

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 2020-2021 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 2020-2021, 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 2020-2021 academic year, 489 enrolled NSU students required placement testing. NSU administered more mathematical assessments than any other area. Average success rates (fall and spring) in remedial courses range from 56.3% in zero-credit math courses to 62.1% in college level courses with a co-requisite lab. This is the fourth 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 will be the last cycle to report using the general education outcomes as stated in Section II.

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 4.36/5.0 in fall 2020 and 4.35/5.0 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 2020-2021 (e.g., high school GPA and CPT cut scores)?

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

If the subscore is less than the minimum cut score, secondary measures are used to determine placement. If the ACT subscore in English, Mathematics, and/or Reading is a 17 or 18, the student's high school performance in the deficient subject areas is reviewed. Students are placed in college-level course work if they meet the following high school GPA criteria: English, 3.25 in high school English classes; Mathematics, 3.25 in high school math classes; and Reading, 3.0 overall high school GPA.

Students not meeting the 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 subscores total 34, 3) Mathematics secondary placement test and reading secondary placement test are both passed at the minimum cut scores, 4) Mathematics secondary placement test and English secondary placement test are both passed at the minimum cut scores.

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

Students with ACT/SAT subscores less than the minimum, who did not meet the high school GPA criteria, and did not meet the appropriate cut scores for either college-level placement or co-requisite courses were required to enroll in remedial coursework. Thus, students scoring below 241 on the Next Generation Writing test were placed in ENGL 0123 Developmental Writing,

while students scoring below 251 on the Next Generation Reading test were placed in ENGL 0113 Developmental Reading. Students scoring below 60 on the NSU math placement test were placed in MATH 0123 Elementary Algebra 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	MATH 1313 Elementary Statistics OR MATH 1473 Applied Mathematics OR MATH 1513 College Algebra OR MATH 1523 Functions and Change
				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	
			$\geq 3.25^*$	< 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*		MATH 0123 Elementary Algebra

[^]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 2020-2021 (e.g., high school GPA and CPT cut scores)?

Students scoring below the minimum cut scores on the ACT/SAT subtests, do not meet the high school GPA criteria, and score below the placement test cut scores for college-level placement are considered for placement in the college-level course with a required co-requisite lab. For English, students scoring 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 2021). Co-requisite courses in mathematics are MATH 1313 Elementary Statistics with MATH 1311 Elementary Statistics Lab (changed to MATH 0311 Elementary Statistics Workshop in Spring 2021), MATH 1473 Applied Mathematics with MATH 1471 Applied Mathematics Lab (changed to MATH 0471 Applied Mathematics Workshop in Spring 2021) or MATH 1523 Functions and

Change with MATH 1521 Functions and Change Lab (changed to MATH 0521 Functions and Change Workshop in Spring 2021). Criteria for enrolling in math co-requisite courses are 1) a math ACT subscore 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 subscore of less than 17 scoring between 60 and 89 on the math placement test, or 3) an ACT subscore 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 489 students participated in some form of entry-level assessment (1,163 tests). The data provided in Table B, below, includes entering undergraduate students who were enrolled at NSU for the first time during the Summer 2020, Fall 2020, or Spring 2021 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, 2020-2021

	College Courses		Remediation		Total
	# Tests	%	# Tests	%	# Tests
ENGLISH	90	33.0	183	67.0	273
MATH	84	19.3	351	80.7	435
READING	127	57.7	93	42.3	220
SCIENCE	119	50.6	116	49.4	235
TOTAL	420	36.1	743	63.9	1163

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 2020, 65 students were enrolled in ENGL 0113 Reading Enhancement. Of those, 50 took the end of semester placement exam. Nine (18.0%) of

the students scored at or above the cut-score (≥ 251) and 77.8% of those students earned a passing grade. Similarly, 41 (82.0%) scored below the cut score with 87.8% 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 2020	65	50	< 251	41	82.0	36	87.8
				≥ 251	9	18.0	7	77.8
	Spring 2021	15	8	< 251	6	75.0	5	83.3
				≥ 251	2	25.0	2	100.0
ENGL 0123 Writing Enhancement	Fall 2020	44	34	< 256	33	97.1	25	75.8
				≥ 256	1	2.9	1	100.0
	Spring 2021	13	7	< 256	6	85.7	4	66.7
				≥ 256	1	14.3	1	100.0
MATH 0123 Elementary Algebra	Fall 2020	79	57	< 60	34	59.6	26	76.5
				60 - 89	20	35.1	18	90.0
				≥ 90	3	5.3	3	100.0
	Spring 2021	32	24	< 60	16	66.7	14	87.5
				60 - 89	8	33.3	8	100.0
				≥ 90	0	0.0	0	
MATH 0133 Intermediate Algebra	Fall 2020	58	39	< 60	8	20.5	5	62.5
				60 - 89	22	56.4	19	86.4
				≥ 90	9	23.1	9	100.0
	Spring 2021	40	22	< 60	7	31.8	2	28.6
				60 - 89	14	63.6	11	78.6
				≥ 90	1	4.5	1	100.0

* % 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 2020 to zero-level courses with developmental grades in Spring 2021. Thus, passing in Fall 2020 was based on a grade of P while passing in Spring 2021 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 2020 and Spring 2021

Course	Semester	Enrolled	I and AU	N for Pass Rate	Passed*		Failed**	
					n	%	n	%
ENGL 0113	Fall 2020	66	1	65	45	69.2	20	30.8
	Spring 2021	15	0	15	7	46.7	8	53.3
ENGL 0123	Fall 2020	44	0	44	26	59.1	18	40.9
	Spring 2021	14	1	13	5	38.5	8	61.5
ENGL 1111/0131	Fall 2020	100	1	99	69	69.7	30	30.3
	Spring 2021	24	0	24	19	79.2	5	20.8
ENGL 1113 w 1111/0131	Fall 2020	100	0	100	69	69.0	31	31.0
	Spring 2021	24	0	24	18	75.0	6	25.0
ENGL 1113 ONLY	Fall 2020	417	1	416	336	80.8	80	19.2
	Spring 2021	84	0	84	60	71.4	24	28.6
ENGL 1113 TOTAL	Fall 2020	517	1	516	405	78.5	111	21.5
	Spring 2021	108	0	108	78	72.2	30	27.8
MATH 0123	Fall 2020	79	0	79	50	63.3	29	36.7
	Spring 2021	32	0	32	22	68.8	10	31.3
MATH 0133	Fall 2020	58	1	57	33	57.9	24	42.1
	Spring 2021	40	0	40	14	35.0	26	65.0
MATH 1311/0311	Fall 2020	43	0	43	34	79.1	9	20.9
	Spring 2021	28	0	28	19	67.9	9	32.1
MATH 1313 w 1311/0311	Fall 2020	43	0	43	28	65.1	15	34.9
	Spring 2021	28	0	28	15	53.6	13	46.4
MATH 1313 ONLY	Fall 2020	87	0	87	65	74.7	22	25.3
	Spring 2021	61	0	61	44	72.1	17	27.9
MATH 1313 TOTAL	Fall 2020	130	0	130	93	71.5	37	28.5
	Spring 2021	89	0	89	59	66.3	30	33.7
MATH 1471/0471	Fall 2020	39	0	39	28	71.8	11	28.2
	Spring 2021	13	0	13	8	61.5	5	38.5
MATH 1473 w 1471/0471	Fall 2020	39	0	39	19	48.7	20	51.3
	Spring 2021	13	0	13	7	53.8	6	46.2
MATH 1473 ONLY	Fall 2020	80	0	80	62	77.5	18	22.5
	Spring 2021	43	0	43	29	67.4	14	32.6
MATH 1473 TOTAL	Fall 2020	119	0	119	81	68.1	38	31.9
	Spring 2021	56	0	56	36	64.3	20	35.7

MATH 1513	Fall 2020	223	0	223	188	84.3	35	15.7
	Spring 2021	117	0	117	94	80.3	23	19.7
MATH 1521/0521	Fall 2020	14	0	14	14	100.0	0	0.0
	Spring 2021	10	0	10	8	80.0	2	20.0
MATH 1523 w 1521/0521	Fall 2020	14	0	14	10	71.4	4	28.6
	Spring 2021	10	0	10	8	80.0	2	20.0
MATH 1523 ONLY	Fall 2020	73	0	73	57	78.1	16	21.9
	Spring 2021	33	0	33	26	78.8	7	21.2
MATH 1523 TOTAL	Fall 2020	87	0	87	67	77.0	20	23.0
	Spring 2021	43	0	43	34	79.1	9	20.9

**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 2020 Math pass rates were 63.3% and 57.9% for MATH 0123, Elementary Algebra and MATH 0133, Intermediate Algebra, respectively. Spring 2021 pass rates were 68.8% and 35.0% for 0123 and 0133. Fall 2020 English pass rates were 59.1% for ENGL 0123, Writing Enhancement, and 38.5% for Spring 2021. Pass rates for ENGL 0113, Reading Enhancement, were 69.2% and 46.7% for Fall 2020 and Spring 2021. Note that enrollments in Spring 2021 ENGL 0123 and ENGL 0113 were low with 13 and 15 students, respectively.
- College level with co-requisite lab: Of the students enrolled for Fall 2020 in the ENGL 1113 and ENGL 1111 co-requisite combination, 69.0% passed ENGL 1113 while 75.0% of the students enrolled in ENGL 1113 with ENGL 0131 in Spring 2021 passed the college level course. The math co-requisite course options include MATH 1313 Elementary Statistics with MATH 1311/0311, MATH 1473 Applied Math with MATH 1471/0471, and MATH 1523 Functions and Change with MATH 1521/0521. In Fall 2020, students enrolled in these combinations passed the college level lecture section with the following rates: 65.1% for MATH 1313, 48.7% for MATH 1473, and 71.4% for MATH 1523. In Spring 2021, the pass rates were 53.6% for MATH 1313, 53.8% for MATH 1473, and 80.0% for MATH 1523. Low enrollments were noted in MATH 1473/1471 in Spring 2021 (13 students) as well as MATH 1523/1521 in Fall 2020 (14 students) and MATH 1523/0521 in Spring 2021 (10 students).
- Pass rates for the college level courses for non-remedial students were as follows (course, Fall 2020, Spring 2021):
ENGL 1113, English Composition I, 80.8%, 71.4%
MATH 1313, Elementary Statistics, 74.7%, 72.1%
MATH 1473, Applied Mathematics, 77.5%, 67.4%
MATH 1513, College Algebra, 84.3%, 80.3% (no co-requisite available for this course)
MATH 1523, Functions and Change, 78.1%, 78.8%

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.

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.

The NSU General Education outcomes are as follows:

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

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

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

The NSU General Education Committee developed indicators for general education outcomes 1-8 that align with the general education category categories. General Education outcome 9, assessing the use of critical thinking in problem solving applications, is generally aligned throughout the general education curriculum. Table E provides a complete list of the categorical indicators as aligned to the specific general education outcome. The outcomes/indicators are embedded within the courses by category. An assessment has been developed to cover the outcome criterion within each course. The assessment is administered every time the course is taught. One faculty member per course is responsible for gathering the assessment data from the multiple sections and submitting an annual report. That data is compiled into Table F for review. Of note, the General Education Committee recommended a revised set of General Education outcomes in effect beginning AY2122. This is the last reporting cycle using the specific outcomes stated in Table E below.

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

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

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

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

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

As the assessment occurs at the course level, changes are discussed and planned at the course level. In the annual report, faculty describe changes and/or plans for future courses. Representative improvements made or planned based upon the assessment data include:

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

Detailed assessment results are provided in Table F below.

Analysis and Findings

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

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

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

Currently, the only tracking system for student performance over time is through the cumulative GPA. Recognizing the need to temporally aggregate data at the student level, NSU continues to implement an assessment protocol, entitled Degrees of Excellence, that will align student learning outcomes at the general education and program levels to the institutional outcomes, and evaluate performance over time. See Appendix 1 for a comprehensive outcome list. The Executive Director for Planning and Assessment is collaborating with the General Education committee to align the general education outcomes to the Degrees of Excellence. This collaboration has resulted in a revision of the General Education outcome to more closely align to the institutional outcomes. Similar to the general education assessment strategy, the institutional outcomes will be course embedded. NSU has adopted a campus wide license with Anthology Portfolio (formerly 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 is continuing to develop a mechanism to benchmark student performance toward 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 have revised the general education outcomes, beginning AY2122. Anthology Portfolio (formerly Chalk and Wire) will be introduced campus wide to allow for consistent data collection and reporting in AY2122.

Table E: General Education Student Learning Outcomes and Indicators

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

Indicators:

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

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

Indicators:

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

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

Indicators:

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

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

Indicators:

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

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

Indicators:

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

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

Indicators:

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

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

Indicators:

1. Describe how lifestyle choices affect physical, psychosocial, and emotional health
2. Explain personal finance and associated consumer issues
3. Explain the effect of decision-making on lifestyle outcomes
4. Apply technological tools and resources for lifelong learning

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

Table F: General Education Assessment Results

[illegible]

				essay discussing artwork		<p>AP10:00 Sp'21= 11 - 12 students</p>	<p>assessment, 2=B,0=C,4=D, and 6 got less than the 60% necessary to pass.</p> <p>By the end of the class, the average score was 4.82/5. 16 got an A, 2=B, 1 C. The lowest score was 3.9/5, so the lowest 78%.</p> <p>On 1st day of class, 8 people got an A or B and 6 failed. By the end of the class, 17 students had an A or B, with no score lower than 78%.</p> <p>Beginning score averaged at 3.9/5, with lowest score 0.5/5 and highest 5. The 1st day of class, 5 got an A on the assessment, 2=B,2=C,1=D, and 1 got less than the 60% necessary to pass.</p> <p>By the end of the class, the average score was 4.71/5. 9 got an A, 1=B, 1 D. The lowest score was 3/5, so the lowest 60%.</p> <p>On 1st day of class, 10 people got an A or B and no one failed. By the end of the class, 10 students had an A or B, with no score lower than 60%.</p>
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						AP1:00 Sp'21= 10-11 students	<p>Beginning score averaged at 3.56/5, with lowest score 1/5 and highest 5. The 1st day of class, 3 got an A on the assessment, 2=B,2=C,1=D, and 2 got less than the 60% necessary to pass.</p> <p>By the end of the class, the average score was 4.84/5. 10 got an A, 1=B, 1 C. The lowest score was 3/5, so the lowest 60%.</p> <p>So on 1st day of class, 5 people got an A or B and 3 failed. By the end of the class, 11 students had an A or B, with no score lower than 60%.</p>
BIOL 1011	Generate and test hypotheses	Generate and test hypotheses	Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	Students are required to produce a poster suitable for presentation at a scientific conference describing their semester-long research project	Score/grade of 60% or higher for poster	240	<p>226 students met expectations</p> <p>14 students did not meet expectations</p>

BIOL 1011 cont.	Use the scientific method to evaluate hypotheses and conclusions	Use the scientific method to evaluate hypotheses and conclusions	Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	Students are required to produce a poster suitable for presentation at a scientific conference describing their semester-long research project	Score/grade of 60% or higher for poster	240	226 students met expectations 14 students did not meet expectations
BIOL 1011 cont.	Demonstrate skills in making measurements and analyzing data	Demonstrate skills in making measurements and analyzing data	Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	Students are required to produce a poster suitable for presentation at a scientific conference describing their semester-long research project	Score/grade of 60% or higher for poster	240	226 students met expectations 14 students did not meet expectations
BIOL 1013		Understanding the methodology and facts of biological science		Comparison of Post-test Scores to Pre-test Scores (series of multiple choice questions)	1) Statistically significant improvement from Pre- to Post-test scores 2) Average	72	1) ACHIEVED in all sections 2) 47/72 (65%) met criterion

					score of 60% or better on Post-test		
BIOL 1013 cont.		Understanding the scientific nature of living organisms		Comparison of Post-test Scores to Pre-test Scores (series of multiple choice questions)	1) Statistically significant improvement from Pre- to Post-test scores 2) Average score of 60% or better on Post-test	72	1) ACHIEVED in all sections 2) 47/72 (65%) met criterion
BIOL 1113		Understanding the methodology and facts of both biological and physical science		Standard set of questions on the Final Exam	Students must score 60% or better on the standard set of questions	<p>Fall 2020</p> <p>Biol 1113-21050 30 students (Waring)</p> <p>Biol 1113-21049 47 students (Waring)</p> <p>Spring 2020</p> <p>Biol 1113-31416 45 students (Zamor)</p> <p>Biol 1113-31419 26 students</p>	<p>Fall 2019</p> <p>Biol 1113-21050 24/30 met expectations (80%)</p> <p>Biol 1113-21049 41/47 students met expectations (87%)</p> <p>Spring 2020</p> <p>Biol 1113-31416 40/45 students (Zamor) met expectations (88%)</p>

