

**NORTHEASTERN STATE UNIVERSITY
ANNUAL REPORT OF 2020-2021 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 2021-2022 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 developed assessments.

Student Satisfaction: NSSE, Instructor Evaluations

Entry-Level Assessment

During 2021-2022, NSU continued to utilize the online *Accuplacer Next Generation* tests for English and Reading, and a locally 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 2021-2022 academic year, 496 enrolled NSU students required placement testing. NSU administered more mathematical assessments than any other area. Average success rates for (fall and spring) in math developmental courses range from 67.3% in zero-credit math courses to 75.5% in college level courses with a co-requisite lab. This is the fifth 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:

The General Education committee supervised the review 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 recommend a revised set of General Education Learning Outcomes, in effect for the AY21-22 reporting cycle. This is the first assessment cycle implementing the newly adopted General Education outcomes.

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 4.27/5.0 in fall 2020 and 4.28/5.0 in spring 2021. During fall 2020 and spring 2021 respectively, 404 and 385 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 2021-2022 (e.g., high school GPA and CPT cut scores)?

Entry-level assessment begins with ACT sub scores in English, Mathematics, Science and Reading as well as SAT subject test scores in Mathematics and in Evidence-Based Reading and Writing (EBRW). If the ACT sub score 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 sub score is less than the minimum cut score, secondary measures are used to determine placement. If the ACT sub score 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 above 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. 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 sub scores 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 sub scores 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 if their overall high school GPA is less than 3.25. Students eligible for co-requisite courses are strongly encouraged to take advantage of that option but those 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 1111/0131 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 1111/0131 co-req lab	
				< 241	ENGL 0123 - Writing Enhancement	
Mathematics	≥ 19	≥ 510			MATH 1313 Elementary Statistics OR MATH 1473 Applied Mathematics OR MATH 1513 College Algebra OR MATH 1523 Functions and Change	
	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 1311/0311 co-req lab OR MATH 1473 with MATH 1471/0471 co-req lab OR MATH 1523 with MATH 1521/0521 co-req lab	
			< 17	< 510		≥ 90
	60 to 89	MATH 0133 Intermediate Algebra OR MATH 1313 with MATH 1311/0311 co-req lab OR MATH 1473 with MATH 1471/0471 co-req lab OR MATH 1523 with MATH 1521/0521 co-req lab				
	≥ 3.25*	< 60				MATH 0133 Intermediate Algebra OR MATH 1313 with MATH 1311/0311 co-req lab OR MATH 1473 with MATH 1471/0471 co-req lab OR MATH 1523 with MATH 1521/0521 co-req lab
						< 3.25*

^Placement is based on either ACT or SAT; students are not required to meet both cut scores

*Overall high school GPA; **GPA in high school English classes; ***GPA in high school math classes

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 2021-2022 (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. Co-requisite labs were changed from pass/fail credit classes in Fall 2021 to zero-level courses with developmental grades in Spring 2021 with the exception of English which changed in Spring 2022. For English, students scoring between 241 and 255 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 (changed to ENGL 0131 Composition Workshop in Spring 2022). Co-requisite courses in mathematics are MATH 1313 Elementary Statistics with MATH 0311 Elementary Statistics Lab), MATH 1473 Applied Mathematics with MATH 0571 Applied Mathematics Lab or MATH 1523 Functions and Change with MATH 0521 Functions and Change Lab. Criteria for enrolling in math co-requisite courses are 1) a math ACT sub score of 17 or 18 with a GPA of less than 3.25 in high school math classes and a placement score less than 90, 2) an ACT sub score of less than 17 scoring between 60 and 89 on the math placement test, or 3) an ACT sub score of less than 17 scoring less than 60 on the placement test with an overall high school GPA of 3.25 or higher. Students eligible for co-requisite course enrollment have the option of enrolling in developmental classes but are 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. Placement criteria 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 496 students participated in some form of entry-level assessment (1,256 tests). The data provided in Table B, below, includes entering undergraduate students who were enrolled at NSU for the first time during the Summer 2021, Fall 2021, or Spring 2022 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, 2021-2022

	College Courses		Remediation		Total
	# Tests	%	# Tests	%	# Tests
ENGLISH	108	32.1	228	67.9	336
MATH	91	19.7	370	80.3	461
READING	112	49.1	116	50.9	228
SCIENCE	101	44.3	127	55.7	228
TOTAL	412	32.9	841	67.1	1253

Developmental 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. The placement test is re-administered at the end of the semester in these courses to determine competency. Table C refers to grade and post-course test data for remedial courses. The table identifies the total number enrolled and the total number completing the post-test with the grouping score; values do not include students enrolled in the course in audit mode. For example, in Fall 2021, 62 students were enrolled in ENGL 0123 Writing Enhancement. Of those, 40 took the end of semester placement exam. Five (12.5%) of the students scored at or above the cut-score (≥ 256) and 60.0% of those students earned a passing grade. Similarly, 35 (87.5%) scored below the cut score with 74.3% earning a passing grade in the course.

Table C: Course Data for Reading, English, and Math Zero-level

Course	Semester	Enrolled	N for Test	Test Scores			Passing Grade	
				Group	n	%*	n	%**
ENGL 0113 Reading Enhancement	Fall 2021	76	60	< 251	47	78.3	47	100.0
				≥ 251	13	21.7	13	100.0
	Spring 2022	13	5	< 251	4	80.0	4	100.0
				≥ 251	1	20.0	1	100.0
ENGL 0123 Writing Enhancement	Fall 2021	62	40	< 256	35	87.5	26	74.3
				≥ 256	5	12.5	3	60.0
	Spring 2022	17	8	< 256	6	75.0	4	66.7
				≥ 256	2	25.0	1	50.0
MATH 0123 Elementary Algebra	Fall 2021	76	54	< 60	29	53.7	27	93.1
				60 - 89	24	44.4	24	100.0
				≥ 90	1	1.9	1	100.0
	Spring 2022	33	25	< 60	12	48.0	12	100.0
				60 - 89	11	44.0	10	90.9
				≥ 90	2	8.0	2	100.0
MATH 0133 Intermediate Algebra	Fall 2021	60	42	< 60	6	14.3	3	50.0
				60 - 89	27	64.3	23	85.2
				≥ 90	9	21.4	9	100.0
	Spring 2022	36	26	< 60	5	19.2	4	80.0
				60 - 89	15	57.7	13	86.7
				≥ 90	6	23.1	5	83.3

* % 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

Success Rates

Table D summarizes the overall course/deficiency success rates for zero-level, college level with co-requisite lab/workshop, and college level courses. The failed column in the table includes students who withdrew or were administratively withdrawn from the course.

For zero-level, remedial courses, students can “pass” by earning a grade of ‘C’ or better in the course or by posting a passing score on the placement test. In either case, the deficiency is considered remediated. Co-requisite labs were changed from pass/fail credit classes in Fall 2021 to zero-level courses with developmental grades in Spring 2021 with the exception of English which changed in Spring 2022. Thus passing in Fall 2021 was based on a grade of P while passing in Spring 2022 required a developmental grade of ‘C’ or better (expressed as ‘CZ’ on transcripts). Pass in college level courses is based on a passing grade of ‘D’ or better.

Table D: Overall Success Rates, Fall 2021 and Spring 2022

Course	Semester	Enrolled	I and AU	N for Pass Rate	Passed*		Failed**	
					n	%	n	%
ENGL 0113	Fall 2021	76	1	75	61	81.3	14	18.7
	Spring 2022	13	0	13	6	46.2	7	53.8
ENGL 0123	Fall 2021	62	2	60	31	51.7	29	48.3
	Spring 2022	17	1	16	6	37.5	10	62.5
ENGL 1111/0131	Fall 2021	80	0	80	65	81.3	15	18.8
	Spring 2022	50	0	50	40	80.0	10	20.0
ENGL 1113 w 1111/0131	Fall 2021	80	0	80	65	81.3	15	18.8
	Spring 2022	50	0	50	37	74.0	13	26.0
ENGL 1113 ONLY	Fall 2021	401	0	401	339	84.5	62	15.5
	Spring 2022	87	0	87	71	81.6	16	18.4
ENGL 1113 TOTAL	Fall 2021	481	0	481	404	84.0	77	16.0
	Spring 2022	137	0	137	108	78.8	29	21.2
MATH 0123	Fall 2021	76	0	76	52	68.4	24	31.6
	Spring 2022	33	0	33	25	75.8	8	24.2
MATH 0133	Fall 2021	60	0	60	36	60.0	24	40.0
	Spring 2022	36	0	36	23	63.9	13	36.1
MATH 1311/0311	Fall 2021	43	0	43	33	76.7	10	23.3
	Spring 2022	36	0	36	28	77.8	8	22.2
MATH 1313 w 0311	Fall 2021	43	0	43	30	69.8	13	30.2
	Spring 2022	36	0	36	28	77.8	8	22.2
MATH 1313 ONLY	Fall 2021	93	0	93	71	76.3	22	23.7
	Spring 2022	65	0	65	55	84.6	10	15.4
MATH 1313 TOTAL	Fall 2021	136	0	136	101	74.3	35	25.7
	Spring 2022	101	0	101	83	82.2	18	17.8
MATH 1471/0471	Fall 2021	32	0	32	29	90.6	3	9.4
	Spring 2022	23	0	23	16	69.6	7	30.4
MATH 1473 w /0471	Fall 2021	32	0	32	24	75.0	8	25.0
	Spring 2022	23	0	23	13	56.5	10	43.5
MATH 1473 ONLY	Fall 2021	57	0	57	44	77.2	13	22.8
	Spring 2022	44	0	44	35	79.5	9	20.5
MATH 1473 TOTAL	Fall 2021	89	0	89	68	76.4	21	23.6
	Spring 2022	67	0	67	48	71.6	19	28.4
MATH 1513	Fall 2021	206	0	206	170	82.5	36	17.5
	Spring 2022	86	0	86	63	73.3	23	26.7
MATH 1521/0521	Fall 2021	41	0	41	36	87.8	5	12.2

	Spring 2022	11	0	11	9	81.8	2	18.2
MATH 1523 w 0521	Fall 2021	41	0	41	34	82.9	7	17.1
	Spring 2022	11	0	11	7	63.6	4	36.4
MATH 1523 ONLY	Fall 2021	74	0	74	58	78.4	16	21.6
	Spring 2022	37	0	37	28	75.7	9	24.3
MATH 1523 TOTAL	Fall 2021	115	0	115	92	80.0	23	20.0
	Spring 2022	48	0	48	35	72.9	13	27.1

**For zero-level courses, passed in this table means passing grade in course OR passing score on post-test*

***Failed includes withdrawals*

- Zero-level: Fall 2021 Math pass rates were 68.4% and 60.0% for MATH 0123, Elementary Algebra and MATH 0133, Intermediate Algebra, respectively. Spring 2022 pass rates were 75.8% and 63.9% for 0123 and 0133. Fall 2021 English pass rates were 51.7% for ENGL 0123, Writing Enhancement, and 37.5% for Spring 2022. Pass rates for ENGL 0113, Reading Enhancement, were 81.3% and 46.2% for Fall 2021 and Spring 2022. Note that enrollments in Spring 2022 ENGL 0123 and ENGL 0113 were low with 16 and 13 students, respectively.
- College level with co-requisite lab: Of the students enrolled for Fall 2021 in the ENGL 1113 and ENGL 1111 co-requisite combination, 81.3% passed ENGL 1113 while 74.0% of the students enrolled in ENGL 1113 with ENGL 0131 in Spring 2022 passed the college level course. The math co-requisite course options include MATH 1313 Elementary Statistics with MATH 0311, MATH 1473 Applied Math with MATH 0471, and MATH 1523 Functions and Change with MATH 0521. In Fall 2021, students enrolled in these combinations passed the college level lecture section with the following rates: 69.8% for MATH 1313, 75.0% for MATH 1473, and 82.9% for MATH 1523. In Spring 2022, the pass rates were 77.8% for MATH 1313, 56.5% for MATH 1473, and 63.6% for MATH 1523. Low enrollment was noted for MATH 1523/0521 in Spring 2022 (11 students).
- Pass rates for the college level courses for non-remedial students were as follows (course, Fall 2021, Spring 2022):
ENGL 1113, English Composition I, 84.5%, 81.6%
MATH 1313, Elementary Statistics, 76.3%, 84.6%
MATH 1473, Applied Mathematics, 77.2%, 79.5%
MATH 1513, College Algebra, 82.5%, 73.3% (no co-requisite available for this course)
MATH 1523, Functions and Change, 78.4%, 75.7%

Student Progress

Student progress is tracked through the University Advisement Center, overseen by the Office of Academic Affairs. As noted, students in any zero-level coursework are allowed to enroll in the

next level pending a grade of 'C' or better in the current course or successfully passing the post-test. Not being successful in any of these courses 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. Students enrolled in co-requisite labs who do not pass the associated college level course are re-enrolled in the appropriate math class with co-req lab the following term.

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

Although pass rates for students in most co-requisite 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. Cut scores are being reviewed for the 2022-2023 academic year. In addition, pilot sections of development and co-requisite courses in an alternative modality (synchronous remote) will be offered in upcoming semesters.

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 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.

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.

Section II - Mid-Level/General Education

Administering Assessment

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

After completing the General Education core, students should demonstrate competency in the following skill sets aligned with the NSU Degrees of Excellence:

1.1 Analytic Inquiry. Students should be able to:

- A. Raise vital questions and problems, formulating them clearly and precisely;
- B. Evaluate approaches to address complex problems;
- C. Test proposed solutions.

1.2 Information Literacy. Students should be able to:

- 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 Engage Diverse Perspectives.

Students should be able to explain alternative systems of thought, including their assumptions, implications, and practical consequences.

1.4 Quantitative Fluency. Students should be able to:

- 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. Interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them.

1.5 Communication Fluency. Students should be able to:

- 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. Collaborate with others to advance an argument or design an approach to resolving a social, personal or ethical dilemma.

5.1 Cultural Foundations. Students should be able to:

- 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.

5.3 Life Skills & Personal Development. Student should be able to:

- A. Achieve personal goals;
- B. Recognize personal strengths and challenges;
- C. Recognize personal strengths and challenges;
- D. Manage resources effectively.

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. Math Pathway
6. Life Skills
7. Global Perspectives

The NSU General Education Committee developed indicators for general education outcomes that align with the general education category categories. 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 E 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.

Detailed assessment results are provided in Table E 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 E 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 has collaborated 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 continues to develop benchmark data for the Degrees of Excellence.

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 collaborated to revise the general education outcomes and streamline the general education assessment strategy. Chalk and Wire has been introduced campus wide to allow for consistent data collection and reporting.

Table E: General Education Assessment Results

	Course Student Learning Outcome Assessed	General Education Student Learning Outcome	Assessment Measure (include description of how the tool was administered)	Performance Target	Number of students assessed	Results
ANTH 2223	Discuss American Indian contributions to the world and today's global society.	3.2 Properly utilize discipline specific vocabulary;	Reflection Paper on Indigenous Food and Resources Contributions	80th percentile	69	86% achieved performance target
ANTH 2223 cont.	Discuss indigenous perspectives throughout the study of American Indian expressive culture, oral traditions, and religious beliefs.	3.2 Properly utilize discipline specific vocabulary;	Test 1 - Culture area question	80th percentile	69	77% achieved performance target
ANTH 2223 cont.	Discuss the cultural diversity of Native Americans, focusing on subsistence patterns, kinship, and belief systems.	3.2 Properly utilize discipline specific vocabulary;	Test 1 - Culture area question	80th percentile	69	77% achieved performance target
ANTH 2223 cont.	Describe archaeological methods and field techniques necessary for the interpretation of prehistory, and the relationship between archaeologists and American Indians	3.4 Evaluate a complex question using appropriate perspectives and evidence drawn from the student's major;	Archaeology Critical Reflection paper	80th percentile	69	75% achieved performance target
ANTH 2223 cont.	Discuss the prehistory and accomplishments of Native Americans	3.4 Evaluate a complex question using appropriate perspectives and	Test 2 - question about peopling of the Americas prior to European contact	80th percentile	69	82% achieved performance target

		evidence drawn from the student's major;				
ART 2023	Students should develop a basic understanding of how to look at art and try to interpret and express what the artwork communicates, including the main concepts, central themes (including symbolisms and emotional impact), and overall history and characteristics of the various periods, cultures, styles, artists, artworks etc., covered.	Intellectual Skills: Analytic Inquiry: Understanding the different artistic elements of various kinds of art works and how the combination of all the elements can affect the reaction to the work. Recognizing and being able to analyze through key questions and discuss effectively and critically key styles, artists, and art works studied.	The required assessment of student performance on the Student Learning Objectives in Art Appreciation is fulfilled through an exercise given on the 1st day of class (before any lectures or discussion) as contrasted and compared to part of one of each student's customary assignment in the class, a Gallery/Museum paper on favorite and least favorite works seen in person. There are 2 of these assignments throughout the semester, worth a total of 35% of the student's grade.	minimum would be a 60% overall score, thus just passing	Fall '21: 10:00 class: 19 students 1st assessment; 17 students 2nd assessment	1st Assessment: 56.9% 2nd Assessment: 94% A: 5 then 12 B: 1 then 4 C: 1 then 1 D: 1 then 0 F: 11 then 0
ART 2023 cont.		Intellectual Skills: Engaging diverse perspectives: Recognizing and being able to explain			Fall '21 one o'clock class: 13 students	1st Assessment: 76.46% 2nd Assessment: 96.62% A:5 then 12 B: 1 then

		and support varying ways of thought and their assumptions, implications, and results as suggested in differences and similarities between major styles, subjects, artists, and art works			both assessments	4 C: 1 then 1 D: 1 then 0 F: 11 then 0
ART 2023 cont.		Intellectual Skills: Communication fluency: Utilizing the formal and compositional elements, recognizable subject matter, and pertinent known historical factors to approach both known and unknown artists and works of art and discuss and/or write about them in a critically astute manner.			Spring '22 10:00 class: 14 students 1st Assessment; 19 students 2nd Assessment	1st Assessment: 35% 2nd Assessment: 77.53% A: 5 then 12 B: 3 then 0 C: 1 then 1 D: 2 then 0 F: 2 then 0
ART 2023 cont.					Spring '22 one o'clock class: 9 students both	1st Assessment: 63.56% 2nd Assessment: 96% A: 1 then 7 B: 2 then 1 C: 0 then 0 D: 3 then 1

					Assessments	
BIOL 1011	Generate and test hypotheses	Generate and test hypotheses	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	220	214 received a passing score on the poster = 97% met expectations 6 did not present or did not receive a passing score on the poster = 3% 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	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	220	214 received a passing score on the poster = 97% met expectations 6 did not present or did not receive a passing score on the poster = 3% did not meet expectations
BIOL 1011 cont.	Demonstrate skills in making measurements and analyzing data	Demonstrate skills in making measurements and analyzing data	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	220	214 received a passing score on the poster = 97% met expectations 6 did not present or did not receive a passing score on the poster = 3% did not meet expectations
BIOL 1013	Understanding the scientific nature of living organisms	1.1 Analytic Inquiry. Students should be able to: A. Raise vital questions and	Comparison of Scores form a 75 question, multiple choice PRE-test to scores of the 75	A statistically significant IMPROVEMENT in POST-	124	ALL sections assessed in both Fall 2021 and Spring 2022 met the

		problems, formulating them clearly and precisely;	question, multiple choice POST-test. class	test scores from PRE-test scores as evaluated by a paired t-test (P value set to 0.05)		Performance Target
BIOL 1013 cont.	Understanding the scientific nature of living organisms	1.1 Analytic Inquiry. Students should be able to: B. Evaluate approaches to address complex problems;	Comparison of Scores form a 75 question, multiple choice PRE-test to scores of the 75 question, multiple choice POST-test.	A statistically significant IMPROVEMENT in POST-test scores from PRE-test scores as evaluated by a paired t-test (P value set to 0.05)	124	ALL sections assessed in both Fall 2021 and Spring 2022 met the Performance Target
BIOL 1013 cont.	Understanding the scientific nature of living organisms	1.1 Analytic Inquiry. Students should be able to: C. Test proposed solutions.	Comparison of Scores form a 75 question, multiple choice PRE-test to scores of the 75 question, multiple choice POST-test.	A statistically significant IMPROVEMENT in POST-test scores from PRE-test scores as evaluated by a paired t-test (P value set to 0.05)	124	ALL sections assessed in both Fall 2021 and Spring 2022 met the Performance Target
BIOL 1111	Generate and test hypotheses	Generate and test hypotheses	Questions on Exam	60% of correct responses is considered passing.	71	65/71 students successfully passed assessment

BIOL 1111 cont.	Use the scientific method to evaluate hypotheses and conclusion.	Use the scientific method to evaluate hypotheses and conclusion.	Questions on Exam	60% of correct responses is considered passing.	71	71/71 students successfully passed assessment
BIOL 1111 cont.	Establish causal relationships	Establish causal relationships	Questions on Exam	60% of correct responses is considered passing.	71	71/71 students successfully passed assessment
BIOL 1111 cont.	Demonstrate skills in making measurements and analyzing data.	Demonstrate skills in making measurements and analyzing data.	Questions on Exam	60% of correct responses is considered passing.	71	70/71 students successfully passed assessment
BIOL 1113	Describe the characteristics common to Life	Understanding relationships within nature and science	Standard set of questions on the Final Exam	Students must score 60% or better on the standard set of questions	Fall 2021 Biol 1113-24227 27 assessed Biol 1113-24229 11 students assessed Spring 2022 Biol 1113-30860 70 students	Fall 2021 Biol 1113-24227 24/27 met expectations (89%) Biol 1113-24229 7/11 students met expectations (63%) Spring 2022 Biol 1113-30860 60/70 students met expectations (86%)

BIOL 1113 cont.	Identify and illustrate the chemical components of Life	Understanding relationships within nature and science	Standard set of questions on the Final Exam	Students must score 60% or better on the standard set of questions	<p>Fall 2021 Biol 1113-24227 27 assessed</p> <p>Biol 1113-24229 11 students assessed</p> <p>Spring 2022 Biol 1113-30860 70 students</p>	<p>Fall 2021 Biol 1113-24227 20/27 met expectations (75%)</p> <p>Biol 1113-24229 3/11 students met expectations (28%)</p> <p>Spring 2022 Biol 1113-30860 60/70 students met expectations (86%)</p>
BIOL 1113 cont.	Analyze differences among cell types	Understanding relationships within nature and science	Standard set of questions on the Final Exam	Students must score 60% or better on the standard set of questions	<p>Fall 2021 Biol 1113-24227 27 assessed</p> <p>Biol 1113-24229 11 students assessed</p> <p>Spring 2022 Biol 1113-</p>	<p>Fall 2021 Biol 1113-24227 22/27 met expectations (81%)</p> <p>Biol 1113-24229 7/11 students met expectations (63%)</p> <p>Spring 2022 Biol 1113-30860 57/70 students met expectations (81%)</p>

					30860 70 students	
BIOL 1113 cont.	Describe metabolic processes and relate them to homeostasis	Understanding relationships within nature and science	Standard set of questions on the Final Exam	Students must score 60% or better on the standard set of questions	Fall 2021 Biol 1113-24227 27 assessed Biol 1113-24229 11 students assessed Spring 2022 Biol 1113-30860 70 students	Fall 2021 Biol 1113-24227 21/27 met expectations (78%) Biol 1113-24229 5/11 students met expectations (45%) Spring 2022 Biol 1113-30860 57/70 students met expectations (81%)
BIOL 1113 cont.	Describe cell division and the concepts of heredity	Understanding relationships within nature and science	Standard set of questions on the Final Exam	Students must score 60% or better on the standard set of questions	Fall 2021 Biol 1113-24227 27 assessed Biol 1113-24229 11 students assessed	Fall 2021 Biol 1113-24227 22/27 met expectations (81%) Biol 1113-24229 7/11 students met expectations (63%) Spring 2022 Biol 1113-30860

					Spring 2022 Biol 1113-30860 70 students	57/70 students met expectations (81%)
BIOL 1113 cont.	Define the central role of DNA in controlling the activities of cells and in common biotechnology applications	Understanding relationships within nature and science	Standard set of questions on the Final Exam	Students must score 60% or better on the standard set of questions	Fall 2021 Biol 1113-24227 27 assessed Biol 1113-24229 11 students assessed Spring 2022 Biol 1113-30860 70 students	Fall 2021 Biol 1113-24227 23/27 met expectations (85%) Biol 1113-24229 6/11 students met expectations (55%) Spring 2022 Biol 1113-30860 55/70 students met expectations (79%)
BIOL 1113 cont.	Relate concepts of heredity and evolution to organisms	Understanding relationships within nature and science	Standard set of questions on the Final Exam	Students must score 60% or better on the standard set of questions	Fall 2021 Biol 1113-24227 27 assessed Biol	Fall 2021 Biol 1113-24227 22/27 met expectations (81%) Biol 1113-24229 3/11 students met

					1113-24229 11 students assessed Spring 2022 Biol 1113-30860 70 students	expectations (27%) Spring 2022 Biol 1113-30860 62/70 students met expectations (89%)
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	Students are required to complete a virtual laboratory assignments reflecting their understanding of scientific method. Questions about the scientific method are also included in the exam related to the unit. Assignments include an emphasis on hypothesis development, results, and conclusions. Each lab assignment is graded out of a score ranging from 15-20 points.	Students are given direct and immediate feedback on answers as they proceed through the lab assignment. Students are given opportunities to correct errors or redo steps prior to final submission of the work.	47	By the end of the course, most students (over 80%) are able to apply principles of scientific inquiry and be able to measure results, analyze data, and write conclusions that relate to the hypotheses and 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. Students are also taught how to convert measurements to metric values and how to convert within

						the metric system. 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	Establish causal relationships.	Each student is required to complete laboratory assignments and that includes a discussion about the relationships between the experiments performed and the outcomes from these experiments. Each lab is graded out of a range of 15-20 points.	Students are provided with a rubric for written assignments 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 assignment. Virtual assignments allow	47	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.

BIOL 1114 cont.	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.	List the common characteristics of living organisms	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.	47	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	Describe several important environmental problems facing the world.	Describe the scientific nature of the physical world and living organisms.	Selected Final Exam Questions	60%	89	83/89 93% successful
BIOL 3413 cont.	Explain why critical thinking is important in environmental science.	Use the scientific method to evaluate hypotheses and conclusions.	Selected Final Exam Questions	60%	89	80/89 90% successful
BIOL 3413 cont.	Interpret graphs and data to answer questions in science.	Demonstrate skills in making measurements and analyzing data.	Selected Mid Term Questions	60%	86 (Note 3 students did not take the midterm exam during the Summer 2022	28/86 33% successful

					semester)	
CHEM 1123	Solve problems using proper precision and units.	Solve problems using basic arithmetic and algebra	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.	149	79.9% passed
CHEM 1123 cont.	Apply the rules of nomenclature to inorganic substances.	Describe the scientific nature of the physical world and of living organisms	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 50% of the students to pass this SLO.	149	52.3% passed
CHEM 1123 cont.	Use quantitative relationships from chemical formulas and chemical equations.	Demonstrate skills in making measurements and	Performance on a standardized American Chemical Society	We would expect at least 50% of the	149	51.7% passed

		analyzing data	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)	students to pass this SLO.		
CHEM 1123 cont.	Analyze the energy changes of chemical reactions and physical processes.	Solve problems using basic arithmetic and algebra	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)	50%	149	51.7% passed
CHEM 1123 cont.	Predict the electronic structure of atoms and ions.	Establish causal relationships	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	We would expect at least 50% of the students to pass this SLO.	149	76.8% passed

			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	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.	149	66.8% passed
CHEM 1123 cont.	Assess the formation of compounds including chemical bonding, molecular geometry and polarity.	Describe the scientific nature of the physical world and of living organisms	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 50% of the students to pass this SLO.	149	63.8% passed
CHEM 1131	Apply observations, safety, and techniques to basic laboratory procedures,	Demonstrate skills in making measurements and	Used the average experiment report score for all 10 lab	How many of the students achieved at	185	163 (88.1%) of the 185 met the 70% mark

	including a written component.	analyzing data Use the scientific method to evaluate hypotheses and conclusions Generate and test hypotheses	experiments. (each lab has a pre-lab section 15%, a data report sheet 70%, and a post-lab section 15%)	least a 70% average on their lab papers?		
CHEM 1131 cont.	Prepare Solutions	Demonstrate skills in making measurements and analyzing data	1) Used the student's score on Experiment 3 2) Did the student answer the question on the final exam correctly	1) How many of the students made at least a 70% on this experiment? 2) How many of the students answered the question correctly	185	1) 166 (89.7%) 2) 33 (17.8%)
CHEM 1131 cont.	Analyze reactions	Demonstrate skills in making measurements and analyzing data	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?	178	93 (52.2%)
CHER 1113	Develop Cherokee language proficiency in all areas of communication, with special emphasis on speaking.	3.2 Properly utilize discipline specific vocabulary	Test 2 - comprehensive assessment of knowledge gained in course	80th percentile	19	79% met performance target
CHER 1113 cont.	Develop Cherokee language proficiency in all areas of communication, with special emphasis on speaking.	3.2 Properly utilize discipline specific vocabulary	Cherokee Language Notebook Review as check on listening skills	80th percentile	19	94% met performance target

CHER 1123	Develop Cherokee language proficiency in all areas of communication, with special emphasis on speaking.	3.2 Properly utilize discipline specific vocabulary	Test 2 - comprehensive assessment of knowledge gained in course	80th percentile	10	80% met goal
CHER 1123 cont.	Develop Cherokee language proficiency in all areas of communication, with special emphasis on speaking.	3.2 Properly utilize discipline specific vocabulary	Cherokee Language Presentation	80th percentile	10	100% met goal
CHER 4113	Gain foundational knowledge of Cherokee language, culture, history, and humanities.	3.2 Properly utilize discipline specific vocabulary	Multiple exams throughout the semester require student to show mastery of Cherokee specific historic and cultural knowledge	80th percentile	Fall 2021: 19 students Spring 2022: 22 students Summer 2022: 7 students TOTAL: 48	Fall 2021: 4 Quizzes: 1: 13/19 2: 11/18 3: 15/18 4: 13/18 Spring 2022: 3 Quizzes: 1: 16/16 2: 13/19 3: 13/18 Summer 2022 3 Quizzes: 1: 5/6 2: 4/6 3: 3/6 Comprehensive Essay: 3/4
CHER 4113 cont.	Experience technology related instruction and use technology for their own development as professionals.	1.5.A Communication Fluency construct written and oral arguments for general and specific audiences	Final presentation, uses technology as an integrated part of presentation to analyze an aspect of Cherokee history, heritage, culture, or language	80th percentile	Fall 2021: 19 students Spring 2022: 22 students Summer 2022: 7 students TOTAL: 48	Fall 2021: Research Project 13/18 Spring 2022: Research Project 15/16 Summer 2022: A final comprehensive essay replaced the research project for this particular course.

