial aid, etc.)”, “Working for pay off campus”, “Estimated number of hours working for pay”, “Providing care for dependents (children, parents, etc.)”

The NSSE report compared NSU Freshman and Seniors to the IPEDS comparison group over four Themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. Each of these categories have multiple Engagement Indicators. NSU first-year students scored lower than the Oklahoma Public comparison group on the Higher-Order Learning, Reflective & Integrative Learning, and Quantitative Reasoning indicators in the Academic Challenge theme, the Collaborative Learning indicator in the Learning with Peers theme, and the Effective Teaching Practices indicator in the Experiences with Faculty theme. The senior students scored lower than the IPEDS, Public Enrollment, and Oklahoma Public comparison groups on the Collaborative Reasoning indicator in the Learning with Peers theme.

NSU chose to administer two topical modules with the NSSE that were compared to public institutions with 5-10K enrollment that administered the module. There were no differences between NSU and the Public Enrollment comparison group with an effect size of 0.3 or greater.

Student Defined Success Survey

The responses from the Student Defined Success surveys administered in 2017-18 and 2018-19 were aggregated and summarized. These results were presented at the HLC annual conference in April 2019. The survey was administered again in 2019-20. Highlights include the following:

Freshmen (605 respondents)

- 89.3% responded that they plan to complete a bachelor’s degree at NSU while 22.0%

- indicated they plan to complete basics at NSU then transfer
- The top three factors selected relative to a successful overall university experience were “Graduating” (74.0%), “Being successful after college” (43.3%), and “Getting a job” (31.1%).
- The top three university services identified as important by the freshmen were “Money management and financial literacy (48.6%), “Professional skills development” (41.7%), and “Tutoring” (31.2%).
- Fewer Native Americans than non-Native Americans (by at least 5 percentage points) selected “Improved knowledge and skills” and “Classes that challenge me and broadening my horizons” as important with respect to factors that define a successful university class.

Analysis of the results with respect to retention and completion, disaggregated by gender and Native American/non-Native American, will be conducted when the Fall 2020 survey data is complete.

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

The NSSE data informed development of the internal surveys which are connected with the NSU HLC Quality Initiative: Sustaining Student Success as well as the Tulsa Transfer Project. The surveys were administered for the first time during the 2017-18 academic year and repeated in 2018-19 and 2019-20. Results were discussed by the university’s Retention Committee and used to assist in development of retention programming.

Table G: Student Evaluation of Course / Teaching Effectiveness

FALL 2019	Number of classes evaluated	Number of faculty evaluated	Number of surveys completed
Business & Technology	208	73	964
Education	289	91	1,324
Extended Learning	15	7	87
Liberal Arts	410	153	1,796
Optometry	22	17	211
Science & Health Prof.	265	80	1,346
TOTAL	1,209	403	5,728

*Faculty members may be evaluated in two different colleges

SPRING 2020	Number of classes evaluated	Number of faculty evaluated	Number of surveys completed
Business & Technology	209	74	807
Education	285	92	1,091
Extended Learning	15	8	76

Liberal Arts	334	126	1,121
Optometry	19	16	149
Science & Health Prof.	238	71	1,141
TOTAL	1,100	384	4,385

*Faculty members may be evaluated in two different colleges

Question 21: Instructor was an Effective Teacher

Question 21	Fall 2019	Spring 2020
Business & Technology	4.20	4.16
Education	4.41	4.49
Extended Learning	4.61	4.70
Liberal Arts	4.40	4.45
Optometry	4.53	4.59
Science & Health Prof.	4.04	4.22

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	258,337
Academic Testing Coordinator salary / benefits	52,412
Graduate Assistants (4)	36,000
Distributed to other departments (<i>enhancement fees</i>)	Unknown
Operational Costs	
Institutional Effectiveness Operating	12,700
LMS course evaluation survey (est.)	25,000
Chalk & Wire software	107,000
Civitas Analytics software	86,600
Total Expenditures	617,049

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

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.