						(Hoffmeister) Biol 1113-31417 41 students (Hoffmeister)	Biol 1113-31416 23/26 students (Hoffmeister) met expectations (88%) Biol 1113-31417 37/41 students (Hoffmeister) met expectations (90%)
BIOL 1114	Apply principles of scientific inquiry, differentiate a theory from a hypothesis, and differentiate fact from opinion in regard to biological sciences.	Use the scientific method to evaluate hypotheses and conclusions	Integrative knowledge	Students are required to complete a laboratory assignment and develop a written lab report reflecting their understanding of scientific method. Each lab report is graded out of a score of 30 points.	Students are provided with a rubric that helps them determine what is considered to be a clear demonstration of mastery of the area. Success is indicated by including each of the required elements in the lab report.	50	<ul style="list-style-type: none"> By the end of the course 80% of students can articulate the scientific method in lab reports. By the end of the course 80% of students can write a hypothesis, conduct and experiment, gather data and write conclusions effectively. 20% of students at the end of the course were not able to write a hypothesis, gather data, and write conclusions effectively.
BIOL 1114 cont.	Apply principles of scientific inquiry, differentiate a theory from a hypothesis, and differentiate fact	Demonstrate skills in making measurements and analyzing data	Intellectual Skills	Students are required to complete a laboratory assignment and develop a written lab report	Students are provided with a rubric that helps them determine what is considered to be a clear	50	By the end of the course most students are able to write clear, comprehensive lab reports Students show an understanding of being able to measure results, analyze the data and write conclusions that

	from opinion in regard to biological sciences.			reflecting their understanding of the measurements taken, the tools used and analysis of the resultant data. Each lab report is graded out of a score of 30 points.	demonstration of mastery of the area. Success is indicated by including each of the required elements in the lab report.		relate to the hypothesis and the experimental aspects of the laboratory exercise Most students indicate that this has helped their critical thinking skills which can be used as transferrable skills in other courses Most students have a much better understanding of the science they encounter in their day-to-day lives through media and personal experiences On average 80% of all students in the course met expectations
BIOL 1114 cont.	Describe and practice laboratory safety guidelines relating to working with chemicals, microorganisms, body fluids and/or dissection	Establish causal relationships	Integrative knowledge – emphasizing the ability to produce, independently or collaboratively, an investigative, creative, or practical work that draws on specific theories, evidence, tools, and methods from diverse perspectives.	Each student is required to complete a laboratory assignment and develop a lab report that includes a discussion about the relationships between the experiments performed and the outcomes from these experiments. Each lab is graded out of 60 points	Students are provided with a rubric that helps them determine what is considered to be a clear demonstration of mastery of the area. Success is indicated by including each of the required elements in the lab report.	50	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.		List the common characteristics of living organisms	Integrative knowledge – emphasizing the ability to produce, independently or collaboratively, an investigative, creative, or practical work that draws on specific theories, evidence, tools, and methods from diverse perspectives.	Students must complete an exam based on the hierarchy of living things with specific discussions about the common themes of life. The exam is worth 100 points	Students must master material that highlights these elements in the chapter outline as evidenced by the scores they receive on the exam on this topic.	50	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.	2 Describe the scientific nature of the physical world and of living organisms	3 Specialized knowledge in the major	Selected Final Exam Questions	60%	78	71 successful = 91%
BIOL 3413 cont.	Explain why critical thinking is important in environmental science.	4 Use the scientific method to evaluate hypotheses and conclusions	3 Specialized knowledge in the major	Selected Final Exam Questions	60%	78	73 successful = 94%

BIOL 3413 cont.	Interpret graphs and data to answer questions in science	6 Demonstrate skills in making measurements and analyzing data	3 Specialized knowledge in the major	Mid Term Exam Question	60%	79	26 successful = 33%
CHEM 1123	Solve problems using proper precision and units.	Solve problems using basic arithmetic and algebra	1. Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	Performance on a standardized American Chemical Society General Chemistry First term exam (each of the 70 questions were assigned to the course SLO that they fit. Out of the total number of questions in each SLO a pass number of questions was set)	We would expect at least 70% of the students to pass this SLO.	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	1. Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives,	Performance on a standardized American Chemical Society General Chemistry First term exam (each of the 70 questions were assigned to the	We would expect at least 50% of the students to pass this SLO.	149	52.3% passed

			quantitative fluency, and communication fluency.	course SLO that they fit. Out of the total number of questions in each SLO a pass number of questions was set)			
CHEM 1123 cont.	Use quantitative relationships from chemical formulas and chemical equations.	Demonstrate skills in making measurements and analyzing data	1. Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	Performance on a standardized American Chemical Society General Chemistry First term exam (each of the 70 questions were assigned to the course SLO that they fit. Out of the total number of questions in each SLO a pass number of questions was set)	We would expect at least 50% of the students to pass this SLO.	149	51.7% passed
CHEM 1123 cont.	Analyze the energy changes of chemical reactions and physical processes.	Solve problems using basic arithmetic and algebra	1. Intellectual skills – emphasizing analytic inquiry, information literacy, engaging	Performance on a standardized American Chemical Society General Chemistry First term exam (each of the 70	50%	149	51.7% passed

			diverse perspectives, quantitative fluency, and communication fluency.	questions were assigned to the course SLO that they fit. Out of the total number of questions in each SLO a pass number of questions was set)			
CHEM 1123 cont.	Predict the electronic structure of atoms and ions.	Establish causal relationships	1. Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	Performance on a standardized American Chemical Society General Chemistry First term exam (each of the 70 questions were assigned to the course SLO that they fit. 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	76.8% passed
CHEM 1123 cont.	Explain periodic properties.	Describe the scientific nature of the physical world and of living organisms	1. Intellectual skills – emphasizing analytic inquiry, information	Performance on a standardized American Chemical Society General Chemistry First	We would expect at least 70% of the students to pass this SLO.	149	66.8% passed

			literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	term exam (each of the 70 questions were assigned to the course SLO that they fit. Out of the total number of questions in each SLO a pass number of questions was set)			
CHEM 1123 cont.	Assess the formation of compounds including chemical bonding, molecular geometry and polarity.	Describe the scientific nature of the physical world and of living organisms	1. Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	Performance on a standardized American Chemical Society General Chemistry First term exam (each of the 70 questions were assigned to the course SLO that they fit. Out of the total number of questions in each SLO a pass number of questions was set)	We would expect at least 50% of the students to pass this SLO.	149	63.8% passed
CHEM 1131	Apply observations, safety, and techniques to	Demonstrate skills in making	Integrative knowledge – emphasizing the ability to	Used the average experiment report score for all 10 lab	How many of the students achieved at least a 70%	185	163 (88.1%) of the 185 met the 70% mark

	basic laboratory procedures, including a written component.	measurements and analyzing data Use the scientific method to evaluate hypotheses and conclusions Generate and test hypotheses	produce, independently or collaboratively, an investigative, creative, or practical work that draws on specific theories, evidence, tools, and methods from diverse perspectives.	experiments. (each lab has a pre-lab section 15%, a data report sheet 70%, and a post-lab section 15%)	average on their lab papers?		
CHEM 1131 cont.	Prepare Solutions	Demonstrate skills in making measurements and analyzing data	Specialized knowledge in the major – emphasizing student competency in the program outcomes of the major field(s) of study.	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	Intellectual skills – emphasizing analytic inquiry, information literacy, engaging	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%)

			diverse perspectives, quantitative fluency, and communication fluency.				
CHER 4113				Pre and Post Knowledge Assessments	Increase of at least 30%.	Fall 2020: 8 students*. Course was taught in-person and via Zoom in tandem. 7 out of 8 students completed both the Pre- and Post-Knowledge Assessment	One student had the same Pre- and Post- Knowledge Assessment score. All other students had an increase in score when comparing Pre- to Post- Assessment scores, ranging from +27% to +43%, with an average point increase of 34% and median of 42%.
CHER 4113 cont.				Pre and Post Knowledge Assessments	Increase of at least 30%.	Spring 2021: 22 students* Course was taught online. 20 out of 22 students completed both the Pre- and Post-Knowledge Assessment	Two students had the same Pre and Post Knowledge Assessment score. All other students had an increase in score when comparing Pre- to Post- Assessment scores, ranging from +8% to +69%, with an average point increase of 38% and median of 38%.

COMM 1113	*develop a research-based informative speech outline	Performing audience analysis; Learning basic research skills; Learning how to employ one's own writing or speaking voice effectively	1.5	informative outline	70% or higher	244	209/244 students met this goal
COMM 1113 cont.	*develop a research-based informative speech outline	Performing audience analysis; Learning basic research skills; Learning how to employ one's own writing or speaking voice effectively	1.5	Persuasive Outline	70% or higher	236	211/236 students met this goal
COMM 1113 cont.	deliver presentations, which accurately and effectively communicates the student's conceptual and emotional meaning of an informative and persuasive topic to an audience of larger than ten persons.	Performing audience analysis; Learning basic research skills; Learning how to employ one's own writing or speaking voice effectively	1.5	Informative Speech	3 or higher on rubric	FA20: 250 (3 sections did not report); SP21: 222; SU21: 23	FA20: 101/250 students achieved this goal; SP21: 100/222 students achieved this goal; SU21: 12/23 students achieved this goal
COMM 1113 cont.	deliver presentations, which accurately and effectively	Performing audience analysis; Learning basic research skills; Learning how to	1.5	Persuasive Speech	3 or higher on rubric	FA20: 246 (3 sections did not report);	FA20: 116/246 students achieved this goal; 122/218 students met this goal; SU21:

	communicates the student's conceptual and emotional meaning of an informative and persuasive topic to an audience of larger than ten persons.	employ one's own writing or speaking voice effectively				SP21: 218; SU21: 23	13/23 students achieved this goal
COMM 1113 cont.	*employ personal communication goals in a small group meeting by utilizing interpersonal concepts derived from class.	Performing audience analysis; Learning basic research skills; Learning how to employ one's own writing or speaking voice effectively	1.5	participation points/Chs 9/10 journals/	70% or higher	222	205/222 students achieved this target
COMM 1113 cont.	*demonstrate sensitivity to the influence of culture on communication by examining cultural norms in various settings	Performing audience analysis; Learning basic research skills; Learning how to employ one's own writing or speaking voice effectively	1.5	Ch. 6 Discussion/quiz	70% or higher	206	185/206 students met this goal
COMM 1113 cont.	*analyze the value of persuasive arguments	Performing audience analysis; Learning basic research skills; Learning how to	1.5	persuasive speech peer feedback	70% or higher	203	138/203 students achieved this goal

	produced by others as it applies in the classroom and in daily communicative exchanges	employ one's own writing or speaking voice effectively					
COMM 1113 cont.	will utilize strategies to reduce speech anxiety and communication apprehension	Learning how to employ one's own writing or speaking voice effectively	1.5	PRPSA	lower post-test score indicates less speech anxiety	SP21: 213 pre; 172 post; FA20: 283 pre; 204 post; SU21: 31 pre; 24 post	FA20: overall mean decreased from 121 to 104; SU21: overall mean decreased from 127 to 103; SP21: overall mean decreased from 119 to 101
COMM 2213	develop a research-based informative, persuasive outline.	Performing audience analysis; Learning basic research skills; Learning how to employ one's own writing or speaking voice effectively	1.2, 1.5	Informative Outline	7 or higher on rubric	12; 1 did not submit	11/12 scored a 7 or higher
COMM 2213 cont.	develop a research-based informative, persuasive outline.	Performing audience analysis; Learning basic research skills; Learning how to employ one's own writing or speaking voice effectively	1.2, 1.5	Persuasive Outline	7 or higher on rubric	11; 2 did not submit	9/11 scored a 7 or higher

COMM 2213 cont.	deliver presentations, which accurately and effectively communicates the student's conceptual and emotional meaning of an informative and persuasive topic to an audience of larger than ten persons.	Performing audience analysis; Learning basic research skills; Learning how to employ one's own writing or speaking voice effectively	1.5	Informative Speech	C or higher on speech based on rubric	13	12/13 scored a C or higher
COMM 2213 cont.	deliver presentations, which accurately and effectively communicates the student's conceptual and emotional meaning of an informative and persuasive topic to an audience of larger than ten persons.	Performing audience analysis; Learning basic research skills; Learning how to employ one's own writing or speaking voice effectively	1.5	Persuasive Speech	C or higher on speech based on rubric	13	13/13 scored a C or higher
COMM 2213 cont.	employ small group communication goals in a presentation by	Learning to read closely, note agreements and disagreements, and make application in		Group Speech	score of 70% or higher	13	13/13 scored a 70% or higher

	utilizing public speaking concepts derived from class.	the student's own work; Performing audience analysis; Communicating effectively with people from other cultures and backgrounds					
COMM 2213 cont.	demonstrate sensitivity to the influence of culture on communication by examining ethical persuasion	Communicating effectively with people from other cultures and backgrounds		Audience Analysis Paper	score of 70% or higher	13	12/13 scored a 70% or higher
COMM 2213 cont.	analyze the value of persuasive arguments produced by others as it applies in the classroom and in public speeches	Performing audience analysis; Communicating effectively with people from other cultures and backgrounds		Persuasive Speech Peer Feedback	score of 70% or higher	11; 2 did not submit	9/11 scored a 70% or higher
COMM 2213 cont.	will utilize strategies to reduce speech anxiety and	Learning how to employ one's own writing or speaking voice effectively	1.5	PRPSA	lower score on post-test	11; 2 did not submit post PRPSA	9/11 had a lower score on post-test

	communication apprehension						
COMM 2543	1) Explore the concept of culture by examining popular cultural artifacts and cases in their everyday lives (Meets GE Outcomes A, D),	Describe cultural influences on their own values and assumptions; Value human and cultural diversity	5.1	Vocabulary Report	70% or higher	29	29/29 scored 70% or higher
COMM 2543 cont.	2) Identify intercultural conflicts, stereotypes, and communication problems and reflect on the possible solutions (Meets GE Outcomes A, B, D),	Describe cultural influences on their own values and assumptions; Analyze different cultures from a comparative perspective; Value human and cultural diversity	5.1	Identity Analysis	70% or higher	21; 7 didn't submit	21/21 scored 70% or higher
COMM 2543 cont.	3) Understand the important role of "language" in intercultural communication and develop the ability to decode	Describe cultural influences on their own values and assumptions; Analyze different cultures from a comparative perspective; Communicate with	5.1	Foreign Culture Report	70% or higher	29	28/29 scored 70% or higher

	the meanings of a ritual, a phrase, or a gesture in different symbolic systems (Meets GE Outcomes A, B, C), and	members of different cultural groups with respect and maturity					
COMM 2543 cont.	4) Achieve personal communication goals in an intercultural context (Meets GE Outcomes A, B, C, D).	Describe cultural influences on their own values and assumptions; Analyze different cultures from a comparative perspective; Communicate with members of different cultural groups with respect and maturity; Value human and cultural diversity	5.1	Final Project	70% or higher	27	26/27 scored 70% or higher
COMM 3223	develop a research-based informative or persuasive speech outline	Performing audience analysis, Learning basic research skills, Learning how to employ one's own writing or speaking voice effectively	1.2, 1.5	Informative Outline	7 or higher on rubric	28	25 scored 7 or higher
COMM 3223 cont.	develop a research-based informative or persuasive speech outline	Performing audience analysis, Learning basic research skills, Learning how to employ one's own	1.2, 1.5	Informative Outline	7 or higher on rubric	13;4didnotsubmit	12/13 met this goal

		writing or speaking voice effectively					
COMM 3223 cont.	develop a research-based informative or persuasive speech outline	Performing audience analysis, Learning basic research skills, Learning how to employ one's own writing or speaking voice effectively	1.2, 1.5	Persuasive Outline	7 or higher on rubric	28	26 scored 7 or higher
COMM 3223 cont.	develop a research-based informative or persuasive speech outline	Performing audience analysis, Learning basic research skills, Learning how to employ one's own writing or speaking voice effectively	1.2, 1.5	Persuasive Outline	7 or higher on rubric	12;5didnotsubmit	10/12 met this target
COMM 3223 cont.	deliver presentations, which accurately and effectively communicates the student's conceptual and emotional meaning of an informative and persuasive topic to an audience of larger than ten persons.	Performing audience analysis, Learning basic research skills, Learning how to employ one's own writing or speaking voice effectively	1.5	Informative Speech	70% or higher	28	27 scored 70% or higher