COM M 1113	*develop a research-based informative speech outline	1.5B	Informative Speech Outline	70% or higher	161	142/161 met this target (88%)
COM M 1113 cont.	*develop a research-based persuasive speech outline	1.5A	Persuasive Speech Outline	70% or higher	162	138/162 met this target (85%)
COM M 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.	1.5B	Informative Speech	2 or higher on rubric	374	342/374 students met this goal (91%)
COM M 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.	1.5A	Persuasive Speech	2 or higher on rubric	401	380/401 students met this goal (94%)
COM M 1113 cont.	*employ personal communication goals in a small group meeting by utilizing interpersonal concepts derived from class.	1.5C	Discussion; Chapters 9/10 journals	70% or higher	165	146/165 met this target (88%)
COM M 1113 cont.	*demonstrate sensitivity to the influence of culture on communication by examining cultural norms in various settings	5.1A	Ch. 6 Discussion/Quiz/Assignment	70% or higher	152	140/152 met this target (92%)

COM M 1113 cont.	*analyze the value of persuasive arguments produced by others as it applies in the classroom and in daily communicative exchanges	1.2C	Persuasive Speech Peer Feedback	70% or higher	159	124/136 met this target (91%)
COM M 1113 cont.	utilize strategies to reduce speech anxiety and communication apprehension	5.3B	Personal Report of Public Speaking Anxiety (PRPSA) Survey	lower posttest score indicates less speech anxiety	FA 21: 135; SP 22: 239	135/135 met this target; pre-test average was
COM M 2213	Students will develop a research-based informative, persuasive outline.	1.5 B Construct coherent written and oral narratives for general and specific audiences;	Informative Outline	7 or higher on rubric	28 (3 did not submit)	25/28 students met this target
COM M 2213 cont.	Students will develop a research-based informative, persuasive outline.	1.5 A	Persuasive Outline	7 or higher on rubric	28 (3 students did not submit)	25/28 students met this target
COM M 2213 cont.	Students will 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.	1.5 B	Informative Speech	C or higher on speech based on rubric	31	30/31 students met this target
COM M 2213 cont.	Students will deliver presentations, which accurately and effectively	1.5 A	Persuasive Speech	C or higher on speech based on rubric	31	29/31 students met this target

	communicates the student's conceptual and emotional meaning of an informative and persuasive topic to an audience of larger than ten persons.					
COM M 2213 cont.	Students will employ small group communication goals in a presentation by utilizing public speaking concepts derived from class.	1.5C	Group Speech	score of 70% or higher	29 (2 students did not submit)	29/29 students met this target
COM M 2213 cont.	Students will demonstrate sensitivity to the influence of culture on communication by examining ethical persuasion	5.1A	Audience Analysis Paper	score of 70% or higher	28 (3 students did not submit)	27/28 students met this target
COM M 2213 cont.	Students will analyze the value of persuasive arguments produced by others as it applies in the classroom and in public speeches	1.2C	Persuasive Speech Peer Feedback	score of 70% or higher	29 (2 students did not submit)	24/29 students met this target
COM M 2213 cont.	Students will utilize strategies to reduce speech anxiety and communication apprehension	5.3B	Personal Report of Public Speaking Anxiety (PRPSA) survey taken at beginning and end of course	lower score on post-test	25 (6 students did not submit)	20/25 students met this target
COM M 2543	1) Explore the concept of culture by examining popular cultural artifacts and cases in their everyday lives	5.1B	Vocabulary Report	70% or higher	20	17/20 students met this target (85%)

COM M 2543 cont.	2) Identify intercultural conflicts, stereotypes, and communication problems and reflect on the possible solutions	5.1D	Identity Analysis	70% or higher	20	15/20 students met this target (75%)
COM M 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	5.1E	Foreign Culture Report	70% or higher	20	19/20 students met this target (95%)
COM M 2543 cont.	4) Achieve personal communication goals in an intercultural context	5.1C	Final Project	70% or higher	20	15/20 students met this target (75%)
COM M 3223	develop a research-based informative or persuasive speech outline	1.5B Construct coherent written and oral narratives for general and specific audiences;	Informative Speech Outline	70% or higher	10	9/10 students met this target
COM M 3223 cont.	develop a research-based informative or persuasive speech outline	1.5A Construct coherent written and oral arguments for general and specific audiences;	Persuasive Speech Outline	70% or higher	7	7/7 students met this target
COM M 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	1.5B Construct coherent written and oral narratives for general and specific audiences;	Informative Speech	2 or higher on rubric	13	11/13 students met this target

	of larger than ten persons.					
COM M 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.	1.5A Construct coherent written and oral arguments for general and specific audiences;	Persuasive Speech	2 or higher on rubric	12	10/12 students met this target
COM M 3223 cont.	employ personal communication goals in a small group meeting by utilizing interpersonal concepts derived from class.	1.5C Collaborate with others to advance an argument or design an approach to resolving a social, personal or ethical dilemma.	Group Meeting Observation Analysis	70% or higher on body section of rubric	11	11/11 students met this target
COM M 3223 cont.	employ personal communication goals in a small group meeting by utilizing interpersonal concepts derived from class.	5.1A Analyze the advantages and challenges of a culturally diverse society;	Diversity and Inclusion Analysis	70% or higher on body section of rubric	9	9/9 students met this target
COM M 3223 cont.	analyze the value of persuasive arguments produced by others as it applies in the classroom and in daily communicative exchanges	1.2C Evaluate the reliability and comparative worth of various information sources;	Peer Review	70% or higher	12	12/12 students met this target

COM M 3303	Students will develop a research-based informative or persuasive speech outline	1.5B	Group Analysis-Persuasive Outline	7 or higher on rubric	20	19/20 students met this target
COM M 3303 cont.	Students will develop a research-based informative or persuasive speech outline	1.5A	Group Product Pitch-Informative Outline	14/20 or higher on body rubric	20	19/20 students met this target
COM M 3303 cont.	Students will 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.	1.5B	Group Analysis-Persuasive Speech	70% or higher	20	19//20 students met this target
COM M 3303 cont.	Students will 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.	1.5A	Group Product Pitch-Informative Speech	70% or higher	20	19/20 students met this target
COM M 3303 cont.	Students will employ personal communication goals in a small group meeting by utilizing interpersonal concepts derived from class.	1.5C	Group Project Roles	8/10 or higher	20	19/20 met this target

COM M 3303 cont.	Students will demonstrate sensitivity to the influence of culture on communication by examining cultural norms in various settings	5.1B	Rotating Group Challenges & Reflection	12/15 or higher	20	19/20 met this target
COM M 3303 cont.	Students will analyze the value of persuasive arguments produced by others as it applies in the classroom and in daily communicative exchanges	1.2C	Peer Reviews	8/10 or higher	20	19/20 met this target
COM M 3303 cont.	Students will utilize strategies to reduce speech anxiety and communication apprehension	5.32B	Reflection	4/5 or higher	20	15/20 students met this target
CS/IS 1003	Learn the basics of computer hardware including how computers work and current terminology.	1.2 Information Literacy	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.	186	174 students meet expectations 94%
CS/IS 1003 cont.	Develop a basic understanding of what computer software is: applications and operating	1.2 Information Literacy	We assessed the Student Learning Outcomes by	For each question, we considered	186	181 students meet expectations

	systems.		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.	demonstration of a correct response of 70% content knowledge a success.		97%
CS/IS 1003 cont.	*Learn to effectively use the Microsoft Windows operating system; understand how to run application programs (including multitasking) and how to manage files, and folders, and drives.	1.2 Information Literacy	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.	186	158 students meet expectations 85%
CS/IS 1003 cont.	*Develop a basic understanding of networks and how networked systems operate.	1.2 Information Literacy	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	For each question, we considered demonstration of a correct response of 70% content	186	135 students meet expectations 72%

			standard assignment.			
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.	1.2 Information Literacy	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.	186	147 students meet expectations 79%
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 functions such as sum and average, and move and manipulate existing spreadsheets.	1.2 Information Literacy	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.	186	149 students meet expectations 82%

CS/IS 1003 cont.	*Learn to create a presentation (Microsoft PowerPoint) using design templates.	1.2 Information Literacy	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.	186	180 students meet expectations 97%
CS/IS 1003 cont.	Introduction to relational database programs with Microsoft Access.	1.2 Information Literacy	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.	186	130 students meet expectations 70%
CS/IS 1003 cont.	Become aware of professional, personal, social, and legal issues that are involved in using computers and the Internet.	1.2 Information Literacy	We assessed the Student Learning Outcomes by providing a 20 question End of Instruction assessment	For each question, we considered demonstration of a correct response of	186	168 students meet expectations 90%

			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.		
DRAM 2763	Describe the cultural beliefs and practices associated with particular eras of theatre history.	Outcome #1: Appreciating and understanding diverse cultures and heritages	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 class.	Student average on exam at 80% or above.	Online 36 Partial 66	Online 33/35 students who completed the exam received a score of 80% or above. Partial 60/64 students who completed the exam received a score of 80% or above.
DRAM 2763 cont.	Connect theatrical activity and innovation to relevant social issues.	Outcome #2: Mastering multiple modes of inquiry, reasoning, and critical thinking	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.	Online 36 Partial 66	Online 26/36 submitted the assessment for a passing grade. Partial 42/66 students submitted the assessment for a passing grade.

DRAM 2763 cont.	Demonstrate the ability to observe a performance and critically analyze that performance.	Outcome #3: Effectively analyzing and communicating information	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.	Online 36 Partial 66	Online 25/36 completed the assessment. Of those completed, the 21/25 earned full credit. Partial 56/66 completed the assessment. Of those completed, 44/56 received full credit.
DRAM 2843	employ terms and techniques of cinema such as cinematography, editing, mise end scene, genre criticism, etc.	Demonstrate observational and critical thinking abilities	Sequence Analysis submitted through blackboard covering in-depth analysis of assigned film sequences.	use information effectively to accomplish a specific purpose; 75% or higher	553	518
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	Traditional Exam including Multiple Choice, True/False, Short Answers covering text material as well as films viewed.	identify the connectedness of culture and society; 75% or higher	553	392
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	Film Analysis submitted through blackboard covering in-depth analysis of their chosen films.	identify the connectedness of culture and society; 75% or higher	553	450
ECON 2213	Apply graphical analysis and solve linear equations as applicable for basic microeconomics	Information Literacy	5 multiple choice questions on this SLO on the Chalk and Wire assessment	Student scores assessed on the basis of (0– 2 Correct = Does	120	The mean score out of 3 was 2.23 and 2.27 in Fall 2021 and Spring 2022 respectively for

			tool	not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)		all students. 84% of students had answered more than 2 questions correctly in both semesters for this SLO
ECON 2213 cont.	Explain the concepts of scarcity, opportunity costs, circular flow of income and their importance in microeconomic decision making	Information Literacy	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	Student scores assessed on the basis of (0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	120	The mean score out of 3 was 2.39 and 2.43 in Fall 2021 and Spring 2022 respectively for all students. Around 9091% of students had answered more than 2 questions correctly in both semesters for this SLO
ECON 2213 cont.	Apply the theory of supply and demand as applicable to microeconomics and in general to economic issues and contemporary events	Information Literacy	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	Student scores assessed on the basis of (0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	120	The mean score out of 3 was 2.27 and 2.48 in Fall 2021 and Spring 2022 respectively for all students. Around 9091% of students had answered more than 2 questions correctly in both semesters for this SLO

ECON 2213 cont.	Calculate prices, profits and economic efficiency for various microeconomic product markets, including perfectly competitive and imperfectly competitive markets	Analytic inquiry	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	Student scores assessed on the basis of (0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	120	The mean score out of 3 was 2.33 in Fall 2021 and Spring 2022 for all students. 86-95% students answered more than 2 questions correctly in both semesters for this SLO
ECON 2213 cont.	Examine and interpret basic economic data and procedures for calculating price elasticities, profit maximizing prices and output and economic surpluses	Analytic inquiry	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	Student scores assessed on the basis of (0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	120	The mean score out of 3 was 2.41 and 2.38 in Fall 2021 and Spring 2022 respectively for all students. Around 9091% of students had answered more than 2 questions correctly in both semesters for this SLO
ECON 2313	Use and interpret graphs as used in basic macroeconomics	Information Literacy	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	Student scores assessed on the basis of (0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct =	64	The mean score in SLO1 was 2.38 and 2.20 out of 3 in Fall 2021 and Spring 2022 respectively, with 88-95% of students answering more than 2 questions correctly

				Exceeds expectations)		
ECON 2313 cont.	Interpret basic economic data, including unemployment, inflation, and GDP and how they are measured	Information Literacy	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	Student scores assessed on the basis of (0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	64	The mean score in SLO2 was 2.49 and 2.32 out of 3 in Fall 2021 and Spring 2022 respectively, with 88-97% of students answering more than 2 questions correctly
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	Analytic inquiry	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	Student scores assessed on the basis of (0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	64	The mean score in SLO3 was 2.54 and 2.48 out of 3 in Fall 2021 and Spring 2022 respectively, with 95-100% of students answering more than 2 questions correctly
ECON 2313 cont.	Identify the role of the Federal Reserve System and of financial intermediaries in relation to money supply of the economy	Information Literacy	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	Student scores assessed on the basis of (0– 2 Correct = Does not meet	64	The mean score in SLO4 was 2.49 and 2.44 out of 3 in Fall 2021 and Spring 2022 respectively,

				expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)		with 95- 100% of students answering more than 2 questions correctly
ECON 2313 cont.	Compare and contrast fiscal and monetary policies	Analytic inquiry	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	Student scores assessed on the basis of (0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	64	The mean score in SLO4 was 2.67 and 2.80 out of 3 in Fall 2021 and Spring 2022 respectively, with 97- 100% of students answering more than 2 questions correctly
EDUC 4823	Model the identification, evaluation, and adoption of digital resources, tools, and practices that leverage technology to support learning. [ISTE 1 & 2]	Adapting to a constantly changing global society	Writing Assignment: Modeling Digital The assignment applies knowledge of concepts of technological tools and resources for lifelong learning. 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	Mean score of 3.0 or above on scoring rubric. The teacher candidate examines his/her understanding of the expectations of the profession including code of ethics, professional standards of	Fall 2021: 86 (22 online, 64 blended) Spring 2022: 75 (25 online, 50 blended) - ----- ---	Assessment Overall averages: Fall 2021: 3.28 out of 4 Spring 2021: 2.81 out of 4 ----- 3.06 out of 4 average for 202122AY Subobjective averages: Fall 2021: (1) 3.27 out of 4 (2) 3.00 out of 4 (3) 3.57 out of 4 Spring 2022: (1) 2.72 out of 4 (2) 2.53 out of 4 (3)

			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, and protecting intellectual rights.	practice, and relevant law and policy. The teacher candidate writes in an organized manner and uses the conventions of grammar and mechanics (spelling, punctuation, and capitalization).	- 161, 2021-22 AY total	3.19 out of 4
EDUC 4823 cont.	Create experiences for students to positively contribute and responsibly participate in the digital world. [ISTE 3]	Developing responsible, ethical, and engaged citizens	Writing Assignment: Modeling Digital Citizenship This assignment was administered and submitted in Anthology. The assignment applies knowledge of concepts of technological tools and resources for lifelong learning. This assignment requires the students to develop a set of classroom norms and procedures based on digital citizenship the responsible use of	Mean score of 3.0 or above on scoring rubric. The scoring rubric assesses three objectives: The teacher candidate guides learners in using technology in appropriate, safe, and effective ways. The teacher candidate examines his/her	Fall 2021: 86 (22 online, 64 blended) Spring 2022: 75 (25 online, 50 blended) - ----- - 161, 2021-22 AY total	Assessment Overall averages: Fall 2021: 3.28 out of 4 Spring 2021: 2.81 out of 4 ----- 3.06 out of 4 average for 202122AY Sub-averages: Fall 2021: (1) 3.27 out of 4 (2) 3.00 out of 4 (3) 3.57 out of 4 Spring 2022: (1) 2.72 out of 4 (2) 2.53 out of 4 (3)

			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, and protecting intellectual rights.	understanding of the expectations of the profession including code of ethics, professional standards of practice, and relevant law and policy. The teacher candidate writes in an organized manner and uses the conventions of grammar and mechanics (spelling, punctuation, and capitalization).		
ENGL 1113	Analyzes rhetorical strategies, including noting areas of agreement and disagreement	Evaluate the reliability and comparative worth of various information sources	Final reflective essay	2.8	20 percent of submitted essays	Fall: 2.7 Spring: 2 overall average: 2.3
ENGL 1113 cont.	Raises questions and problems, demonstrating a clear understanding of audience through effective and coherent argumentative prose	Access the needed information effectively and efficiently	Final reflective essay	2.8	20 percent of submitted essays	Fall: 3.16 Spring: 2.6 Overall Average: 2.9

ENGL 1113 cont.	Constructs arguments for academic audiences, including understanding of the integration of evaluative, analytical, and argumentative skills	Use information effectively to accomplish a specific purpose	Final reflective essay	2.8	20 percent of submitted essays	Fall: 3.1 Spring: 2.6 Overall Average: 2.8
ENGL 1113 cont.	Develops flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing	Use information effectively to accomplish a specific purpose	Final reflective essay	2.8	20 percent of submitted essays	Fall: 3.2 Spring: 2.8 Overall Average: 3
ENGL 1113 cont.	Composes texts by integrating a variety of genres, modes, and formats	Access the needed information effectively and efficiently	Final reflective essay	2.8	20 percent of submitted essays	Fall: 2.9 Spring: 2.3 Overall Average: 2.6
ENGL 1113 cont.	Evaluates diverse research materials and the use of information to accomplish a specific purpose	information needed and access the needed information effectively and efficiently	Final reflective essay	2.8	20 percent of submitted essays	Spring: 2.45 Overall Average: 2.7
ENGL 1113 cont.	Employs basic research skills to determine the extent of information needed to support argumentative writing practice? Did the essay address evaluating the reliability of various information sources in different formats and modes	Determine the extent of information needed and evaluate the reliability and comparative worth of various information sources	Final reflective essay	2.8	20 percent of submitted essays	Fall: 3 Spring: 2.5 Overall Average: 2.7

ENGL 1113 cont.	Composes and revises texts that synthesize source materials with original ideas	Use information effectively to accomplish a specific purpose	Final reflective essay	2.8	20 percent of submitted essays	Fall: 3 Spring: 2.2 Overall Average: 2.6
ENGL 1113 cont.	Employ the documentation of sources according to conventions and address the ethical use of information, showing a developed understanding of citation practices, intellectual property, and collaborative writing practices	Use information ethically and legally.	Final reflective essay	2.8	20 percent of submitted essays	Fall: 3 Spring: 2.5 Overall Average: 2.7
ENGL 1113 cont.	Write a research essay using academic standards, including vocabulary, punctuation, and grammatical constructions	Access the needed information effectively and efficiently	Final reflective essay	2.8	20 percent of submitted essays	Fall: 3 Spring: 2.7 Overall Average: 2.8
ENGL 1213	Analyzes rhetorical strategies, including noting areas of agreement and disagreement	Evaluate the reliability and comparative worth of various information sources	Final reflective essay	3	Approximately 20 percent of submitted essays.	Fall: 2.3 Spring: 2.5 Overall average: 2.4
ENGL 1213 cont.	Raises questions and problems, demonstrating a clear understanding of audience through effective and coherent argumentative prose	Access the needed information effectively and efficiently	Final reflective essay	3	Approximately 20 percent of submitted essays.	Fall: 2.7 Spring: 2.9 Overall average: 2.8

					d essays.	
ENGL 1213 cont..	Constructs arguments for academic audiences, including understanding of the integration of evaluative, analytical, and argumentative skills	Use information effectively to accomplish a specific purpose	Final reflective essay	3	Approximately 20 percent of submitted essays.	Fall: 2.8 Spring: 3 Overall average: 2.9
ENGL 1213 cont.	Develops flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing	Use information effectively to accomplish a specific purpose	Final reflective essay	3	Approximately 20 percent of submitted essays.	Fall: 2.8 Spring: 3 Overall average: 2.9
ENGL 1213 cont.	Composes texts by integrating a variety of genres, modes, and formats	Access the needed information effectively and efficiently	Final reflective essay	3	Approximately 20 percent of submitted essays.	Fall: 2.5 Spring: 2.6 Overall average: 2.6
ENGL 1213 cont.	Evaluates diverse research materials and the use of information to accomplish a specific purpose	Determine the extent of information needed and access the needed information effectively and efficiently	Final reflective essay	3	Approximately 20 percent of submitted essays.	Fall: 2.7 Spring: 2.8 Overall average: 2.8

ENGL 1213 cont.	Employs basic research skills to determine the extent of information needed to support argumentative writing practice? Did the essay address evaluating the reliability of various information sources in different formats and modes	Determine the extent of information needed and evaluate the reliability and comparative worth of various information sources	Final reflective essay	3	Approximately 20 percent of submitted essays.	Fall: 2.8 Spring: 3 Overall average: 2.9
ENGL 1213 cont.	Composes and revises texts that synthesize source materials with original ideas	Use information effectively to accomplish a specific purpose	Final reflective essay	3	Approximately 20 percent of submitted essays.	Fall: 2.5 Spring: 3 Overall average: 2.7
ENGL 1213 cont.	Employ the documentation of sources according to conventions and address the ethical use of information, showing a developed understanding of citation practices, intellectual property, and collaborative writing practices	Use information ethically and legally.	Final reflective essay	3	Approximately 20 percent of submitted essays.	Fall: 2.8 Spring: 2.9 Overall average: 2.9
ENGL 1213 cont.	Write a research essay using academic standards, including vocabulary, punctuation, and grammatical constructions	Access the needed information effectively and efficiently	Final reflective essay	3	Approximately 20 percent of submitted essays.	Fall: 2.5 Spring: 2.6 Overall average: 2.6

ENGL 2113	1. Demonstrate knowledge of the major genres, themes, and movements of literature.	I. 1.3 Engaging diverse perspectives II. Explain alternative systems of thought, including their assumptions, implications, and practical consequences.	Objective Final Examination	75%	FA 21-64 SP 22- 26 SU22 (Online)- 20 Total 110	84 met or exceeded, 23 met expectations, 3 failed to meet
ENGL 2113 cont.	2. Communicate effectively about literature in discussion and in written work.	1.1 Information Literacy use information effectively to accomplish a specific purpose;	Essay project (second essay)	75%	FA 21-64 SP 22- 26 SU22 (Online)- 20 Total 110	83 met or exceeded, 23 met expectations, 4 failed to meet expectations
ENGL 2113 cont.	3. Exploring various expressions of emotion, intellect, and imagination.	III. 1.3 Engaging diverse perspectives IV. Explain alternative systems of thought, including their assumptions, implications, and practical consequences.	Essay Project (second essay)	75%	FA 21-64 SP 22- 26 SU22 (Online)- 20 Total 110	84 met or exceeded expectations, 21 met expectations, 5 did not meet expectations
ENGL 2113 cont.	4. Exploring the beliefs, achievements, customs, and values of different times and places.	V. 1.3 Engaging diverse perspectives VI. Explain alternative systems of thought, including their assumptions, implications, and practical	Final Examination	75%	FA 21-64 SP 22- 26 SU22 (Online)- 20 Total 110	94 Met or exceeded expectations, 11 met expectations, 5 did not meet expectations

		consequences.				
ENGL 2113 cont.	5. Developing observational and critical thinking abilities.	1.2 Information Literacy A. determine the extent of information needed; B. access the needed information effectively and efficiently; evaluate the reliability and comparative worth of various information sources;	Essay Project (Final Essay)	75%	FA 21-64 SP 22- 26 SU22 (Online)- 20 Total 110	79 met or exceeded expectations, 25 met expectations, 6 did not meet expectations
ENGL 2113 cont.	6. Applying historical knowledge to contemporary issues and problems.	1.3 Information Literacy C. evaluate the reliability and comparative worth of various information sources;	Essay Project (Final Essay)	75%	FA 21-64 SP 22- 26 SU22 (Online)- 20 Total 110	80 met or exceeded expectations, 26 met expectations, 4 did not meet expectations
ENGL 2113 cont.	7. Defining, discussing and articulating one's own values.	VII. 1.5 Communication fluency A. construct coherent written and oral arguments for general and specific audiences;	Essay Project (Second Essay)	75%	FA 21-64 SP 22- 26 SU22 (Online)- 20 Total 110	90 met or exceeded expectations, 18 met expectations, 2 did not meet expectations

ENGL 3413	Demonstrate an awareness and understanding of different cultures in a comparative perspective.	1. 1. Appreciating and understanding diverse cultures and heritages	Created a pool of 30 multiple-choice questions relating to cultural beliefs, values, and customs in the literary texts taught. From this pool of questions, chose 15 for use in a pretest and post-test.	At least 50% of students should improve their scores by 20% or more	21 total students took both pretest and posttest in 2020-21.	13 of 21 students improved their scores by 20% or more. Thus, about 62% of students achieved the goal, which means the assessment performance target was met and exceeded.
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	70 students;	Qz1 = 70% and Qz2 = 76%
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 SLO for Global Perspectives: Analyze different cultures from a	Outcome #5: Citizenship; 5.1.B. Identify the connectedness of culture and society;	N/A	N/A	This course was not offered during the 2021-2022 academic year.

		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	80 (pre) and 67 (post) students	Improvement was seen between pre/post surveys for multiple choice portion 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 except for the climate type question where the online students improved more dramatically than the F2F students.

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 SLO for Global Perspectives: Analyze different cultures from a comparative perspective 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 postsurvey	Pre- survey complete d by 78 students; post complete d by 66	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 and content. All questions showed slight to moderate improvements, but one. The lower response to that question may be the result of our change in textbook. We need further study to determine that. Surveys for fall and spring were combined.
GEOL 1114	Recognize connections among the geosphere, biosphere, atmosphere and hydrosphere.	Describe the scientific nature of the physical world and of living organisms.	Selected Final Exam Questions	60%	29	17/29 59% successful

GEOL 1114 cont.	Interpret geologic charts, maps and photos	Use the scientific method to evaluate hypotheses and conclusions	Selected Final Exam Questions	60%	29	12/29 41% successful
H ED 1113	Explain the importance of overall wellness and discuss helpful strategies for health-related behavior change recognizing the role of communication and the types of relationships and communities that people form.	Understand the effect of decision making on lifestyle outcomes.	Exam / item analysis.	80% of students who corrected each exam item.	321	Overall students' score is 80.51, which is the above the target performance. However, there were 6 exam items that demonstrated the below target performance among 16 items.
H ED 1113 cont.	Identify the role that sleep, alcohol use, drug use, and tobacco use play in maintaining overall wellness and explain how the environment affects our overall health.	Describe how lifestyle choices affect physical, psychological, and emotional health.	Exam / item analysis.	80% of students who corrected each exam item.	321	Overall students' score is 89.70, which is the above the target performance. However, there were 3 exam items that demonstrated the below target performance among 13 items.
H ED 1113 cont.	Explain the components of health-related fitness and discuss benefits and guidelines of physical activity and exercise and explain strategies to incorporate physical activity for life.	Describe how lifestyle choices affect physical, psychological, and emotional health.	Exam / item analysis.	80% of students who corrected each exam item.	321	Overall students' score is 88.40, which is the above the target performance. Furthermore, there no exam items that showed below the target performance.

H ED 1113 cont.	Discuss the brain's role in mental health and illness and describe the attributes of mentally healthy and self-actualized people.	Describe how lifestyle choices affect physical, psychological, and emotional health.	Exam / item analysis.	80% of students who corrected each exam item	321	Overall students' score is 91.35, which is the above the target performance. Furthermore, there no exam items that showed below the target performance.
H ED 1113 cont.	Identify the components of the cardiovascular system and the various types of cardiovascular disease and discuss ways of promoting cardiovascular health through an examination of the major controllable health factors.	Describe how lifestyle choices affect physical, psychological, and emotional health.	Exam / item analysis.	80% of students who corrected each exam item.	321	Overall students' score is 89.72, which is the above the target performance. However, there was an exam item that demonstrated the below target performance among 12 items.
H ED 1113 cont.	Explain the various types of nutrients and their importance to the body and describe how to plan a healthy diet and how to understand food labels to achieve a healthy body weight for life.	Describe how lifestyle choices affect physical, psychological, and emotional health.	Exam / item analysis.	80% of students who corrected each exam item.	321	Overall students' score is 82.86, which is the above the target performance. However, there were 4 exam items that demonstrated the below target performance among 15 items.
H ED 1113 cont.	Discuss sexual health in terms of human biology and culture and explain how to protect your sexual health and	Describe how lifestyle choices affect physical, psychological, and	Exam / item analysis.	80% of students who corrected each exam item.	321	Overall students' score is 87.05, which is the above the target performance.

	reproductive choices.	emotional health.				However, there were 4 exam items that demonstrated the below target performance among 17 items.
H ED 1113 cont.	Identify the causes of injuries and violence in and discuss prevention strategies	Understand the effect of decision making on lifestyle outcomes.	Exam / item analysis.	80% of students who corrected each exam item.	321	Overall students' score is 80, which met the target performance. However, there were 4 exam items that demonstrated the below target performance among 9 items.
H ED 2212	Explain the EMS system and the citizen responder's role in the EMS system.	Describe how lifestyle choices affect physical, psychological, and emotional health.	Quiz 1 _Item analysis	80% of total score and 70% of each item.	93	97% of students (i.e., 90 out of 93) in the course achieved more than 80% of the total score. The average was 92.7% of total score on quiz 1. All the items (i.e., 10 items) in quiz 1 are not above 60%, ranging from 67% (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	Understand the effect of decision making on lifestyle outcomes.	Quiz 2 _Item analysis	80% of total score and 70% of each item.	93	100% of students (i.e., 93 out of 93) in the course achieved more than 80% of the total

	persistent chest pain.					score. The average was 95.9% of total score on quiz 1. All the items (i.e., 10 items) in quiz 2 are not above 60%, ranging from 42% (i.e., the lowest item) to 100% (i.e., the highest item).
H ED 2212 cont.	Identify the signals of cardiac arrest, and demonstrate how to provide cardiopulmonary resuscitation (C.P.R.) until advanced emergency medical care arrives.	Understand the effect of decision making on lifestyle outcomes.	Midterm _ grade analysis	70% of total score.	97	96% of students (i.e., 93 out of 97) in the course achieved more than 70% of the total score. Furthermore, the average midterm score for all students is 86.7%.
H ED 2212 cont.	Identify the signals of various soft tissue and musculoskeletal injuries, and demonstrate how to care for them.	Understand the effect of decision making on lifestyle outcomes.	Final Exam _ grade analysis	70% of total score.	98	97% of students (i.e., 95 out of 98) in the courses achieved 70% of the total final exam score. Furthermore, the average final exam score for all students is 87.6%.
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 emergencies.	Understand the effect of decision making on lifestyle outcomes.	Quiz 5 (i.e., item analysis) and Final exam (i.e., grade analysis)	1. 80% of total score and 70% of each item in the quiz 5. 2. 70% of total final exam score	93	course achieved more than 80% of the total score. The average was 93.2% of total score on quiz 5. All the items (i.e., 10 items) in quiz 5 are not above 70%, ranging

						from 42% (i.e., the lowest item) to 100% (i.e., the highest item). 2. 97% of students (i.e., 95 out of 98) in the courses achieved 70% of the total final exam score. Furthermore, the average final exam score for all students is 87.6%.
H ED 2212 cont.	Apply Knowledge by recognizing emergency situations and providing proper initial care for injuries should they care.	Describe how lifestyle choices affect physical, psychological, and emotional health.	Practical application assignment	70% of total assignment score	98	87% of students (i.e., 83 out of 95) in the course achieved more than 70% of the total assignment score. The average overall performance score (i.e., seven areas) is 83.2 out of 100.
HIST 1113	Students will demonstrate preparation for globally-engaged citizenship.	Appreciating and understanding diverse cultures and heritages	HIST 1113 Post-Test	70% or greater	92	86 (93.5%) met target
HIST 1113 cont.	Students will demonstrate an appreciation for the historical experience of people of different race, ethnicity, gender, class, and region	Appreciating and understanding diverse cultures and heritages	HIST 1113 Post-Test	70% or greater	92	86 (93.5%) met target

HIST 1213	Students will demonstrate preparation for globally engaged citizenship.	Appreciating and understanding diverse cultures and heritages	HIST 1213 Post-Test	70% or greater	112 -20 face-to face -92 online	105 (93.75%) met target 18 (90%) face-to face -87 (94.56%) online
HIST 1213 cont.	Students will demonstrate an appreciation for the historical experience of people of different race, ethnicity, gender, class, and region	Appreciating and understanding diverse cultures and heritages	HIST 1213 Post-Test	70% or greater	112 -20 face-to face -92 online	105 (93.75%) met target 18 (90%) face-to face -87 (94.56%) online
HIST 1483	Students will demonstrate preparation for globally-engaged citizenship.	Appreciating and understanding diverse cultures and heritages	HIST 1483 Post-Test	70% or greater	277 -157 face-to face -120 online	150 (54%) met target - 104 (66.24%) face-to-face -46 (38.33%) online
HIST 1483 cont.	Students will demonstrate an appreciation for the historical experience of people of different race, ethnicity, gender, class, and region	Appreciating and understanding diverse cultures and heritages	HIST 1483 Post-Test	70% or greater	277 -157 face-to face -120 online	150 (54%) met target - 104 (66.24%) face-to-face -46 (38.33%) online
HIST 1493	Students will demonstrate preparation for globally engaged citizenship.	Appreciating and understanding diverse cultures and heritages	HIST 1493 Post-Test	70% or greater	240 -113 face-to face -127 online	213 (88.75%) met target 95 (84.07%) face-to-face -118 (92.91%) online
HIST 1493 cont.	Students will demonstrate an appreciation for the historical experience of people of different race, ethnicity, gender, class, and region	Appreciating and understanding diverse cultures and heritages	HIST 1493 Post-Test	70% or greater	240 -113 face-to face -127 online	213 (88.75%) met target 95 (84.07%) face-to-face -118 (92.91%) online

HIST 3723	Students will demonstrate preparation for globally engaged citizenship.	Appreciating and understanding diverse cultures and heritages	HIST/AIS 3723 Post-Test	70% or greater	20	17 (85%) met target
HIST 3723 cont.	Students will demonstrate an appreciation for the historical experience of people of different race, ethnicity, gender, class, and region	Appreciating and understanding diverse cultures and heritages	HIST/AIS 3723 Post-Test	70% or greater	20	17 (85%) met target
LIBM 4611	Students will create an annotated bibliography in chosen citation style from APA, MLA, and Chicago Turabian from pre-chosen sources.	Use information effectively to accomplish a specific purpose	Students created an annotated bibliography building upon previous assignments. Students completed the assignment in an online asynchronous session.	In order to pass the assessment student needed to score competent or above on the rubric.	37	Student passing rate was 83.7 % overall there were 31 students that passed and 6 that failed the assignment.
MATH 1313	Calculate correlation coefficient and regression line.	Solve problems using basic arithmetic and algebra	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.	46 students were assessed in an online course. 122 face-to face students were assessed.	30/46 = 65% hit the target. 78/122= 64% hit the target.

MATH 1473	Use properties of exponents to investigate topics of personal finance.	Solve problems using basic arithmetic and algebra.	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.	89 face to face students were assessed. 22 online students were assessed.	63/89 = 71% hit the target. 17/22 = 77% hit the target.
MATH 1473 cont.	Create and analyze graphs including pie charts, histograms, box and whisker plots, rectangular functions graphs.	Draw valid inferences from data presented in the form of a graph.	One problem with two parts administered during an exam. It involved the display and interpretation of data in the form of a histogram.	A student's response was considered successful if the response provided the correct answer.	91 face to face students were assessed. 19 online students were assessed.	74/91 = 81% hit the target. 16/19 = 84% hit the target.
MATH 1513		Solve problems using basic arithmetic and algebra.	Test Question on an Exam	Demonstrate 75% of content knowledge	120	76/120=63% correct
MATH 1513 cont.	Identify and sketch graphs of functions including linear, polynomial, absolute value, rational, radical, piecewise functions, exponential, logarithmic, and use transformations of basic graphs.	Draw valid inferences from data presented in the form of a graph.	Test Question on an Exam	Demonstrate 100% of content knowledge	120	94/120=78% correct

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.	Test Question on an Exam	Demonstrate 75% of content knowledge	120	67/120=56% correct
MUS 2533	Draw conclusions on the influences that various artists had on the development of rock music		Unit Quiz	70% out of 100%	28	100-90: 20 89-80: 6 79-70: 2 69-60: 0 59-0: 0 All student met this target of 70% or higher
MUS 2533 cont.	Identify the events and music that factored in the emergence of rock music		Chapter Quiz	70% out of 100%	28	100-90: 120 89-80: 6 79-70: 2 69-60: 0 59-0: 0 All students met the target of 70% or higher.
MUS 2533 cont.	Identify the events and music that factored in the emergence of rock music		Essay Assignment using the Essay rubric criteria Supporting Information and Citations	80% of the students will meet the 3rd descriptor in each criterion	28	Supporting Information criterion: 26 students met the target of Supporting Information Criterion and 26 met the target of Citations criterion

MUS 2533 cont.	Identify the events and music that factored in the emergence of rock music		Essay Assignment Rubric that includes 5 criteria of Thesis, Supporting information, Use of textbook information, Citations, and organization	80% of the students will receive at least 70 points out of 100 points for this assignment	28	100-90: 19 89-80: 4 79-70: 3 59-0: 2 118 of the students meet the target goal of at least 70 points.
MUS 2543						No assessment given
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.	See attached listening project with rubric.	70% out of 100	22	100-90: 11 89-80: 0 79-70:0 69-60:0 59-0: 1 Did not submit:10
POLS 1113	Identify American democratic principles and procedures, and the ways in which these are embodied in the U.S. Constitution.	1.2 A-E	Pre- and Post- Test Assessment	80%	492	Fall 2021 Total Percent > 80% 86% Percent > 90% 62%

						Spring 2022 Total Percent > 80% 94% Percent > 90% 68%
POLS 1113 cont.	Understand relationships between international actors, and cooperation and conflict in the international arena.	1.2 A-E	Pre- and Post- Test Assessment	80%	12	60%
POLS 1113 cont.	Analyze comparatively, within and between two states using a comparative method, Most Similar Systems or Most Different Systems, theory, and data.	1.1 A,B,C	Competency Assignment Choice of country pairs Choice of typology Choice of theories Choice of data Constructs hypothesis, assembles comparison in a chart Writes analysis of outcome(s) Graded with a rubric	80%	6	67%
PSYC 1003	1. Master the basic concepts, theories, and terminology in psychological science; 2. Apply the concepts learned and attitudes developed when considering the importance of studying psychological science	<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- 	16 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	Average correct over all items : 70% (based on letter grade "C")	Data was reported for 106 students enrolled in 6 sections.	The average correct across all items was 77.64% (SD=14.75).

		making on lifestyle outcomes • Apply technological tools and resources for lifelong learning	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.			
PSYC 1113	<ul style="list-style-type: none"> • Understand concepts, theories, and terminology in psychology including the basic structure and function of brain anatomy. • Explain basic neural communication. • Identify and describe the neuroanatomical and neurochemical underpinnings of sensation, perception, learning, memory, language, movement, sleep, homeostasis, abnormality, and a variety of behaviors • Explain the application of concepts learned and attitudes developed in considering the importance of studying behavior. • Analyze and explain the content and processes used by historians, social scientists, and behavioral scientists to explain human behavior and social 	<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 historical experience, legacy, political institutions, and systems of the U.S. 	15 multiple choice (4option) items on core course topics: the scientific foundations and questions of the discipline, its research methods, physiological 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.	Average correct over all items : 70% (based on letter grade “C”)	Data was reported for 84 students enrolled in 4 sections.	The average correct across all items was 65.43% (SD=17.64). There were 3 questions that less than 50% of students answered correctly. When these questions were removed from the analysis, the average correct was 71.92% (SD = 11.45)

	systems.					
SCI 1111	Students will predict the outcome of an experiment.	1.1.C	Pre- and post-test	Above 65%	90	Pre: 52% Post: 88%
SCI 1111 cont.	Students will convert numbers between measurement systems	1.4.B	Pre- and post-test	Above 65%	90	Pre: 45% Post: 87%
SCI 1113	Students will write an equation Students will write an equation using mathematical symbols that expresses a relationship.	1.4.B	Pre- and post-test	Above 65%	234	Pre: 51% Post: 84%
SCI 1113 cont.	Students will perform arithmetic operations on algebraic expressions and solve linear equations.	1.4.B	Pre- and post-test	Above 65%	234	Pre: 35% Post: 80%
SCI 1113 cont.	Students will interpret mathematical models, such as formulas, graphs, tables and schematics, and draw inferences from them.	1.4.D	Pre- and post-test	Above 65%	234	Pre: 57% Post: 90%
SCI 1114	Students will write an equation using mathematical symbols that expresses a relationship.	1.4.B	Subset of quiz questions from the comprehensive final exam	Above 65%	122	99/122 students met the performance target

SCI 1114 cont.	Students will perform arithmetic operations on algebraic expressions and solve linear equations.	1.4.B	Subset of homework questions spanning the entire course	Above 65%	122	103/122 students met the performance target
SCI 1114 cont.	Students will interpret mathematical models, such as formulas, graphs, tables and schematics, and draw inferences from them.	1.4.D	Lab Assignment over graphing and statistics	Above 65%	122	110/122 students met the performance target
SCI 1314	Describe (or create diagram - for Homework) Earth's place in the solar system.	1.2	Selected Final Exam Questions, Homework Assignment	Above 60%	53	48 students met the performance target (90.5%).
SCI 1314 cont.	Explain how astronomers interpret stellar evolution from available data.	1.1.C	Selected Final Exam Questions	Above 60%	13	12 students met the performance target (92.3%).
SCI 1314 cont.	Generate hypotheses for relationship between velocity and impact crater size/depth, make measurements, analyze data, and evaluate conclusions.	1.1	Lab Assignment	Above 60%	40	35 students met the performance target (87.5%).
SOC 1113	#1: Ability to view the world from a sociological perspective within the framework of the three major perspectives.	#2: Describe the process used by historians, social scientists, and behavioral scientists to explain human behavior and social systems.	Sociology objective #1, general education objective #2, and NSU DOE 1.3 were measured using objective exams. Students were evaluated using a common scale: 4 = Exceeds expectations;	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 = 58 Online = 68	In the traditional face-to-face sections, a total of 40 students (69%) scored 70% or above in the course. In the online sections, a total of 66 students (97%) scored 70% or above in the

			<p>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</p>			course.
SOC 1113 cont.	<p>#2: Demonstrate a general understanding of various types of scientific research, its purpose and methods, and the ethics involved.</p>	<p>#1: Explain the methods of science as applied to human behavior.</p>	<p>Sociology objective #2, general education objective #1, and NSU DOE 1.3 were 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%-</p>	<p>A value of 3 or above; a score of at least 70% in the course (the overall course grade is based on exam scores).</p>	<p>Traditional face-to face = 58 Online = 68</p>	<p>In the traditional face-to-face sections, a total of 40 students (69%) scored 70% or above in the course. In the online sections, a total of 66 students (97%) scored 70% or above in the course.</p>

			69% on exams 1 = Does not meet expectations; poor comprehension; below 60% on exams			
SOC 1113 cont.	#3: Demonstrate an understanding 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	Sociology objective #3, general education objective #2, and NSU DOE 1.3 were 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 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	A value of 3 or above; a score of at least 70% in the course	Traditional face-to-face = 58 Online = 68	In the traditional face-to-face sections, a total of 40 students (69%) scored 70% or above in the course. In the online sections, a total of 66 students (97%) scored 70% or above in the course.
SOC 1113 cont.	#4: Demonstrate an understanding of the value of critical thinking skills	#2: Describe the process used by historians, social scientists,	Sociology objective #4, general education objective #2, and NSU DOE 1.3 were	A value of 3 or above; a score of at least 70% in the course	Traditional face-to-face = 58 Online =	In the traditional face-to-face sections, a total of 40 students

		and behavioral scientists to explain human behavior and social systems.	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 overall course grade is based on exam scores).	68	(69%) scored 70% or above in the course. In the online sections, a total of 66 students (97%) scored 70% or above in the course.
SOC 1113 cont.	#5: Demonstrate an understanding of the sources and consequences of social diversity (race/ethnicity, gender, social class, etc.)	#2: Describe the process used by historians, social scientists, and behavioral scientists to explain human behavior and social systems.	Sociology objective #5, general education objective #2, and NSU DOE 1.3 were 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	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 = 58 Online = 68	In the traditional face-to-face sections, a total of 40 students (69%) scored 70% or above in the course. In the online sections, a total of 66 students (97%) scored 70% or above in the course.

			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			
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.	For sociology objective #6, general education objective #2, and NSU DOE 1.3, students were assessed using objective exams and class discussions.	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 = 58 Online = 68	In the traditional face-to-face sections, a total of 40 students (69%) scored 70% or above in the course. In the online sections, a total of 66 students (97%) 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.	Effectively analyzing and communicating information	In-class composition with a shared writing prompt and rubric across the sections. The composition is worth 100 possible	70%	Total: 146 Face to face: 103 Online: 43	129 met target, 88% 7 did not meet target, 5% 10 did not participate in the assessment (i.e., did not turn in a

			points.			composition), 7%
SPAN 1123	5. Present in spoken and written form basic information about themselves, their daily activities, and familiar items and places.	Effectively analyzing and communicating information	In-class composition with a shared writing prompt and rubric across the sections.	70%	10 4 f2f, 6 online	9 met expectations (3 from f2f section, 6 from online), 90% 1 did not meet target, the f2f section, 10%
TECH 3023	Define and differentiate between technology and science, including cultural values and assumptions based upon national and international influences.	Recognize cultural influences on their own values and assumptions.	Post-Test	80% score on post-test		There were 35 students who enrolled in the two classes over the academic year 2021-22, 30 out of the 35 students passed the post-test with a grade higher than 80%. The pass rate was 85.7%. However, three of the students did not take the post-test and were given a zero for grading purposes.
TECH 3023 cont.	Describe and explain worldwide societal effects resulting from the commercial applications based upon the research and development in: BIOTECHNOLOGY, INFORMATION TECHNOLOGIES, SPACE	Recognize cultural influences on their own values and assumptions	Post-Test	80% score on post-test		There were 35 students who enrolled in the two classes over the academic year 2021-22, 30 out of the 35 students passed the post-test with a grade higher than 80%. The

	EXPLORATION, MEDICINE, INTERNATIONAL DEFENSE, and MANUFACTURING PRODUCTION.					pass rate was 85.7%. However, three of the students did not take the post-test and were given a zero for grading purposes.
TECH 3023 cont.	Identify, compare and contrast global issues from different cultural perspectives associated with: TECHNOLOGY TRANSFER, APPROPRIATE TECHNOLOGY, and THE ENVIRONMENT.	Interacting and communicating with members of different cultural groups with respect and maturity.	Post-Test	80% score on post-test		There were 35 students who enrolled in the two classes over the academic year 2021-22, 30 out of the 35 students passed the post-test with a grade higher than 80%. The pass rate was 85.7%. However, three of the students did not take the post-test and were given a zero for grading purposes.
TECH 3023 cont.	Identify global issues associated with social response to technological change.	Becoming global aware citizens through an understanding and appreciation of human and cultural diversity.	Post-Test	80% score on post-test		There were 35 students who enrolled in the two classes over the academic year 2021-22, 30 out of the 35 students passed the post-test with a grade higher than 80%. The pass rate was 85.7%. However, three of the students did not take the post-test and were given a zero for grading purposes.

UNIV 1003	A. Academic Skills 3. Use academically appropriate written and oral communication skills to convey learning.*	1. Communicate effectively through writing, listening, speaking, and reading;	This was the culminating assignment of the semester, the Course Reflection Essay. Students uploaded this essay to Chalk & Wire.	Intellectual Skills – Communication Fluency	400 Fall 2021 (50 online + 350 in person/hybrid)	400 submitted their assignment From Fall 2020: Mean results: Personal learning = 2.87 Academic Skills = 2.85 Application of Learning = 2.88 Control of sentence structure... = 2.91 Followed instructions = 2.84
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	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.	211	88% of students in the online 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	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.	211	88% of students in the online 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	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.	211	88% of students in the online 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	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.	211	88% of students in the online sections passed the objective exams with a 70% or higher.
WGS 2123 cont.	Summarize the social, political, economic, and intellectual contributions that culturally diverse and underrepresented populations have made	Apply historical knowledge to contemporary issues and problems; Describe the beliefs, achievements, customs, and values of different cultures in varying times and places	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.	211	88% of students in the online sections passed the objective exams with a 70% or higher.

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	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.	211	81% of the students in the online 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	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.	211	81% of the students in the online 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	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 problem and	The performance target is for the majority of students to score 70% on their final projects	211	82% of the students in the online sections made a 70% or higher on their final projects.

			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	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 project.	211	82% of the students in the online sections made a 70% or higher on their research projects.

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

CODE	PROGRAM	ASSESSMENT MEASURES	# ASSESSED PER PROGRAM
001	Accounting, BBA	<ul style="list-style-type: none"> ● Exams 	147
004	Health Organization Admin., BS	<ul style="list-style-type: none"> ● Exams ● Presentations ● Practicum Supervisor Evaluation ● Case studies ● Due Diligence Plan ● Essays ● Portfolio ● Simulation 	48
005	Art, BFA	<ul style="list-style-type: none"> ● Portfolio ● Presentations 	7
006	Art Education, BAED	<ul style="list-style-type: none"> ● Simulations ● Observations 	14
012	Business Admin, BBA	<ul style="list-style-type: none"> ● Observations ● Peregrine Exam 	262
014	Chemistry, BS	<ul style="list-style-type: none"> ● Field test ● Diagnostic of Undergraduate Chemistry Knowledge (DUCK) exam ● Labs ● Presentations ● Research project ● Analyses project 	121
019	Counseling, MS	<ul style="list-style-type: none"> ● Counselor Education Comprehensive Examination (CECE) which is the professional standardized 	36

		examination for counselors. The exam is offered once in the fall semester and once in the spring semester.	
020	Criminal Justice, BS	<ul style="list-style-type: none"> ● ACAT ● Capstone Exam 	82
023	Early Childhood Education, BSED	<ul style="list-style-type: none"> ● Early Childhood Environmental Rating Scale Reflection (ECERS) Grading Rubric ● Professional Dispositions and Habits Inventory (PDHI) ● Family Engagement Project grading rubric ● Lesson Plan grading rubric ● Early Childhood Environmental Rating Scale (ECERS) grading rubric ● Teacher Preparation Exit Survey by Cooperating Teacher ● Ethical Analysis grading rubric ● Involvement in Early Childhood Field Checklist Reflection grading rubric 	432
025	Elementary Education, BSED	<ul style="list-style-type: none"> ● LIBM 4023 - Diversity Project ● READ 4063 - Content Knowledge and Strategies ● ELED 4343 - Social Studies Inquiry Lesson Plan ● EDUC 4032 - Assessment and Data Collection ● ELED 3113 - Planning Instruction ● ELED 4563- classroom learning plan ● EDUC 3313 - Contextual Factors ● EDUC 4032 - PPAT Task 1 	466
028	English, BA	<ul style="list-style-type: none"> ● Introduction to Major Professional pre-assessment/post-assessment ● Capstone Metacognitive Process Essay ● Introduction to Major Professional Materials Assessment ● Research Essay ● Capstone Portfolio 	187

		<ul style="list-style-type: none"> ● Introduction to Major Cumulative Portfolio ● Literary Criticism Critical Portfolio 	
029	English, BAED	<ul style="list-style-type: none"> ● OSAT ● Work Sample Project ● Content Unit Plan Rubric ● Internships ● PPAT ● Capstone Project ● Simulations 	18
030	Finance, BBA (Financial Planning option),	<ul style="list-style-type: none"> ● Multiple choice exam ● Summative Project 	12
030	Finance, BBA (Financial Management option),	<ul style="list-style-type: none"> ● Exams 	92
036	Geography and Sustainability Studies, BA	<ul style="list-style-type: none"> ● Analytical Paper ● Research Paper ● Quantitative Project Paper ● Reflection Paper 	2
040	Health & Human Performance, BS	<ul style="list-style-type: none"> ● Rubrics 	205
041	Health & PE, BSED	<ul style="list-style-type: none"> ● Written paper with oral defense ● Written Physical Education Handbook Assignment / Course Project ● Physical Education Scope and Sequence Assignment / Group Project ● Objective Test ● EMG Lab Report Rubric ● Biomechanics Lab Report Rubric ● Health Education Scope and Sequence Assignment / Group Project ● Individual Swimming Assessment / American Red 	58

		<ul style="list-style-type: none"> ● Cross Lifeguard Assessment. ● Fitness gram Rubric ● NSU PE Lesson Plan on Individual Sport / NSU Lesson Plan Rubric ● PPAT Assessment Task 4 Assignment ● PE Lesson Observation / HPE Instructional Delivery and Management Rubric SHAPE St. 1 & 4 ● Introduction of Fitness gram Testing / Fitness gram Skills Rubric ● PPAT Assessment Task 2 Assignment ● Personal Philosophy Paper ● SHAPE America Assignment / Course Project ● School-wide Event Assignment / Course Project 	
042	History, BA	<ul style="list-style-type: none"> ● Exams ● Historiography & Historical Research: Research Paper ● Research Paper 	782
047	American Indian Studies, BA	<ul style="list-style-type: none"> ● Essays 	72
047	Media Studies, BA	<ul style="list-style-type: none"> ● Media Literacy Assignment Rubric ● Discussion Boards ● Essays ● Case Studies ● Presentations ● Media campaign and events team projects. ● E-portfolio completion during internships. 	603
052	Leadership, MS	<ul style="list-style-type: none"> ● Case Study ● Expert Interview: Change Reform & Equity ● Equity and Inclusivity implementation plan ● Reflection Essay 	116
054	Management, BBA	<ul style="list-style-type: none"> ● Exams ● Simulations 	336

		<ul style="list-style-type: none"> ● Group Projects 	
055	Marketing, BBA	<ul style="list-style-type: none"> ● Exams ● Case Studies 	248
056	Business Admin, MBA	<ul style="list-style-type: none"> ● Simulations ● Presentations ● Case Studies ● Exams 	222
057	Mathematics (Generalist Option), BS	<ul style="list-style-type: none"> ● Content Competency Exam ● Seminars 	4
057	Mathematics (Education Option), BS	<ul style="list-style-type: none"> ● Content Competency Exam ● OSAT ● Seminars 	6
058	Mathematics, BSED (deleted effective FA22)	<ul style="list-style-type: none"> ● Exams ● Capstone Project ● Lesson plan rubric ● Presentations ● Observations 	9
060	Music-Performance option, BA	<ul style="list-style-type: none"> ● Exams ● Simulations ● Projects ● Performative Presentation 	9
060	Music-Jazz Studies and Commercial option, BA	<ul style="list-style-type: none"> ● Exams ● Simulations ● Projects ● Performative Presentation 	31
060	Music-Business option, BA	<ul style="list-style-type: none"> ● Exams ● Simulations ● Projects 	1

		<ul style="list-style-type: none"> ● Performative Presentation 	
060	Music - Musical Arts option, BA	<ul style="list-style-type: none"> ● Exams ● Simulations ● Projects ● Performative Presentation 	2
062	Music Education, BME	<ul style="list-style-type: none"> ● Exams ● Simulations ● Projects ● Performative Presentation 	71
069	Political Science, BA	<ul style="list-style-type: none"> ● Exams ● Analytical Paper ● Research Paper ● Research Project ● Competency Assignment Rubric 	512
072	Psychology, BS	<ul style="list-style-type: none"> ● Area Concentration Achievement Test (ACAT) 	111
075	Reading, MED	<ul style="list-style-type: none"> ● Literacy/Language Theory Presentation Rubric ● Employer Survey ● Reading Specialist OSAT ● Reading Assessment and Instruction Tutoring Project Rubric ● Case Study Rubric ● Professional Development Plan Rubric 	369
075	Reading Specialist Certificate	<ul style="list-style-type: none"> ● Literacy/Language Theory Presentation Rubric ● Employer Survey ● Reading Specialist OSAT ● Reading Assessment and Instruction Tutoring Project Rubric ● Case Study Rubric ● Professional Development Plan Rubric 	369

080	Social Studies, BSED	<ul style="list-style-type: none"> ● CEOE ● Method-specific mini-Lessons planned and presented in the course. ● Internship observation journal with reflection on methods ● Unit Plan Assignment ● PPAT ● Research Project 	33
081	Sociology, BA	<ul style="list-style-type: none"> ● Exams ● Discussion Boards 	12
082	Spanish, BA	<ul style="list-style-type: none"> ● Exams ● Presentations ● Research Papers 	31
083	Spanish, BAED	<ul style="list-style-type: none"> ● Exam ● Presentations ● Research Papers ● Collaborative Project 	29
084	Special Ed Mild/Mod Disorders, BSED	<ul style="list-style-type: none"> ● SPED Oklahoma Subject Area Test(OSAT) Exams ● Grade Analysis ● Content Knowledge- IEP Case Study ● Candidate Preservice Assessment for Student Teaching (CPAST) ● RTI Case Study ● Functional Behavior Assessment (FBA) & Behavior Intervention Plan (BIP) ● Alternative Communication Assignment ● Ethics Paper 	318
085	Criminal Justice, MS	<ul style="list-style-type: none"> ● Exams ● Thesis 	26
087	Speech & Language Pathology, BS	<ul style="list-style-type: none"> ● ASHA 	50

		<ul style="list-style-type: none"> ● Guided Observations ● Professional Habits Inventory 	
090	Communication Studies, BA	<ul style="list-style-type: none"> ● Informative Speech Rubric ● Persuasive Speech Rubric ● Theory Expert Project ● Video Presentations ● Echo Chambers assignment ● Exams ● Surveys ● Online engagement activities ● Debates ● Rhetorical Analysis Rubric ● Relationship Project ● Fact-checking research activity 	159
093	Hospitality & Tourism Mgt, BBA	<ul style="list-style-type: none"> ● Exams ● Projects ● Simulations ● Presentations 	49
097	Computer Sciences, BS	<ul style="list-style-type: none"> ● Writing assignments ● Capstone Project ● Discussion boards ● surveys 	575
102	Social Work, BSW	<ul style="list-style-type: none"> ● SOWK 4873 Human Behavior in the Social Environment II Critical Reflection Paper ● Social Event Essay ● Social Injustice Essay ● Single Subject Design Project ● Presentations ● Simulations 	70
103	School Administration, MED	<ul style="list-style-type: none"> ● TLE evaluation tool ● Rubrics 	72

		<ul style="list-style-type: none"> ● Communication Plan ● Case Study ● Comparative Essay ● Reflection Essay 	
104	Nursing, BSN	<ul style="list-style-type: none"> ● Vulnerable populations project ● Physical Assessment Video ● Fundamentals of Nursing Research ● Research Article Critique ● Professional Nursing Role Professionalism Scholarly Paper ● Leadership/Management Field Experience ● EBP Capstone Project ● Evidence Summary Matrix 	312
106	Communication, MA	<ul style="list-style-type: none"> ● Exams ● Final Project 	29
107	Optometry, OD	<ul style="list-style-type: none"> ● OAT (Optometry Admission Test) ● NBEO (National Board of Examiners in Optometry) exam ● Practical examinations ● Research Project ● Optometry state board exams ● Diversity, Equity & Inclusion training. 	394
112	American Studies, MA	<ul style="list-style-type: none"> ● Thesis ● Exams 	7
115	Biology, BS	<ul style="list-style-type: none"> ● Exams ● Presentations ● Labs ● Case Studies 	415
117	Early Childhood Education, MED	<ul style="list-style-type: none"> ● Inquiry Project Journal Grading Rubric ● Exam 	198