COMM 3223 cont.	deliver presentations, which accurately and effectively communicates the student's conceptual and emotional meaning of an informative and persuasive topic to an audience of larger than ten persons.	Performing audience analysis, Learning basic research skills, Learning how to employ one's own writing or speaking voice effectively	1.5	Informative Speech	70% or higher	13;4didnotsubmit	13/13 met this target
COMM 3223 cont.	deliver presentations, which accurately and effectively communicates the student's conceptual and emotional meaning of an informative and persuasive topic to an audience of larger than ten persons.	Performing audience analysis, Learning basic research skills, Learning how to employ one's own writing or speaking voice effectively	1.5	Persuasive Speech	70% or higher	28	27 scored 70% or higher
COMM 3223 cont.	deliver presentations, which accurately and effectively communicates the student's	Performing audience analysis, Learning basic research skills, Learning how to employ one's own	1.5	Persuasive Speech	70% or higher	14;3didnotsubmit	13/13 met this target

	conceptual and emotional meaning of an informative and persuasive topic to an audience of larger than ten persons.	writing or speaking voice effectively					
COMM 3223 cont.	employ personal communication goals in a small group meeting by utilizing interpersonal concepts derived from class.	Communicating effectively with people from other cultures and backgrounds, Learning how to employ one's own writing or speaking voice effectively	5.3	Goal Planning Meeting	8/10 or higher	28	24 scored 8 or higher
COMM 3223 cont.	employ personal communication goals in a small group meeting by utilizing interpersonal concepts derived from class.	Communicating effectively with people from other cultures and backgrounds, Learning how to employ one's own writing or speaking voice effectively	5.3	Group Meeting Observation Analysis	70% or higher	13;4didnotsubmit	13/13 met this target
COMM 3223 cont.	demonstrate sensitivity to the influence of culture on communication by examining	Learning to read closely, note agreements and disagreements, and make application in the student's own work, Learning basic	5.1	Policy Memo	70% or higher	28	28 scored 70% or higher

	cultural norms in various settings	research skills, Learning how to write a research essay					
COMM 3223 cont.	demonstrate sensitivity to the influence of culture on communication by examining cultural norms in various settings	Learning to read closely, note agreements and disagreements, and make application in the student's own work, Learning basic research skills, Learning how to write a research essay	5.1	Diversity and Inclusion Analysis	70% or higher	12;5didnotsubmit	12/12 met this target
COMM 3223 cont.	analyze the value of persuasive arguments produced by others as it applies in the classroom and in daily communicative exchanges	Learning to read closely, note agreements and disagreements, and make application in the student's own work, Performing audience analysis, Learning basic research skills		Peer Review	7/10 or higher	28	23 scored 7 or higher
COMM 3223 cont.	analyze the value of persuasive arguments produced by others as it applies in the classroom and in	Learning to read closely, note agreements and disagreements, and make application in the student's own work, Performing audience analysis,		Peer Review	70% or higher	13;4 did not submit	13/13 met this target

	daily communicative exchanges	Learning basic research skills					
COMM 3223 cont.	will utilize strategies to reduce speech anxiety and communication apprehension	Communicating effectively with people from other cultures and backgrounds, Learning basic research skills	1.5	PRPSA	lower number on post score than pre score	pre22; post22	Overall mean decreased from 104 to 93
COMM 3223 cont.	will utilize strategies to reduce speech anxiety and communication apprehension	Communicating effectively with people from other cultures and backgrounds, Learning basic research skills	1.5	PRPSA	lower number on post score than pre score	14	11/14 met this target
COMM 3303	develop a research-based informative or persuasive speech outline	Performing audience analysis, Learning basic research skills, Learning how to employ one's own writing or speaking voice effectively	1.2, 1.5	Chapter Presentation Outline	7 or higher on rubric	21	21 students scored 7 or higher
COMM 3303 cont.	develop a research-based informative or persuasive speech outline	Performing audience analysis, Learning basic research skills, Learning how to employ one's own writing or speaking voice effectively	1.2, 1.5	Group Symposium Outline	14/20 or higher on body rubric	21	21 students scored 14 or higher

COMM 3303 cont.	deliver presentations, which accurately and effectively communicates the student's conceptual and emotional meaning of an informative and persuasive topic to an audience of larger than ten persons.	Performing audience analysis, Learning basic research skills, Learning how to employ one's own writing or speaking voice effectively	1.5	Chapter Presentation	70% or higher	21	21 students scored 70% or higher
COMM 3303 cont.	deliver presentations, which accurately and effectively communicates the student's conceptual and emotional meaning of an informative and persuasive topic to an audience of larger than ten persons.	Performing audience analysis, Learning basic research skills, Learning how to employ one's own writing or speaking voice effectively	1.5	Group Symposium	70% or higher	21	21 students scored 70% or higher
COMM 3303 cont.	employ personal communication goals in a small group meeting by utilizing interpersonal	Communicating effectively with people from other cultures and backgrounds, Learning how to	5.3	Journal #1	8/10 or higher	21	20 students scored 8 or higher

	concepts derived from class.	employ one's own writing or speaking voice effectively					
COMM 3303 cont.	demonstrate sensitivity to the influence of culture on communication by examining cultural norms in various settings	Learning to read closely, note agreements and disagreements, and make application in the student's own work, Learning basic research skills, Learning how to write a research essay	5.1	Group Symposium	8/10 or higher on language & delivery rubric	21	17 students scored 8 or higher
COMM 3303 cont.	analyze the value of persuasive arguments produced by others as it applies in the classroom and in daily communicative exchanges	Learning to read closely, note agreements and disagreements, and make application in the student's own work, Performing audience analysis, Learning basic research skills		Journal #3	8/10 or higher	21	18 students scored 8 or higher
COMM 3303 cont.	will utilize strategies to reduce speech anxiety and communication apprehension	Communicating effectively with people from other cultures and backgrounds, Learning basic research skills	1.5	Discussion Board #1	4/5 or higher	21	19 students scored 4 or higher

CS/IS 1003	Learn the basics of computer hardware including how computers work and current terminology.		1, 2	We assessed the Student Learning Outcomes by providing a 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each Student Learning Outcome was incorporated into these questions.	For each question, we considered demonstration of a correct response of 70% content knowledge a success.	162	141 students meet expectations 87%
CS/IS 1003 cont.	Develop a basic understanding of what computer software is: applications and operating systems.		1,2	We assessed the Student Learning Outcomes by providing a 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each Student Learning Outcome was incorporated into these questions.	For each question, we considered demonstration of a correct response of 70% content knowledge a success.	162	87 students meet expectations 57%

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.	Apply technological tools and resources for lifelong learning	1,2	We assessed the Student Learning Outcomes by providing a 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each Student Learning Outcome was incorporated into these questions.	For each question, we considered demonstration of a correct response of 70% content knowledge a success.	162	198students meet expectations 61%
CS/IS 1003 cont.	*Develop a basic understanding of networks and how networked systems operate.	Apply technological tools and resources for lifelong learning	1, 2	We assessed the Student Learning Outcomes by providing a 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each Student Learning Outcome was incorporated into these questions.	For each question, we considered demonstration of a correct response of 70% content knowledge a success.	162	118 students meet expectations 73%

CS/IS 1003 cont.	*Learn to effectively use a word processor (Microsoft Word). Become proficient in all of the basic features and some advanced features including tables, styles, and graphics.	Apply technological tools and resources for lifelong learning	1, 2	We assessed the Student Learning Outcomes by providing a 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each Student Learning Outcome was incorporated into these questions.	For each question, we considered demonstration of a correct response of 70% content knowledge a success.	162	131 students meet expectations 81%
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.	Apply technological tools and resources for lifelong learning	1, 2	We assessed the Student Learning Outcomes by providing a 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each Student Learning Outcome was incorporated into these questions.	For each question, we considered demonstration of a correct response of 70% content knowledge a success.	162	129 students meet expectations 79%

CS/IS 1003 cont.	*Learn to create a presentation (Microsoft PowerPoint) using design templates.	Apply technological tools and resources for lifelong learning	1, 2	We assessed the Student Learning Outcomes by providing a 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each Student Learning Outcome was incorporated into these questions.	For each question, we considered demonstration of a correct response of 70% content knowledge a success.	162	140 students meet expectations 86%
CS/IS 1003 cont.	Introduction to relational database programs with Microsoft Access.		1, 2	We assessed the Student Learning Outcomes by providing a 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each Student Learning Outcome was incorporated into these questions.	For each question, we considered demonstration of a correct response of 70% content knowledge a success.	162	100 students meet expectations 62%

CS/IS 1003 cont.	Become aware of professional, personal, social, and legal issues that are involved in using computers and the Internet.		1, 2, 5	We assessed the Student Learning Outcomes by providing a 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each Student Learning Outcome was incorporated into these questions.	For each question, we considered demonstration of a correct response of 70% content knowledge a success.	162	138 students meet expectations 85%
DRAM 2763	Connect theatrical activity and innovation to relevant social issues.	Demonstrate observational and critical thinking abilities	1.2.d) use information effectively to accomplish a specific purpose;	Journal Assignment: The Future of Theatre; students answer journal questions regarding the potential future perceptions of theatre in society.	The assignment is a pass/fail due to the opinion based nature of the questions. Of those completing and submitting the assessment, 100% passing is the target.	57 Partial Face/ Face 10 Partial Virtual 34 Online	Of the 57 partial face to face students, 45 completed the assessment and 45 received a passing grade. Of the 10 virtual students, 9 completed the assessment and 9 received a passing grade. Of the 34 online students, 30 completed the assessment and 30 received a passing grade.
DRAM 2763 cont.	Describe the cultural beliefs and practices associated with	Describe the beliefs, achievements, customs, and values of different cultures in varying	5.1.b) identify the connectedness of culture and society;	Traditional exam over theatre history. Students complete a Blackboard	Student average on exam at 80% or above	57 Partial Face/ Face 10 Partial Virtual	Of the 57 partial face to face students, 50 completed the assessment with an average score of 78%. Of the 10 virtual students, 8 completed the

	particular eras of theatre history.	times and places		exam including multiple choice, true/false, and short answer questions over eras of theatre history covered in class.		34 Online	assessment with an average score of 84%. Of the 34 online students, 31 completed the assessment with an average score of 85%.
DRAM 2763 cont.	Demonstrate the ability to observe a performance and critically analyze that performance.	Produce written or oral communication that demonstrates audience analysis	5.1.b) identify the connectedness of culture and society;	Production review assignment. Students are required to attend a live production and then write a response to the production in which they critically analyze the aspects of theatrical production discussed in class.	Of the students who complete and submit the assessment, 90% receive full credit	57 Partial Face/ Face 10 Partial Virtual 34 Online	Of the 57 partial face to face students, 43 submitted the assessment and all received full credit. Of the 10 virtual students, 9 completed the assessment and all received full credit. Of the 34 online students, 31 completed the assessment and 30 received full credit.
DRAM 2843	employ terms and techniques of cinema such as cinematography, editing, mise en scene, genre criticism, etc.	Demonstrate observational and critical thinking abilities	use information effectively to accomplish a specific purpose;	Sequence Analysis submitted through blackboard covering in-depth analysis of assigned film	75% or higher	452	370 received a 75% or higher

				sequences.			
DRAM 2843 cont.	address cultural, historical, global, and aesthetic movements that influence films and genres through their journal writing and essays.	Describe the beliefs, achievements, customs, and values of different cultures in varying	identify the connectedness of culture and society;	Traditional Exam including Multiple Choice, True/False, Short Answers covering text material as well as films viewed.	75% or higher	452	384 received a 75% or higher
DRAM 2843 cont.	enhance visual literacy by viewing, discussing and analyzing both classic and contemporary film	Produce written or oral communication that demonstrates audience analysis	identify the connectedness of culture and society;	Film Analyses submitted through blackboard covering in-depth analysis of their chosen films.	75% or higher	452	393 received a 75% or higher
ECON 2213	Apply graphical analysis and solve linear equations as applicable for basic microeconomics	Use quantitative symbolic systems to solve problems and interpret data	1.4: Quantitative fluency	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	(0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations;	125	The mean scores out of 3 were 1.94 for SLO1 in fall 2020 and 2.39 in Spring 2021- the percentage of students who were ineffective went down from 25% in Fall 2020 to 10% in Spring 2021

					5 Correct = Exceeds expectations)		
ECON 2213 cont.	Explain the concepts of scarcity, opportunity costs, circular flow of income and their importance in microeconomic decision making	Use critical thinking to analyze and solve problems	3. Specialized knowledge of the major	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	(0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	125	The mean scores out of 3 were 2.34 for SLO2 in Fall 2020 and 2.58 in Spring 2021
ECON 2213 cont.	Apply the theory of supply and demand as applicable to microeconomics and in general to economic issues and contemporary events	Use critical thinking to analyze and solve problems	1.1: Analytic inquiry 1.2: Information Literacy	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	(0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	125	The mean scores out of 3 were 2.47 for SLO3 in Fall 2020 and 2.60 in Spring 2021
ECON 2213 cont.	Calculate prices, profits and economic efficiency for various microeconomic product markets, including	Use quantitative symbolic systems to solve problems and interpret data	1.4: Quantitative fluency	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	(0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations;	125	The mean scores out of 3 were 2.42 for SLO4 in Fall 2020 and 2.35 in Spring 2021

	perfectly competitive and imperfectly competitive markets				5 Correct = Exceeds expectations)		
ECON 2213 cont.	Examine and interpret basic economic data and procedures for calculating price elasticities, profit maximizing prices and output and economic surpluses	Use quantitative symbolic systems to solve problems and interpret data	1.4: Quantitative fluency 1.2: Information Literacy	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	(0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	125	The mean scores out of 3 were 2.23 for SLO5 in Fall 2020 and 2.40 in Spring 2021
ECON 2313	Use and interpret graphs as used in basic macroeconomics	Use quantitative symbolic systems to solve problems and interpret data	1.4: Quantitative fluency	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	(0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	84	The mean scores out of 3 were 2.26 for SLO1 in Fall 2020 and 2.19 in Spring 2021
ECON 2313 cont.	Interpret basic economic data, including unemployment, inflation, and	Use critical thinking to analyze and solve problems	3. Specialized knowledge of the major	5 multiple choice questions on this SLO on the Chalk and Wire	(0– 2 Correct = Does not meet expectations;	84	The mean scores out of 3 were 2.64 for SLO2 in Fall 2020 and 2.45 in Spring 2021

	GDP and how they are measured			assessment tool	3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)		
ECON 2313 cont.	Apply the Keynesian and the aggregate demand and supply models to determine economic outcomes in the short run and in the long run	Use critical thinking to analyze and solve problems	1.1: Analytic inquiry 1.2: Information Literacy	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	(0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	84	The mean scores out of 3 were 2.43 for SLO3 in Fall 2020 and 2.58 in Spring 2021
ECON 2313 cont.	Identify the role of the Federal Reserve System and of financial intermediaries in relation to money supply of the economy	Identify and evaluate political, historical, and social forces that shape the past, present, and future	1.2: Information Literacy	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	(0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations)	84	The mean scores out of 3 were 2.51 for SLO4 in Fall 2020 and 2.45 in Spring 2021
ECON 2313 cont.	Compare and contrast fiscal and monetary policies	Use critical thinking to analyze and solve problems	1.4: Quantitative fluency	5 multiple choice questions on this SLO on the Chalk and Wire assessment tool	(0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations;	84	The mean scores out of 3 were 2.64 for SLO5 in Fall 2020 and 2.48 in Spring 2021

			1.2: Information Literacy 1.1: Analytic inquiry		5 Correct = Exceeds expectations)		
EDUC 4823	Model the identification, evaluation, and adoption of digital resources, tools, and practices that leverage technology to support learning. [ISTE 1 & 2]	Apply technological tools and resources for lifelong learning	1.2.D. use information effectively to accomplish a specific purpose	<p>Writing Assignment: <i>Modeling Digital Citizenship</i></p> <p>This assignment was administered and submitted in Chalk & Wire.</p> <p>The assignment applies knowledge of concepts of technological tools and resources for lifelong learning.</p> <p>This assignment requires the students to develop a set of classroom norms and procedures based on digital citizenship principles and</p>	<p>Mean score of 3.0 or above on scoring rubric.</p> <p>The scoring rubric assesses three objectives: (1)</p> <p>The teacher candidate guides learners in using technology in appropriate, safe, and effective ways.</p> <p>(2)</p> <p>The teacher candidate examines his/her understanding of the expectations of the</p>	<p>Fall 2020: 112</p> <p>Spring 2021: 107</p> <p>-----</p> <p>219, 2019-20 AY total</p>	<p>Assessment Overall averages: Fall 2020: 3.50 out of 4</p> <p>Spring 2021: 3.53 out of 4</p> <p>-----</p> <p>3.52 out of 4 average for 2020- 21AY</p> <p>Sub-objective averages: Fall 2020: (1) 3.40 out of 4 (2) 3.30 out of 4 (3) 3.80 out of 4</p> <p>Spring 2021: (1) 3.50 out of 4 (2) 3.40 out of 4 (3) 3.70 out of 4</p>

				state how you will model the responsible use of digital tools and resources. It focuses future teachers to be prepared to not only model but teach digital citizenship principles such as digital footprints, media balance, cyberbullying, online privacy, communication, news & media literacy, and protecting intellectual rights.	profession including code of ethics, professional standards of practice, and relevant law and policy. (3) The teacher candidate writes in an organized manner and uses the conventions of grammar and mechanics (spelling, punctuation, and capitalization).		
EDUC 4823 cont.	Create experiences for students to positively contribute and responsibly participate in the digital world. [ISTE 3]	Apply technological tools and resources for lifelong learning	1.1.B. evaluates approaches to address complex problems;	Writing Assignment: <i>Modeling Digital Citizenship</i> This assignment was administered and submitted in Chalk & Wire. The assignment	The scoring rubric assesses three objectives: 4) The teacher candidate guides learners in using technology in appropriate,	Fall 2020: 112 Spring 2021: 107 ----- 219, 2019-20 AY total	Assessment Overall averages: Fall 2020: 3.50 out of 4 Spring 2021: 3.53 out of 4 ----- 3.52 out of 4 average for 2020-21AY

				<p>applies knowledge of concepts of technological tools and resources for lifelong learning.</p> <p>This assignment requires the students to develop a set of classroom norms and procedures based on digital citizenship principles and state how you will model the responsible use of digital tools and resources. It focuses future teachers to be prepared to not only model but teach digital citizenship principles such as digital footprints, media balance, cyberbullying, online privacy, communication, news & media</p>	<p>safe, and effective ways.</p> <p>5) The teacher candidate examines his/her understanding of the expectations of the profession including code of ethics, professional standards of practice, and relevant law and policy.</p> <p>6) The teacher candidate writes in an organized manner and uses the conventions of grammar and mechanics (spelling, punctuation, and capitalization).</p>		<p>Sub-objective averages:</p> <p>Fall 2020:</p> <p>(1) 3.40 out of 4</p> <p>(2) 3.30 out of 4</p> <p>(3) 3.80 out of 4</p> <p>Spring 2021:</p> <p>(1) 3.50 out of 4</p> <p>(2) 3.40 out of 4</p> <p>(3) 3.70 out of 4</p>
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				literacy, and protecting intellectual rights.			
ENGL 1113	Did the essay address analyzing rhetorical strategies, including noting areas of agreement and disagreement?	Write a research essay.	1.2.A. determine the extent of information needed	Final Reflective Essay	2.8	Fall: 72 Spring: 15 (about 20 percent of all submitted essays)	Fall: 2.43 Spring: 2.25
ENGL 1113 cont.	Did the essay address raising questions and problems, demonstrating a clear understanding of audience through effective and coherent argumentative prose?	Practice reading closely, noting agreements and disagreements, and making application in their own work.	1.2.C. evaluate the reliability and comparative worth of various information sources	Final Reflective Essay	2.8	Fall: 72 Spring: 15 (about 20 percent of all submitted essays)	Fall: 2.76 Spring: 3
ENGL 1113 cont.	Did the essay address evaluating diverse research materials and the use of information to	Practice reading closely, noting agreements and disagreements, and making application in their own work.	1.2.C. evaluate the reliability and comparative worth of various	Final Reflective Essay	2.8	Fall: 72 Spring: 15 (about 20 percent of all submitted	Fall: 2.67 Spring: 2.85

	accomplish a specific purpose?		information sources			essays)	
ENGL 1113 cont.	Did the essay address employing 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 technologies, modalities?	Write a research essay.	1.2.D. use information effectively to accomplish a specific purpose	Final Reflective Essay	2.8	Fall: 72 Spring: 15 (about 20 percent of all submitted essays)	Fall: 2.70 Spring: 2.76
ENGL 1113 cont.	Did the essay address constructing arguments for academic audiences, including understanding of	Practice reading closely, noting agreements and disagreements, and making application in their own work	1.2.C. evaluate the reliability and comparative worth of various information sources and	Final Reflective Essay	2.8	Fall: 72 Spring: 15 (about 20 percent of all submitted essays)	Fall: 2.63 Spring: 2.71

	the integration of evaluative, analytical, and argumentative skills?		1.2.D. use information effectively to accomplish a specific purpose				
ENGL 1113 cont.	Did the essay address composing and revising texts that synthesize source materials with original ideas?	Produce written or oral communication that demonstrates audience analysis. Employ one's own writing or speaking voice effectively.	1.2.D. use information effectively to accomplish a specific purpose	Final Reflective Essay	2.8	Fall: 72 Spring: 15 (about 20 percent of all submitted essays)	Fall: 2.54 Spring: 2.8
ENGL 1113 cont.	Did the essay address developing flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing?	Use standard vocabulary, punctuation, and grammatical constructions. Communicate effectively with people from other cultures and backgrounds. Write a research essay. Employ one's own writing or speaking voice effectively.	1.2.C. evaluate the reliability and comparative worth of various information sources and 1.2.D. use information effectively to accomplish a specific purpose	Final Reflective Essay	2.8	Fall: 72 Spring: 15 (about 20 percent of all submitted essays)	Fall: 2.74 Spring: 2.96

ENGL 1113 cont.	Did the essay address composing texts by integrating a variety of genres, modes, and formats?	Produce written or oral communication that demonstrates audience analysis. Write a research essay. Employ one's own writing or speaking voice effectively.	1.2.C. evaluate the reliability and comparative worth of various information sources and 1.2.D. use information effectively to accomplish a specific purpose	Final Reflective Essay	2.8	Fall: 72 Spring: 15 (about 20 percent of all submitted essays)	Fall: 2.47 Spring: 2.67
ENGL 1113 cont.	Did the essay address writing a research essay using academic standards, including vocabulary, punctuation, and grammatical constructions?	Produce written or oral communication that demonstrates audience analysis. Write a research essay. Employ one's own writing or speaking voice effectively.	1.2.C. evaluate the reliability and comparative worth of various information sources and 1.2.D. use information effectively to accomplish a specific purpose	Final Reflective Essay	2.8	Fall: 72 Spring: 15 (about 20 percent of all submitted essays)	Fall: 2.57 Spring: 2.84
ENGL 1113 cont.	Did the essay address the documentation sources according to	Produce written or oral communication that demonstrates audience analysis. Write a research	1.2.C. evaluate the reliability and comparative worth of	Final Reflective Essay	2.8	Fall: 72 Spring: 15 (about 20	Fall: 2.65 Spring: 2.67

	conventions and address the ethical use of information, showing a developed understanding of citation practices, intellectual property, and collaborative writing practices?	essay. Employ one's own writing or speaking voice effectively.	various information sources and 1.2.D. use information effectively to accomplish a specific purpose			percent of all submitted essays)	
ENGL 1213	The student shows the ability to raise questions and problems, formulating them clearly in effective, coherent argumentative prose.	Write a research essay.	1.2.A. determine the extent of information needed	Final Reflective Essay	3	Fall: 22 Spring: 69 (about 20 percent of all submitted essays)	Fall: 3.6 Spring: 2.55
ENGL 1213 cont.	The student shows the knowledge to access the needed information	Practice reading closely, noting agreements and disagreements, and making application in their own work.	1.2.C. evaluate the reliability and comparative worth of various	Final Reflective Essay	3	Fall: 22 Spring: 69 (about 20 percent of all submitted	Fall – 3.5 Spring – 3.95

	effectively and efficiently, addressing how these texts address different audiences and rhetorical situations.		information sources			essays)	
ENGL 1213 cont..	The student shows the ability to evaluate the reliability of various information sources in different technologies, modalities, and formats	Practice reading closely, noting agreements and disagreements, and making application in their own work.	1.2.C. evaluate the reliability and comparative worth of various information sources	Final Reflective Essay	3	Fall: 22 Spring: 69 (about 20 percent of all submitted essays)	Fall – 3.4 Spring – 2.81
ENGL 1213 cont.	The student shows the ability to construct arguments for academic audiences.	Write a research essay.	1.2.D. use information effectively to accomplish a specific purpose	Final Reflective Essay	3	Fall: 22 Spring: 69 (about 20 percent of all submitted essays)	Fall – 3.6 Spring – 2.85
ENGL 1213 cont.	The student shows the skills to integrate	Practice reading closely, noting agreements and	1.2.C. evaluate the reliability and	Final Reflective Essay	3	Fall: 22 Spring: 69	Fall – 3.4 Spring – 2.96

	evaluative, analytical, and argumentative skills into effective and coherent prose.	disagreements, and making application in their own work	comparative worth of various information sources and 1.2.D. use information effectively to accomplish a specific purpose			(about 20 percent of all submitted essays)	
ENGL 1213 cont.	The student shows the ability to use information effectively to accomplish a specific purpose.	Produce written or oral communication that demonstrates audience analysis. Employ one's own writing or speaking voice effectively.	1.2.D. use information effectively to accomplish a specific purpose	Final Reflective Essay	3	Fall: 22 Spring: 69 (about 20 percent of all submitted essays)	Fall – 3.6 Spring – 2.89
ENGL 1213 cont.	The student shows the ability to develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and	Use standard vocabulary, punctuation, and grammatical constructions. Communicate effectively with people from other cultures and backgrounds. Write a research essay. Employ one's own	1.2.C. evaluate the reliability and comparative worth of various information sources and 1.2.D. use information effectively to accomplish a	Final Reflective Essay	3	Fall: 22 Spring: 69 (about 20 percent of all submitted essays)	Fall – 3.6 Spring – 2.97

	editing.	writing or speaking voice effectively.	specific purpose				
ENGL 1213 cont.	The student shows the ability to compose texts integrating a variety of genres, modes, and formats.	Produce written or oral communication that demonstrates audience analysis. Write a research essay. Employ one's own writing or speaking voice effectively.	1.2.C. evaluate the reliability and comparative worth of various information sources and 1.2.D. use information effectively to accomplish a specific purpose	Final Reflective Essay	3	Fall: 22 Spring: 69 (about 20 percent of all submitted essays)	Fall – 3.3 Spring – 2.58
ENGL 1213 cont.	The student shows a developed understanding of citation practices, intellectual property, and collaborative writing practices.	Produce written or oral communication that demonstrates audience analysis. Write a research essay. Employ one's own writing or speaking voice effectively.	1.2.C. evaluate the reliability and comparative worth of various information sources and 1.2.D. use information effectively to accomplish a specific	Final Reflective Essay	3	Fall: 22 Spring: 69 (about 20 percent of all submitted essays)	Fall – 3.4 Spring - 2.73

			purpose				
ENGL 1213 cont.	The student shows the knowledge to use information ethically.	Produce written or oral communication that demonstrates audience analysis. Write a research essay. Employ one's own writing or speaking voice effectively.	1.2.C. evaluate the reliability and comparative worth of various information sources and 1.2.D. use information effectively to accomplish a specific purpose	Final Reflective Essay	3	Fall: 22 Spring: 69 (about 20 percent of all submitted essays)	Fall – 3.4 Spring - 2.96
ENGL 2113	Humanities Cat. 1	Describe various expressions of emotion, intellect, and imagination	1.3- Engaging diverse perspectives	1 st essay (Prose analysis)	80%	FA 20-44 SP 21- 33 SU 21-22 TOTAL: 99	Overall: 72 students at or above expectation, 10 at or slightly below expectations, 17 underperforming based on metrics
ENGL 2113 cont.	Humanities Cat. 2	Describe the beliefs, achievements, customs, and values of different cultures in varying times and places	1.3- Engaging diverse perspectives	1 st essay (Prose analysis)	80%	FA 20-44 SP 21- 33 SU 21-22 TOTAL: 99	Overall: 72 students at or above expectation, 10 at or slightly below expectations, 17 underperforming based on metrics

ENGL 2113 cont.	Humanities Cat. 2	Demonstrate observational and critical thinking abilities	2- Integrative knowledge	Final Essay- Synthesis and Application	80%	FA 20-44 SP 21- 33 SU 21-22 TOTAL: 99	Overall: 72 students at or above expectation, 10 at or slightly below expectations, 17 underperforming based on metrics
ENGL 2113 cont.	Humanities Cat. 4	Demonstrate approaches to literary analyses, utilizing an exceptional understanding of the themes and concepts in literature.		Final Essay- Synthesis and Application	80%	FA 20-44 SP 21- 33 SU 21-22 TOTAL: 99	Overall: 72 students at or above expectation, 10 at or slightly below expectations, 17 underperforming based on metrics
ENGL 2113 cont.	Humanities Cat. 5	Evaluative Presentation	1.2.D. use information effectively to accomplish a specific purpose	Final Essay- Synthesis and Application	80%	FA 20-44 SP 21- 33 SU 21-22 TOTAL: 99	Overall: 72 students at or above expectation, 10 at or slightly below expectations, 17 underperforming based on metrics
ENGL 3413		Recognize cultural influences		Dr. Mercer (now retired) created pool of 30 multiple-choice questions based on readings assigned by Drs. Mercer and Cowlshaw. Students took pre- and post-test on 15 of these questions.			Fall 2019: test not administered: not informed until mid-September. Spring 2020: 10 students took pre-test and post-test. 9 of 10 improved their scores by 20% or more, which was set as the threshold for success. Thus, 90% of students met success criteria.