		<ul style="list-style-type: none"> ● Culturally Responsive Teaching Reflection Grading Rubric ● Cultural Identity Reflection Grading Rubric ● ITERS Written Report Grading Rubric ● PAS Written Report Grading Rubric ● Inquiry Project Documentation Panel Grading Rubric ● Action Research Reflection Grading Rubric ● Inquiry Project Documentation Panel Grading Rubric ● Ethical Analysis Grading Rubric ● Viewing Yourself as a Professional Reflection Grading Rubric 	
120	Science Education, BSED	<ul style="list-style-type: none"> ● Science Teaching Module ● Development of lesson plans ● Observations 	7
123	Information Systems, BBA	<ul style="list-style-type: none"> ● Peregrine assessment tools ● Exams 	105
124	Instructional Leadership, MED	<ul style="list-style-type: none"> ● Cognitive Learning Styles Rubric ● Cultural Aspects of Leadership Rubric ● Curriculum Development Reflection ● Instructional Strategies Rubric ● Brain-Based Learning Rubric ● Trends, Issues, and Global Perspectives Rubric ● Action Research Paper 	348
128	Drama, BA	<ul style="list-style-type: none"> ● Advanced Play Direction Project ● Peer Scene Review ● Exams ● Research Article Presentation ● Internship 	31
129	Library Media & Information Technology, MS	<ul style="list-style-type: none"> ● Information Literacy Lesson Project ● Author Study ● Advocacy Plans Project 	187

		<ul style="list-style-type: none"> ● Collection Development Project ● Ethical Presentation ● Field experiences 	
130	Accounting & Financial Analysis, MS	<ul style="list-style-type: none"> ● Exams 	8
131	English, MA	<ul style="list-style-type: none"> ● Thesis ● Graduate Project Portfolio ● Literary Theory cumulative project ● Research Project ● Critical Debate Analysis 	44
	Core, BBA	<ul style="list-style-type: none"> ● Exams ● Presentations ● Case Studies ● Simulations ● Externally administered standardized test 	763
136	Entrepreneurship, BBA	<ul style="list-style-type: none"> ● Research Project ● Presentations ● Simulations 	46
137	Speech-Language Pathology, MS	<ul style="list-style-type: none"> ● ASHA ● OBESPA ● CALIPSO Performance Evaluation 	48
138	Mathematics Education, MED	<ul style="list-style-type: none"> ● Capstone Exam ● Lesson Plan Rubric ● Observations 	9
139	Science Education, MED	<ul style="list-style-type: none"> ● Capstone Project ● Development of Lesson Plans ● Equity Paper ● Observations 	19

141	Cherokee Education, BAED	<ul style="list-style-type: none"> ● Cherokee Oklahoma Subject Area Test. State Licensure comprehensive exam ● Student Project and Presentation in Cherokee Language for the NSU Annual Symposium of the American Indian. ● Presentations ● Internship Evaluations ● Student Learning Project ● Exams ● Essays 	14
142	Health and Sport Science, MS	<ul style="list-style-type: none"> ● Capstone Project ● Capstone Defense ● Exams 	31
145	Supply Chain Management, BBA	<ul style="list-style-type: none"> ● Exams ● Case Studies 	23
147	Medical Laboratory Science, BSMLS	<ul style="list-style-type: none"> ● Oral presentations ● Research papers ● Discussion boards ● Clinical rotations ● Case studies ● Exams 	39
148	Cherokee Cultural Studies, BA	<ul style="list-style-type: none"> ● Presentation ● Cherokee Oral Proficiency Assessment 	2
149	Nursing, MSN	<ul style="list-style-type: none"> ● CAPSTONE RUBRIC ● IMMERSION PRACTICUM EXPERIENCE 	42
150	Natural Science, MS	<ul style="list-style-type: none"> ● Thesis Defense ● Capstone Project 	29
151	Occupational Therapy, MS	<ul style="list-style-type: none"> ● Professional Development Plans ● AOTA Performance Evaluation Form 	19

		<ul style="list-style-type: none"> ● Research poster of original research and present at the Oklahoma Occupational Therapy Association (OKOTA) Conference ● NBCOT exam 	
153	Nutritional Sciences, BS	<ul style="list-style-type: none"> ● Research Papers ● Presentations ● Meal Planning Practice Assignment ● Group projects ● Code of Ethics Assignment ● Public Policy Reflection ● Liberalized Diet Blog ● Case Studies ● Mentoring Reflection Journal ● Meal Lab 	27
154	Special Education ASD, MED	<ul style="list-style-type: none"> ● Grade Analysis ● RTI Case Study ● RTI Student Plan ● UDL Lesson Plan ● Practicum Observation Evaluation ● Functional Behavior Assessment (FBA) and a Behavior Intervention Plan (BIP) ● Alternative Communication Assignment 	265
155	Physician Assistant Studies, MS		
156	Homeland Security, BS	<ul style="list-style-type: none"> ● Exam ● Capstone 	2
157	Professional Business Admin, MBA	<ul style="list-style-type: none"> ● Simulations ● Presentations ● Exams 	20
158	Legal Studies, BS	<ul style="list-style-type: none"> ● Exams 	8

159	Applied Physics, BS	<ul style="list-style-type: none"> ● Presentations ● Exams ● Lab Reports 	53
160	Cyber Security, BS		
162	Creative Writing, BA	<ul style="list-style-type: none"> ● Essays ● Capstone Project 	13
164	Social Work (Traditional option), MSW	<ul style="list-style-type: none"> ● Critical Reflection Essay ● HSBE 1 Social Event Essay ● Group Presentations ● Research Essay ● Simulations 	17
164	Social Work (Advanced Standing option), MSW	<ul style="list-style-type: none"> ● Advanced Practice and Ethics Assignment Final Paper ● Ecological Approach to Practice Assignment Intervention Paper ● Integrative Capstone Seminar Assignment Master Paper ● Practice Oriented Research Assignment Quantitative Analysis Paper and Summary 	30
166	Public Health, MPH	<ul style="list-style-type: none"> ● Exams ● Discussion Boards 	20
775	Organizational Leadership, BS	<ul style="list-style-type: none"> ● Capstone ● Self-assessment activities 	141

Analyses and Findings

III-2. What were the analyses and findings from the program outcomes assessment?

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

001 Accounting, BBA

Analysis and Findings

The following differences between AY 2020-2021 to AY 2020-2022 are to be noted:

SLO3: Significant improvement from 77% success rate in AY 2020-2021 to 84% success rate in AY 2021-2022.

This improvement is recognized as the result of an effort commenced in AY 2021-2022 to utilize more tax return projects in ACCT3003 – Income Tax Accounting.

SLO5: Significant slippage from 84% success rate in AY 2020-2021 to 70% success rate in AY 2021-2022.

Planned Response

Refinement of Instruction in ACCT 3313 (Accounting Information Systems)

The attention given to instruction of Internal Controls in ACCT 3313 will be decreased to allow for more time devoted to “real-life” hands-on processing with relatively simple off-the-shelf accounting information system packages. The newly opened Finance Lab could be utilized for this effort.

The accounting faculty will examine alternate texts to facilitate a de-emphasis in attention to Internal Controls. This should allow for more time learning other commercial off-the-shelf packages.

Continuance of the Current Approach in ACCT 3003 (Income Tax Accounting)

As the improvement in AY 2021-2022 for SLO3 is considered by the accounting faculty to have resulted from implementing more tax return projects in ACCT 3003, this instructional approach will be carried forward in the coming academic years.

Refinement of the Accounting Advisory Process

Students will be encouraged to take ACCT 3303 (Intermediate Accounting I) before taking ACCT 3313. This will allow for less attention given to the accounting cycle in ACCT 3313 (Accounting Information Systems). Academic advisors will be reminded of this priority.

Accounting faculty will discuss whether AIS prerequisites should include Intermediate Accounting I. The accounting faculty believes that Intermediate Accounting I is the appropriate gateway course for all other upper-level accounting coursework. Also, students should be encouraged to take AIS before Auditing I.

004 Health Organization Administration, BBA

Analysis Findings

For SLOs 1.1 and 1.2, the recent changes in the healthcare environment led to a more contemporary edition of the assessment beginning in Spring 2021 and the measurement instrument will be adjusted accordingly. For SLO 2.1, this specific measurement was not utilized during the 2020-2021 academic year. A different assignment was utilized where students interviewed a practice manager about daily operations in the organization and the manager’s career. The students who attempted this assignment performed well. The Leadership Dyad activity fits better in HCA 4013; however, the Leadership Simulation was added to the course instead. The criterion for 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. Due to COVID-19, many more students found it necessary to conduct a research project as the opportunities at organizations were not available. Students worked with a faculty member to prepare a high-quality research project. Regarding SLO 3.1, this assignment has been adjusted to be an oral presentation of an ethical decision, instead of a case study. The oral presentation provides an additional opportunity for students to practice the presentation skills that employers value.

For SLO 3.2 in general, the students did well on the analysis of a new revenue stream. While there were several students who earned an Unsatisfactory score, this number is less than the 30% of unsatisfactory that we deemed unacceptable. Students tend to earn Unsatisfactory for failing to follow instructions by not including important assignment components. For SLO 4, students were 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. The criterion for SLO 5 was met and exceeded in each of the last three assessment periods. Prior to Fall 2020, 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. In Fall 2020, a Leadership Simulation was introduced where groups of students are the leaders of a country they build (creating various government structures and policies for their country) and then managing a virus outbreak that turns citizens into zombies. This Leadership Simulation was created in 2015 (before COVID-19), but not released to the public until Fall 2020. Students had positive comments about the Simulation, in building their country's health policy, and in making decisions from a high level of government. Critical thinking skills are required in the Simulation as well. Regarding SLO 6, the criterion was met in the Fall of 2019 but not for the Spring 2020. Faculty believed that it could be due to the disruptions in COVID-19, or a revised assessment may not be properly aligned to instructional materials. To be sure the assessment was adjusted and administered again in Fall 2020. However, a number of students did not meet the expectation. A different faculty member taught the course in Spring 2021. For SLO 7, the criterion was met and exceeded in each of the last six assessment periods by the students attempting the activity. 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 for all of the SLOs for this major. The faculty who teach in this program agree that these results suggest the current curriculum is designed to meet the student learning outcomes and prepare the students for careers in health care management. There is a connection between those that did not attempt the assessment and attaining a successful grade in the course. Some of these students work in healthcare and may have had personal, work, or family affected by COVID-19 and other illnesses that disrupted the student's progress through the semester. These are generally 8-week courses, so it can be difficult to catch up when several days are lost to illness. Some of the "did not attempt" indications are students who received an incomplete in the course to gain more time, or who are enrolled in the same course during Fall 2021 to satisfactorily complete the course expectations now that their situation has stabilized.

Planned Response

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 Anthology Portfolio (formerly Chalk and Wire). While the program is online, and incorporates a few select synchronous class meetings to promote student engagement. Also, the Leadership Simulation in HCA 4013 has added some interest and engagement among the students, so this will be continued.

005 Art, BFA

Analysis and Findings

100% of students passed the Senior Exhibition 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.

Planned Response

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.

006 Art Education, BAED

Analysis and Findings

85.7% of students passed both Elementary Art Education and Secondary Art Education. These courses are chosen for assessment because they are the courses in the program most directly addressing the pedagogical components of the education degree. Student success in these courses is a good measure of their readiness to be effective art teachers. While it would be better if 100% of students passed, there will always be a certain number of students who do not succeed because of non-teaching and/or curriculum issues.

Planned Response

Program faculty will continue to teach students in these courses effectively so that students will be successful art educators. The plan is to continue assessing students in these courses.

012 Business Administration, BBA

Analysis and Findings

SLO 1 – The assessment does exist, but it was not completed during this time period. We will need to make sure that faculty assigned to the class deliver the assessment in order to capture this data.

SLO 2 – There was a decrease from the prior year, the results just miss our stated expectations. We will continue to monitor this SLO closely. Students may need additional practice in excel to master the quantitative techniques.

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 – This result is consistent with last year's results. We are satisfied that our current program is adequately covering this SLO.

SLO 5 – Both of the measures improved from the previous year and far exceed the standard. We may want to adjust our performance target for this external and nationally normed score.

Planned Response

Overall, we are very pleased with the results of this year's assessment. We need to make sure that professors are delivering the measure for SLO 1. Instructors of SLO 2 will need to meet to discuss

consistent coverage of the SLO as well as possible strategies to improve student learning related to this SLO. The faculty are considering a change to the CORE that would require students to take a spreadsheet class. While it wouldn't be reflected in the 2022-2023 scores, this change may help improve this score in future years.

012 International Business Management, BBA

Analyses and Findings

SLO 1 – The assessment does exist, but it was not completed during this time period. We will need to make sure that faculty assigned to the class deliver the assessment in order to capture this data.

SLO 2 – There was a decrease from the prior year, the results just miss our stated expectations. We will continue to monitor this SLO closely. Students may need additional practice in excel to master the quantitative techniques.

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 – This result is consistent with last year's results. We are satisfied that our current program is adequately covering this SLO.

SLO 5 – Both of the measures improved from the previous year and far exceed the standard. We may want to adjust our performance target for this external and nationally normed score.

Planned Response

Overall, we are very pleased with the results of this year's assessment. We need to make sure that professors are delivering the measure for SLO 1. Instructors of SLO 2 will need to meet to discuss consistent coverage of the SLO as well as possible strategies to improve student learning related to this SLO. The faculty are considering a change to the CORE that would require students to take a spreadsheet class. While it wouldn't be reflected in the 2022-2023 scores, this change may help improve this score in future years.

014 Chemistry-Professional Option, BS

Analysis and Findings

Six program-level learning outcomes are assessed for the B.S. Chemistry degree for the 2021-22 academic year.

PLO 1) Apply principles of analytical, inorganic, organic, biochemistry, and physical chemistry. This learning outcome is assessed at the end of a student's degree through the ETS major field exam in chemistry and the American Chemical Society Diagnostic of Undergraduate Chemistry Knowledge (DUCK) exam. Each exam delivers an overall score as well as scores in the chemistry subfields of analytical chemistry, biochemistry (DUCK only), inorganic chemistry, organic chemistry, and physical chemistry. The performance goal is 70% of students scoring within one standard deviation of the national mean. The performance target is met for both exams, including the overall score and all sub-fields.

PLO 2) Employ lab skills. Good laboratory skills are essential for a practicing chemist. This learning outcome is assessed in Research in Chemistry I (CHEM 4412). The performance target is 70% of students scoring 70% or higher on their laboratory skills assessment. All students met the performance goal.

PLO 3) Communicate the results of experimental investigation in technical reports, laboratory notebooks, and presentations. Students are assessed on their ability to deliver high-quality presentations and technical report writing in Research in Chemistry I (CHEM 4412) and Chemistry Seminar (CHEM 4911).

Laboratory notebook writing is assessed in Research in Chemistry I (CHEM 4412), Quantitative Analysis (CHEM 3315), and Instrumental Analysis (CHEM 4714). The performance criteria are 70% of students scoring 70% or higher for these assignments. Laboratory notebook analysis shows student performance ranging from 93% to 100%. All students met the performance criteria for their presentations and technical writing in CHEM 4412 and CHEM 4911. Therefore, the program met this learning outcome.

PLO 4) Conduct independent laboratory research. All students in the B.S. Chemistry major are required to conduct an independent chemistry research project in Research in Chemistry I (CHEM 4412) and Chemistry Seminar (CHEM 4911). The learning outcome is satisfied through the successful completion of these courses with a grade of "C" or higher. 100% of students met this requirement. Students in Physical Chemistry II (CHEM 4624) are required to develop a computational chemistry project from the literature, devise and execute a research plan, analyze the results, and present the results to the class. Success is defined as 70% of students scoring 70% or higher on the assignment. 100% of students in the course met the requirement for 2021-22.

PLO 5) Dissect chemical literature. This learning outcome is evaluated through Organic Chemistry I Laboratory (CHEM 3131). Success is defined as 70% of students scoring 70% or higher on the assignment. Seven sections of CHEM 3131 were offered in 2021-22. Results for these sections range from 85% of students meeting the requirement to 100% of students meeting the requirement. Therefore, the program learning outcome is met.

PLO 6) Implement problem solving skills. Student problem solving skills are evaluated through homework assignments in Quantitative Analysis (CHEM 3315), Biophysical Chemistry (CHEM 4313), Physical Chemistry I (CHEM 4524), or Physical Chemistry II (CHEM 4624). Success is defined as 70% of students scoring 70% or higher on all of their homework (aggregated together). 100% of students met this goal, and this learning outcome is satisfied

Taken together, the chemistry program is meeting all program-level learning outcomes in 2021-22.

Planned Response

The chemistry program restructured the B.S. Chemistry degree in 2021-22 to accommodate a new chemistry education option. In addition, the degree was made more flexible for the existing options by removing Physical Chemistry I (CHEM 4524) as a prerequisite for Physical Chemistry II (CHEM 4624). This will allow students to take either course for the Biochemistry option in the B.S. Chemistry degree. These changes required revising CHEM 4524 and CHEM 4624. The courses were separated from their embedded laboratory components and renamed. The new courses are Chemical Thermodynamics (formerly Physical Chemistry I), Experimental Physical Chemistry (formerly Physical Chemistry I Laboratory), Quantum Chemistry and Chemical Dynamics (formerly Physical Chemistry II), and Applications of Computational Chemistry (formerly Physical Chemistry II Laboratory). The overall content of these courses remains largely unchanged. Thus, these classes will continue to meet physical chemistry content requirements for continued program certification by the American Chemical Society.

All program-level outcomes are satisfactory in 2021-22. Specific plans for 2022-23 include correlating program-level results from the ETS and DUCK exams to appropriate course-level student learning outcomes to identify areas where student performance can be improved.

014 Chemistry-Environmental Option, BS

Analysis and Findings

Six program-level learning outcomes are assessed for the B.S. Chemistry degree for the 2021-22 academic year.

PLO 1) Apply principles of analytical, inorganic, organic, biochemistry, and physical chemistry. This learning outcome is assessed at the end of a student's degree through the ETS major field exam in chemistry and the American Chemical Society Diagnostic of Undergraduate Chemistry Knowledge (DUCK) exam. Each exam delivers an overall score as well as scores in the chemistry subfields of analytical chemistry, biochemistry (DUCK only), inorganic chemistry, organic chemistry, and physical chemistry. The performance goal is 70% of students scoring within one standard deviation of the national mean. The performance target is met for both exams, including the overall score and all sub-fields.

PLO 2) Employ lab skills. Good laboratory skills are essential for a practicing chemist. This learning outcome is assessed in Research in Chemistry I (CHEM 4412). The performance target is 70% of students scoring 70% or higher on their laboratory skills assessment. All students met the performance goal.

PLO 3) Communicate the results of experimental investigation in technical reports, laboratory notebooks, and presentations. Students are assessed on their ability to deliver high-quality presentations and technical report writing in Research in Chemistry I (CHEM 4412) and Chemistry Seminar (CHEM 4911). Laboratory notebook writing is assessed in Research in Chemistry I (CHEM 4412), Quantitative Analysis (CHEM 3315), and Instrumental Analysis (CHEM 4714). The performance criteria are 70% of students scoring 70% or higher for these assignments. Laboratory notebook analysis shows student performance ranging from 93% to 100%. All students met the performance criteria for their presentations and technical writing in CHEM 4412 and CHEM 4911. Therefore, the program met this learning outcome.

PLO 4) Conduct independent laboratory research. All students in the B.S. Chemistry major are required to conduct an independent chemistry research project in Research in Chemistry I (CHEM 4412) and Chemistry Seminar (CHEM 4911). The learning outcome is satisfied through the successful completion of these courses with a grade of "C" or higher. 100% of students met this requirement. Students in Physical Chemistry II (CHEM 4624) are required to develop a computational chemistry project from the literature, devise and execute a research plan, analyze the results, and present the results to the class. Success is defined as 70% of students scoring 70% or higher on the assignment. 100% of students in the course met the requirement for 2021-22.

PLO 5) Dissect chemical literature. This learning outcome is evaluated through Organic Chemistry I Laboratory (CHEM 3131). Success is defined as 70% of students scoring 70% or higher on the assignment. Seven sections of CHEM 3131 were offered in 2021-22. Results for these sections range from 85% of students meeting the requirement to 100% of students meeting the requirement. Therefore, the program learning outcome is met.

PLO 6) Implement problem solving skills. Student problem solving skills are evaluated through homework assignments in Quantitative Analysis (CHEM 3315), Biophysical Chemistry (CHEM 4313), Physical Chemistry I (CHEM 4524), or Physical Chemistry II (CHEM 4624). Success is defined as 70% of students scoring 70% or higher on all of their homework (aggregated together). 100% of students met this goal, and this learning outcome is satisfied

Taken together, the chemistry program is meeting all program-level learning outcomes in 2021-22.

Planned Response

The chemistry program restructured the B.S. Chemistry degree in 2021-22 to accommodate a new chemistry education option. In addition, the degree was made more flexible for the existing options by removing Physical Chemistry I (CHEM 4524) as a prerequisite for Physical Chemistry II (CHEM 4624). This will allow students to take either course for the Biochemistry option in the B.S. Chemistry degree. These changes required revising CHEM 4524 and CHEM 4624. The courses were separated from their embedded laboratory components and renamed. The new courses are Chemical Thermodynamics

(formerly Physical Chemistry I), Experimental Physical Chemistry (formerly Physical Chemistry I Laboratory), Quantum Chemistry and Chemical Dynamics (formerly Physical Chemistry II), and Applications of Computational Chemistry (formerly Physical Chemistry II Laboratory). The overall content of these courses remains largely unchanged. Thus, these classes will continue to meet physical chemistry content requirements for continued program certification by the American Chemical Society.

All program-level outcomes are satisfactory in 2021-22. Specific plans for 2022-23 include correlating program-level results from the ETS and DUCK exams to appropriate course-level student learning outcomes to identify areas where student performance can be improved.

014 Chemistry-Biochemistry Option, BS

Analysis and Findings

Six program-level learning outcomes are assessed for the B.S. Chemistry degree for the 2021-22 academic year.

PLO 1) Apply principles of analytical, inorganic, organic, biochemistry, and physical chemistry. This learning outcome is assessed at the end of a student's degree through the ETS major field exam in chemistry and the American Chemical Society Diagnostic of Undergraduate Chemistry Knowledge (DUCK) exam. Each exam delivers an overall score as well as scores in the chemistry subfields of analytical chemistry, biochemistry (DUCK only), inorganic chemistry, organic chemistry, and physical chemistry. The performance goal is 70% of students scoring within one standard deviation of the national mean. The performance target is met for both exams, including the overall score and all sub-fields.

PLO 2) Employ lab skills. Good laboratory skills are essential for a practicing chemist. This learning outcome is assessed in Research in Chemistry I (CHEM 4412). The performance target is 70% of students scoring 70% or higher on their laboratory skills assessment. All students met the performance goal.

PLO 3) Communicate the results of experimental investigation in technical reports, laboratory notebooks, and presentations. Students are assessed on their ability to deliver high-quality presentations and technical report writing in Research in Chemistry I (CHEM 4412) and Chemistry Seminar (CHEM 4911). Laboratory notebook writing is assessed in Research in Chemistry I (CHEM 4412), Quantitative Analysis (CHEM 3315), and Instrumental Analysis (CHEM 4714). The performance criteria are 70% of students scoring 70% or higher for these assignments. Laboratory notebook analysis shows student performance ranging from 93% to 100%. All students met the performance criteria for their presentations and technical writing in CHEM 4412 and CHEM 4911. Therefore, the program met this learning outcome.

PLO 4) Conduct independent laboratory research. All students in the B.S. Chemistry major are required to conduct an independent chemistry research project in Research in Chemistry I (CHEM 4412) and Chemistry Seminar (CHEM 4911). The learning outcome is satisfied through the successful completion of these courses with a grade of "C" or higher. 100% of students met this requirement. Students in Physical Chemistry II (CHEM 4624) are required to develop a computational chemistry project from the literature, devise and execute a research plan, analyze the results, and present the results to the class. Success is defined as 70% of students scoring 70% or higher on the assignment. 100% of students in the course met the requirement for 2021-22.

PLO 5) Dissect chemical literature. This learning outcome is evaluated through Organic Chemistry I Laboratory (CHEM 3131). Success is defined as 70% of students scoring 70% or higher on the assignment. Seven sections of CHEM 3131 were offered in 2021-22. Results for these sections range from 85% of students meeting the requirement to 100% of students meeting the requirement. Therefore, the program learning outcome is met.

PLO 6) Implement problem solving skills. Student problem solving skills are evaluated through homework assignments in Quantitative Analysis (CHEM 3315), Biophysical Chemistry (CHEM 4313), Physical Chemistry I (CHEM 4524), or Physical Chemistry II (CHEM 4624). Success is defined as 70% of students scoring 70% or higher on all of their homework (aggregated together). 100% of students met this goal, and this learning outcome is satisfied

Taken together, the chemistry program is meeting all program-level learning outcomes in 2021-22.

Planned Response

The chemistry program restructured the B.S. Chemistry degree in 2021-22 to accommodate a new chemistry education option. In addition, the degree was made more flexible for the existing options by removing Physical Chemistry I (CHEM 4524) as a prerequisite for Physical Chemistry II (CHEM 4624). This will allow students to take either course for the Biochemistry option in the B.S. Chemistry degree. These changes required revising CHEM 4524 and CHEM 4624. The courses were separated from their embedded laboratory components and renamed. The new courses are Chemical Thermodynamics (formerly Physical Chemistry I), Experimental Physical Chemistry (formerly Physical Chemistry I Laboratory), Quantum Chemistry and Chemical Dynamics (formerly Physical Chemistry II), and Applications of Computational Chemistry (formerly Physical Chemistry II Laboratory). The overall content of these courses remains largely unchanged. Thus, these classes will continue to meet physical chemistry content requirements for continued program certification by the American Chemical Society.

All program-level outcomes are satisfactory in 2021-22. Specific plans for 2022-23 include correlating program-level results from the ETS and DUCK exams to appropriate course-level student learning outcomes to identify areas where student performance can be improved

019 Counseling, MS

Analysis and Findings

For the first time in over a decade, NSU Counseling students scored above the national average in all 8 core content areas of the CECE in both the Fall and Spring semesters. In Fall 2021, all 8 Counseling students scored higher than the national average in each of the 8 core content areas as well as overall. In Spring 2022, all 28 Counseling students scored higher than the national average in each of the 8 core content areas as well as overall.

	Fall 2021 (N = 8)				Spring 2022 (N = 28)			
	NSU		National		NSU		National	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
C1: Human Growth and Development	11.75	.97	9.56	2.30	11.50	1.84	9.66	2.32

C2: Social and Cultural Diversity	13.00	.71	11.15	2.21	12.18	1.33	11.21	2.19
C3: Helping Relationships	12.00	2.06	10.04	2.70	12.25	1.99	10.09	2.73
C4: Group Work	10.13	1.17	9.50	2.34	10.32	1.68	9.58	2.34
C5: Career Development	12.13	1.05	10.10	2.57	12.11	1.91	10.23	2.57
C6: Assessment	8.38	2.60	8.16	2.58	8.43	2.53	8.22	2.57
C7: Research and Program Evaluation	9.38	1.11	7.64	2.82	9.07	1.7	7.22	2.81
C8: Professional Orientation and Ethical Practice	10.25	1.56	8.96	2.54	10.68	1.93	9.05	2.54
Overall	87.00	4.50	75.11	14.19	86.54	9.48	75.76	14.28

Planned Response

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C4: Group Work	10.13	1.17	9.50	2.34	10.32	1.68	9.58	2.34
C5: Career Development	12.13	1.05	10.10	2.57	12.11	1.91	10.23	2.57
C6: Assessment	8.38	2.60	8.16	2.58	8.43	2.53	8.22	2.57
C7: Research and Program Evaluation	9.38	1.11	7.64	2.82	9.07	1.7	7.22	2.81
C8: Professional Orientation and Ethical Practice	10.25	1.56	8.96	2.54	10.68	1.93	9.05	2.54
Overall	87.00	4.50	75.11	14.19	86.54	9.48	75.76	14.28

020 Criminal Justice, BS

Analysis and Findings

The data points that stood out in this year's assessment include the number of students who passed the course. The scores on the ACAT have improved over time, however some students do not take this exam seriously. That said, we believe the ACAT is an accurate measure of our students' learning. Important to note, our course grade distribution is higher than normal. Other data that is used to support this outcome is assignments and internal projects of the required core areas of the criminal justice bachelor's degree program.

Planned Response

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 ACAT. Also, we want to make the ACAT count as part of the students' course grade.

023 Early Childhood Education, BSED

Analysis and Findings

1. Analysis of assessment data indicate that 91 percent of Early Childhood teacher candidates meet the criteria for understanding the developmental period of early childhood from birth through age 8 across developmental domains.
2. All Early Childhood teacher candidates meet the criteria for understanding that successful early childhood education depends upon educators' partnerships with the families of the young children on the Professional Dispositions and Habits Inventory (PDHI) administered by their Pre-I Instructor. Data analysis from the Family Engagement Plan rubric reveals a disconnect between teacher candidates' analysis and application of Bronfenbrenner's Ecological Systems theory which is pivotal to the assignment. Additional time will be spent in the future to give candidates a deeper understanding of this theory and how it can be used to gain a deeper understanding of children in their classroom.
3. Data analysis of the Lesson Plan rubric finds that 95 percent of Early Childhood teacher candidates successfully understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. In addition, data analysis of the ECERS rubric indicates that 91 percent of Early Childhood teacher candidates successfully understand that the primary purpose of assessments is to inform instruction and assist with planning in early learning settings.
4. Data analysis of the Lesson Plan grading rubric finds that 95 percent of Early Childhood teacher candidates successfully understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. In addition, 100 percent of Cooperating Teachers who completed the Teacher Preparation Exit Survey indicated that the Early Childhood teacher candidates they were evaluating, understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. Data from the Teacher Preparation Exit Survey are viewed as particularly meaningful because they come from professionals outside of the teacher education program.
5. Data analysis of the Lesson Plan grading rubric finds that 95 percent of Early Childhood teacher candidates successfully understand that early childhood educators have knowledge of the content of the academic disciplines and of the pedagogical methods for teaching each discipline. In addition, 100 percent of Cooperating Teachers who completed the Teacher Preparation Exit Survey indicated that the Early Childhood teacher candidates they were evaluating are successfully applying specific early childhood knowledge, skills, and dispositions they have learned to their teaching practice. Again, data from the Teacher Preparation Exit Survey are viewed as particularly meaningful because they come from professionals outside of the teacher education program.
6. Data from the Ethical Analysis grading rubric indicate that 84 Percent of Early Childhood teacher candidates are able to identify and participate as a member of the early childhood profession, serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. In addition, data from the Involvement in Early Childhood Field Checklist Reflection grading rubric indicate that 89 Percent of Early Childhood teacher candidates are able to identify and participate as a member of the early childhood profession, serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession.

Planned Response

Teacher candidate assessment continues to be a priority and faculty are focused on implementing specific strategies to assist current and future teacher candidates in developing a deeper understanding of how the environment affects children's development and learning.

023 Elementary Education, BSED

Analysis and Findings

Provide the findings and an analysis for each program outcome assessed in AY21/22. This information will be included in the annual report on student learning submitted to the Oklahoma State Regents for Higher Education.

The ELED program has been documenting the data from our pandemic teaching in comparison to the post pandemic data results. In ELED 4343 there were two areas that were not met before revisions within the Tahlequah sampling. The READ 4063 sampling on the Tahlequah campus also had a few criterion areas that were below 3.0 before revisions. The Tahlequah group of students is smaller and this could have an impact as well as the time of year. Last spring, we had a few snow days which interfered with the key assessment information. This could have been one reason for the lower score on a few criteria within the data collection.

The analysis of the criterion allows us to review our course content and make decisions based on how to improve both instruction and our support of students. In the end, students are able to review their key assessments and make any needed adjustments to earn a 3.0 on their assignments. As faculty in our ELED 4343 course, we will utilize a peer review process to support the first submission of the key assessment. This is in response to Broken Arrow students being able to achieve a 3.0 the first submission.

Planned Response

The ELED program has been exploring the format of our courses and how to best meet the needs of our students. After the pandemic experience and many courses being placed onto a VCM or digital format, it has caused us to pause and analyze the learning outcomes for students and if our courses being in a more digital format will be as meaningful as a face-to-face experience.

As our ELED program transitions into sending our data to the State of Oklahoma for accreditation instead of sending our data directly to CAEP, we also have explored each data collection piece and impact. Our ELED program now has a shift in the importance of PPAT and OSAT scores for our accreditation process. With this in mind, we have analyzed our courses and the data collection methods to determine if we are choosing the best data collection pieces for the ELED program. Our future plans will be to analyze the data from the State of Oklahoma's revised ELED OSAT exam to determine if our coursework is not only preparing our future educators in an effective way but also if our content focus is supporting the ELED OSAT and PPAT.

In response to the need for more clear and specific course descriptions for our ELED 4363 (math numbers and operations) and ELED 4214 (earth and space science), we have proposed a course description alteration at the program, department, and now is moving forward at the college level. The new description will not impact the student learning objectives or the course content, but will provide a more detailed way for students to select the best courses for their needs. We are hopeful this change will occur and that the regents will approve of our new course descriptions.

Our ELED program has also determined that new legislation for alternatively certified ELED teachers will open up an opportunity for ELED graduate level coursework. In response to this need, we have designed a detailed proposal to add an ELED graduate level cognate to provide specific coursework for classroom management, child development, math, reading, and professional studies within our education leadership program. This proposal is currently being reviewed at the department level.

028 English, BA

Analysis and Findings

General performance across all points of assessment indicates that faculty are delivering content and students are engaging appropriately based on available assessment data. The number of marginal positives or slightly below target outcomes, in this cycle as indicated in item 7 (ENGL 4793), indicates a need for additional emphasis on critical evaluative and theoretical skills in foundational content classes (internal adjustment to be undertaken FA22) and possible realignment of scope and sequence to allow additional preparation or intermediate assessment to better track student progress. Additional waypoint assessment courses were added to the matrix to refine assessment FA22 as the assessment cycle was half gone once consensus was reached on appropriate course-level assessments in the 21-22 AY.

Planned Response

Using ENGL 2001 and ENGL 4992 as the anchor courses for overall student performance throughout the major is an effective tracking and assessment protocol based on recent reporting and demonstrated student success. Additional midpoint assessment points will be added moving forward to better track student matriculation and verify mastery of student learning outcomes to inform future curricular decisions and assist in interventions where necessary to insure student success. Data for mid-major performance at a granular level is still insufficient in the current matrix but the addition of ENGL 3883 and ENGL 4363 as midpoint assessment courses will allow for additional scrutiny of critical SLOs prior to degree completion.

029 English, BAED

Analysis and Findings

OSAT: The program has sought improvement in candidate content knowledge by offering more intentional OSAT preparation opportunities. Prior to Fall 2020, the lowest subarea for the program for the OSAT used to be V. Constructed Response. Since the last SPA review in 2019, the program has provided more 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," especially within the required ENGL4123- Advanced Composition for Teachers course where candidates practice "assessing student readiness for a standards-based learning goal for English language arts content, including how to identify potential and apparent student difficulties" (OSAT Competency 20). In the past four years, this effort has shown to be successful with improved scores in Subarea V. increasing each year from 2017-2022. From Fall 2020-Spring 2022, only three candidates did not accomplish a score of "246+."

RUBRICS: Teacher candidates are required to score a minimum of "3 - Meeting Expectations" on EACH INDICATOR of the rubric, or revise and resubmit the work for rescoring until achieving this score. The instructor provides Guided Support during the Assessment to ensure that candidates are on task and are demonstrating assessment expectations in process. Candidates are provided multiple opportunities for revision before the Final Assessment Rubric score is assigned. In addition, Assessment templates are set up in a way that ensure clear alignment to NCTE standards and elements in order to maximize student guidance and support.

Planned Response

COE PRAXIS: To provide more opportunities for candidates to engage with Content Pedagogy coursework, the program reduced the total number of required elective hours (from eight to three) in Fall 2020. This reduction in electives (which cannot be assessed for program review) allows for the creation of the two one-hour content-pedagogy focused courses (ENGL3501- Critical Issues in English Education &

ENGL4501- Capstone in English Education). In addition, the elective: ENGL4903- Social Justice Literacies has now become required, so it can be also be used for assessment purposes (which will be especially helpful with implementation of the 2021 NCTE standards which focus on anti-racist instruction) without increasing the required hours of the major.

030 Finance, BBA

Analysis and Findings

We made changes in the areas of regulations and tax concepts where students struggled. There were two students missing Fin 4233- SL03 this year as well as last year. The percentage of students passing SLO3 was slightly but not significantly better (from 83% to 87%) due to the low sample size. When we checked the results of Fin 3213 SLO-1, there were 38 versus 30 students missing this year compared to last year. The pass rate of students dropped from 85% to 79%.

Overall, majority (91% vs. 93% from last year) of the students are very successful achieving the financial management outcome (objective#1) except for this area. The other nine areas where passing rate dropped insignificantly from last year's results was caused mainly by one student. 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.

Planned Response

We are going to encourage faculty members to focus more on the concepts related to impacts of taxes. We will also observe the classes to see if any students are falling behind.

030 Finance - Financial Management option, BBA

Analysis and Findings

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Overall, majority (91% vs. 93% from last year) of the students are very successful achieving the financial management outcome (objective#1) except for this area. The other nine areas where passing rate dropped insignificantly from last year's results was caused mainly by one student. 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.

Planned Response

We are going to encourage faculty members to focus more on the concepts related to impacts of taxes. We will also observe the classes to see if any students are falling behind.

030 Finance - Financial Planning option, BBA

Analyses and Findings

The overall passing rate is below what was observed in the past on the multiple-choice portion, but similar on the summative/comprehensive case assessment. The number of students has decreased in total. The students did very well in their performance on the comprehensive case but not as well on the multiple choice which is designed similar to the CFP Exam® which is more of a graduate level exam requiring extensive test prep prior to successful completion. The focused nature of both the students and the curriculum is geared to career specific teaching, therefore the project is more reflective of real-world knowledge than a timed exam.

The overall assessment results of the financial planning program met expectations in the assessment areas when considering the two sources of assessment (exam and project). The results are reflective of

students' knowledge and skills.

Planned Response

We are going to encourage faculty members to focus more on the concepts related to impacts of taxes. We will also observe the classes to see if any students are falling behind.

036 Geography and Sustainability Studies, BA

Analysis and Findings

For the first time students completed our Capstone course that was implemented in 2020. From this very limited dataset, it seems students might need more experience with writing and incorporating quantitative data into their papers. As faculty we are aware of students' lack of experience and apprehension regarding using and understanding applied statistics. We definitely need additional student completion of the capstone course.

Students completed an exit survey. With more students completing the capstone course in the next few years, the survey data will be very helpful in our course rotation and course delivery methods.

Planned Response

Future plans are to continue to collect more student data in the upcoming academic year so that these new assessments will provide a more concrete view on student learning than previous assessments.

It was unfortunate that one of the two students did not submit a resume or job search plan, which are both part of the capstone. These were added to our capstone in hopes of getting students on the right track for finding employment after graduation. Emphasis will be placed on submitting these in the next academic year with explanation of their importance to student success.

040 Health and Human Performance, BS

Analysis and Findings

Overall, these 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.

One area where student scores went down was in program student learning outcome number 2, (DOE 3.1. Explain the boundaries and major areas of specialization within the major). A grade analysis on the Final Exam Objective in the course HED 2254: Human Anatomy and Physiology was used to assess the student learning. The number of students achieving a minimum grade of C decreased from 100% to 61%. This may be attributed to going back to in person exams. Spring of 2022 was the first semester that students had to take in person exams in that class rather than online exams due to distance learning. However, scores on one assessment for the same program student learning outcome increased. The scores on the HED 4363: Kinesiology- Biomechanics Lab Report assessment went up considerably since the last report. This may be due to the move back to in person classes. The face to face instruction may have improved overall learning and scores on that section.

There was also improvement on program student learning outcomes 5 and 6. For SLO 5, the scores on the HED 2212: First Aid/Responding to Emergencies- Final Exam Objective Test increased. For SLO 6, the scores on the HED 4363: Kinesiology-Kinesiological Analysis/Research Assignment increased. This may also be due to the move back to in person classes. The face to face instruction may have improved overall learning and scores on those sections.

Planned Response

Overall, the majority of students did well in the program courses by meeting or in most cases exceeding the program's 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:

61% of students (i.e., 47 out of 77) in the course achieved a minimum grade of C on the final exam. Though, only one student did not pass the class with a C or higher. Regardless, we will work on figuring out why the outcomes are slightly lower than expected and make changes to improve overall student performance on the exam and in the course.

041 Health and Physical Education, BSED

Analysis and Findings

PETE Standard 1 - Content and Foundational Knowledge (common and specialized content)

PED 4313 - The scores improved on the administrative handbook assignment due to some adjustment of the assignment and allotted more time for the assignment.

PED 4452 - Scores improved on scope and sequence of physical education due to added resources from SHAPE America.

PETE Standard 1 - Content and Foundational Knowledge (scientific and theoretical foundations)

HED 2254 - Scores improved for this assessment but could be due to 2 students repeating the class and the HPE faculty adjusted the assessment measure to overall grade as opposed to the grade on the final exam.

HETE Standard 1 - Demonstrate knowledge in multiple health content areas.

HED 3353 - Scores dramatically improved in this course, this is a relatively new course with only three semesters of data. Students are more aware of the content of the course.

PED 4452 - Scores improved on scope and sequence of health due to added resources from SHAPE America.

PETE Standard 2 - Skillfulness in health-related fitness.

All PED course scores with standard 2 remained strong. These courses make up the data for two of the seven assessments in the PETE Program Review with SHAPE.

PETE Standard 3 - Planning and implementing.

Three of the four PED course scores with standard 3 were lower this year. We have adopted the CAEP lesson plan form and began assessing students on the full lesson plan for the two introductory courses. This was changed in order to introduce the students to the full lesson plan and what is expected of them for their upper level courses. The change was due to the low scores on lesson plans in the upper level methods courses PED 4513 and PED 4612.

HETE Standard 2 - Construct performance-based objectives.

All courses and assessments aligned with HETE St. 2 were similar to the previous year.

PETE Standard 4 - Instructional delivery and management.

All courses and assessments aligned with PETE St. 4 were similar to the previous year. The HPE program uses a lesson observation rubric designed from the PETE standard components, not the lesson objective rubric designed by the College of Education.

PETE Standard 5 - Assessment of student learning.

All courses and assessments aligned with PETE St. 5 were similar to the previous year.

PETE Standard 6 - Professional responsibility.

All courses and assessments aligned with PETE St. 6 were similar to the previous year.

Planned Response

Current-Changed the assessment measure for HED 2254 - the HPE faculty felt the final comprehensive assessment was not appropriate for the HPE majors and chose to use an overall grade for the course. Although scientific and theoretical knowledge is important the HPE faculty felt it was too heavily weighted.

Implemented PPAT Task 2 into PED 4223, Measurement and Evaluation, PPAT Task 4 into PED 4612 Secondary HPE, and the lesson plan for PPAT Task 3 into PED 2212, 2222, 2252, our techniques of teaching courses.

Incorporated PETE rubrics from program review into the methods and assessment courses. The rubrics created for program review to meet PETE standards 3 & 5 components are used for our candidates during their full internship to assess their assessment, lesson, and unit plans. We already incorporated the PETE rubric for standard 4 into our methods courses.

Future - added lab hours for PED 4662 Teaching Adapted Physical Education in the fall and plan to add the same experience for courses PED 2212 & 2222 in the spring. We were able to secure time with the adapted physical education class at Tahlequah Middle School for immersive learning opportunities.

Program modification - addition of a new course, Health and Wellness of the P-12 Learner. This is a new course designed to improve OSAT scores in subareas 1, 4 & 5. We currently do not have a course aligned with several of the competencies in these areas.

Establish new opportunities for assessments to meet standard 6 for program review in the future. This is an area of concern for the HPE faculty, we struggled for assessments to meet standard 6, mainly relying on our mentor teachers assessing our teacher candidates during their full internship. We continue to encourage our students to attend our state conference every fall but due to travel and finances we struggle to be represented at the conference.

041 Health and Sport Science, MS

Analysis and Findings

Overall, these results are similar to the past results. Student learning outcomes in each area showed that most HHS graduate students met the criteria for the performance target. Students demonstrated the below target performance in MGMT 5243. There was an issue with the instructor last spring semester. This would affect the student performance. In addition, 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' beliefs about SLOs.

Planned Response

We will continue to do these assessments in the same way. As for SLO 3, we will add another method to evaluate SLO 3. The method will be the capstone writing. This would enhance the ability to evaluate the students' performance for SLO 3.

042 History, BA

Analysis and Findings

Student performance on the HIST 1493 Pre/Post-Test in 2021-22 maintained the significant improvements seen during the previous academic year. Out of 240 students who completed the assessment, 213 (88.75%) met the performance target, up slightly from 86.5% in 2020-21. During 2019-20 and 2018-19, by contrast, 43.5% and 34.3% of students respectively met the target. This change coincides with the deployment of a new assessment instrument during 2020-21, suggesting that the improvement in student performance likely resulted from the Post-Test more accurately measuring what

is taught across the different sections of 1493. It is possible that a renewed faculty commitment to covering shared core content and to incentivize completion of the assessment tool also played a role.

Students in HIST 1483 performed worse on Post-Tests intended to measure Program SLOs than students in any other History survey class, continuing a trend of at least two years. Out of 277 students who completed the assessment, 150 (54%) met the target. This data is especially disappointing as teaching faculty followed the same process that led to improvements in student outcomes on the Post-Test in HIST 1493: development of a new assessment instrument intended to measure more accurately what is taught across multiple sections and a renewed faculty commitment to covering shared content.

Planned Response

The History department will continue to monitor assessment outcomes on the HIST 1493 Post-Test to see whether students sustain this level of performance across sections. Program chair will meet with all faculty who teach sections of HIST 1483 prior to the Fall 2022 semester to discuss the assessment outcomes and possible solutions, including ways to incentivize students to perform to the best of their ability on the Post-Test.

047 American Indian Studies, BA

Analysis and Findings

AIS/ANTH 2223:

Fall 2021 & Spring 2022

NAGPRA Essay (10 points): n = 41

1.89% (36/41) of respondents scored competent to proficient for entire assignment

In 2021-2022 there was significant improvement in student performance from Fall to Spring on this assessment. Students in both classes were able to discuss NAGPRA and explain intra- and inter-tribal differences in their response to NAGPRA. The Spring class was an honors course and this explains the higher rate for response to the assignment and the increased levels of comprehension of material.

AIS/ANTH/SOC 3453:

Assessment is based on one class:

Fall 2021

Culture Area Essay (20 points): n = 18

1.78% (14/18) of respondents scored competent to proficient

2.83% (15/18) of respondents scored competent to proficient

3.83% (15/18) of respondents scored proficient

4.83% (15/18) 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, as demonstrated by the fall 2020 class, which performed much better than the 2019 class and comparable to the 2020 class. In 2019, 43% of the class had issues defining "culture area" and this improved in 2020 to 84%. A culture area is "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. Overall, 83% of the 2021 class scored competent to proficient for the entire assignment, compared to 43% for the 2019 class and to 84% of the 2020 class.

AIS/ANTH/SOC 4153:

Spring 2022

Skull Wars Essay (25 points): n = 13

- 1.100% (13/13) of respondents scored proficient
- 2.77% (10/13) of respondents scored proficient
- 3.85% (11/13) of respondents scored proficient
- 4.85% (11/13) of respondents scored proficient
- 5.77% (10/13) of respondents scored proficient
- 6.77% of respondents scored proficient for entire assignment

Though 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. I believe this is an issue of student procrastination.

Planned Response

This is a transitional year as the instructor for these courses retired at the end of the Spring 2022 semester. As new instructors begin teaching these courses we will revisit the assessment methods.

050 Media Studies, BA

Analysis and Findings

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 program has partnered with Workforce Tulsa to create a more intense media internship experience.

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.

Planned Response

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 have developed a master's in public relations, which is live as of fall 2022. The media studies advisory board advises faculty on industry trends and curriculum changes that need to occur within the program so curriculum is aligned with industry expectations.

The media studies faculty have begun a search for an instructor of media studies and an assistant professor for the MA in public relations.

052 Leadership, MS

Analysis and Findings

As a program we are reaching our 80% goal. We continue to meet the 80% program goal. The results are an accurate measure.

These questions will be addressed during the academic year 2022-23:

Review assessment data and curriculum to make needed adjustments.

Review of assessments since SLO's have been adjusted.

Planned Response

Since the SLO's have been adjusted, the leadership faculty will be working on redeveloping key assessments to obtain a better picture and make more informed decisions.

054 Management, BBA

Analysis and Findings

SLO1: For 2020-2021, students who obtained a score of 2 or 3 from Chalk & Wire were considered to have met or exceeded expectations. To assess this SLO, there are eight criteria assessed from MGMT 3183. Fall and Spring number of students were combined (added the n's) and totaled the percentages of students who met or exceeded the expectations (score of 2 or 3) for this SLO under each criterion. Because there are eight criteria for this SLO a 12.5% weight was then assigned. Once this was calculated (12.5% multiplied by the total percent for each criterion), the weighted scores were totaled. Based on this interpretation 2020-2021 data show that 93% of students met or exceeded the expectations for this SLO. For 2021-2022 the data showed that 92.875% of the students met or exceeded the expectations for this SLO. It appears that the eight criteria used to assess this SLO is an accurate measure of the student's knowledge and we will continue to use the assessment measure.

SLO2: Students who obtained a score of 2 or 3 from Chalk & Wire were considered to have met or exceeded expectations. To assess this SLO there are four criteria assessed from MGMT 3323. Fall and Spring number of students were combined (added the n's) and totaled the percentages of students who met or exceeded the expectations (score of 2 or 3) for this SLO under each criterion. Because there are four criteria for this SLO a 25% weight was then assigned. Once this was calculated (25% multiplied by the total percent for each criterion), the weighted scores were totaled. Based on this calculation for 2021-2022, only 22.5% of students met or exceeded the expectation for this SLO. 2020-2021 data showed that 37% of students met or exceeded expectations for this SLO, meaning students underperformed by 14.5% from 2020-2021 assessments. This SLO has not been met since 2019. It is recommended that this assessment instrument is evaluated to make sure it is measuring the correct information.

SLO3: 2020-2021 result showed that 96% (n=23) of students met or exceeded expectations for this SLO. For 2021-2022 there were 34 students assessed, this is still considered a low n. For 2020-2021 the concern was the small number of students being sampled (n=23), for 2021-2022 there was a slight improvement as n=34. However, this is still a very small sample to be confident that this instrument is accurately measuring proficiency for this SLO. In 2021-2022, 98% of students met or exceeded this SLO, the faculty will continue to ensure students are developing team skills and work to make sure all students in this course are assessed.

SLO4: For 2020-2021 a different assessment was used to determine human resource proficiency. For 2020-2021 82% and 76% respectively met or exceeded the expectations for this SLO. A new HR assessment instrument was introduced in 2021-2022 that measures ten areas of HR proficiency. For fall 2021, there was no data collected as the instrument was still being developed. For spring 2022 66 students were assessed. Students who obtained a score of 2 or 3 from Chalk & Wire were considered to have met or exceeded expectations. To assess this SLO there are ten criteria assessed from MGMT 4113. Fall and Spring number of students were combined (added the n's) and totaled the percentages of students who met or exceeded the expectations (score of 2 or 3) for this SLO under each criterion. Because there are ten criteria for this SLO a 10% weight was then assigned. Once this was calculated (10% multiplied by the total percent for each criterion), the weighted scores were totaled. For 2021-2022 79.6% of students met or exceeded the expectations for this SLO. We will continue to use this assessment instrument and expect a larger n for the coming assessment period.

Planned Response

SLO1: The content and textbook in this course truly assess what students need to meet this SLO. It is

recommended that this assessment continue to be used for this SLO.

SLO2: Rubrics, textbooks, and course content were reviewed for consistency in 2019-2020. This SLO has been weakly assessed for the past three academic years. It is recommended that faculty is trained on this particular assessment or that the course for assessing this SLO is changed.

SLO3: Percentagewise the outcome for this assessment is excellent, however, the number of students being assessed needs to be improved. We are pleased with this outcome and will work to keep the current trend.

SLO4: For 2021-2022 a new HR assessment was used. The criteria in this assessment are consistent with industry expectations for graduating students. It is recommended to continue using this assessment for measuring proficiency in the area of human resources.

055 Marketing, BBA

Analyses and Findings

With reference to the item number 1 in the tabulation, performance has been exceptionally good and as such, there are no weak areas. However, improvement is needed regarding understanding of marketing opportunity analysis; distinction and marketing differences for goods vs services. It is recommended that this be done via additional lecture and learning exercises. It is recommended that department faculty seek immersive learning opportunities to help embellish the learning outcomes within this domain. There were fewer participants within the spring semester due to faculty reorganization.

With reference to the item number 2 in the tabulation, performance has improved significantly and 97% of students met or exceeded expectations. Additional instructions were given to instructors in these areas of (1) personal selling, and (2) IMC thinking, which led to stronger student results. It is recommended that more pedagogical emphasis be placed in the following areas: digital marketing mix, media effectiveness and measurement.

With reference to the item number 3 in the tabulation, there continues to be strong student performance at 94%. Students have done well in the area of pricing, and it has continued to be an area of improvement. Faculty plan to discuss how to facilitate a greater understanding of external environmental analysis within this class. The quality of results remains constant.

With reference to the item number 4 in the tabulation, performance has improved. The percentage of students who have satisfied overall performance has decreased from 89.9% to 82% since the last reporting period. No specific areas of deficiency were identified. Based upon the data, it is recommended that more focus be placed on external influences -identification and impact on consumer behavior. This is being communicated to instructors, with a plan to focus on the development of student exercises focusing on external influences. With reference to the item number 5 in the tabulation, the sample size remains small (N=14) during this period of COVID 19 has led to unreliable responses. However, performance improved significantly from 44% to 77.6%. Formulation of null and alternative hypotheses; all areas related to the analysis of regression statistical output (dropping variables, p values, R Square). Qualitative research seemed fine and quantitative weak.

Planned Response

The Faculty are making no changes.

056 Business Administration, MBA

Analysis and Findings

SLO 1 – The results exceed our performance target. Each year for the last three years, there has been a

gain in the percentage. It is a slight gain, but gain nonetheless. Due to the nature of the class, we may need to determine if the course needs some more depth or level of difficulty. However, we are satisfied that our current program is adequately covering this SLO.

SLO 2 – The results are consistent with the last 6 years of results. The instruction and rubric for this assessment are very clearly outlined, covered, and discussed. We are satisfied that our current program is adequately covering this SLO.

SLO 3 – In the previous year, we had incomplete data due to a new faculty assignment and they did not administer the assessment. However, this year, we were able to collect both semesters. Results indicate that we are on par with our expectations. We are satisfied that the current program is meeting our goals with this SLO.

SLO 4 – For this SLO, only Fall 21 data was collected. Continuing from last year's results, we are still experiencing issues with data collection. Even though the results that were collected are definitely consistent with our expectations, we need to include all semester information to get a complete and accurate assessment of this outcome. We are not satisfied that our current program is fully covering this SLO.

SLO 5 – This result is acceptable. This result is consistent with the last 6 years results. Due to the nature of the assessment and its complexity, the performance target is set lower than other outcomes. We are satisfied that our current program is adequately covering this SLO. Since this is an external and nationally normed score, we want to make sure we continue to perform well.

Planned Response

Overall, we are very pleased with the results of this year's assessment. All measured SLO's were above our acceptable levels. We are concerned that collection of data is not consistently done for all sections of the class for SLO 4. This deficiency should be rectified in coming years with better discussion and connection with the assigned faculty. Upon performing this evaluation of results, we have found that we need to revisit some of our outcomes and discuss the criterion for each. In addition, we will be looking at the outcomes and what courses will be included in the assessment. Finally, even though the results show satisfactory achievement of the outcomes, we plan to discuss whether the performance targets are adequate or need to be more rigorous to push students toward higher level skills.

057 Mathematics Generalist Option, BS

Analysis and Findings

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.

Planned Response

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

057 Mathematics Education Option, BS

Analysis and Findings

The only challenge appears to be students passing the Advanced Math OSAT. Students have performed well on the other assessments, namely all students passing the remaining assessments

Planned Response

We will try to develop more OSAT reviews in a course or material on our website, in order to increase the pass rate for Math Education students taking the Advanced Math test.

058 Mathematics Education, BSED

Analysis and Findings

Assessment results appear to be consistent over time and accurate measure of students' knowledge and skills.

One change that we are seeing is more diversity with regard to 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 able to flexibly 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.

Planned Response

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 in April 2022 (strategic plan meeting) to plan and guide for fall 2022.

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. Following a curriculum change related to Math 5992, this course is now a variable credit course MATH 5990. This will allow students to split up their work over more than one semester if they wish to do so.
- 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.

060 Music-Performance option, BA

Analysis and Findings

We are pleased with the results of the juries and recital assessments. Students enrolled in the academic courses show great dexterity and success with a 100% pass rate for each Student Learning Outcome assessed.

Planned Response

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

sophomore retention report are shared among music faculty to track progress in music courses and remediate deficiencies. Each faculty member identifies and reports at-risk students. The Department of Music might expand the retention report to include upperclassmen as well.

060 Music-Jazz Studies and Commercial option, BA

Analysis and Findings

We are pleased with the results of the jury assessments. The 100% pass rate achieved for juries reflect the hard work and quality of instruction that students are receiving as part of the Jazz Studies and Commercial music program. Students enrolled in the academic courses show great dexterity and success with a 100% pass rate for most Student Learning Outcomes assessed.

Planned Response

Assessment methods are appropriate, align with industry and accreditation standards. A freshmen and sophomore retention report are shared among music faculty to track progress in music courses and remediate deficiencies. Each faculty member identifies and reports at-risk students. The Department of Music might expand the retention report to include upperclassmen as well.

060 Music-Business option, BA

Analysis and Findings

We had one student successfully complete his Saxophone jury with a final grade of an 'A.' With a sample size that is so small and with so few of the student learning outcomes being assessed, I am hesitant to make any further assessments or draw conclusions.

Planned Response

Assessment methods are appropriate, align with industry and accreditation standards. A freshmen and sophomore retention report are shared among music faculty to track progress in music courses and remediate deficiencies. Each faculty member identifies and reports at-risk students. The Department of Music might expand the retention report to include upperclassmen as well.

060 Music - Musical Arts option, BA

Analysis and Findings

Average of the final written exam was 80%. 9/10 students completed the final exam. The one student that did not complete the Final Exam, also did not pass the class. With a sample size that is so small and with so few of the student learning outcomes being assessed, I am hesitant to make any further assessments or draw conclusions.

Planned Response

Assessment methods are appropriate, align with industry and accreditation standards. A freshmen and sophomore retention report are shared among music faculty to track progress in music courses and remediate deficiencies. Each faculty member identifies and reports at-risk students. The Department of Music might expand the retention report to include upperclassmen as well.

062 Music Education, BME

Analysis and Findings

In Music Theory, students are assessed upon audition and entry into the program. The results indicate that students are better prepared 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. There was a 75% pass rate of students enrolled in MUS 1003 over the summer of 2021. 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, recital assessments, the second sequence of music theory, Music History III & IV, Instrumental pedagogy and Music and Arranging.

Planned Response

Assessment methods are appropriate, align with industry and accreditation standards. A freshmen and sophomore retention report are shared among music faculty to track progress in music courses and remediate deficiencies. Each faculty member identifies and reports at-risk students. The Department of Music might expand the retention report to include upperclassmen as well.

069 Political Science, BA

Analysis and Findings

Fall 2022 F2F and Spring 2022 F2F classes had fewer students in seats and the percentage of students over 80% and the percentage of students achieving over 90% of the Post-Test was flat compared with the 2020-2021AY. The differences between the Pre-and Post- Tests results run between 3% and 10% improvement across all classes.

More students took the Post-Test over the previous year. Those taking the Pre-Test but not the Post-Test were not included in the calculation, even though we conclude that most of these students would have either improved or stayed the same. The online classes also had fewer students, but their outcomes were still over 90% making a B or better on the Post-Test, and slightly more than half made 90% or better.

These tests are not good assessments of what our students know and can do at the end of the semester. We are not in agreement on what else could be done. I believe that a writing assignment engaging critical thinking about the American governmental system, graded with a rubric, would provide a better instrument to assess knowledge. Further discussions are needed. The department should locate how other state-system universities assess their basic American Government courses.

In International Relations and Comparative Politics fewer students took these courses than in previous years. Over half of the students completed 80% or better, while the other few simply did not submit all of the work due or take the Post-Test, or in Comparative, did not complete the assessment.

Planned Response

No changes currently in place or planned for the American Federal Government.

No changes were made in IR or CP over the format used during the virtual classes during the pandemic.

072 Psychology, BA

Analysis and Findings

The overall z- score for all 6 areas of the ACAT was -.45, which represents a percentile score of 33%. 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 33% of the sample. The average z-scores for all 6 content areas were also within 1.00 standard deviations of the mean (represented by a z-score of +/- 1.0). z-scores for these 6 individual content areas (Developmental, History & Systems, Personality, Physiological) ranged from +.34 to -.62. The lowest z-scores were for Statistics (z = -.62) and Experimental Psychology (z = -.53). These 2 classes are the ones that our students struggle the most with.