ENGL 3413 cont.		Demonstrate understanding of different cultures		“”			“”
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	100 students;	Qz1 = 69% and Qz2 = 73.75%
GEOG 2133	OSRHE Gen Ed Outcome: Appreciating and understanding diverse cultures and heritages	NSU Gen Ed SLO 4. Become globally-aware citizens through an understanding and appreciation of human and cultural diversity SLO for Global Perspectives: Analyze different cultures from a comparative perspective	Outcome #5: Citizenship; 5.1.B. Identify the connectedness of culture and society;				Course not offered in 2020-21

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	29 (pre) and 16 (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.
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 post-survey	Pre-survey completed by 53 students; post completed by 38	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. Post results showed at least moderate improvements. Surveys for fall, spring, and summer were combined. Some question results were higher in the F2F format while others were higher in Online sections.

GEOL 1114	Recognize connections among the geosphere, biosphere, atmosphere and hydrosphere.	2. Describe the scientific nature of the physical world and of living organisms	3 Specialized knowledge in the major	Final Essay question	Score 6/10 points on this question	27	24 Successful 89%
GEOL 1114 cont.	Interpret geologic charts, maps and photos.	4. Use the scientific method to evaluate hypotheses and conclusions	3 Specialized knowledge in the major	Selected Final Exam Questions	3/5 Answered Correctly	27	20 Successful 74%
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.	Describe how lifestyle choices affect physical, psychological, and emotional health.	Life Skills and Personal Development 5.3.C. Identify personal values or beliefs.	Exam item analysis	80% of students who corrected each exam item.	Online: 120 F2F: 322	Percent correct by semester by delivery method included for each individual question that make up each SLO. Report available upon request.
H ED 1113 cont.	Identify the role that sleep, alcohol use, drug use, and tobacco use play in maintaining	Understand the effect of decision-making on lifestyle outcomes.	Life Skills and Personal Development 5.3.C. Identify	Exam item analysis	80% of students who corrected each exam item.	Online: 120 F2F: 322	Percent correct by semester by delivery method included for each individual question that make up each SLO. Report available upon request.

	overall wellness and explain how the environment affects our overall health.		personal values or beliefs.				
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.	Life Skills and Personal Development 5.3.D. Manage resources effectively.	Exam item analysis	80% of students who corrected each exam item.	Online: 120 F2F: 322	Percent correct by semester by delivery method included for each individual question that make up each SLO. Report available upon request.
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.	Life Skills and Personal Development 5.3.C. Identify personal values or beliefs.	Exam item analysis	80% of students who corrected each exam item.	Online: 120 F2F: 322	Percent correct by semester by delivery method included for each individual question that make up each SLO. Report available upon request.
H ED 1113 cont.	Identify the components of the cardiovascular	Describe how lifestyle choices affect physical, psychological, and	Life Skills and Personal Development	Exam item analysis	80% of students who corrected each	Online: 120	Percent correct by semester by delivery method included for each individual question that make up each SLO. Report

	system and the various types of cardiovascular disease and discuss ways of promoting cardiovascular health through an examination of the major controllable health factors.	emotional health.	5.3.C. Identify personal values or beliefs.		exam item.	F2F: 322	available upon request.
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.	Life Skills and Personal Development 5.3.C. Identify personal values or beliefs.	Exam item analysis	80% of students who corrected each exam item.	Online: 120 F2F: 322	Percent correct by semester by delivery method included for each individual question that make up each SLO. Report available upon request.
H ED 1113 cont.	Discuss sexual health in terms of human biology and culture and explain how to protect your sexual health and reproductive choices.	Describe how lifestyle choices affect physical, psychological, and emotional health.	Life Skills and Personal Development 5.3.C. Identify personal values or beliefs.	Exam item analysis	80% of students who corrected each exam item.	Online: 120 F2F: 322	Percent correct by semester by delivery method included for each individual question that make up each SLO. Report available upon request.

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.	Life Skills and Personal Development 5.3.C. Identify personal values or beliefs.	Exam item analysis	80% of students who corrected each exam item.	Online: 120 F2F: 322	Percent correct by semester by delivery method included for each individual question that make up each SLO. Report available upon request.
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.	Life Skills and Personal Development 5.3.C. Identify personal values or beliefs.	Quiz 1 _Item analysis	80% of total score and 70% of each item.	151	92% of students (i.e., 139 out of 151) in the course achieved more than 70% of the total score. The average was 87.35% of total score on quiz 1. All the items (i.e., 10 items) in quiz 1 are above 60%, ranging from 77% (i.e., the lowest item) to 100% (i.e., the highest item).
H ED 2212 cont.	Recognize the signals of a possible heart attack, and describe how to care for someone who is experiencing persistent chest pain.	Understand the effect of decision-making on lifestyle outcomes.	Life Skills and Personal Development 5.3.D. Manage resources effectively.	Quiz 2_Item analysis	80% of total score and 70% of each item.	151	88% of students (i.e., 133 out of 151) in the course achieved more than 70% of the total score. The average was 83.75% of total score on quiz 2. All the items (i.e., 10 items) in quiz 2 are not above 70%, with 60% being the lowest item and 100% being the highest item.
H ED 2212 cont.	Identify the signals of cardiac arrest, and demonstrate	Understand the effect of decision-making on lifestyle outcomes.	Life Skills and Personal Development	Midterm _ grade analysis	70% of total score.	151	97% of students (i.e., 148 out of 152) in the courses achieved more than 70% of the total midterm score. Furthermore,

	how to provide cardiopulmonary resuscitation (C.P.R.) until advanced emergency medical care arrives.		5.3.D. Manage resources effectively.				the average midterm score for all students is 91%.
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.	Life Skills and Personal Development 5.3.D. Manage resources effectively.	Final Exam _ grade analysis	70% of total score.	151	93% of students (i.e., 143 out of 153) in the courses achieved 70% of the total final exam score. Furthermore, the average final exam score for all students is 90%.
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.	Life Skills and Personal Development 5.3.D. Manage resources effectively.	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.	151	89% of students (i.e., 133 out of 149) in the course achieved more than 70% of the total score. The average was 84.5% of total score on quiz 5. All the items (i.e., 10 items) in quiz 5 are not above 60%, 30% being the lowest item and 100% being the highest item).

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.	Life Skills and Personal Development 5.3.C. Identify personal values or beliefs.	Practical application assignment	70% of total assignment score	151	86% of students (i.e., 126 out of 146) in the course achieved more than 70% of the total assignment score. The average overall performance score (i.e., seven areas) is 81 out of 100.
HIST 1113		The Humanities category: • Exploring the beliefs, achievements, customs, and values of different cultures in varying times and places • Applying historical knowledge to contemporary issues and problems		A 50-question multiple choice test that covers Early Western Civilization was developed from the list of student learning outcomes outlined in the course syllabus.	A grade of 70% on the post-test and/or significant improvement on the post-test	115 students were assessed (those who took both parts of the test)	22 students (19%) scored 70% or above on the pre-test; 111 students (96.5%) scored 70% or above on the post-test Average scores increased by 35.34% from the pre-test to the post-test 106 students (92.2%) showed improvement
HIST 1213		The Humanities category: • Exploring the beliefs, achievements, customs, and values of different cultures in varying times and places • Applying historical knowledge to contemporary issues and problems		A 50-question multiple choice test that covers Modern Western Civilization was developed from the list of student learning outcomes outlined in the course syllabus.	A grade of 70% on the post-test and/or significant improvement on the post-test	117 students were assessed	23 students (19.7%) scored 70% or above on the pre-test; 106 students (90.6%) scored 70% or above on the post-test Scores increased by 27.23% from the pre-test to the post-test 112 students (95.7%) improved their scores on the post-test; 5 students (4.3%) showed no improvement

HIST 1483		<p>The Humanities category:</p> <ul style="list-style-type: none"> • Applying historical knowledge to contemporary issues and problems <p>The Social and Behavioral Sciences category:</p> <ul style="list-style-type: none"> • Understanding the historical experience, legacy, political institutions, and systems of the U.S. 		A 50-question multiple choice test that covers American history to 1877 was developed from the list of student learning outcomes outlined in the course syllabus.	A grade of 70% on the post-test and/or significant improvement on the post-test	198 students were assessed	<p>52 students (26.26%) scored 70% or above on the pre-test; 115 students (58.08%) scored 70% or above on the post-test</p> <p>Average scores increased by 13.98% from the pre-test to the post-test</p> <p>140 students (70.7%) improved their scores on the post-test; 58 students (29.3%) showed no improvement</p>
HIST 1493		<p>The Humanities category:</p> <ul style="list-style-type: none"> • Applying historical knowledge to contemporary issues and problems <p>The Social and Behavioral Sciences category:</p> <ul style="list-style-type: none"> • Understanding the historical experience, legacy, political institutions, and systems of the U.S. 		A 50-question multiple choice test that covers American history from 1877 to the present was developed from the list of student learning outcomes outlined in the course syllabus.	A grade of 70% on the post-test and/or significant improvement on the post-test	244 students were assessed	<p>100 students (40.98%) scored 70% or above on the pre-test; 211 students (86.48%) scored 70% or above on the post-test</p> <p>Scores increased by 19.21% from the pre-test to the post-test</p> <p>201 students (82.38%) improved their scores on the post-test; 43 students (17.62%) showed no improvement</p>
HIST 3723		<p>The Global Perspectives category:</p> <p>Demonstrate an awareness and</p>		An essay pre-test and post-test that examines students' abilities to comprehend and	A grade of 70% on the post-test and/or substantial	27 students were assessed in two different sections (HIST 3723	<p>No students (0%) scored 70% or above on the pre-test; but 19 students (70%) scored 70% or above on the post-test</p> <p>26 students (96.3%) showed</p>

		understanding of different cultures in a comparative perspective.		address comparative perspectives of diverse Native American histories from 1400 to the present was developed.	improvement on the post-test	and AIS 3723).	improvement in their post-test scores compared to their pre-test scores (out of 100 total points per test).
HUM 2113	Describe the beliefs, achievements, customs, and values of different cultures in varying times and places.	Same		Pre-test/Post-Test	70%	Pre-Test: 37 Students Post-Test: 43 Students	Pre-Test: 2/37 received a passing score. Average Score: 1.9 on a 5 point scale. Post-Test: 38/43 received a passing score. Average score: 3.9 on a 5 point scale. Students passing the exam increased from 5% in Pre-Test to 88% in Post-Test.
HUM 2223	Describe the beliefs, achievements, customs, and values of different cultures in varying times and places.	Same		Pre-test/Post-Test		Pre-Test: 29 Students Post-Test: 31 Students	Pre-Test: 4/29 received a passing score. Average Score: 1.8 on a 5 point scale. Post-Test: 25/31 received a passing score. Average score: 3.5 on a 5 point scale. Students passing the exam increased from 14% in Pre-Test

							to 81% in Post-Test.
MATH 1313	Calculate correlation coefficient and regression line.	Solve problems using basic arithmetic and algebra	Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	One problem with two parts administered during an exam. It involved a calculation of a correlation coefficient and determination of a regression line.	A student's response was considered successful if the response provided the correct answer.	92 students were assessed in an online course. 93 face to face students were assessed.	68/92 = 74% hit the target. 70/93 = 75% hit the target.
MATH 1473	Use properties of exponents to investigate topics of personal finance.	Solve problems using basic arithmetic and algebra	Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	One problem with two parts administered during an exam. It involved a calculation on personal finance.	A student's response was considered successful if the response provided the correct answer.	97 face to face students were assessed. 54 online students were assessed.	71/97 = 73% hit the target. 37/54 = 69% 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	Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.	One problem with two parts administered during an exam. It involved 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.	97 face to face students were assessed. 54 online students were assessed	78/97 = 80% hit the target. 46/54 = 85% hit the target.
MATH 1513		Solve problems using basic arithmetic and algebra	Outcome #1 Intellectual Skills 4.Quantitative Fluency b) Perform arithmetic operations on algebraic expressions and solve linear equations	Test Question on an Exam	Demonstrate 75% of content knowledge	Online: 95 Face-to-Face: 68	Students meeting the performance target: Online: 52% 49/95 F-to-F: 81% 55/68
MATH 1513 cont.	Identify and sketch graphs of functions including linear, polynomial, absolute value, rational, radical,	Draw valid inferences from data presented in the form of a graph	Outcome #1 Intellectual Skills 4. Quantitative Fluency d) Interpret mathematical	Test Question on an Exam	Demonstrate 100% of content knowledge	Online: 95 F-to-F: 68	Online: 64% 61/95 F-to-F: 90%

	piecewise functions, exponential, logarithmic, and use transformations of basic graphs.		models such as formulas, graphs, tables, and schematics, and draw inferences from them.				61/68
MATH 1513 cont.	*Algebraically solve equations including linear, quadratic, polynomial, rational, radical, absolute value, exponential, and logarithmic.	Creatively apply known results to new situations - also covers Like Skills 2. Analyze and describe personal finance and associated consumer issues.	Outcome #1 Intellectual Skills 4. Quantitative Fluency c) Evaluate the validity of procedures in solving a mathematical problem	Test Question on an Exam	Demonstrate 75% of content knowledge	Online: 95 F-to-F: 68	Online: 49% 47/95 F-to-F: 75% 51/68
MUS 2533	Draw conclusions on the influences that various artists had on the development of rock music		Outcome #1 2(b) access the needed information effectively and efficiently	Unit Quiz	70% out of 100%	120 online	100-90: 109 89-80: 6 79-70: 5 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		Outcome #1 2(d) use information to accomplish a specific purpose	Chapter Quiz	70% out of 100%	120 online	100-90: 108 89-80: 7 79-70: 5 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		Outcome #1 2 e. use information ethically and legally	Essay Assignment using the Essay rubric criterions Supporting Information and Citations	80% of the students will meet the 3 rd descriptor in each criterion	120 online	Supporting Information criterion: 112 students met the target of Supporting Information Criterion and 115 met the target of Citations criterion
MUS 2533 cont.	Identify the events and music that factored in the emergence of rock music		Outcome #1 5 b. construct coherent written narratives for general and specific audiences.	Essay Assignment Rubric that includes 5 criterions 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	120 online	100-90: 108 89-80: 7 79-70: 3 59-0: 2 118 of the students meet the target goal of at least 70 points.

MUS 2533 cont.	To develop an understanding of the history and evolution of rock music as well as develop active listening skills that will help students progress beyond the class.	Students will learn the connections between social/cultural movements and rock music of various eras and gain insight into the emotional and technical aspects of various styles of “rock” music.		Attendance/Class Participation 10% Online Chapter Quizzes (16) 20% Listening Observations (15) 10% In-Class Video Review (10) 10% Album Presentation 20% Final Exam 30% Total 100%	70% out of 100%	19 (spring 2021) face to face	100-90: 10 89-80: 6 79-70: 1 69-60: 2 59-0: None
MUS 2533 cont.	To develop an understanding of the history and evolution of rock music as well as develop active listening skills that will help students	Students will learn the connections between social/cultural movements and rock music of various eras and gain insight into the emotional and technical aspects of		Attendance/Class Participation 10% Online Chapter Quizzes (16) 20%	70% out of 100%	17 (Fall 2020) face to face	100-90: 6 89-80: 2 79-70: 4 69-60: 3 59-0: 2

	progress beyond the class.	various styles of “rock” music.		Listening Observations (15) 10% In-Class Video Review (10) 10% Album Presentation 20% Final Exam 30% Total 100%			
MUS 2543		Upon successful completion of the course, the student will: Demonstrate the ability to identify styles, music, and composers from each period.		Through a Pre-Assessment and Post-Assessment Essay (See above.)	70% out of 100	65 (all online)	100-90: 52 89-80: 3 79-70: 0 69-60: 0 59-0: 12 Did not submit: 12
MUS 2543 cont.	Demonstrate a fundamental understanding of music, music instruments, and musical terms.			Aural assessment of Britten’s The Young Person’s Guide to the Orchestra 1 st day of class & again at last day of	A grade point higher from initial assessment	16 face to face	80% 4 or higher mark 20% 2 or 3 score All students assessed received a higher score from initial assessment.