Overall, 31 students (28%) 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 (.02%). 7 students had a z-score above +1.0 (.06%) which means that their scores were more than 1 standard deviation above the average score for the reference group. Thus, 73 students (66%) had

scores within the target range of 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 overall. They scored above the national average for 1 of the content areas (History $z = .34$). This is consistent with data from previous years and well within the criteria we set. It is our goal that on average our 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.

Planned Response

It appears that we met our target of performance near the national mean on the ACAT.

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 are also planning to gather data from students who take the ACAT regarding their overall grades and who their instructors were in the core classes tested on the ACAT. This will allow us to correlate students' scores on the content areas of the ACAT with their grades and to examine the effectiveness of individual instructors.

Faculty are engaging in ongoing conversations about how we can best assess our program and our students' success.

075 Reading, MED

Analysis and Findings

Data from 2021-2022 course assignment rubrics, along with the employer survey, indicate the overwhelming majority of students demonstrate mastery of each learning outcome to which they align. Data findings from the Reading Specialist OSAT (015) results reveal that our students do not perform as well as this in all subareas. For example, Subarea 4, The Role of the Reading Specialist, is the area where our students scored the lowest overall with only 71% meeting criteria during the 21-22 AY. However, scores in all other subareas equaled no less than 94% of students meeting the performance target criteria.

Further exploration of the results yielded a specific understanding that students needed a deeper grasp of the role of the reading specialist. Subarea 3, Assessment, Diagnosis, and Evaluation, continues to be our candidate's greatest area of strength with all but one student demonstrating mastery. Faculty feel this is attributed to the numerous practical and application-oriented experiences requiring assessments, diagnoses, and plans for instruction embedded within four out of the seven core reading classes.

Other than a slight decrease in Subarea 4, all other subarea scores increased or held steady. Furthermore, faculty 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.

Upon reflection, faculty have agreed to a renewed effort toward strengthening all the subareas through updated modules and text choices as well as multiple opportunities to think critically and plan appropriate, effective literacy instruction.

Planned Response

When comparing 21-22 AY data with 20-21 AY data, we determined that our students, overall, performed better this year in all but one indicator. Results from the employer survey were as high as they were in 20-21 AY, OSAT scores remained stable from last year to this year with all but one of students passing the reading specialist exam, and scores on embedded assignments were as high or higher during the 20-21 AY as well.

Our action plan for the 21-22 AY includes continued 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 students to be successful on the OSAT.

075 Reading Specialist Certificate

Analysis and Findings

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Upon reflection, faculty have agreed to a renewed effort toward strengthening all the subareas through updated modules and text choices as well as multiple opportunities to think critically and plan appropriate, effective literacy instruction.

Planned Response

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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 students to be successful on the OSAT.

080 Social Studies, BSED

Analysis and Findings

There are currently 35 declared Social Studies Education majors in the program. The number of majors has decrease slightly since Fall 2022 when there were 40 declared majors, but the Fall 2022 number represents an increase over Fall 2020 when there were 31. Compared to most other teacher preparation programs at the university, the Social Studies Education number has been more stable; many other programs have seen a more significant drop in declared majors. Oklahoma has been experiencing high teacher demand in recent years, and situation has grown to a crisis level. A lack of certified teachers to fill positions in public schools has led to an increase in participation in Alternative and Emergency Certification programs offered by the state. Offering paths to certification to anyone with at least bachelor's degree, these alternative programs result in decreased enrollments in traditional teacher preparation programs.

Five students completed SOSC4023 (Social Studies Methods for Secondary Teachers) in the Fall 2021 semester. Three of these students completed the full internship during Spring 2022 and graduated that May. The remaining two students will enroll in the full internship during the 2022-23 academic year. On an annual basis, the limited (but steady) number of students in the final year of the program allows the program coordinator, as both mentor and advisor, to provide high levels of support to the graduating students. The success of students in AY 2021-2022, as assessed by learning outcomes above, certainly reflects the low student-to-instructor ratio. Yet, it also reflects the dedication and enthusiasm of those students in preparing for a teaching career.

Planned Response

The priority goals of the current coordinator include:

1. Better coordinating and aligning between the Social Studies Education program and the College of Education: toward this end, the coordinator is working with colleagues in teacher education to streamline program requirements and processes.
2. Recruiting and retaining Social Studies Education majors: toward this end, a new Social Studies education 1-credit course has been approved and entered in the 2022-23 course catalog. Intended for declared Social Studies Education majors but also for those considering the major, the course is designed as exploratory learning and is organized around visits to various sites across Northeast Oklahoma that are relevant to the teaching of social studies. The course is interdisciplinary in structure and initiates earlier student-faculty mentoring. It also connects faculty from across the various NSU departments that educate aspiring social studies teachers to the program. The first offering of the course will take place in Fall 2023.
3. Exploring options for courses to meet the needs of social studies teachers who have entered classrooms via alternative certification routes: these teachers are under obligation to complete course credits hours in order to maintain their conditional certification, and this presents an opportunity for NSU to positively impact the professional development of such educators.
4. Continued efforts to increase interdepartmental collaboration in Social Studies Education at NSU.

081 Sociology, BA

Analysis and Findings

For the 2021-2022 academic year, 12 students were assessed through the professional seminar course. Data points that stood out include the number of students who scored above 70% on the comprehensive assessment exam. During the 2021/2022 assessment, a total of 7 students scored 70% or above on the exam. A total of 1 student scored between 60 and 69% and four students scored below 60%. These scores are slightly (1%) lower than last year's assessment results. The sociology faculty believe these scores are accurate and acceptable. We are pleased with this year's results. Although we consider the exam to be an important measure, we do not consider it the only reflection of students' sociological knowledge. That is, while we would like students to achieve a score of 70% on the assessment exam, there is no minimum score required for students to complete the professional seminar course. Rather, we use the exam to determine student strengths and weaknesses in regard to each core area. We then use that information to assess various learning outcomes and create new strategies for teaching core courses, when necessary. We incorporate several discussion board assignments and now the capstone project. During the 2021/2022 academic year, every student satisfied the discussion board and capstone requirements, demonstrating solid knowledge of the core sociological discipline.

Planned Response

We created a capstone project that give students the opportunity to demonstrate knowledge apart from the assessment exam and discussion board assignments. We will redesign the comprehensive assessment exam to reflect changes in course material and instruction.

082 Spanish, BA

Analysis and Findings

Overall for AY 2021-22:

- The Spanish programs officially had 11 Spanish majors and 2 Spanish Education majors. One Spanish Ed major graduated and one switched to the Spanish major in her last semester. Three of the 12 Spanish majors graduated with a 25% graduation rate.
- The Spanish program had a smaller cohort than normal of students who completed critical 4000 level courses, including the Senior Seminar Span 4951. The students in this cohort have been strong academically and enthusiastic about learning the Spanish language and the three components of our curriculum—culture, literature, and linguistics. Our program has been retaining capable and successful students. We need to work to recruit more majors.

Program Outcome 1: Communicate Effectively in Spanish

- All students at the 2000 level met the initial performance target for oral communication through a speaking exam and a presentation.
- All students in Span 4951 Senior Seminar demonstrated their ability to meet the performance target for written communication.
- Both students in Span 4951 performed below the performance target of Advanced Low on the OPIC speaking proficiency assessment. Both scored an Intermediate High. Both of these students are non-native speakers who have spent some time in a Spanish-speaking country. It is very difficult for non-native speakers to obtain an Advanced Low rating on the OPIC. The ACTFL OPIC is an external assessment developed by ACTFL that measures speaking proficiency in Spanish by generating spontaneous speech samples from the test taker. In our experience, heritage and native speakers are more likely to be rated at the Advanced Low or above proficiency levels. Non-native speakers often are rated as at the Intermediate Mid or Intermediate High levels because it takes many years of study and lots of language immersion to reach Advanced level speaking proficiency.

Program Outcome 2: Apply knowledge of Spanish linguistics and grammar.

- All students met the performance targets in the Span 4123 Advanced Grammar and Span 4573 Survey of Spanish Linguistics courses.

Program Outcome 3: Analyze the linguistic and cultural diversity of the Spanish-speaking world.

- All seven students met the performance target in the Span 3113 Advanced Composition and Conversation I course.
- Six out of the seven students met the performance target in the Span 4213 Culture and Civilization of Spain course. The one student who did not meet the target did not turn in the research paper. This student was a Spanish minor and was less prepared for the demands of the course. The instructor provided extensions and encouraged the student, but the student's attendance dropped, and she failed to complete multiple assignments.

Program Outcome 4: Analyze forms of cultural production of the Spanish-speaking world, such as literary and informational texts, multimedia, and visual productions including films.

- All students met the performance targets in the Span 3123 Advanced Composition and Conversation II and Span 4553 Survey of Spanish-American Literature courses.

Program Outcome 5: Produce formal academic writing.

- All students met the performance targets in the Span 3123 Advanced Composition and Conversation II and Span 4951 Senior Seminar courses.

Program Outcome 6: Interpret the historical and cultural contexts of Spain and Latin America.

- Four out of the five students met the performance target in the Span 3503 Introduction to Hispanic Literature course. The one student, who scored just below 70% on the final exam, performed well on the objective sections of the exam but did not provide all required elements in the short quotation identification essays.
- Six out of the seven students met the performance target in the Span 4213 Culture and Civilization of Spain course. As stated above, the one student who did not meet the target did not turn in the research paper.

Planned Response

- The Spanish faculty will continue to work diligently to develop our students' Spanish proficiency in the four skills (reading, writing, listening, and speaking) as well as their knowledge of the areas of the culture and literature of the Spanish-speaking world and the discipline of linguistics.
- Students who score below the Advanced Low threshold on the OPIC are a concern.
 - Identify evidenced-based ways for non-native speakers to improve their speaking proficiency.
 - Continue organizing structured opportunities outside of class for our students to practice conversing in Spanish. Such as conversation tables and Study Abroad trips.
 - Continue 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, such as conversations with Spanish tutors.
 - Continue to provide targeted, intense practice with speaking and listening in order to help our students be better prepared for the OPIC.
- The Spanish-speaking Fulbright Language Teaching Assistants that worked with our students in recent years improved our students' speaking proficiency measurably. We hope to host another FLTA in the 2023-2024 academic year.
- Last year, we continued to offer free tutoring, including a faculty member who helped upper-division students with their writing. We encouraged students to use this service, and those who did benefited significantly. We will continue to provide these services.
- We plan to make some changes to our curriculum to create a focus on the professional application of Spanish.

- Despite taking on additional courses and responsibilities, we will maintain extracurricular activities that we feel are important to recruitment, retention, and students' language development, specifically the Spanish Club, the Spanish Conversation table, occasional field trips, and the Tau Epsilon chapter of Sigma Delta Pi, the national Spanish Honor Society.
- Finally, we will plan for future study abroad trips that will provide important immersive speaking practice and cultural enrichment for our students.

083 Spanish, BAED

Analysis and Findings

Most of the assessment results are very good, with most students that take the assessments meeting the threshold. One area of concern is 1.3, the Oral Proficiency Interview (OPIC), which only one of the two students passed. However, the student that didn't meet the threshold just barely missed it, and as was seen on the previous annual report, our results for this assessment overall are doing much better than they were before that report. Overall, all of these results are encouraging. 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 continue with the direction in which we are taking the program.

Planned Response

Although quite possibly a fluke in the data, the one missed threshold for the OPIC score for assessment 1.3 is our primary concern from this data. As such, we will redouble our efforts in the following areas:

- We will continue organizing structured opportunities outside of class for our students to practice conversing in Spanish. Such as conversation tables and Study Abroad trips.
- We will continue 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, such as conversations with Spanish tutors.
- We will continue to provide targeted, intense practice with speaking and listening in order to help our students be better prepared for the OPIC.

084 Special Education-Mild/Mood Disorders, BSED

Analysis and Findings

Assessment 1: The special education program faculty reviews OSAT data carefully for use in program improvement decisions. The data indicates that only 36% of special education teacher candidates passed the test. Overall, candidates scored highest in subarea 2, Assessing Students and Developing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs). Scores in subarea 3, Learning across the Curriculum, and subarea 4, Working in a Collaborative Learning Community, were slightly above 240. The data also revealed the lowest scores in subarea 5, the Case Study—Analysis of Data to Identify and Effectively Address Student Needs. Scores are consistently below the 240-pass rate in this area. Since the content of the constructed response prompt is keyed to subarea 3, Learning across the Curriculum, faculty believe the concerns in this area focus more on candidates' abilities to express themselves in writing rather than an absence of content-area knowledge. Therefore, the criterion for this assessment was not met.

Assessment 2: Data was collected from the Fall 2021 and the Spring 2022 semesters. As the summary information of grades in special education content courses indicates, special education teacher candidates demonstrate the most robust performance in foundational knowledge (CEC Initial Preparation 2012 Standard 1) and skills in instructional planning (CEC Initial Preparation 2012 Standard 7). In addition, candidates' grades indicate performance in assessment and collaboration to be scored at an acceptable level. In conjunction with their OSAT scores (Assessment #1), these course grades suggest that most of our candidates are engaged in and gaining a solid content knowledge base. The mean GPA was 3.25. It is essential to note the data for one specific course was not disaggregated by campus or major; all education

majors are required to take the SPED 4433 course. Therefore, the criterion for this assessment was met. Assessment 3: The IEP Case Study criterion for success was met in this reporting cycle. In Fall 2021, 73% of SPED teacher education candidates passed with a minimum composite score of 3 or higher; the criteria for success is 75%. In Fall 2021, 89% of candidates passed with a minimum composite score of 3 or higher; the criteria for success was 75%; this shows a 16% gain from 2020 to 2021. Using descriptive statistics for assessment 3, we infer that the teacher candidates well perceived all CEC standards assessed; CEC Initial Preparation 2012 Standard 1, 2, 4, 5, and 7. CEC Initial Preparation 2012 Standard 3 Scope and sequence of curricular standards were not perceived well by candidates.

Assessment 4: The SPED program now uses the Candidate Preservice Assessment for Student Teachers (CPAST) to assess special education teacher candidates' performance during their full internship. The criterion was met for all areas; 100% of teacher candidates scored a 3 or higher on the assessment rubric with a mean of 3.0.

Assessment 5: The SPED program uses the RTI Case Study for assessment #5. Special Education teacher candidates analyze assessment data, including pre/post assessments and formative assessments, to determine students' progress related to the unit learning goals. The criterion for success was met. 100% of candidates surpassed this goal by achieving a level 3 or higher on the RTI Case Study rubric. 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.

Assessment 6: The data above indicates that the criterion was met, and teacher candidates surpassed the requirements. 99% of special education teacher candidates scored 3 or higher on the FBA/BIP rubric. Please note that data was not collected for the Fall 2021 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 CEC Initial Preparation 2012 Standards assessed in Assessment 7 were well perceived by most of the special education teacher candidates. The data above indicates that the criterion was met, and teacher candidates surpassed the criteria, with approximately 85% of teacher candidates receiving a 3 or higher score. Candidates scored weakest in CEC Initial Preparation 2012 Standard 5.0 Objective(s) written considering individual abilities and needs. 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. 96% of the teacher candidates scored at a level 3 or above indicating that the special education teacher candidates showed a strong understanding of CEC Initial Preparation 2012 Standards 1 Learner Development and Learning Differences, 6 Professional Learning and Ethical Practice, and 7 Collaboration. It should be noted that the course in which this assessment is implemented is an online course. Therefore, the data is not disaggregated amongst campuses since all the students are enrolled in the same course, thus receiving the same rigorous instruction.

Planned Response

Assessment 1: SPED OSAT Review will continue to be offered each semester; special education teacher candidates will be strongly urged to take this review. The SPED program will continue to embed OSAT review into current courses, especially in the area of constructed response, where students score the lowest. Faculty will individually meet with teacher candidates to help tutor them on the constructed response portion of the OSAT. The Special Education program has incorporated more comprehensive assignments into the SPED program that closely aligns with the SPED OSAT competencies. 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 accessible to SPED teacher candidates. In addition, SPED faculty will individually provide explicit instruction and tutoring for students who experience difficulty passing the OSAT. Assessment results will be analyzed each semester; these results will be used to improve candidate performance. Program assignments will be adjusted to support student learning and provide feedback to strengthen teacher candidates' knowledge.

Assessment 2: The majority of special education teacher candidates scored at a grade of C or better in all courses with an overall 97%, exceeding program expectations. If teacher candidates obtain a grade below C in all SPED courses, they will be required to retake the course allowing for remediation of content and application. Not all teacher candidates enrolled in SPED 4433 are SPED majors because this is a required course for all Education majors. Teacher candidates' grades will be used to review the special education core courses. In addition, content area grades will be continuously monitored to ensure a student's GPA is a true reflection of student work.

Assessment 3: Allowing more opportunities for IEP development will ensure students are getting enough practice in writing effective and compliant IEPs. In addition, explicit instruction in CEC Initial Preparation Standards 3: Curricular Content Knowledge and 5: Initial Planning and Strategies will continue to be provided during the 2021-22 AY. Assignments that focus on instruction that address how Special education teacher candidates are directed to modify how they apply their content knowledge based on the student populations of their classrooms and internship placements and how to provide accommodations and modifications when necessary will be reviewed by the SPED faculty and improved. The program will further analyze the criterion requirement, implement instructional changes, and provide explicit directions for teacher candidates.

Assessment 4: The program will further analyze data to identify areas where students struggle the most and implement additional instruction in lesson planning and implementation. In addition, SPED program faculty will provide explicit instruction and remediation, as needed, to ensure teacher candidates gain a strong understanding of assessment techniques.

Assessment 5: SPED teacher candidates showed significant improvement in this assessment compared to last year's data. The program will continue to provide explicit instruction in the area of assessment and instructional evaluation. The assessment criteria will be revised based on this year's data to ensure the assignment is rigorous enough for learning to occur.

Assessment 6: Clearer directions were provided to teacher candidates and a more specific rubric aligned to CEC Standards was utilized during 2020-21 AY; these efforts increased teacher candidates' overall ability to meet the criteria outlined in the assessment rubric. These efforts will continue to be implemented so that candidates will continue to meet levels of mastery outlined by the SPED program.

Assessment 7: SPED program faculty will provide explicit instruction on concepts for this course, especially in the area of objective(s) written while considering individual abilities and needs (CEC Initial Standard 5.0). Remediation in this area of weakness will also be provided. Also, 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: CEC Initial Preparation 2012 Standard 6.4 keeping current with best practices and recognizing professional limitations was an area of weakness for SPED teacher candidates; this will be emphasized when teaching future sections of this course. In addition, this assessment will continue to be implemented and altered based on data analysis and teacher candidate progress monitoring.

085 Criminal Justice, MS

Analysis and Findings

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 26 students took the exam during the 2021/2022 academic year. Twenty-five students passed the exam. This is a success rate of 96%. 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.

Planned Response

We have implemented a curriculum change that went into effect in fall, 2022. We have eliminated the comprehensive exam from our curriculum and replaced it with a capstone course and project. That is, students will no longer complete the comprehensive exam. Instead, they will have the option to complete a thesis or capstone project.

087 Speech and Language Pathology, BS

Analysis and Findings

Students are meeting academic and clinical expectations. These were new outcome measures, so past data is not available. These measurements are not coincidental or limited. These results will be accurate and appropriate, and align directly to the SLP Curriculum as published in the Course Catalog. These measurements confirm faculty knowledge and beliefs. Number of students graduating on time and number of students admitted to our graduate program and number of students completing 25 hours of guided observation.

Planned Response

Ongoing. Faculty responsibilities will be distributed to better utilize time, resources, skills, and availability. School supervisor responsibilities will remain under Assistant Clinic Director

Ongoing. Teaching faculty will coordinate and align all program coursework to strengthen the students' progression of skills and knowledge.

Ongoing. 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.

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

090 Communication Studies, BA

Analysis and Findings

1. Develop different types of oral presentations

-Results indicate that this outcome is being assessed in a variety of ways in a variety of courses within the Communication BA major. Students are meeting this outcome at an average of 95% passing overall. This outcome demonstrates the program's ability to provide expertise in this skill set through achieving this outcome.

2. Demonstrate ability to adapt to mediated communication environments.

-This outcome is measured in a variety of courses within the major and demonstrates student success in meeting the learning outcome. More specifically, a supermajority of students has achieved this outcome in each measure assessed. This data indicates success in the various assessment measures provided.

3. Apply knowledge of relevant communication theories

-Overall, this outcome was achieved by students. A few assessment measures in lower-level major classes indicated less achievement of this outcome, but this is expected as the application of theory is in its introductory stage in this type of course. Additional results from students indicate mastery of this

outcome.

4. Reduce the level of communication anxiety.

-This outcome was measured in one course within the major core courses, which is discussed in more detail below. Overall, students are reporting less anxiety in speaking.

5. Engage in civil discourse in a variety of contexts

-This outcome was overall achieved by students. It is assessed in a variety of measures within the major.

6. Demonstrate awareness of ethical issues

-This outcome was measured in one course within the major, which is discussed in more detail below. Overall, a majority of students met the target goal for this outcome.

7. Formulate a knowledge of effective communication with people of diverse backgrounds and cultures

-This outcome was achieved by a majority of students within the major. A lower number of students met this goal in an assessment measure in the beginning of the semester, but an additional assessment later in the same semester indicated an appropriate number of students achieving mastery of the outcome.

Planned Response

Based on these results, the program plans to review a few outcomes to ensure student success for the next academic year. First, the outcome aiming to 'reduce the level of communication anxiety' is currently assessed only once within the program's core courses but is a major component of all oral presentations within the major, which is assessed heavily. This outcome is also assessed within each major 'option' in various courses, so although it is not represented in this document, the outcome is being achieved within students' major experiences.

This outcome is also achieved by the program through the Public Speaking general education course required for all students, so data for these results can be seen there. Faculty plan to discuss the possibility of implementing a pre/post-test for major students and the logistics of this to determine feasibility.

Next, the outcome aiming for students to 'demonstrate awareness of ethical issues' was assessed within one course in the major. While students achieved this outcome, faculty plan to evaluate if the current coursework is, in fact, achieving this outcome but not being assessed (which is suspected).

Overall, faculty also plan to talk with major students to determine student needs in continuing to achieve program SLOs successfully.

093 Hospitality and Tourism Management, BBA

Analysis and Findings

Overall, our students have consistently met or exceeded learning outcomes. Most of our students do well in our courses. In many of our courses, the number of enrolled students has gone down significantly compared with past academic years. We have addressed enrollment numbers in a curriculum change proposal designed to reinvigorate the HTM program. Oklahoma has a need for hospitality managers, and so this program is, anecdotally, very desired by employers throughout the state and based on assessment results, students who finish our program should be well prepared for the workforce.

SLO 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.

SLO 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.

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

SLO4: Students were assessed in a variety of ways on their readiness to join the hospitality industry. All

HTM students are required to complete a 300-hour internship in the hospitality field.

Planned Response

An advisory board was formed in Spring 2020 and has continued. Based on student feedback and advisory board discussions, we have submitted significant changes to the HTM program and hope they will be in effect beginning with the 2023-2024 academic year. In this proposal, we have dropped the HTM Core from 27 credit hours to 12 and increased the electives from 3 credit hours to 12. We believe this new curriculum proposal will ensure that HTM students are prepared for whichever branch of the hospitality industry they choose to focus their career towards by offering them a well-rounded core and allows them to choose electives that best suit their intended direction. We believe this will be a positive change that will increase student enrollment and engagement in the program.

097 Computer Science, BS

Analysis and Findings

We set the thresholds for introduced at 60%, for reinforced at 70%, and for mastered at 80%. At the beginning of the curriculum, students still have a lot to learn, and the number of weaker students is relatively high. At the end of the curriculum, students benefit from skill and knowledge from previous classes, and weaker students may not have progressed this far.

The results were different from last year. Our students continue to have very good programming skills (goal 2), could benefit from more work with algorithms (goals 3 and 4), and showed improvement in professional presentations (goal 1). The lowest scores were associated with theoretical multiple-choice questions in lower level programming classes, and the instructors will discuss selecting a different set of questions to see if these more closely match the good practical skills our students continue to show. Some data is only collected in one semester. We are now in the second year of a different course rotation, where core courses like Object Oriented Programming, Software Engineering, Database Management, and Data Structures are offered only once a year instead of each fall and spring semester. A few courses, such as Computer Science I and II, continue to be offered twice a year.

The problem of lack of enforcement of prerequisites continues. This is especially noticeable when students take Software Engineering and the Capstone course concurrently, but other courses are also affected. The change in course rotation has exacerbated this problem. We plan to analyze skipping the prerequisites using historic transcript data. The result may be included in next year's report.

Planned Response

- Merge CS3173 Basic Computer Architecture and CS3343 Computer Operating Systems to a single course to make room for an advanced programming course which can incorporate more systematic development
- Remove ENGL 3083 as a required course to make room for an Advanced Computer Algorithms course. Career Services can help students with development of resumes and interview skills, and we can focus more on electronic portfolio development on sites like GitHub. We can also build in more group work using breakout rooms in Zoom sessions.
- Use CS student transcripts, CS roadmap, and CS course rotation to build a predictive enrollment model

102 Social Work, BSW

Analysis and Findings

According to our data analysis for the academic year of 2021-2022, the results indicate that the student assessment outcome exceeded (range from 88% to 99%) the benchmark of 80% in all competency areas across all coursework and field courses. The results are consistent with our faculty expectations for students in obtaining generalist social work practice knowledge through our Bachelor of Social Work Program.

Planned Response

The Social Work faculty will review the course assignments and make any necessary changes to these assignments in an effort to enhance student learning outcomes and performance. This assessment should promote clarity and consistency for the academic year of 2022-2023.

103 School Administration, MED

Analysis and Findings

All program faculty teach with the teaching of mastery philosophy. With that in mind, program projects are aligned to the NELP SPA standards. The program requirements for all projects is that candidates must not receive a rating of “Approaching Standard” on the assessment rubric. This is equivalent to a 0 on a score. The other two parts of the assessment rubric are “Meets Standard” for rating of 1 point and “Exceeds Standard” for a rating of 2 points. The difference in the ratings of a 1 or a 2 is that a 2 indicates the activity was carried out as part of the internship/immersive learning experience. During this time, candidates must take all of their learning in the program up to that point and identify a learning problem in their building and then create a plan to address the problem. The candidates implement their plan during Internship II and discuss the end results at the end of Internship II when comparing the program to the goals identified during Internship I.

As a result of these practices, all candidates work to achieve a 1 on all projects except the EDUC 5953 project and they achieve 2 on that project.

Planned Response

This information will be included in the annual report on student learning submitted to the Oklahoma State Regents for Higher Education. Because the writing portion of the state licensure exam has been very low, program faculty implemented a portfolio project in the EDUC 5503 Educational Statistics course that mirrors the use of data and the essay writing portion of the licensure exam. Candidates continue to revise their project until they receive a rating of 1 on the project portfolio which shows proficiency of the standards being measured with the project.

104 Nursing BSN

Analysis and Findings

Analysis of the data indicates that all benchmarks are currently being met, which is consistent with past results.

Better integration of IPE opportunities during field experiences and regular coursework will result in a more well-rounded BSN-prepared nurse.

Planned Response

Based on student feedback and previous assessment results, a RN to BSN Orientation was created in the Nursing Student Blackboard Organization. These learning modules provide students with a structured orientation to online learning and the nursing coursework to remove barriers such as technology usage and navigating Bb.

Based on student feedback and previous assessment results, a major curriculum change was proposed and approved. This change modified course credit hours to all being 3 credit hours to provide workload consistency for students. The new NURS 5973 Professional Nursing Practice course is a competency-based immersive field experience, which will be used for future program SLO reports. The revised course NURS 4953 Professional Nursing Synthesis will provide a capstone experience and will also be used to measure student achievement of program SLOs.

106 Communication, MA

Analysis and Findings

An analysis of each SLO evaluated within the 21/22 Academic Year:

COMM 2. Explain the boundaries and major areas of specialization within the major

For this program outcome, a majority of students achieved the target. These results indicate students are able to demonstrate knowledge of the purpose of our discipline and how research fits within it.

COMM 3. Properly utilize discipline specific vocabulary

A majority of students met this program outcome. The results of this outcome indicate that students are comfortable with the language and vocabulary used within this field of study.

COMM 4. Demonstrate the ability to effectively use the tools, technologies and methods common to the major

A majority of students achieved this goal. These results indicate that students are able to immerse in the discipline's methodologies and can use tools and technologies within the discipline as needed.

Overall, this data indicates that students are successfully achieving program outcomes.

Planned Response

Based on the assessment results from last year, the faculty evaluated course time lengths (i.e., 16 versus 8-week offerings) to determine if students were successful in one length compared to another as well as student preference. Based on these discussions, the program is working to offer more 8-week courses. In future, faculty are working to focus on more application-based content rather than theoretical to help students see real-world application of the discipline to their career paths.

107 Optometry, OD

Analysis and Findings

Curriculum committee chair, Dr. Alan McKee, presented data regarding trends by discipline for NBEO parts 1, 2, and 3 for the past three years at the all faculty retreat held August 10, 2022. Faculty discussed areas of potential concern as well as disciplines with above average performance.

As a result of the declining Part I board passage rates, the College implemented remediation measures to improve the performance of future classes. An analysis of student academic performance as measured by GPA in the optometry curriculum was found to be highly correlated with past performance of first-time takers on NBEO Part I. These measures included more frequent meetings with current students who had not yet taken NBEO examinations. These meetings, which included faculty, students both successful and unsuccessful in regards to NBEO passage, and representatives of the OAOP, had discussions and meetings regarding study habits and proper preparation for boards. In addition, individual instructors spent time in class discussing proper preparation strategies and self-assessment and awareness of performance and GPA to date in the optometry curriculum and how it potentially affects future board exam passage. Following these measures, the Class of 2022 first-time NBEO Part 1 passage rate from the March 2021 examination administration was 75.86%, and the Class of 2023 first-time NBEO Part 1 passage rate from the March 2022 examination administrations was 78.57%.

Planned Response

The College will continue meeting with 1st, 2nd, and 3rd year students to discuss preparation for NBEO exams and correlation to performance in optometry basic science courses, stressing the need for mastery of this material and early NBEO preparation.

The faculty and admissions committee will continue efforts toward recruitment of highly qualified applicants.

To help attract more qualified students, admissions interviews now conclude with the new 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.

The College will continue with the NSUOCO student interview portion of 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.