	Demonstrate an understanding of the historical music periods from 500 to the present. Demonstrate the ability to identify styles, music, & composers from each period.			classes			
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	31	100-90: 13 89-80: 3 79-70: 69-60: 59-0: 15 Did not submit: 15
PHIL 1013	Demonstrate knowledge of major arguments, problems, and terminology in philosophy.	Describe various expressions of emotion, intellect, and imagination	Evaluates approaches to address complex problems;	Pre-Test And Post-Test		17	3/17 Pre-test Passing Score increased to 15/17 Post-Test Passing Score 43 average became 62 average

PHIL 1013 cont.	Articulate key conceptual distinctions in philosophy.	Describe the beliefs, achievements, customs, and values of different cultures in varying times and places	Explain alternative systems of thought, including their assumptions, implications, and practical consequences.	Pre-Test and Post-Test		17	3/17 Pre-test Passing Score increased to 15/17 Post-Test Passing Score 43 average became 62 average, with one not taken=66% without it
PHYS 1114	Understand the basic concepts in Mechanics such as velocity, acceleration, force, torque, energy, momentum, and angular momentum. Understanding the basic concepts in Thermal Physics such as temperature, heat and specific heat.	Explain the methodology and facts of both biological and physical science.	Intellectual Skills	Subset of questions from the FCI (Force Concept Inventory test--standardized physics test).	65%	84	68/84 students met the target.
PHYS 1114 cont.	Use the concepts and principles to solve physics problems including real	Demonstrate skills in making measurements and analyzing data.	Intellectual Skills	Subset of questions from the FCI test.	65%	84	53/84 students met the target.

	world problems.						
PHYS 1114 cont.	Use mathematical skills such as trigonometry and college algebra to solve problems.	Solve problems using basic arithmetic and algebra.	Intellectual Skills	Subset of questions from the FCI test.	65%	84	66/84 students met the target.
POLS 1113	Identify American democratic principles and procedures, and the ways in which these are embodied in the U.S. Constitution.	Describe the historical experience, legacy, political institutions, and systems of the U.S.	1	Pre- and Post-Test	80%	Fall 318 Spring 217 Total 535 Online Fall 29 of 30 Spring 33 of 34	Fall: Percent >80% - 86% Percent >90% - 62% Spring: Percent >80% - 94% Percent >90% - 68% Online Fall: Percent >80% - 91% Percent >90% - 68% Spring: Percent >80% - 88% Percent >90% - 55%
POLS 2313	Understand relationships between international actors, and cooperation and	Developing an analytical understanding of the content and processes used by historians, social scientists, and	#1	Pre- and Post-Test	80%	Spring 26 of 26	Percent >80% 85% Percent >90% 69%

	conflict in the international arena.	behavioral scientists to explain human behavior and social systems					
POLS 2353	Analyze comparatively , within and between two states using a comparative method, <i>Most Similar Systems</i> or <i>Most Different Systems</i> , theory, and data.	Developing an analytical understanding of the content and processes used by historians, social scientists, and behavioral scientists to explain human behavior and social systems	1	Measures Competency: Essay with Data Analysis Assignment Within and Between Countries	80%	Fall 12 of 17	Fall: Percent >80% 80% Percent >90% 55%
POLS 2353 cont.	Identify and define terminology, theories and methods in comparative politics in general and regarding case-context.	Developing an analytical understanding of the content and processes used by historians, social scientists, and behavioral scientists to explain human behavior and social systems	1	Measures Competency: Essay with Data Analysis Assignment Within and Between Countries	80%	Fall 13 of 17	Fall: Percent >80% 92% Percent >90% 62%
PSYC 1003		• Describe how lifestyle choices affect physical, psychosocial, and emotional health	Outcome #1 – intellectual skills 1. ANALYTIC INQUIRY	13 multiple choice (4-option) items on core course topics (self-	Average correct over all items : 70% (based on letter grade “C”)	Data was reported for 66 students enrolled in 5 sections.	The average correct across all items was 86.34% (SD=10.69).

		<ul style="list-style-type: none"> • Explain personal finance and associated consumer issues • Explain the effect of decision-making on lifestyle outcomes • Apply technological tools and resources for lifelong learning 	<p>1a) raises vital questions and problems, formulating them clearly and precisely;</p> <p>1b) evaluates approaches to address complex problems;</p> <p>1c) tests proposed solutions to complex problems.</p> <p>3. ENGAGING DIVERSE PERSPECTIVES</p> <p>3a) explain alternative systems of thought, including their assumptions, implications, and practical consequences</p> <p>Outcome #5 - Citizenship</p> <p>1. CULTURAL FOUNDATIONS</p> <p>1b) identify the</p>	<p>image and - esteem, integrity, goal-setting, attitude, critical thinking, motivation, communication, respect and appreciation for diversity, stress, and money management)</p> <p>were administered as part of the regular exams given during the class.</p> <p>These items were embedded into regular exams given in each section of the course.</p>			
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			<p>connectedness of culture and society; 1c) discuss how culture influences one's perspective;</p> <p>1d) define one's identity in relation to cultural differences</p>				
PSYC 1113		<ul style="list-style-type: none"> • Explain the methods of science as applied to human behavior • Describe the processes used by historians, social scientists, and behavioral scientists to explain human behavior and social systems • Describe the historical experience, legacy, political institutions, and systems of the U.S. 	<p>Outcome #1 – intellectual skills</p> <p>1. ANALYTIC INQUIRY</p> <p>1a) raises vital questions and problems, formulating them clearly and precisely;</p> <p>1b) evaluates approaches to address complex problems;</p> <p>1c) tests proposed solutions to complex problems.</p>	<p>15 multiple choice (4-option) 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</p>	<p>Average correct over all items : 70% (based on letter grade “C”)</p>	<p>Data was reported for 131 students enrolled in 6 sections.</p>	<p>The average correct across all items was 77.37% (SD=15.95).</p>

			<p>3. ENGAGING DIVERSE PERSPECTIVES</p> <p>3a) explain alternative systems of thought, including their assumptions, implications, and practical consequences</p> <p>Outcome #5 - Citizenship</p> <p>1. CULTURAL FOUNDATIONS</p> <p>1b) identify the connectedness of culture and society;</p> <p>1c) discuss how culture influences one's perspective;</p> <p>1d) define one's identity in relation to cultural differences</p>	<p>disorders and treatment. These items were embedded into regular exams given in each section of the course.</p>			
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REL 2553	Demonstrate knowledge of beliefs, practices, and values of major world religions.	Developing an awareness and understanding of different cultures in a comparative perspective		Pre-test/Post-Test		Pre-Test: 10 Students Post-Test: 10 Students	Pre-Test: 1/10 received a passing score. Average Score: 2.1 on a 5 point scale. Post-Test: 10/10 received a passing score. Average score: 3.9 on a 5 point scale. Students passing the exam increased from 10% in Pre-Test to 100% in Post-Test.
SCI 1111	Students will describe the free fall motion of objects.	Explain the methodology and facts of both biological and physical science.	Intellectual Skills	Pre- and post-test	65%	73	55% pre 91% post
SCI 1111 cont.	Students will predict the outcome of an experiment.	Use the scientific method to evaluate hypotheses and conclusions	Intellectual Skills	Pre- and post-test	65%	73	60% pre 77% post
SCI 1111 cont.	Students will convert numbers between measurement systems.	Demonstrate skills in making measurements and analyzing data	Intellectual Skills	Pre- and post-test	65%	73	45% pre 89% post
SCI 1113	Students will write an equation Students will	Solve problems using basic arithmetic and algebra.	Intellectual Skills	Pre- and post-test	Above 65%	172	Pre: 54% Post: 84%

	write an equation using mathematical symbols that expresses a relationship.						
SCI 1113 cont.	Students will perform arithmetic operations on algebraic expressions and solve linear equations.	Solve problems using basic arithmetic and algebra.	Intellectual Skills	Pre- and post-test	Successfully solve a problem involving an equation.	172	Pre: 68% Post: 86%
SCI 1113 cont.	Students will interpret mathematical models, such as formulas, graphs, tables and schematics, and draw inferences from them.	Demonstrate skills in making measurements and analyzing data.	Integrative knowledge	Pre- and post-test	Successfully determine a mathematical model.	172K	Pre: 37% Post: 88%
SCI 1114	Students will write an equation using mathematical symbols that expresses a relationship	Solve problems using basic arithmetic and algebra	Intellectual Skills	Subset of quiz questions spanning the entire course	Passing grade	115	110

SCI 1114 cont.	Students will perform arithmetic operations on algebraic expressions and solve linear equations	Solve problems using basic arithmetic and algebra	Intellectual Skills	Homework question	Successfully solve a set of problems involving linear equations	115	99/115 students met the target
SCI 1114 cont.	Students will interpret mathematical models, such as formulas, graphs, tables and schematics, and draw inferences from them.	Demonstrate skills in making measurements and analyzing data	Integrative knowledge	Lab assignment	Successfully develop a graph based on a table of data	115	86/115 students met the target
SCI 1314	Describe Earth's place in the solar system and our sun's place in the galaxy.	2 Describe the scientific nature of the physical world and of living organisms	3 Specialized knowledge in the major	Selected Final Exam Questions	60%	19	16 successful = 84%
SCI 1314 cont.	Explain how astronomers interpret stellar evolution from available data	4 Use the scientific method to evaluate hypotheses and conclusions	3 Specialized knowledge in the major	Selected Final Exam Questions	60%	19	15 successful = 79%

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.	DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences.	<p>Sociology objective #1, general education objective #2, and NSU DOE 1.3 were measured using objective exams. Students were evaluated using a common scale:</p> <p>4 = Exceeds expectations; few errors; 90% or above on exams</p> <p>3 = Meets expectations; average to above average comprehension; 70%-89% on exams</p> <p>2 = Needs improvement; below average comprehension; 60%-69% on exams</p> <p>1 = Does not meet</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>Traditional face-to-face = 60</p> <p>Online = 70</p>	In the traditional face-to-face sections, a total of 51 students (85%) scored 70% or above in the course. In the online sections, a total of 66 students (94%) scored 70% or above in the course.
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				expectations; poor comprehension; below 60% on exams			
SOC 1113 cont.	#2: Demonstrate a general understanding of various types of scientific research, its purpose and methods, and the ethics involved.	#1: Explain the methods of science as applied to human behavior.	DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences.	<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:</p> <p>4 = Exceeds expectations; few errors; 90% or above on exams</p> <p>3 = Meets expectations; average to above average comprehension; 70%-89% on exams</p> <p>2 = Needs improvement;</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>Traditional face-to-face = 60</p> <p>Online = 70</p>	In the traditional face-to-face sections, a total of 51 students (85%) scored 70% or above in the course. In the online sections, a total of 66 students (94%) scored 70% or above in the course.

				<p>below average comprehension; 60%-69% on exams</p> <p>1 = Does not meet expectations; poor comprehension; below 60% on exams</p>			
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.	DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences.	<p>Sociology objective #3, general education objective #2, and NSU DOE 1.3 were measured using objective exams. Students were evaluated using a common scale:</p> <p>4 = Exceeds expectations; few errors; 90% or above on exams</p> <p>3 = Meets expectations; average to</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>Traditional face-to-face = 60</p> <p>Online = 70</p>	In the traditional face-to-face sections, a total of 51 students (85%) scored 70% or above in the course. In the online sections, a total of 66 students (94%) scored 70% or above in the course.

				<p>above average comprehension; 70%-89% on exams</p> <p>2 = Needs improvement; below average comprehension; 60%-69% on exams</p> <p>1 = Does not meet expectations; poor comprehension; below 60% on exams</p>			
SOC 1113 cont.	#4: Demonstrate an understanding of the value of critical thinking skills	#2: Describe the process used by historians, social scientists, and behavioral scientists to explain human behavior and social systems.	DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences.	<p>Sociology objective #4, general education objective #2, and NSU DOE 1.3 were measured using objective exams. Students were evaluated using a common scale:</p> <p>4 = Exceeds expectations;</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>Traditional face-to-face = 60</p> <p>Online = 70</p>	In the traditional face-to-face sections, a total of 51 students (85%) scored 70% or above in the course. In the online sections, a total of 66 students (94%) scored 70% or above in the course.

				<p>few errors; 90% or above on exams</p> <p>3 = Meets expectations; average to above average comprehension; 70%-89% on exams</p> <p>2 = Needs improvement; below average comprehension; 60%-69% on exams</p> <p>1 = Does not meet expectations; poor comprehension; below 60% on exams</p>			
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.	DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their	Sociology objective #5, general education objective #2, and NSU DOE 1.3 were measured using objective	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>Traditional face-to-face = 60</p> <p>Online = 70</p>	In the traditional face-to-face sections, a total of 51 students (85%) scored 70% or above in the course. In the online sections, a total of 66 students (94%) scored 70% or above in the course.

			assumptions, implications, and practical consequences.	<p>exams. Students were evaluated using a common scale:</p> <p>4 = Exceeds expectations; few errors; 90% or above on exams</p> <p>3 = Meets expectations; average to above average comprehension; 70%-89% on exams</p> <p>2 = Needs improvement; below average comprehension; 60%-69% on exams</p> <p>1 = Does not meet expectations; poor comprehension; below 60% on exams</p>			
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SOC 1113 cont.	#6: Demonstrate an ability to define, give examples, and interpret situations using sociological concepts and terminology provided in class lectures, discussions, assignments, and the text.	#2: Describe the process used by historians, social scientists, and behavioral scientists to explain human behavior and social systems.	#2: Describe the process used by historians, social scientists, and behavioral scientists to explain human behavior and social systems.	For sociology objective #6, general education objective #2, and NSU DOE 1.3, students were assessed using objective exams and class discussions.	70% or higher in the course, based on exam scores. Demonstration of an understanding of sociological concepts through class discussion.	Traditional face-to-face = 60 Online = 70	In the traditional face-to-face sections, a total of 51 students (85%) scored 70% or above in the course. In the online sections, a total of 66 students (94%) 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.	1. Communicate effectively through writing, listening, speaking, and reading	Outcome 1: Intellectual Skills, 1.5.b. Communication fluency: construct coherent written and oral narratives for general and specific audiences	In-class composition with a shared writing prompt and rubric across the sections. The composition prompt asks students to write an 100-150 word message to a friend with detailed information about daily life as a university student. Thus, it	70%	Total: 168 Face to face: 20 F2F w/ VCM: 49 VCM only: 57 Online: 42	Percentage and raw numbers of students who met the performance target: Total: 90%, 151/168 F2F: 95%, 19/20 F2F w/ VCM: 88%, 43/49 VCM only: 86%, 49/57 Online: 95%, 40/42 Percentages and raw numbers of students who did not meet the performance target: Total: 10%, 16/168 Face to face: 5%, 1/20

				<p>asks students to construct a coherent written narrative in Spanish.</p> <p>Syllabus— Composition: Toward the end of the semester, students will write an in-class composition to assess their ability to write a coherent narrative in Spanish and their presentational writing proficiency level. Students will be asked to write about one or more topics studied during the course of the semester. Grades will be based on content, comprehensibility, language control, and vocabulary use.</p>			<p>F2F w/ VCM: 12%, 6/49 VCM only: 12%, 7/57 Online: 4%, 2/42</p> <p>Of the 16 students who didn't meet the target, 9 did not complete the composition.</p>
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				Complete instructions and a grading rubric will be provided. The composition is worth 100 possible points.			
SPAN 1123	5. Present in spoken and written form basic information about themselves, their daily activities, and familiar items and places.	1. Communicate effectively through writing, listening, speaking, and reading	Outcome 1: Intellectual Skills—5.b. Communication fluency: construct coherent written and oral narratives for general and specific audiences	In-class composition with a shared writing prompt and rubric across the sections. The composition prompt asks students to write a 200-250 word message to a friend in which they summarize a recent trip they have taken. Thus, it asks students to construct a written narrative in Spanish using the past tenses. Syllabus—Composition:	70%	Fall 2020, f2f w/ synchronous VCM: 6 students Spring 2021, online: 10 students Total: 16 students	Percentage and raw numbers of students who met the performance target: Fall 2020, f2f w/ synchronous VCM: 100%, 6/6 students Spring 2021, online: 90%, 9/10 students 1 student in the online spring class did not meet the target due to not completing the composition.

				<p>Toward the end of the semester, students will write an in-class composition to assess their ability to write a coherent narrative in Spanish and their presentational writing proficiency level. Students will be asked to write about one or more topics studied during the course of the semester. Grades will be based on content, comprehensibility, language control, and vocabulary use. Complete instructions and a grading rubric will be provided. The composition is worth 100 possible points.</p>			
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TECH 3023		Recognize cultural influences on their own values and assumptions	1,2,5	Post-Test	80%	68	60
TECH 3023 cont.		Developing an awareness and understanding of different cultures in a comparative perspective.	1,2,5	Post-Test	80%	68	60
TECH 3023 cont.		Interacting and communicating with members of different cultural groups with respect and maturity.	1,2,5	Post-Test	80%	68	60
TECH 3023 cont.		Becoming global-aware citizens through an understanding and appreciation of human and cultural diversity.	1,2,5	Post-Test	80%	68	60
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;	Intellectual Skills – Communication Fluency	This was the culminating assignment of the semester, the Course Reflection Essay. Students uploaded this essay to Chalk & Wire.	0-3 scale, 0=unsatisfactory 3=excellent 2 or above - target	361 Fall 2020 (34 online + 327 in person/hybrid) 24 Spring 2021 (10 online + 14 in person/hybrid)	412 submitted their assignment and 361 completed this for full assessment. From Fall 2020: Mean results: Personal learning = 2.93 Academic Skills = 2.91 Application of Learning = 2.94 Control of sentence structure...

							= 2.90 Followed instructions = 2.93
WGS 2123	Define feminism, gender socialization, and other theoretical concepts related to the study of gender and related social justice movements	Apply historical knowledge to contemporary issues and problems; Describe the beliefs, achievements, customs, and values of different cultures in varying times and places	DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences.	Objective exams are used to assess this CLO throughout the semester. Exams are given in a mixed format of multiple choice, matching, true/false and short answers.	The performance target is for the majority of students to score 70% or higher on the exams.	Online: 112 Face to Face: 48	82% of students in the online and face to face sections passed the objective exams with a 70% or higher.
WGS 2123 cont.	Identify both historical and contemporary debates taking place within the field of women's and gender studies	Apply historical knowledge to contemporary issues and problems; Describe the beliefs, achievements, customs, and values of different cultures in varying times and places	DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences.	Objective exams are used to assess this CLO throughout the semester. Exams are given in a mixed format of multiple choice, matching, true/false and short answers.	The performance target is for the majority of students to score 70% or higher on the exams.	Online: 112 Face to Face: 48	82% of students in the online and face to face sections passed the objective exams with a 70% or higher.

WGS 2123 cont.	Identify key historical and cultural world events in women's struggle for equality	Apply historical knowledge to contemporary issues and problems; Describe the beliefs, achievements, customs, and values of different cultures in varying times and places	DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences.	Objective exams are used to assess this CLO throughout the semester. Exams are given in a mixed format of multiple choice, matching, true/false and short answers.	The performance target is for the majority of students to score 70% or higher on the exams.	Online: 112 Face to Face: 48	82% of students in the online and face to face sections passed the objective exams with a 70% or higher.
WGS 2123 cont.	Indicate the social, cultural, political, and economic forces that shape gender and roles construct both nationally and globally	Apply historical knowledge to contemporary issues and problems; Describe the beliefs, achievements, customs, and values of different cultures in varying times and places	DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences.	Objective exams are used to assess this CLO throughout the semester. Exams are given in a mixed format of multiple choice, matching, true/false and short answers.	The performance target is for the majority of students to score 70% or higher on the exams.	Online: 112 Face to Face: 48	82% of students in the online and face to face sections passed the objective exams with a 70% or higher.
WGS 2123 cont.	Summarize the social, political, economic, and intellectual contributions that culturally diverse and	Apply historical knowledge to contemporary issues and problems; Describe the beliefs, achievements, customs, and values	DOE 1.3: Engaging diverse perspectives; explain alternative systems of	Objective exams are used to assess this CLO throughout the semester. Exams are	The performance target is for the majority of students to score 70% or higher on the	Online: 112 Face to Face: 48	82% of students in the online and face to face sections passed the objective exams with a 70% or higher.

	under-represented populations have made	of different cultures in varying times and places	thought, including their assumptions, implications, and practical consequences.	given in a mixed format of multiple choice, matching, true/false and short answers.	exams.		
WGS 2123 cont.	Explain and analyze the social construction of gender and its intersections with other socially constructed categories of difference (such as race, ethnicity, nationality, class, sexuality, ability, appearance, age, and others) and how such intersections have been articulated	Demonstrate observational and critical thinking abilities	DOE 5.1: Cultural Foundations, a-e	This course requires discussions and journaling based on readings assigned in the class.	The performance target is for the majority of students to score 70% or higher on discussions and journaling.	Online: 134 Face to Face: 48	83% of the students in the online and face to face students made a 70% or higher on their discussions and journaling.
WGS 2123 cont.	Explain one's personal assumptions and views regarding gender relations	Demonstrate observational and critical thinking abilities; Define, discuss, and articulate	DOE 5.1: Cultural Foundations, a-e	This course requires discussions and journaling based on	The performance target is for the majority of students to	Online: 134 Face to Face:	83% of the students in the online and face to face students made a 70% or higher on their discussions and journaling.

	in our own society and in other global communities	one's own values		readings assigned in the class.	score 70% or higher on discussions and journaling.	48	
WGS 2123 cont.	Create a service-learning project as a mechanism for enacting feminism in our spheres of influence	Demonstrate observational and critical thinking abilities	DOE 1.2 Information Literacy, a-e	Students conduct a final project that is service-learning oriented and write a research paper explaining not only the scope of the project but how the project could benefit the university and/or community. The students are able to seek out information regarding a prevalent societal problem and develop a plan for how to address it in their own communities.	The performance target is for the majority of students to score 70% on their final projects	Online: 134 Face to Face: 48	76% of the students in the online and face to face sections made a 70% or higher on their final projects.

WGS 2123 cont.	Develop critical thinking, listening, presentation, and writing skills	Demonstrate observational and critical thinking abilities	DOE 1.5 Communication Fluency, a-c	Students are required to conduct a research project throughout the semester. The final product of the research project is a written paper and oral presentation.	The performance target is for the majority of the students to score a 70% or higher on the research paper and oral presentation.	Online: 134 Face to Face: 48	76% of students in the online and face to face sections made a 70% or higher on their research paper and oral presentation.
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Section III – Program Outcomes

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

Please see Table G below for NSU degree program assessment measures and the number of students assessed per program.

Table G: Degree Program Assessment Measures and Students Assessed

CODE	PROGRAM	ASSESSMENT MEASURES	# ASSESSED PER PROGRAM
001	Accounting, BBA	<ul style="list-style-type: none"> Course embedded problem based multiple choice exams aligned to program outcomes. 	82
004	Health Organization Admin., BS	<ul style="list-style-type: none"> Comprehensive Exam over Foundational Principles of HOA. Multiple papers and presentations aligned to program learning outcomes. Practicum Supervisor Evaluation of the skills the student has demonstrated in the workplace. Multiple Case studies to develop the student's decision making. Create a Due Diligence Plan and develop a New Revenue Stream or Service Line within a healthcare organization. Interview a Long-Term Care administrator and accurately reflect their findings in written communication. Professional Portfolio 	60
005	Art, BA	<ul style="list-style-type: none"> Students in 2D and 3D art options: Senior Gallery Exhibition. Students in graphic design: design a Portfolio. 	13
006	Art Education, BAED	<ul style="list-style-type: none"> Capstone Senior Exhibition course that involves planning, preparation and production of senior exhibition, professional portfolio and resume. 	0 (New assessment plan and measures)
012	Business Admin, BBA	<ul style="list-style-type: none"> A "Pass" score on the exam is a total score that is equal to or greater than one (1) Standard Deviation below the National average for the total score. A section score that is equal to or greater than one (1) Standard Deviation below the National average for the section score. NSU Student data is aggregated overall for this comparison, not compared on a student-by-student basis. 	107

		<ul style="list-style-type: none"> ● Excel problem assignments administered in BADM 3253 (Management Analysis and Control). This measure is internal, formative and direct, assessing students' ability to apply quantitative techniques to the analysis of business scenarios. ● This measure is internal, formative and direct. It uses multiple choice questions administered in MKT 3253 (Integrated Marketing Communications) and MKT 3323 (Buyer Behavior) to assess students' understanding of market segmentation, targeting and positioning. ● This measure is internal, formative and direct. It uses multiple choice questions administered in IBUS 4343 (International Marketing) and IBUS 4843 (International Business) to assess students' understanding of international business concepts and diverse cultures. ● This measure is an external, summative assessment that consists of a simulation completed in Business Policy, a course that is usually taken by students in their last semester. 	
014	Chemistry, BS	<ul style="list-style-type: none"> ● Conduct research and experimentation ● Communicate findings in lab reports, lab notebooks, and presentations ● National exams DUCK and ETS 	13
019	Counseling, MS	<ul style="list-style-type: none"> ● The Counselor Education Comprehensive Examination (CECE), which is the professional standardized examination for counselors. The exam is offered once in the fall semester and once in the spring semester. 	412
020	Criminal Justice, BS	<ul style="list-style-type: none"> ● Complete the ACAT. Capstone exam that consists of six major areas. 	105
023	Early Childhood Education, BSED	<ul style="list-style-type: none"> ● Infant-Toddler Rating Scale (ITERS) Inquiry Project Grading Rubric ● Professional Dispositions and Habits Inventory (PDHI) Pre I Instructor ● Family Engagement Plan Grading Rubric ● Early Childhood Environmental Rating Scale (ECERS) ● Inquiry Project Grading Rubric ● Teacher Preparation Exit Survey by Cooperating Teacher ● Lesson Plan Grading Rubric ● Involvement in Early Childhood Field Checklist Reflection 	15
025	Elementary Education, BSED	<ul style="list-style-type: none"> ● LIBM 4023: Diversity Project, administered in Materials for Children ● ELED 4372: Language Acquisition Experience administered in Strategies for English Language Learners in Elementary & Middle Grades ● READ 4063: Content Knowledge & Strategies demonstrated in Introduction to Reading and Writing Assessment ● ELED 4343: Social Studies Lesson Plan displayed in Social Studies Strategies for the Elementary & Middle Grades 	143

		<ul style="list-style-type: none"> ● ELED 4563: Planning Assessment administered in Management of the Elementary Classroom and Curriculum ● EDUC 3113: Designing Instruction demonstrated in Educational Psychology ● ELED 4323: Designed Student Writing Assessment in Language Arts and Writing Strategies for the Elementary & Middle Grades ● Internship & Clinical Teaching 	
028	English, BA	<ul style="list-style-type: none"> ● Capstone Essay ● Portfolio 	47
029	English, BAED	<ul style="list-style-type: none"> ● NCTE Assessment #1- OSAT English ● NCTE Assessment #2- Work Sample Project ● NCTE Assessment #3- Content Unit Plan ● NCTE Assessment #4- FULL Field Experience ● NCTE Assessment #5- COE Lesson Observation- Full Internship: Coordinator (End- Semester); Indicator LO-11 	32
030	Finance, BBA	<ul style="list-style-type: none"> ● Multiple choice exam ● Summative Project 	13
036	Geography, BA	<ul style="list-style-type: none"> ● Multiple papers ● Civic engagement requirement (with reflection paper). Participation in student organization or volunteer work ● Completion of Graduation Exit Survey that includes measurements of civic engagement attitudes 	0 (New assessment plan and measures)
040	Health & Hum Performance, BS	<ul style="list-style-type: none"> ● HED 2254: Human Anatomy and Physiology- Muscle Origin/Insertion & Exercise Plan Assignment (rubric). ● HED 4503: Instrumentation in Exercise Physiology- Cardiovascular Fitness Assessment Lab Report (rubric). ● HED 2254: Human Anatomy and Physiology- Final Exam Objective Test items ● HED 4333: Physiology of Exercise- EMG Lab Report (rubric). ● HED 4363: Kinesiology- Biomechanics Lab Report (rubric). ● HED 2393: Nutrition for Health and Sport- Module 6 Objective Test items ● HED 4503: Instrumentation in Exercise Physiology- ECG Objective test items ● HED 4523: Sports Physiology- Exercise Test Lab Report (rubric). ● HED 4403: Physiology of Aging- Exercise Program Course Project (rubric). ● HED 2212: First Aid/ Responding to Emergencies- Final Exam Objective Test items ● HED 4383: Care and Prevention of Athletic Injuries- H.O.P.S / EAP Scenario Assignment (rubric). ● HED 4363: Kinesiology- Kinesiological Analysis/Research Assignment ● HHP Capstone: Research Project assessed with a rubric. ● PED 4811, 4812, 4813: Practicum- Course Internship Report (rubric). 	95

041	Health & PE, BSED	<ul style="list-style-type: none"> ● PE Lesson Observation / HPE Instructional Delivery and Management Rubric SHAPE St. 1 & 4 ● NSU Lesson Plan Rubric ● PPAT Assessment Task 2 Assignment ● Personal Philosophy Paper ● America Assignment / Course Project ● School-wide Event Assignment / Course Project 	20
042	History, BA	<ul style="list-style-type: none"> ● Test and Quizzes ● Multiple Papers 	244
047	American Indian Studies, BA	<ul style="list-style-type: none"> ● Multiple exams and essays 	19
050	Media Studies, BA	<ul style="list-style-type: none"> ● E-portfolio completion during internships ● Multiple case studies and project based assignments 	31
052	Leadership, MS	<ul style="list-style-type: none"> ● Multiple case studies ● Exit Interview and Reflection 	15
054	Management, BBA	<ul style="list-style-type: none"> ● Multiple Choice Assessment Instrument 	272
055	Marketing, BBA	<ul style="list-style-type: none"> ● Multiple Choice Assessment Instrument ● Case based Assessment Instrument 	272
056	Masters Business Admin, MBA	<ul style="list-style-type: none"> ● Application of quantitative techniques to the analysis of business scenarios. 	56
057	Mathematics, BS	<ul style="list-style-type: none"> ● Comprehensive Competency Exam administered in Senior Seminar Course (MATH 4723) 	30
058	Mathematics, BSED	<ul style="list-style-type: none"> ● Content Competency Exam administered in Senior Seminar Course (MATH 4723) 	30
060	Music, BA	<ul style="list-style-type: none"> ● Objective Jury Examination with scoring. ● Multiple Exams 	5
062	Music Education, BME	<ul style="list-style-type: none"> ● Objective Jury Examination with scoring. ● Multiple Exams ● Recital 	19
069	Political Science, BA	<ul style="list-style-type: none"> ● Multiple Papers ● Civic engagement requirement ● Exit Survey 	12
072	Psychology, BS	<ul style="list-style-type: none"> ● ACAT national standardized exam: Experimental Design, History and Systems, Physiological, and Statistics, Developmental and Personality. 	103
075	Reading, MED	<ul style="list-style-type: none"> ● OSAT ● Employer Survey ● Rubrics ● Case Studies 	79
076	Env. Health and SAFM, BS	<ul style="list-style-type: none"> ● Comprehensive Multiple Choice Assessment 	16
080	Social Studies, BSED	<ul style="list-style-type: none"> ● Lesson Plans Rubric ● PPAT 	15