The College will continue fundraising efforts for its Building Excellence: A Vision for the Future capital campaign for construction of a new optometry facility. Plans are being finalized with hopes for a spring 2023 groundbreaking. This new facility should help attract highly qualified students.

112 American Studies, MA

Analysis and Findings

Owing 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.

Planned Response

Tracking of thesis and comprehensive examination completion provides general assessment of success in meeting learning objectives.

115 Biology, BS

Analysis and Findings

During AY 2020-2021, we introduced assessments for new learning outcomes that enabled us to gather some data. This is the 2nd year of data collection. A summary of each learning outcome and the resulting assessment is provided below.

PLO1: Demonstrate mastery of biological concepts

More than 90% of students were able to meet the performance target for assessment that was at the introductory level. The overall mean score of the students (151.7) in the Major Field Test in Biology, which was the mastery level assessment for this learning outcome, was above the national institutional mean (150.7); hence the performance target was met.

PLO2: Demonstrate mastery of Cell Biology

More than 90% of students were able to meet the performance target for assessment that was at the introductory level. The overall score of the students (51.3) in the Cell Biology section of the Major Field Test in Biology, which was the mastery level assessment for this learning outcome, was above the national institutional mean (50.5); hence the performance target was met.

PLO3: Demonstrate mastery of Molecular Biology and Genetics

More than 90% of students were able to meet the performance target for assessment that was at the introductory level. 67.5% were able to meet the performance target for assessment that was at the reinforced level. The overall score of the students (56.6) in the Molecular Biology and Genetics section of the Major Field Test in Biology, which was the mastery level assessment for this learning outcome, was above the national institutional mean (51.6); hence the performance target was met.

PLO4: Demonstrate mastery of Organismal Biology

The overall score of the students (49.4) in the Organismal Biology section of the Major Field Test in Biology, which was the mastery level assessment for this learning outcome, was below the national institutional mean (50.3); hence the performance target was not met. We were able to meet this target last year, so it remains to be seen whether the result this year is due to batch to batch variation or due to other factors.

PLO5: Demonstrate mastery of Population Biology, Evolution, and Ecology

The overall score of the students (49.5) in the Population Biology, Evolution, and Ecology section of the

Major Field Test in Biology, which was the mastery level assessment for this learning outcome, was slightly below the national institutional mean (50.0); hence the performance target was not met. This is an area where we do not meet the target frequently. The students at the BA campus miss out on taking the Introductory Biology II course as it is not offered by TCC. It covers different aspects of Population Biology and Ecology, which the students do not get in other courses. We are working on finding ways to offer this freshman level course on the BA campus.

PLO6: Be able to critically analyze primary literature

82.5% of students were able to meet the performance target for the assessment that was at the mastery level. Our goal was for students to score at least 75% on an assignment related to the learning outcome and the majority of the students were able to achieve that score. Hence most students are able to critically analyze primary literature.

PLO7: Be able to analyze data

80.7% of students were able to meet the performance target for assessment that was at the mastery level. Our goal was for students to score at least 70% on an assignment related to the learning outcome and the majority of the students were able to achieve that score.

PLO8: Be able to apply the scientific method to problem solving

75.6% of students were able to meet the performance target for assessment that was at the mastery level. Our goal was for students to score higher than 80% on an assignment related to the learning outcome and the majority of the students were able to achieve that goal.

PLO9: Be able to summarize scientific study in written or oral presentation

87.7% of students were able to meet the performance target for assessment that was at the mastery level. Our goal was for students to score at least 70% on an assignment related to the learning outcome and the majority of the students were able to achieve that score.

Planned Response

We have observed that students are unable to meet the target for mastery in Population Biology, Evolution, and Ecology frequently. We are attributing this due to the lack of Introductory Biology II at the Broken Arrow campus. This course is not offered at Tulsa Community College (TCC). The substitution courses for Introductory Biology II, which is a core course, are Botany and Zoology but neither of these cover Population Biology and Ecology adequately. We are working on trying to get an exemption from TCC so that the courses can be offered on the Broken Arrow campus. If we are able to offer this at the BA campus, it should help our students to have a better understanding of Organismal Biology, Population Biology, and Ecology.

117 Early Childhood Education, MED

Analysis and Findings

1. Data analysis of the Inquiry Project Journal Grading Rubric indicate that 80 percent of advanced teacher candidates successfully identify children's characteristics and needs as well as multiple interacting influences on children's development and learning.
2. Data analysis of the Culturally Responsive Teaching Reflection Grading Rubric indicate that 100 percent of advanced teacher candidates successfully evaluate diverse points of view embedded within varying frameworks. In addition, data analysis of the Cultural Identity Reflection Grading Rubric indicate that 90 percent of advanced teacher candidates successfully evaluate diverse points of view embedded within varying frameworks.
3. Data analysis of the ITERS Written Report Grading Rubric Advanced candidates indicate that 100 percent of advanced teacher candidates successfully use developmentally appropriate assessment strategies in ways that promote positive outcomes for each child. In addition, data analysis of the PAS

Written Report Grading Rubric indicate that 90 percent of advanced teacher candidates successfully use developmentally appropriate assessment strategies in ways that promote positive outcomes for each child.

4. Data analysis of the Inquiry Project Documentation Panel Grading Rubric indicate that 75 percent of advanced teacher candidates successfully use a wide array of instructional strategies and tools that positively influence each child's development and learning. In addition, data analysis of the Action Research grading rubric indicate that 100 percent of advanced teacher candidates successfully use a wide array of instructional strategies and tools that positively influence each child's development and learning.

5. Data analysis of the Inquiry Project Documentation Panel Grading Rubric indicate that 75 percent of advanced candidates use content knowledge to design and implement meaningful and challenging curriculum that promotes development and learning for each child. In addition, data analysis of the Inquiry Project Journal Grading Rubric indicate that 80 percent of advanced candidates use content knowledge to design and implement meaningful and challenging curriculum that promotes development and learning for each child.

6. Data analysis of the Ethical Analysis Grading Rubric indicate that 95 percent of advanced candidates identify and conduct themselves as members of the early childhood profession who use ethical guidelines and other standards related to early childhood practice. In addition, data analysis of the Viewing Yourself as a Professional Reflection Grading Rubric indicate that 80 percent of advanced candidates identify and conduct themselves as members of the early childhood profession who use ethical guidelines and other standards related to early childhood practice.

Planned Response

Graduate faculty will focus on giving advanced candidates additional instruction and support in learning about instructional strategies and tools that positively influence each child's development and learning content knowledge and the process of designing and implementing meaningful and challenging curriculum that promotes development and learning for each child.

120 Science Education, BSED

Analysis and Findings

Assessment reports appear to be consistently accurate over time. Student success is monitored based on meeting the overall GPA expectations and the grades earned in each of the required courses the three emphases: Biology, Chemistry and Earth/Space. Candidates must successfully complete all required courses in the major with a letter grade of C or better and a major GPA of 2.5 or higher in order to graduate from the institution. Variations in GPA values are likely due to the candidates' abilities and are not a reflection of the specific strengths or weaknesses of the program or the curriculum. Due to the low number of program completers, ascertaining specific reasons for discrepancies in grade point averages is difficult. Students have historically met the minimum requirement of "Acceptable" on all rubrics related to the assessments. Students have the option of working with the professor before the assessments are due, which may account for their consistent level(s) of success. Science Education teacher candidates complete 124 credit hours. Candidates demonstrate general knowledge by passing the Oklahoma General Education Test before being admitted to the Teacher Education Professional Program. They demonstrate content knowledge by passing the appropriate High School Science Oklahoma Subject Area Test (OSAT), Biological Sciences, Earth Science, or Chemistry before their Final Internship. Some candidates opt to take the Physical Science and or Physics OSAT as well. Finally, they demonstrate pedagogical knowledge by passing the Oklahoma Professional Teaching Exam during their Final Internship. This has been changed to the PPAT exam.

It is difficult to draw conclusions concerning the discrepancies in the students' values in each of the specific subareas in the subject area tests due to the low numbers of student candidates; this is likely also due to the abilities of each of the candidates, as does the pass rate in the limited data available due to low numbers. Three students failed the Chemistry test the first time taken, then passed; two students failed the Earth Science test on the first attempt, then passed it on the next attempt; one student passed the Earth

Science test the first time attempted; one student passed the Chemistry Science test the first time attempted. There were no Biology Science exams taken. The Nature of Science subarea in the Chemistry Science subject area test was an issue, historically. Given this trend in data, modifications were made in the SCI 4513 Methods of Teaching Secondary Science to improve this score. In the limited amount of data provided over multiple years, pass rates in this subarea did improve.

Planned Response

Science Education students have historically had three content area options to choose from: Chemistry, Biology and Earth/Space. Student GPAs vary by the candidate and by the emphases, and due to the low number of students and the added complication of disaggregating the data from the three different emphases, data analysis is difficult to conduct. This difficulty is compounded by the gaps in time in which we may not have a candidate in an emphasis, such as the Earth/Space emphasis, for several years.

123 Information Systems, BBA

Analysis and Findings

Students majoring in Information Systems have a solid background in personal development as is reflected in the high scores in both oral and written communication. Students majoring in IS also have strong logical and critical thinking skills. Finally, based on the results of the Peregrine exam, students majoring in IS excel at “Data and Information” along with “Internal and External Networks”. These results are similar to past results.

Planned Response

The IS faculty will be meeting to discuss these results and adjust as necessary.

124 Instructional Leadership, MED

Analysis and Findings

The Instructional Leadership students continue to perform at very high levels. The program met its performance target on all SLOs, with 100% of students meeting or exceeding the performance targets for five of the seven SLOs assessed. These trends have been consistent from year to year.

SLO 1 - develop learner-centric teaching strategies to design curriculum through the learning styles perspective. As in AY 2020-21, 100% of students met or exceeded the performance expectation of 80%

SLO 2 - demonstrate culturally sensitive practices. The SLO changed between 2020-21 and this academic year to align with best practices for creating measurable learning outcomes, but the assessment stayed the same. Again, 100% of students met or exceeded the performance target of 80%.

SLO 3 - demonstrate an understanding of curriculum scope and sequence development. The program did not have data for this SLO in 2021-22. For the current reporting period, 87% of students met or exceeded the performance target.

SLO 4 - design subject-specific differentiated pedagogical strategies that enhance student learning. No data was available last academic year. For the reporting period 2021-22, 82% of students met or exceeded the performance target.

SLO 5 - create brain-compatible curriculum / professional development. All students met or exceeded the performance target of 80%, like last year.

SLO 6 - utilize current trends to critically reframe leadership. Like last year, 100% students met or exceeded the performance target of 80%.

SLO 7 - demonstrate the value of research in education through action research that leads to improved achievement. There was no data available for AY 2020-21. For 2021-22, 100% of students met or exceeded the performance target of 80%.

Planned Response

In AY 2021-22, the program revised its student learning outcomes for implementation in the 2022-23 AY. In 2022-23 the program will be evaluating our assessments and curriculum and the horizontal and vertical alignment of the curriculum.

We will pay particular attention to SLO 4, designing subject-specific differentiated pedagogical strategies that enhance student learning. While we met our performance target, the percentage of students meeting the target (82%) is relatively lower than our other courses. This course is a core class taken by students seeking the M.Ed. in Instructional Leadership, as well as students in the ACE (Alternative Certification for Educators) Institute who are seeking alternative certification. Our current assessment system only allows us to manually code students in order to disaggregate data by track (degree seeking versus alternative certification). We will investigate options to allow us to disaggregate data more easily, which may yield some valuable information about how these two groups are performing.

128 Drama, BA

Analysis and Findings

Outcomes #1, 2, and 3 were evaluated based on assessments given in the Advanced Play Direction course. This is an upper division major course in which a non-traditional learning model is used. Students agree at the start of the course to strive for a mastery level of learning that requires full completion of all assignments and projects. Due to the advanced nature of the course and the heavy collaboration aspect, it is rare that a student does not follow through with completing the requirements.

Outcome #4 was assessed in a very small course in the Fall 2021. Out of the 5 students, only 4 regularly attended, so of the students with regular attendance, success in meeting the target for the assessment was 100%. This particular course is only one of those connected to this outcome, so it may be beneficial to look into a different course in the future to get a broader picture of how well students are achieving this outcome.

Outcome #5 is an important final component for measuring student success in the drama program. Students making it to the level of the Capstone course in general are well-prepared to achieve this program outcome. This is a traditionally small course and 100% reaching the target is expected if students have successfully matriculated through the degree.

Outcome #6 was measured by an exam that requires a 100% mastery of information to pass. Students may take the exam multiple times in the course. The course is repeated for three semesters, so the students have ample time to master the content. The completion of 6/9 students in this academic year is actually a good rate of success.

Outcome #7 was measured in a qualitative assessment immersed in a student leadership experience. The students not successfully achieving the outcome failed to complete selected projects. All projects are related to production activities, so student completion of the projects is quite vital to program activities.

Planned Response

This year all outcomes in the program were assessed through one course. Previously, only selected outcomes were assessed. In the future, the program will continue to assess all outcomes, but will make strategic changes in the courses used for the assessment in order to create a more complete picture of the overall program experience of students.

129 Library Media and Information Technology, MS

Analysis and Findings

Outcome 1-The overall data provide evidence of mastery of all components addressed with this assessment including candidates' positive effect on student learning. Candidates consistently did well with all components measured. Candidates scored better on average on components from ALA/AASL/CAEP Standard 1 and scored the lowest on components from Standard 2 across all sets of data, but overall mean scores are still high. This shows that candidates are able to demonstrate high mastery of the learner and learning (Standard 1) and candidates demonstrate sufficient mastery of planning for instruction (Standard 2). This indicates that candidates are able to demonstrate when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner and how to collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth.

Outcome 2- The analysis of the data findings reveals candidates' strengths of component 3.1 Reading Engagement addressed in this assessment. Areas of weakness for the candidates in component Parts 2 (Book Trailer) and 6 (Reflection) on the rubric. However, even the lowest mean scores are above the 85th percent indicating overall mastery. The overall data provide evidence of mastery of ALA/AASL Standard 3 addressed with this assessment. The average mean scores among the data help tell this story. The overall mean of all parts of the assessment over the data show the candidates are able to demonstrate high mastery of the reading engagement and learner diversity. This shows us that candidates are able to use their vast knowledge of multiple types of literacies and literature to motivate and engage students to read for learning, personal growth, and enjoyment while meeting diverse needs. Additionally, candidates are able to review resources identifying diverse experiences and cultures in literature in order to support learners' understanding and respect for diverse perspectives in the local and global community.

Outcome 3- The analysis of the data findings revealed candidates' strengths were Leadership and Collaboration. This indicates that candidates lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library. An area of weakness for the candidates was identified as Instructional Strategies.

Outcome 4- Data shows that candidates are able to develop an evidence-based strategic plan for open and equitable access to resources and services to meet the diverse needs of the learning community. Overall, candidates scored well above mastery indicating that candidates are able to select information resources in a variety of formats based on needs analysis of the learning community and use data to acquire a deeper understanding of groups and individuals within their school and community that informs and impacts the organization of and access to resources and services in a school library.

A closer examination of candidates' ability to plan to meet program needs shows scores from ALA/AASL Standard 4 Organization and Access. During this project, candidates were required to collect and analyze data about the community in which they are working in with their mentor school librarian. Candidates were required to then apply best practices related to selecting, deselecting, and evaluating resources as they went through the weeding process under the guidance of their mentor school librarians. Lastly, the candidates were required to assemble resources for specific educational goals or other needs identified in the community analysis or weeding process required to meet the diverse learning community and program needs. Candidates scored the lowest on the required reflection. The low scores were the result of limited description on how the assignment specifically supported each of the individual components. This tells us that they are able to address specific needs of the community to provide equitable access with resource selection in support of a quality collection. Candidates were able to successfully reflect on their experiences but had some difficulty connecting their activities with this assessment to the standards.

Outcome 5- Areas of strengths for this assessment include the content of the presentation, assessment and instructional strategies all with 100% mastery. Areas of weakness include the alignment of content area standards with AASL National Standards for learners (96.25% mastery) and the use of technology to deliver the lesson assessment (99% mastery). Although these two areas were the lowest scores, they were still well above the mastery level.

Outcome 6-Field Experience data shows overall data all a high level of mastery.

Planned Response

To address weaknesses identified through data analysis, faculty will review and revise directions to ensure clarity of expectations on descriptions of the process, as well as provide a models/examples showing an exemplar submission. This includes multiple examples of how candidates can show evidence of the lesson being taught such as including pictures, videos, student work, a letter from their collaborating teacher, etc. for the Information Literacy Project.

During the writing of the reflections for some assessments, candidates were able to successfully reflect on their experiences but had some difficulty connecting their activities with this assessment to the standards. In the future, faculty plan to clarify the expectations of the reflection to support candidates' connections of activities with the standard, so they will understand the standard in practice.

To address weakness in the Advocacy Plan, faculty have created a checklist and placed it in the LMS for candidates to use prior to submission so they may double check issues that are often found in this assessment. They have also developed a model that shows certain activities that are required in specific months.

130 Accounting and Financial Analysis, MS

Analyses and Findings

The overall passing rate is below what was observed in the past on the multiple-choice portion, but similar on the summative/comprehensive case assessment. The number of students has decreased in total. The students did very well in their performance on the comprehensive case but not as well on the multiple choice which is designed similar to the CFP Exam® which is more of a graduate level exam requiring extensive test prep prior to successful completion. The focused nature of both the students and the curriculum is geared to career specific teaching, therefore the project is more reflective of real-world knowledge than a timed exam.

The overall assessment results of the financial planning program met expectations in the assessment areas when considering the two sources of assessment (exam and project). The results are reflective of students' knowledge and skills.

Planned Response

We are going to encourage faculty members to focus more on the concepts related to impacts of taxes. We will also observe the classes to see if any students are falling behind.

131 English, MA

Analysis and Findings

ENGL MA 1: Demonstrate effective research skills

Students were assessed on these learning outcomes according to their performance in two required core courses (5033 and 5993), as well as one course required for literature track students (5823). ENGL 5033, Graduate Research and Writing, is an introduction to writing and research in the discipline, and students take the course at the beginning of their degree program. ENGL 5993, Thesis/Teaching Portfolio, is a capstone project completed at the end of the degree program, during which time students work closely with two faculty members who guide them through a research project. ENGL 5823, Literary Theory, provides an intensive introduction to the practice and history of literary theory. Of the 10 students enrolled in 5033, 9 students met or exceeded expectations in completing 7 research-based projects,

demonstrating effective research skills, based on the instructor's assessment and assigning a grade of B or higher. Of the 19 students enrolled in 5993, all met or exceeded expectations in demonstrating effective research skills, based on assessment of their capstone projects by cooperating faculty who served as first and second readers. This was determined on the basis of students either completing their capstone project and receiving a grade of A (12 students), or making satisfactory progress to warrant permission to re-enroll in thesis hours in order to complete the project (7 students). Of the 15 students enrolled in 5823, 13 met or exceeded expectations in demonstrating research skills, based on the instructor's assessment of written assignments and a cumulative portfolio, and assigning a grade of B or higher.

ENGL MA 2: scholarly contribution of original insights in the subject area

Students were assessed on these learning outcomes according to their performance in two required core courses (5033 and 5993). ENGL 5033, Graduate Research and Writing, is an introduction to writing and research in the discipline, and students take the course at the beginning of their degree program. ENGL 5993, Thesis/Teaching Portfolio, is a capstone project completed at the end of the degree program, during which time students work closely with two faculty members who guide them through a research project. Of the 10 students enrolled in 5033, 9 students met or exceeded expectations in completing 7 research-based projects, demonstrating scholarly contribution of original insights, based on the instructor's assessment and assigning a grade of B or higher. Of the 19 students enrolled in 5993, all met or exceeded expectations in making scholarly contributions of original insight related to their project's research focus, based on assessment of their capstone projects by cooperating faculty who served as first and second readers. This was determined on the basis of students either completing their capstone project and receiving a grade of A (12 students), or making satisfactory progress to warrant permission to re-enroll in thesis hours in order to complete the project (7 students).

ENGL MA 3: demonstration of clear scholarly prose writing in an academic context

Students were assessed on these learning outcomes according to their performance in two required core courses (5033 and 5993), as well as one course required for literature track students (5823). ENGL 5033, Graduate Research and Writing, is an introduction to graduate-level writing and research in the discipline, and students take the course at the beginning of their degree program. ENGL 5993, Thesis/Teaching Portfolio, is a capstone project completed at the end of the degree program, during which time students work closely with two faculty members who guide them through a research project. ENGL 5823, Literary Theory, provides an intensive introduction to the practice and history of literary theory. Of the 10 students enrolled in 5033, 9 students met or exceeded expectations in completing 7 research-based projects, demonstrating clear scholarly prose writing, based on the instructor's assessment and assigning a grade of B or higher. Of the 19 students enrolled in 5993, all met or exceeded expectations in demonstrating clear scholarly prose written for their target academic audience, based on assessment of their capstone projects by cooperating faculty who served as first and second readers. This was determined on the basis of students either completing their capstone project and receiving a grade of A (12 students), or making satisfactory progress to warrant permission to re-enroll in thesis hours in order to complete the project (7 students). Of the 15 students enrolled in 5823, 13 met or exceeded expectations in demonstrating clear scholarly prose writing, based on the instructor's assessment of written assignments and a cumulative portfolio, and assigning a grade of B or higher.

ENGL MA 4: theoretical knowledge in the areas of rhetoric/composition and literary/cultural studies

Students were assessed on these learning outcomes according to their performance in one required core course (5993). ENGL 5993, Thesis/Teaching Portfolio, is a capstone project completed at the end of the degree program, during which time students work closely with two faculty members who guide them through a research project. Of the 19 students enrolled in 5993, all met or exceeded expectations in demonstrating theoretical knowledge, either in the area of rhetoric/composition or literary/cultural studies,

based on assessment of their capstone projects by cooperating faculty who served as first and second readers. This was determined on the basis of students either completing their capstone project and receiving a grade of A (12 students), or making satisfactory progress to warrant permission to re-enroll in thesis hours in order to complete the project (7 students).

ENGL MA 5: knowledge of major movements and periods in the discipline

Students were assessed on these learning outcomes according to their performance in one required core course (5993), as well as one course required for literature track students (5823). ENGL 5993, Thesis/Teaching Portfolio, is a capstone project completed at the end of the degree program, during which time students work closely with two faculty members who guide them through a research project. ENGL 5823, Literary Theory, provides an intensive introduction to the practice and history of literary theory. Of the 19 students enrolled in 5993, all met or exceeded expectations in demonstrating knowledge of major movements and periods, specific to their project's research focus, based on assessment of their capstone projects by cooperating faculty who served as first and second readers. This was determined on the basis of students either completing their capstone project and receiving a grade of A (12 students), or making satisfactory progress to warrant permission to re-enroll in thesis hours in order to complete the project (7 students). Of the 15 students enrolled in 5823, 13 met or exceeded expectations in demonstrating knowledge of major movements and periods in the discipline, based on the instructor's assessment of written assignments and a cumulative portfolio, and assigning a grade of B or higher.

Planned Response

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.

Core, BBA

Analysis and Findings

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.

Planned Response

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 class, and an effort will be made to ensure consistent coverage of these parts of the classes.

All expectations were met for 2021-2022 however, since the expectations were a little high, the assessment and outcomes will be revisited for review in the future.

136 Entrepreneurship, BBA

Analysis and Findings

SLO 1 – This result is consistent with expectations. We are satisfied that our current program is adequately covering this SLO.

SLO2 – This result is lower than previous years and assessment was only completed for one semester. We are not meeting our performance targets and therefore are not satisfied that our current program is adequately covering this SLO. We will closely monitor this assessment in the future and make necessary recommendations.

SLO3 – MGMT 4643 Entrepreneurship Capstone was not offered during this assessment time period, and since the original assessment plan, this course has been removed from the entrepreneurship curriculum.

SLO4 - This result is below our expectations and the assessment was only completed for one semester. We are not meeting our performance targets and therefore are not satisfied that our current program is adequately covering this SLO. We will closely monitor this assessment in the future and make necessary recommendations.

SLO 1 MGMT 4543 Small Business Management - We ensured that the necessary assessments were being completed in the course and that the instructional methods and course assignments adequately covered the stated course learning objectives. The assessment instrument is incorrectly named in Chalk & Wire (it is incorrectly attached to MGMT 4643) and will be changed appropriately.

SLO 2 MGMT 3323 - Creativity, Innovation, & Opportunity - We are transitioning this course from being taught by an adjunct professor to one of our entrepreneurship faculty. Discussions with the relevant faculty have been made regarding the assessment being completed by students in the course and that the course material adequately addresses the stated course learning objectives.

SLO 3 MGMT 4643 Entrepreneurship Capstone - This course is no longer part of the Entrepreneurship program and therefore the assessment plan for this program will be updated to reflect changes in the program curriculum.

SLO4 HTM 3523 Service Industry Management - Internal discussions with relevant faculty will be made to ensure that course instruction adequately addresses the course learning objectives and that the relevant assessment tool is completed by the students.

Planned Response

Compared to the previous assessment period, availability of the relevant data has improved but during this assessment period there still were some missing assessments. Therefore, we will have internal discussions with relevant faculty to ensure that these assessments are being completed in the necessary courses. Furthermore, changes to the Entrepreneurship curriculum necessitate changes to the assessment plan for this program.

Regarding SLO2 and MGMT 3323, during the assessment period this course was taught by an adjunct professor but going forward it will be taught by a non-adjunct professor more familiar with our assessment process and procedures. Discussions with this professor have been completed around ensuring adequate coverage of SLOs and completion of the assessment tools by students.

Regarding SLO4 and HTM 3523, we will have internal discussions with relevant faculty to ensure that these assessments are being completed and that the course SLOs are being appropriately covered.

137 Speech Language Pathology, MS

Analysis and Findings

The SLP Faculty want to add more student outcomes. This document does not include several of the other assessments that our program is using to ensure accuracy and diversity in our measurements. These measurements are accurate and appropriate, but more measurements are needed. These measurements confirm faculty knowledge and beliefs. Employment in a Clinical Fellowship position in the year

following graduation 23/23, number of students graduating on time (28/28), 28/28 passing Calypso Performance Evaluations with a 4 or above.

Planned Response

Based on the analysis of the assessment data (how well students performed) and taking into consideration previous years' assessment data, describe the action plan for the next year?

The SLP Faculty Action Plan for 2022-2023 is to:

Ongoing. Establish an interprofessional training opportunity to prepare our students for their future interview and hiring processes,

In Progress, install a full-size sound suite to be installed in November 2022 to provide student opportunities to practice necessary clinical skills,

As of August 2022, we have 8 adult clients in the NSU SLP Clinics. Increase the number of adult clients seen in our Clinics to 20 to improve diversity in clinical practicum hours,

All full-time positions are filled as of August 2022, but a full-time teaching faculty position will be vacant in Spring of 2023. Additional full-time and part-time school supervisor positions are needed in order to provide each graduate student a full-year practicum experience in a public-school setting. The SLP Program is turning down numerous requests for school contracts annually due to lack of sufficient faculty. Obtain space to house a speech lab for hands-on learning opportunities for students, and evaluation and treatment of clients.

1. Ongoing. Faculty responsibilities will be distributed to better utilize time, resources, skills, and availability.
2. Ongoing. Teaching faculty will coordinate and align all program coursework to strengthen the students' progression of skills and knowledge. As of 2022 Assessment of Student Achievement: Integrating NSU SLP Learning Outcomes and CFCC Standards has been created to map progression of skills through the academic and clinical coursework.
3. Ongoing. 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. Ongoing. Teaching and clinical faculty will establish a SLP-specific New Employee Training process to strengthen skills, competencies, and teaching and/or clinical supervision requirements

138 Mathematics Education, MED

Analysis and Findings

Assessment results appear to be consistent over time and accurate measure of students' knowledge and skills.

One change that we are seeing is more diversity with regard to 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 able to flexibly 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.

Planned Response

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 in April 2022 (strategic plan meeting) to plan and guide for fall 2022.

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. Following a curriculum change related to Math 5992, this course is now a variable credit course MATH 5990. This will allow students to split up their work over more than one semester if they wish to do so.
- 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.

139 Science Education, MED

Analysis and Findings

Assessment reports over students’ knowledge and skills appear to be consistently accurate over time. The program was approved by the Oklahoma State Regents for Higher Education in the 2017 Five Year Program Review Self-Study Report (no concerns were identified). The Oklahoma State Regents for Higher Education 2022 Five Year Program Review Self-Study Report has been completed and will be submitted in this calendar year. Program assessments are embedded in required courses and rubrics aligned with the Program standards, the National Board for Professional Teaching Standards (NBPTS), which was used for the 2017 Five Year Program Review Self-Study Report and the 2022 Five Year Program Review Self Study.

Planned Response

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 vast majority of students choose to embed the STEM Education Certificate into their Science Education Program, meeting a need for future STEM educators/facilitators/coordinators. Future assessment considerations continue to involve collaborating with the instructors across the three programs to develop some common assessments in the courses of the 12-hour STEM Education Certificate. Discussions also continue with professors across disciplines who teach for the M.Ed. Science Education Program.

141 Cherokee Education, BAED

Analysis and Findings

The Cherokee Subject Area Test was revised in 2019-2020 and will undergo sample testing in 2021-2022. The test was revised to test at a more appropriate level on the ACTFL scale. Cherokee Education majors are achieving expected levels of Cherokee language proficiency. It is not expected that this program will ever have a high number of students as it is part of a heritage language program that ties to the University’s founding and roots.

Planned Response

The major change was to calibrate the Cherokee Subject Area Test at the state level appropriately.

145 Supply Chain Management, BBA

Analysis and Findings

The performance outcome for SLO 2 was below the 75% performance target. In the SCM 3553 course associated with SLO 2 there has been a marginal decrease in overall student performance from 71% in spring 21 (n of 7) to 67% in spring 22 (n of 15). A year-to-year drill down into specific learning outcomes suggests that students are able to apply strategic procurement concepts but need to better relate inventory management to customer demands and changing business environments especially after factoring in events such as the ongoing pandemic-induced disruptions in supply chains

The performance outcome for SLO 3 has met or exceeded expectations. In the SCM 3113 course associated with SLO 3 there has been a marginal decrease in overall student performance from 100% (n of 6) in fall 20 to 91% in fall 21 (n of 8). A year-to-year drill down into specific learning outcomes suggests that students have a good understanding of various transportation modes in use but need to better comprehend the critical role played by transportation in supply chains, and hence the overall economy, especially in the context of the ongoing pandemic-induced disruptions in supply chains.

The SCM 4633 course associated with SLO 1 and SLO 4 was not offered during the 2021-22 academic year and hence these two SLOs were not assessed.

Planned Response

This information will be included in the annual report on student learning submitted to the Oklahoma State Regents for Higher Education.

SCM 3553 course associated with SLO 2: To address the improvement areas mentioned in the data analysis of the assessment results, and to reach the expected target performance levels, instructional focus in future semesters will emphasize inventory management strategies and best practices that would help mitigate and navigate supply chain disruptions in dynamic and turbulent business environments.

SCM 3113 course associated with SLO 3: To address the improvement areas mentioned in the data analysis of the assessment results, and to maintain and further improve target performance levels, instructional focus in future semesters will emphasize the critical role of efficient transportation systems in ensuring the effective functioning of supply chains, and also focus on their role in the growth and development of regions, and hence the overall economy.

SCM 4633 course associated with SLO 1 and SLO 4: As the SCM 4633 course is not offered, in lieu of the SCM 4633 course, the content of the SCM 3553 course and its assessment measure will be modified to address SLO 1 and SLO 4.

Due to the specialized nature of the SCM major, typically small class sizes, and staggered course offerings, student participation needs to be encouraged by way of timely advising, and email reminders, in order to obtain more complete and reliable assessment data for courses associated with all the SLOs.

147 Medical Laboratory Science, BSMLS

Analysis and Findings

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.

Planned Response

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 and will continue at the same level. We adopted new textbooks in Immunology and Urinalysis to improve retention, address key areas and improve performance on the national exam.

148 Cherokee Cultural Studies BA

Analysis and Findings

One student was assessed and met and/or exceeded expectations for assessments. These assessments accurately measure the student's knowledge and skill.

Planned Response

We need to recruit more students to the major

149 Nursing, MSN

Analysis and Findings

All of the benchmarks are currently being met, which is consistent with past results. The MSN Capstone and Practicum competency checklist measure students' knowledge and skills related to the SLO.

While students participate in IPE as part of the practicum experience, integration of IPE opportunities with NSU health professions or other programs into regular coursework will result in a more well-rounded MSN-prepared nurse.

Planned Response

Based on student feedback and previous assessment results, specialty courses are being reviewed and revised to integrate immersive learning opportunities and real-world projects and applications to better prepare students for their graduate roles. Examples of instructional changes implemented this past year include an immersive experience for graduate students to grade and leave feedback for NSU RN to BSN students and a finance/economics project for the fictional Riverhawk Hospital.

Based on student feedback and previous assessment results, a curriculum change was proposed and approved by OSHRE for a new course NURS 5011 Transition to Graduate Nursing Studies. This course will provide students with a structured orientation to online learning and the MSN coursework to remove barriers such as technology usage and navigating Bb. This instructional change begins Fall 2022.

Based upon the previous assessment results, students will be provided a course roadmap so that academic progression is closer to a cohort program. This will start all students in NURS 5293 Research and NURS 5123 Theory, providing a solid foundation for the other MSN classes. This also allows faculty to apply strategies of leveling instruction and expectations in the curriculum.

150 Natural Science, MS

Analysis and Findings

Learning Outcome 1: All 23 students analyzed maintained an overall graduate GPA of >3.000.

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. 70% 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.

Learning Outcome 2: There were six students who graduated with a MS degree in Natural Sciences in AY 2021-2022. All six students graduated with a thesis.

Planned Response

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 propose 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.

151 Occupational Therapy, MS

Analysis and Findings

The data points indicate the NSU OT program is sufficiently educating students to develop professional behaviors and entry-level practice competencies. NSU OT students consistently receive positive feedback from fieldwork educators regarding their professional behaviors. This is reflected in the data on the AOTA 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 2021 from the NBCOT national certification exam demonstrates the NSU OT students possess entry-level practice competencies. NSU OT students have maintained a 100% first-year pass rate for the most recent four years, indicating a solid program with sufficient rigor to educate licensed occupational therapists. NSU OT students are trained to be leaders in the profession. Students complete original research which culminates in professional posters submitted for presentation at the Oklahoma Occupational Therapy Association annual conference. This is a great opportunity for students to interact with licensed OTs and OTAs in a professional setting, while sharing new knowledge and a passion for the field.

Assessment measures are obtained through a variety of quantitative and qualitative methods including the national certification exam, class projects, fieldwork performance evaluations completed by fieldwork educators, and professional development assessments completed by the faculty.

Planned Response

Based on feedback from past and current students, the MSOT program will be transitioning to a 24-month program beginning the fall of 2023. Data received indicates a preference for retention of a master's entry within 2 years versus a 3-year entry-level doctorate. A 10% increase in student acceptance to the program will prepare more licensed occupational therapists to fill a great need in the region.

154 Special Education (ASD), MED

Analysis and Findings

Assessment 1: Data was collected from the Fall 2021 and the Spring 2022 semesters. The summary information of grades in special education graduate level content courses indicates that most of our candidates are engaged in and gaining a solid content knowledge base. 97% of students passed their courses with a grade of C or better; the overall mean GPA was 3.76.

Assessment 2: SPED 5323 was offered in Spring 2022. Therefore, data for this past year was only collected during the Spring semester. After analyzing the data from Spring 2022, the criterion was met with 100% of graduate students mastering the content with a score of 3 or higher on the assignment rubric; this is consistent with the previous year. The assessment criteria will be revised based on this year's data to ensure the assignment is rigorous.

Assessment 3: One rubric was used to assess CEC Specialty Set Standards DDA1K2, DDA3S4, DDA4S1, DDA5S2, and DDA 6K7; 93% of the graduate students passed the Universal Design for Learning (UDL) Lesson Plan with a minimum composite score of 3 or higher; this is a 10% increase from the previous year. Using descriptive statistics for assessment 3 inferences can be made; the teacher candidates well perceived all standards for Fall of 2021 and Spring of 2022. The CEC Specialty Set Standard DDA4S1 Addresses the needs of ELL, SES status, cultural differences, & other diverse populations, which was an area of weakness for graduate students. Please note that data is not disaggregated amongst campuses, considering the course is offered online, and all graduate students receive the same rigorous content.

Assessment 4: 96% of the graduate students passed the Practicum Observation Evaluation with a minimum composite score of 3 or higher. Although the criterion for success was met, there was a 4% decrease from the previous year. Please note that data is not disaggregated amongst campuses, considering this course is offered online, and all graduate students receive the same rigorous content.

Assessment 5: One rubric assessment was used to assess Initial CEC standards 1, 2, 3, 4, 5, 6, & 7; 98.5% of the graduate students passed the FBA/BIP with a minimum composite score of 3 or higher, this is an increase of 13.9% from the data collected the previous year, the criterion for success was met. Using descriptive statistics for assessment 5, we infer that the students well-perceived standards 1, 3, 4, and 7 during the Fall of 2021 and Spring of 2022. Even though the criterion was met, CEC Initial Preparation 2012 Standard 2 student profile and 5.1 replacement behavior were areas of weakness. Please note that data is not disaggregated amongst campuses, considering this course is offered online, and all graduate students receive the same rigorous content.

Assessment 6: SPED 5323 was only offered in Spring 2022. SPED 5323 was not offered in the Fall 2021 semester. After analyzing the data from Spring 2022, the criterion was met with 96% of graduate students mastering the content with a score of 3 or higher; this is an increase of 3% from the previous year.

Assessment 7: One rubric was used to assess Initial CEC standards 1, 2, 3 & 5. Teacher candidates surpassed the criteria, with 91% of graduate students receiving a score of 3 or higher, an increase of 8% from the previous year's data. Through descriptive statistics for assessment 7, inferences can be made that the students well-perceived standards 1, 2, 3, and 4 during the Fall of 2021 and Spring of 2022 semesters. CEC standard 5.2, monitoring progress, continues to be an area of weakness. 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.

Planned Response

Based on the data that has been collected this past year, the analysis indicates that graduate students are mastering content in the following areas: effectively using the tools, technologies, and methods common to the major, evaluating a complex question using appropriate perspectives, and student in the program effectively draw on current research and scholarship to teach students with disabilities including those with ASD. CEC Initial Preparation 2012 Standard 2: Learner Environment, 5: Instructional Planning and Strategies, and CEC Specialty Set Standard DDA4S1 addressing the needs of diverse populations should be further discussed in all courses. Faculty will strengthen instruction and demonstration for these standards. The faculty will continue monitoring progress and analyzing data collection. The program will continue to tweak the assessments as time progresses to maintain the reliability and fidelity of the estimates used to measure Student Learning Outcomes.

Assessment 1: Data for this assessment will continue to be monitored by SPED faculty. Students struggling will be provided additional one-on-one instruction in all areas of weakness. In addition, SPED faculty will individually provide explicit instruction and tutoring to students who are at risk.

Assessment 2: Data for this assessment will continue to be collected and monitored by SPED faculty. Even though the data indicated that the criterion was met, students who are struggling will be provided additional one-on-one instruction in any content area they are experiencing difficulty with; SPED faculty will individually provide explicit instruction and tutoring to students and will allow students to redo any assignment that they do not meet expectations. In addition, the SPED faculty will revise the rubric for this assessment to ensure it is rigorous.

Assessment 3: Although students met the criteria for this assessment, In the area of weakness, Specialty CEC Specialty Set Standard DDA4S1 addresses the needs of ELL, SES status, cultural differences, &

other diverse populations. The SPED faculty will provide additional explicit instruction for this standard to ensure students can gain a deeper level of understanding.

Assessment 4: 96% of the graduate students passed the Practicum Observation Evaluation with a minimum composite score of 3 or higher. The SPED program will continue monitoring this assessment each semester to evaluate where students might struggle. Please note that data is not disaggregated amongst campuses, considering this course is offered online, and all graduate students receive the same rigorous content.

Assessment 5: According to the data, 98.5% of students scored a 3 or higher on the assessment rubric, indicating criterion was made; this was a 13.9% increase from the previous year. SPED program faculty will monitor this assessment closely so that students who may struggle can be identified early enough for faculty to provide additional instruction and effective feedback, especially in areas of weakness CEC Initial Preparation 2012 Standard 2 student profile and 5.1 replacement behaviors.

Assessment 6: The data analysis indicates that all students perceived the standards assessed on the rubric for this assessment. The SPED program will revise the rubric for this assessment to ensure it is rigorous enough for learning to occur.

Assessment 7: Data for this assessment will continue to be monitored each semester to ensure students understand the content deeply. Even though data showed an increase in mastery for this assessment, CEC Initial Preparation Standard 5 continued to be a weakness for students; faculty will provide additional content in this area and one-on-one support as needed.

155 Physician Assistant Studies, MS

Analysis and Findings

Planned Response

156 Homeland Security, BS

Analysis and Findings

The data points that stood out in this year's assessment include the number of students who successfully completed the course. A total of 6 students took the course and 6 passed. We believe this course is an accurate measure of program objectives. Other data that can be used to support this analysis include the assignment and course results within the eleven (11) core courses of the homeland security bachelor's degree program. Students who demonstrated proficiency in core areas were the same students who passed this capstone.

Planned Response

The faculty who teach homeland security will review this capstone for structure to ensure program goals and objectives are met.

157 Professional Business Administration, MBA

Analysis and Findings

SLO 1 – The results were outstanding with 100% of students meeting or exceeding performance targets. We may want to examine the assessment to see if we want to increase rigor.

SLO 2 – Due to continued changes in faculty coverage and communication of assessment tools in this course, no data was collected. We will need to make sure this assessment gets included in future classes.

SLO 3 – Due to continued changes in faculty coverage and communication of assessment tools in this course, no data was collected. We will need to make sure this assessment gets included in future classes.

SLO 4 – This result is a little lower than the year before, but still exceeds the benchmark goal. Given the small program size, one or two students who do not perform as well as desired can drive down the overall performance. Nevertheless, the target goals were still met.

SLO 5 – Due to continued changes in faculty coverage and communication of assessment tools in this course, no data was collected. We will need to make sure this assessment is included in future classes.

SLO 6 -- Due to continued changes in faculty coverage and communication of assessment tools in this course, no data was collected. We will need to create an assessment for this SLO in the future.

Planned Response

SLO 1 – Given the strong performance indicated by the assessment of students’ abilities in this course, we plan to continue with the same or similar methods of instruction, in addition to the on-going effort of faculty to regularly update materials to always provide relevant, meaningful, and applicable instruction.

SLO 2 – Clearer communication with the faculty teaching this course regarding assessment needs to be made so that, even with changes in faculty teaching this course, appropriate assessment of this SLO can still be made.

SLO 3 – Clearer communication with the faculty teaching this course regarding assessment needs to be made so that, even with changes in faculty teaching this course, appropriate assessment of this SLO can still be made.

SLO 4 – Given the strong performance indicated by the assessment of students’ abilities in this course, we plan to continue with the same or similar methods of instruction. As noted in the analysis of this SLO, given the small size of the classes, a few students not performing up to expectations can dramatically lower the performance measure. Thus, we will continue providing attentive instruction to each student and create opportunities for discussion to help identify where and how students are struggling and how to best support them.

SLO 5 – Clearer communication with the faculty teaching this course regarding assessment needs to be made so that, even with changes in faculty teaching this course, appropriate assessment of this SLO can still be made.

SLO 6 -- Clearer communication with the faculty teaching this course regarding assessment needs to be made so that, even with changes in faculty teaching this course, appropriate assessment of this SLO can still be made.

We plan to provide better instruction and guidance for faculty teaching each of the PMBA courses in which SLOs are assessed. Given the tremendous level of turnover in the past few years, this has proven more challenging than initially expected. We continue to focus on this opportunity for improvement. For those courses in which SLOs were assessed, we are pleased with the performance and continue to provide support and guidance to faculty on implementing best practices through peer guidance and through our Center for Teaching and Learning.

158 Legal Studies, BS

Analysis and Findings

The outcome in this course is not new. The capstone traditionally has a good student success pass rate. This capstone needs advancing and restructuring. This capstone course is titled CRJ 4593: Capstone: Law Office Operations and Ethics. Currently, legal studies treat this course as a stand-alone course. This course is not being used to measure all required course objectives.

Planned Response

We are going to examine this course and restructure the objectives and assessments to include all required courses.

159 Applied Physics, BS

Analysis and Findings

This is the second round of assessment using this plan. Due to the even/odd rotation of the physics

curriculum, different courses were used for this year's assessment as opposed to last year. That is most likely the reason that a larger number of students were assessed. This year's results are consistent with last year's which is a good indicator of the reliability of the assessment. PLO 8 was not assessed this year and is currently being reviewed by the physics program.

Planned Response

Using the calculus courses for part of the physics program assessment was difficult. Getting accurate data from the math assessment for physics majors did not work well. The physics program is developing an alternative assessment for the calculus content.

160 Cyber Security, BS

Analysis and Findings

Planned Response

162 Creative Writing, BA

Analysis and Findings

The fourth year of assessment of the Creative Writing major shows a remarkable stability in the program. AY 2021-22's twenty-five declared majors are in line with the twenty-one majors of AY 2020-21 and twenty-three in AY 2019-20, with last years' number of majors the highest in the program's short history. Many of these students are in the middle of their major course progression, with higher numbers in courses like Fiction Workshop, Poetry Workshop, British Literature I/II, and American Literature I/II, courses that occur after the introductory course to the major—ENGL 3143-Introduction to Creative Writing (which has shown a dip in students)—and before the final course in the major—ENGL 4853-Creative Writing Portfolio.

As with the first three years of the major, the assessment points remain steady. One set of classes, British Literature I/II, saw a seven-digit dip in the assessment point. Though much of this can be explained by the swings inherent in small samples, it bears further attention to make sure it isn't the start of a trend. A similar dip in Screenwriting/Playwriting three years ago has proven to be temporary, with the past two years' assessments points returning to their norm in the high-80's. All other assessment points kept in the high-80's to mid-90's range that has been the now-established norm of the major, easily clearing the base target of 75%. Regardless of faculty or type of class—Creative Writing, Literature, non-creative Writing—students in the major demonstrate persistently good scores across the assessment metrics.

While there are potential issues regarding the growth of the major in the future that will be addressed in the following section, the current size of the major and performance of the students within it represent a norm that increasingly seems like a reliable standard. The major grew to a new high of twenty-five students, with eight students completing the final course of the major (though one student did not pass a core course taken at the same time and, therefore, didn't complete major work). Overall, the major seems to have settled into a steady multiyear trend of twenty-plus students, plus additional minors. The primary Creative Writing faculty and Program Director, Mr. Murphy, continued to work 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 it. Creative writing faculty Dr. Shelburne has taken the reins of the Poetry Workshop for multiple years, providing stability in that regard as well. The programmatic shift of allowing Screenwriting to count for the Playwriting core requirement has continued to meet with positive feedback from students who specifically sought experience in the Screenwriting genre. The number of students enrolled in the major who did not do any coursework over the year have dropped to near-zero, meaning that nearly all students are progressing towards graduation in a timely fashion.

Planned Response

Heading into the fifth year, one key issue is that the Creative Writing major has not achieved the target number of annual graduates that was initially proposed to the Board of Regents when the major was created. The annual number of enrolled students is roughly on target, but the proposed number of graduates (12) is higher than the trend of annual students actually graduating the major (8, on average). While there are larger factors at play—the disruptions wrought by COVID and the resulting drop in enrollment university-wide—there is also no evidence that a larger pool of potential majors is not being tapped by the program.

This does not mean that efforts to recruit greater numbers of majors aren't underway. Last year, Creative Writing faculty instituted a high school creative writing group in conjunction with local bookstore Too Fond of Books that saw some success. This year, extracurricular group Write Club will resume in-school poetry outreach visits with area K-12 schools, both as a service to promote creative writing in younger students and as a means of promoting future matriculation into the Creative Writing program.

If those efforts don't bear immediate fruit, the stability of the major and the performance of its students still demonstrates a healthy, vibrant program. Qualitatively, recent Creative Writing graduates have found success outside of NSU. One graduate secured an editorial job at a Dallas publishing house and another secured an internship at the magazine of the First Americans Museum, with both students pointing to their experiences in the Publication class as a reason for their success. A student published poetry in a reputable literary journal due to submitting as part of an assignment for the Advanced Creative Writing Workshop. Most notably, a Creative Writing graduate has become only the second student in NSU's history to receive a Fulbright Scholarship, where she is working with students in Colombia and plans to introduce them to creative writing lessons learned in the major.

Given the larger uncertainties surrounding enrollment at the university, the establishment and stabilization of the Creative Writing major and the burgeoning achievements of its graduates represents a real if modest success. It's the opinion of the program director that—when the larger financial and enrollment situation becomes healthier—the Creative Writing program could represent an area of potential growth and, in the meantime, remains a regional education offering unique to NSU and its student demographic.

164 Social Work - Traditional, MSW

Analysis and Findings

Traditional Pathway Option: Students met or exceeded combined assessment results of the coursework measure and the field education measure for Competencies 1, 2, 3, 5, 6, 7, & 8 in the Traditional Pathway option. The percent of achieving competency ranged from 89% to 95%. However, one assignment from the Research class that covers Competencies 4 & 9 fell below 80% (79%) which failed to achieve the benchmark for those Competencies. According to the verbal feedback from the instructor, three out of nine students failed to meet the basic requirements of the assignment that was used in the course assessment for Competencies 4 & 9. We believe that the students are new to the social work graduate program and the demands of APA writing and academic rigor expected for assignments could be the reason for not meeting these competencies.

Planned Response

We plan to develop an orientation to provide information, clear expectations, and resources on APA writing and all our coursework, including field education, for our new incoming traditional pathway students to succeed in the first year of the MSW program. In addition, a qualitative component will be added in the assessment form completed by faculty. This will help us to gain better insight regarding any challenges faced by our Traditional Pathway students.

164 Social Work - Advanced Standing, MSW

Analysis and Findings

Advanced Standing option: Our combined assessment results of the coursework measure and the field education measure indicate excellent outcomes for all competencies ranging from 92 % to 100 %. The percent achieving competency was 100% across the program exhibiting that students exceeded the benchmark throughout the advanced standing program option. Therefore, overall instructional changes to the advanced standing program made to achieve competency compliance are not warranted at this time.

Planned Response

As mentioned above, we do not have any plans to modify instructional methods for our advanced standing option since we have achieved all 9 competencies. The Social Work faculty will review the course assignments and make any necessary changes to these assignments in an effort to enhance student learning outcomes and performance. This assessment should promote clarity and consistency for the academic year of 2022-2023.

165 Nutritional Sciences, BS

Analysis and Findings

KRDN 1.1: Spring 2022: 10 of 11 students (91%) scored "B" or better. MET.

KRDN 1.2: Fall 2021: 30 of 34 students (88%) scored "B" or better. MET.

KRDN 1.3: Spring 2020: 13 of 14 students (93%) scored "B" or better. Spring 2021: unknown. Spring 2022: not obtained. GOAL NOT MET.

KRDN 2.1: Fall 2021: 10 of 10 students (100%) scored "B" or better. MET.

KRDN 2.2: Fall 2021: 31 of 34 students (91%) scored "B" or better. MET.

KRDN 2.3: Spring 2022: 5 of 25 (20%) scored "B" or better. GOAL NOT MET.

KRDN 2.4: Spring 2019: 20 of 21 students (95%) scored "B" or better. MET. Spring 2020: unknown. Fall 2021: unknown. GOAL NOT MET.

KRDN 2.5: Fall 2021: 28 of 34 (82%) of dietetics students scored "B" or better. MET.

KRDN 2.6: Spring 2022: 25 of 25 students (100%) scored "B" or better. MET.

KRDN 2.7: Fall 2021: 32 of 34 students (94%) scored "B" or better. MET.

KRDN 2.8: Spring 2021: unknown. Spring 2022: not obtained. GOAL NOT MET.

KRDN 3.1: Fall 2021: 10 of 10 students (100%) scored "B" or better. MET.

KRDN 3.2: Spring 2021: unknown. Spring 2022: zero students completed the course. GOAL NOT MET.

KRDN 3.3: Fall 2019: 43 of 43 students (100%) scored "B" or better. MET. Fall 2020: unknown. Fall 2021: not obtained. GOAL NOT MET.

KRDN 3.4: Spring 2019: 19 of 19 students (100%) scored "B" or better. MET. Spring 2020: unknown. Spring 2021: unknown. Spring 2022: not obtained. GOAL NOT MET.

KRDN 3.5: Spring 2019: 15 of 15 (100%) or students scored "B" or better. MET. Spring 2020: unknown. Spring 2021: unknown. Spring 2022: not obtained. GOAL NOT MET.

KRDN 4.1: Spring 2019: 19 of 19 students (100%) scored "B" or better. MET. Spring 2020: unknown. Spring 2021: unknown. Spring 2022: not obtained. GOAL NOT MET.

KRDN 4.2: Spring 2019: 19 of 19 students (100%) scored "B" or better. MET. Spring 2020: unknown. Spring 2021: unknown. Spring 2022: not obtained. GOAL NOT MET.

KRDN 4.3: Spring 2019: 15 of 17 students (88%) Scored B or better. MET. Spring 2020: unknown. Spring 2021: unknown. Spring 2022: zero students completed this course.

KRDN 4.4: Spring 2019: 19 of 19 students (100%) scored "B" or better. MET. Spring 2020: unknown. Spring 2021: unknown. Spring 2022: not obtained. GOAL NOT MET.

KRDN 4.5: Spring 2019: 19 of 19 students (100%) scored "B" or better. MET. Spring 2020: unknown. Spring 2021: unknown. Spring 2022: not obtained. GOAL NOT MET.

KRDN 4.6: Spring 2019: 17 of 18 students (94%) scored "B" or better. MET. Spring 2020: unknown. Spring 2021: unknown. Spring 2022: not obtained. GOAL NOT MET.

Plans for the Future

The new program director was hired in January 2022-mid way through the report. Data was not obtained regarding instruction changes implemented as a result of last year's assessment results. Faculty turnover resulted in loss of following assessment guidelines and data was not obtained.

The new 2022 ACEND Standards were implemented in June 1, 2022 and many changes were made.

*Competencies were rearranged in the appropriate courses on the curriculum map.

*Faculty and adjuncts were involved in program and university assessment.

*A new faculty member was hired and is more involved/trained on program and university assessment.

166 Public Health, MPH

Analysis and Findings

The data seem to be very close to what would be expected for the majority of the assessments. In addition, there were some issues with data not being collected by the instructor of the course. This most likely occurred because of abrupt changes in who was teaching the course. In courses that were taught by a new instructor for the first time, students seemed to struggle with the pieces used for assessment. Additionally, students also struggled in the intro course. This may be because of the fact that there are so many assessments in that course that are required for our accreditation. Most of our students have never taken an online course and are working full-time jobs. The majority continue to express that it is challenging to meet the demands of our MPH program. The program faculty still believe that the data collected is not fully representative of the student's actual level of knowledge and skills. This is because many of the students have shared that they often do not read all the material (textbook chapters, PPTs, and supplement readings) due to time constraints.

Planned Response

In the future, we will have set faculty teaching each course so that there is consistency in how the information is relayed to students. We will also be utilizing a Seminar shell on Blackboard to provide resources, information pertinent to public health, and to allow students more time to work on their capstone project as it will be part of the Seminar in conjunction with the Capstone course. It is thought that if students can better see how the information aligns from one course to the next that this will serve to help prevent students from memorizing and forgetting information before beginning the next course in the sequence.

775 Organizational Leadership, BS

Analysis and Findings

Overall, the students in the ORGL program are successful at a very high rate. In four of the programs learning outcomes, the students were successful at 100%. In one learning outcome, there was one student who did not successfully complete the outcome.

Planned Response

We have decided to use Quality Matters certification for the courses in our program. One course has already been QM certified, and the other is in the cue for approval. We will also be transitioning all of our courses to a standard format, so that students can spend time learning instead of trying to navigate the LMS.

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.

Course evaluations are administered via Watermark’s Course Evaluations and Surveys (formerly 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 two days after grades are submitted through a dashboard in the system. Course changes are continually made as a result of ongoing feedback from student evaluations. See the Table F 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.

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 2021, 5,949 evaluations of faculty instructors were collected. A total of 1,188 classes were evaluated representing 393 different faculty members. During the spring 2022, 5,265 evaluations of faculty instructors were collected. A total of 1,089 classes were evaluated representing 362 different faculty members. The first ten 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 10 allows the student to “agree” or “disagree” with the statement that “the class was excellent”. The average rating of item 10 for all faculty was 4.27/5.0 in fall of 2021 and 4.28/5.0 in spring 2022. Course evaluation data are reported in Table F.

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.

Table F: Student Evaluation of Course / Teaching Effectiveness

FALL 2021	Number of classes evaluated	Number of faculty evaluated	Number of surveys completed
Business & Technology	194	74	793
Education	290	99	1,595
Extended Learning	12	8	37
Liberal Arts	402	142	1,785
Optometry	22	16	220
Science & Health Prof.	268	74	1,519
TOTAL	1,188	393*	5,949

*Faculty members may be evaluated in two different colleges

SPRING 2022	Number of classes evaluated	Number of faculty evaluated	Number of surveys completed
Business & Technology	176	63	824
Education	269	93	1,379
Extended Learning	13	8	74
Liberal Arts	350	112	1,478
Optometry	19	15	225
Science & Health Prof.	262	77	1,285
TOTAL	1,089	362*	5,265

*Faculty members may be evaluated in two different colleges

Question 21: Instructor was an Effective Teacher

Question 10	Fall 2021	Spring 2022
Business & Technology	4.08	4.17
Education	4.34	4.32
Extended Learning	4.63	4.59
Liberal Arts	4.34	4.35
Optometry	4.47	4.45
Science & Health Prof.	4.16	4.25

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 “Participated or planned to participate in an internship, co-op, field experience, student teaching, or clinical placement”, “Acquiring job- or work-related knowledge and skills”, and “Solving complex real-world problems”.

The first-year students scored lower than the Public Enrollment comparison group on “Participated or

planned to participate in an internship, co-op, field experience, student teaching, or clinical placement”, and “Analyzing numerical and statistical information”.

The first-year students scored lower than the Oklahoma Public comparison group on “How often had you had discussions with people from a country other than your own”.

The first-year students scored higher than the IPEDS comparison group on “Time spent providing care for dependents (children, parents, etc.)”.

The first-year students scored higher than the Public Enrollment comparison group on “Time spent working for pay on campus”, and “Time spent providing care for dependents (children, parents, etc.)”.

The first-year students scored higher than the Oklahoma Public comparison group on “Time spent working for pay on campus”.

The senior students scored lower than the IPEDS comparison group on “How often had you had discussions with people from an economic background other than your own”.

The senior students did not score lower than the Public Enrollment comparison group on any item.

The senior students scored lower than the Oklahoma Public comparison group on “How often had you had discussions with people from an economic background other than your own”.

The senior students scored higher than the IPEDS comparison group on “Time spent working for pay on campus”, and “Time spent providing care for dependents (children, parents, etc.)”.

The senior students scored higher than the Public Enrollment comparison group on “Quality of your interactions with student services staff (career services, student activities, housing, etc.)”, “Quality of your interactions with other administrative staff and offices (registrar, financial aid, etc.)”, “Time spent working for pay on campus”, “Time spent providing care for dependents (children, parents, etc.)”, and “If you could start over again, would you go to the same institution you are now attending”.

The senior students scored higher than the Oklahoma Public comparison group on “Quality of your interactions with student services staff (career services, student activities, housing, etc.)”, and “Time spent working for pay on campus”.

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 and senior students did not score higher or lower than the IPEDS comparison group on any of the Engagement Indicators.

NSU chose to administer one topical module that was compared to public institutions with 5-10K enrollment that also administered the module. NSU scored lower than the Public Enrollment comparison group on “How many of your entirely or partly online courses included live sessions including the instructor and students”, and “How many of your entirely or partly online courses included interaction among students in small groups or breakout rooms”. NSU scored higher than the Public Enrollment comparison group on “How would you evaluate your online learning experience”.

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, 2019-20, and 2021-22. Results were discussed by the university’s Retention Committee and used to assist in development of retention programming.

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)	6,000
Institutional Effectiveness salaries / benefits	259,990
Academic Testing Coordinator salary / benefits	52,963
Graduate Assistants (3)	18,000
Distributed to other departments (<i>enhancement fees</i>)	Unknown
Operational Costs	
Institutional Effectiveness Operating	12,700
LMS course evaluation survey (est.)	19,428
Chalk & Wire software	107,000
Civitas Analytics software	86,600
Total Expenditures	586,681

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.