		<ul style="list-style-type: none"> ● LIBM 4023: Diversity Project, administered in Materials for Children ● ELED 4372: Language Acquisition Experience administered in Strategies for English Language Learners in Elementary & Middle Grades ● READ 4063: Content Knowledge & Strategies demonstrated in Introduction to Reading and Writing Assessment ● ELED 4343: Social Studies Lesson Plan displayed in Social Studies Strategies for the Elementary & Middle Grades ● ELED 4563: Planning Assessment administered in Management of the Elementary Classroom and Curriculum ● EDUC 3113: Designing Instruction demonstrated in Educational Psychology ● ELED 4323: Designed Student Writing Assessment in Language Arts and Writing Strategies for the Elementary & Middle Grades ● Internship & Clinical Teaching 	
081	Sociology, BA	<ul style="list-style-type: none"> ● Comprehensive objective assessment exam. ● Discussion board assignments. 	18
082	Spanish, BA	<ul style="list-style-type: none"> ● Multiple Papers ● Exams (Oral and written) ● Presentation 	31
083	Spanish, BAED	<ul style="list-style-type: none"> ● Multiple Papers ● Exams (Oral and written) ● State Licensure exam ● Presentation 	23
084	Spec Ed Mild/Mod Disorders, BSED	<ul style="list-style-type: none"> ● OSAT ● PPAT ● IEP and RTI Case Study ● Lesson Plan ● Functional Behavior Assessment (FBA) & Behavior Intervention Plan (BIP) ● Alternative Communication Assessment ● Ethics Paper 	21
085	Criminal Justice, MS	<ul style="list-style-type: none"> ● Comprehensive exam or thesis 	25
087	Speech & Lang Pathology, BS	<ul style="list-style-type: none"> ● 25 Guided Observations ● Professional Habits Inventory ● Clinical Performance Assessments 	68
090	Communication Studies, BA	<ul style="list-style-type: none"> ● Multiple Performative Communication Assessments ● Exams ● Multiple Papers 	29
093	Hospitality & Tourism Mgt, BBA	<ul style="list-style-type: none"> ● Exams (multiple choice and/or essay) ● Projects and Case Studies 	25

097	Vision Science, BS	<ul style="list-style-type: none"> ● Exams ● Multiple Performative Assessments 	1
100	Computer Sciences, BS	<ul style="list-style-type: none"> ● Multiple Exams ● Essays ● Presentation ● Capstone Project 	36
102	Social Work, BSW	<ul style="list-style-type: none"> ● Critical Reflection Paper ● Real or Simulated Practice Experience in the Field (Internship) ● Social Event Essay ● Social Injustice Paper ● Single Subject Design Project ● Group Policy Analysis Presentation ● Group Simulation ● Assessment of Client Problem ● Group Presentation 	65
103	School Administration, MED	<ul style="list-style-type: none"> ● Portfolio Assessment 	25
104	Nursing, BSN	<ul style="list-style-type: none"> ● EBP Project Rubric 	20
106	Communication, MA	<ul style="list-style-type: none"> ● Final Projects ● Thesis 	13
107	Optometry, OD	<ul style="list-style-type: none"> ● OAT (Optometry Admission Test) score reports ● NBEO (National Board of Examiners in Optometry) exam 	113
112	American Studies, MA	<ul style="list-style-type: none"> ● Thesis or Comprehensive Examinations and Completion of an Internship 	8
115	Integrative Biology, BS	<ul style="list-style-type: none"> ● Comparison of mean Pre-Test Scores to mean Post-Test Scores ● Creation/presentation of a scientific poster in an introductory biology course ● Major Fields Test 	240
117	Early Childhood Education, MED	<ul style="list-style-type: none"> ● Inquiry Project Journal ● Case Study ● Action Research ● Anti-Bias Curriculum Plan ● ITERS Written Report ● EC Field Checklist Reflection ● PAS Written Report 	112
120	Science Education, BSED	<ul style="list-style-type: none"> ● Demonstrated teaching module rubric developed from the Specialized Professional Association, the National Science Teaching Association standards. 	2
123	Information Systems, BBA	<ul style="list-style-type: none"> ● National exam over core business topics 	9
124	Instructional Leadership, MED	<ul style="list-style-type: none"> ● Student-Centric Curriculum ● Implementation plan ● Differentiated Curriculum 	54

		<ul style="list-style-type: none"> ● Brain-based Curriculum ● Action Plan ● Action Research Paper 	
128	Drama, BA	<ul style="list-style-type: none"> ● Final Directing Project 	14
129	Library Media & Information Technology, MS	<ul style="list-style-type: none"> ● Administered project with four components (Letter to Teacher, Advocacy Plans a project with three assignments (Leadership Presentation, Stakeholder Survey, 10 month Advocacy Plan) in LIBM 5523. ● Collection Development Project ● Ethical Presentation is taught as an assignment 	31
130	Accounting & Financial Analysis, MS	<ul style="list-style-type: none"> ● Multiple choice test administered on Blackboard. 	14
131	English, MA	<ul style="list-style-type: none"> ● Portfolio of Graduate Projects ● Thesis Project ● Critical Debate Analysis 	26
132	General Studies, BGS	<ul style="list-style-type: none"> ● Capstone Portfolio 	42
133	Technology, BT	<ul style="list-style-type: none"> ● Exit Exam 	2
136	Entrepreneurship, BBA	<ul style="list-style-type: none"> ● Demonstrated a business plan project in MGMT 4543 Small Business Management to assess students' understanding of the daily business functions of a small business including staffing and scheduling, forms of business ownership and capital sources, marketing and digital promotion, pricing and credit, and financial statement analysis for management. ● Ability based review ● Presentation to assess the ability of students in HTM 3523 Service Industry Management to articulate customer service strategies 	30
137	Speech-Language Pathology, MS	<ul style="list-style-type: none"> ● Demonstrated 425 practicum hours according to ASHA Certification Standards. ● Clinical Fellowship in the year following graduation. ● Praxis exam in the year following graduation. 	53
138	Mathematics Education, MED	<ul style="list-style-type: none"> ● Rubric Exam ● Capstone Project 	4
139	Science Education, MED	<ul style="list-style-type: none"> ● Program assessments are embedded in required courses and rubrics 	2
141	Cherokee Education, BAED	<ul style="list-style-type: none"> ● Student Presentation at the Oklahoma Native Language Association Conference ● Cherokee Oral Language Assessment ● Student Learning Project ● Internship Evaluation - Performance evaluation by clinical faculty (mentor teachers) ● Teaching Units and Presentation - ● Student Project and Presentation in the Cherokee language ● Oklahoma Subject Area Test for Cherokee 	0

142	Health and Kinesiology (now) Health and Sport Science, MS	<ul style="list-style-type: none"> ● Group projects ● Presentations & reviews ● Capstone Research Paper ● Objective exams 	28
145	Supply Chain Management, BBA	<ul style="list-style-type: none"> ● Multiple-choice assessment 	7
147	Medical Laboratory Science, BSMLS	<ul style="list-style-type: none"> ● Research Papers ● Discussion Boards ● Clinical rotations, case studies & exams ● Oral Presentations 	41
148	Cherokee Cultural Studies, BA	<ul style="list-style-type: none"> ● Cherokee Oral Proficiency Assessment based on the ACTFL Oral Proficiency Interview ● Student Project ● Presentation for the NSU Annual Symposium of the American Indian 	2
149	Nursing, MSN	<ul style="list-style-type: none"> ● Capstone Rubric ● MSN Exit Survey ● Competency Evaluations 	29
150	Natural Science, MS	<ul style="list-style-type: none"> ● Defense of M.S. thesis or capstone project. 	20
151	Occupational Therapy, MS	<ul style="list-style-type: none"> ● Professional Development Assessment of 2nd year students, measured met/unmet ● Management Project (Pass/Fail) 	19
153	Nutritional Sciences, BS	<ul style="list-style-type: none"> ● Research paper ● Case study ● Presentation 	0 (New assessment plan and measures)
154	Special Education ASD, MED	<ul style="list-style-type: none"> ● Identified the appropriate case studies and action post study ● Utilized a Universal Design for Learning model ● Case studies who have disabilities with a communication or language component 	21
155	Physician Assistant Studies, MS	<ul style="list-style-type: none"> ● PBL ● OSCE ● Clinical Mid-Rotation Eval ● Clinical End-Rotation Eval ● Interprofessional Educational Experiences (course evaluation) ● Summative Seminar (4 OSCE's & oral presentation) ● New Employer Graduate Survey ● PANCE Exam 	20
156	Homeland Security, BS	<ul style="list-style-type: none"> ● Objective test ● Capstone exam 	6
157	Professional Business Admin, MBA	<ul style="list-style-type: none"> ● Demonstrate competency in quantitative techniques for decision making ● Evaluate ethical dilemmas related to business functions ● Demonstrate effective verbal communication 	19

158	Legal Studies, BS	<ul style="list-style-type: none"> ● Exams 	14
159	Applied Physics, BS	<ul style="list-style-type: none"> ● Presentations and paper evaluated by physics faculty (rubric) ● Test questions ● Construction of ray diagrams ● End of semester student presentations evaluated by all physics faculty (rubric) 	30
160	Cyber Security, BS	<ul style="list-style-type: none"> ● Exams 	7
161	Cellular & Molecular Biology, BS	<ul style="list-style-type: none"> ● Written assignment (lab reports) and oral presentation ● Statistical Comparison of mean Pre-Test Scores to mean Post-Test Scores ● Successful creation/presentation of a scientific poster ● Completion of an assignment that will be covered in a course that reinforces concepts ● Performance in the Cell Biology section of the Major Fields Test in Biology 	41
162	Creative Writing, BA	<ul style="list-style-type: none"> ● Cumulative portfolio ● Summative project work ● Final Portfolio project ● Cumulative work ● Final Project ● Cumulative work 	9
164	Social Work, MSW	<ul style="list-style-type: none"> ● Single Subject Design evaluation ● Group Presentations ● Social Work Practicum II & Seminar ● Real or Simulated Practice Experience in the Field (Internship) 	16
775	Organizational Leadership, BS	<ul style="list-style-type: none"> ● Capstone - written and oral (video) presentation. 	13

III-2 & III-3. What were the analyses and findings from the program outcomes assessment? What instructional changes occurred or are planned in the programs in response to the program outcomes assessment?

The following data presents the analyses and findings from degree program outcomes assessments, along with the instructional changes that have occurred, or are planned for the future.

001 Accounting, BBA

Analysis and Findings

The results this year are very similar to those of last year. In the 2020-2021 academic year, students met the 80% threshold for four of the learning outcomes assessed, and this year the threshold was again met for four of the five. The 2020-2021 assessment report indicates that 84% of students met or exceeded expectations with respect to understanding the functions of accounting information systems (PLO-05). This year's report indicates that the percentage is again at 84%. The only learning objective where students fell short of expectations was (PLO-03) understanding of tax principles. Last year, only 77% of students met expectations in this area. This year the percentage improved to 70%, which indicates a slippage regarding the eventual attainment of our goal.

Planned Response

A new approach to assessing students' ability to apply principles of taxation is being implemented, involving the use of tax return projects. This will be a more meaningful measure of students' competencies in this area. Plans are also being made to revise the assessment of students' knowledge of accounting information systems to bring the instrument up to date. A reweighting of topics in the content of Cost Accounting I (ACCT 3203) seems to be justified upon the relatively low performance of students on SLO-04 (construction of flexible budgets, variances, and performance of management control) and SLO-05 (performance of inventory costing and capacity analysis). However, students performed very well on assessment involving performance of Cost-Volume-Profit analysis, job costing, and activity-based costing. The steep decline in the number of students completing the accounting cycle assessment in AY 2019/2020 was probably a result of high turnover among the personnel who are teaching that class. The department chair and the program coordinator are presently making sure that faculty teaching that class understand that administering the assessment is not optional. This effort seems to have borne fruit in AY 2020/2021.

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 criterion 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 turned 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, BA

Analysis and Findings

92% of students passed the Senior Exhibition or Portfolio course. The relatively high pass rate is to be expected because majors who reach these capstone courses have already demonstrated the knowledge, skills, and ability to create effective graphic design work and display that work successfully. The summative nature of the capstone courses is a good measure of the student's ability to synthesize their learning, to put it into practice, and to compile a compelling presentation of their work. The projects are a good measure of the student's readiness for graduate work or entering professional art fields.

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

The summative nature of the capstone courses is currently the best measure of the student's ability to synthesize their learning, to put it into practice, and to compile a compelling presentation of their work.

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 course. However, we will look at instituting an assessment component in the Secondary Art Education course as this could be useful in assessing future art teachers.

012 Business Administration, BBA

Analysis and Findings

All SLOs were above acceptable levels with the exception being SLO 1 which was completed by only two students. Instructors of MGMT 3253 (SLO 1) will be instructed to encourage their students to complete the assessment.

Planned Response

Instructors of BADM 3253 (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.

012 International Business Management, BBA

Analyses and Findings

For a time prior to Fall 2020, the International Business major was a concentration under the Business Administration umbrella and results were not reported out separately. This is the first year the program is offered since it was revived.

Planned Response

The faculty intend to continue offering similar content in their courses to meet the evolving needs of the student population and as reflected through the developments in the external environment. Minor changes to curriculum will continue to be implemented as appropriate.

014 Chemistry, BS

Analysis and Findings

Learning Outcome 1. The 2020-21 ETS Major Field exam in chemistry score is 137.6 ± 6.8 ($N = 13$). This score is lower than the 2019-20 score 142.0 ± 14.7 ($N = 12$) as well as the previous five years of scores (see table below). The national average for the 2021 ETS Major Field Exam (obtained from ETS) is 148 ± 14.3 . Our performance target is 70% of NSU students scoring within one standard deviation of the published average. Thus, the benchmark score is $148 - 14.3 = 133.7$. A total of 76.9% of chemistry students met this minimum score; hence, the performance criterion is satisfied.

Academic Year	Percentile Rank
2008-09	141.2
2009-10	148.0
2010-11	143.9
2011-12	157.0
2012-13	151.2
2013-14	152.2
2014-15	150.9
2015-16	142.2
2016-17	142.5
2017-18	141.3
2018-19	141.6
2019-20	142.0
2020-21	137.6
National Norm for 2020 Exam	148.3 ± 14.3

Performance on physical, inorganic, organic, and analytical subsections of the ETS exam was also analyzed to provide additional information about student learning. There are no statistically significant differences in raw score output for analytical, organic, inorganic, and physical chemistry subsections of the ETS exam. Students met the performance criterion for physical and inorganic chemistry and narrowly missed the metric for organic and analytical chemistry. If we round the minimum requirement to the closest whole number (i.e., reduce the minimum score from 33.1 to 33), the number of students passing analytical chemistry rises from 69.2% to 76.9%. When evaluating these scores, it should be remembered that some students may have only completed one semester of a two-semester course sequence when they took this exam, and in the case of organic chemistry, there is a large time gap between when the course was taken and when this exam was administered. The table below shows the 2020-21 average raw score on the Diagnostic of Undergraduate Chemistry Knowledge (DUCK) exam along with historical performance of chemistry students. The average student score on the DUCK exam is 23.1 in 2020-21. Our performance metric is that 70% of students will score within one standard deviation of the national average ($31.5 - 8.4 = 23.1$). While the average score for the student cohort meets the requirement, only 54% of students scored above the minimum threshold. Thus, this performance metric was not attained.

Academic Year	Total Raw Score	Percentile Rank
2009-10	28.5	38
2010-11	26.9	30
2011-12	31.6	52
2012-13	33.4	59
2013-14	30.8	47
2014-15	34.7	66
2015-16	22.5	19
2016-17	27.2	30
2017-18	26.5	30
2018-19	25.3	24
2019-20	26.0	26
2020-21	23.1	16
National Norm for 2008 Exam	31.5 ± 8.4	--

Learning Outcome 2. Laboratory skills are assessed in CHEM 4412 because all chemistry majors are required to take these courses during their last two semesters in the program. An assessment of laboratory work by the faculty mentor assigned to the student shows 100% of students meet the performance criterion in 2020-21. This is the same output from 2018-19 and 2019-2020. *Learning Outcome 3.* The chemistry program assessed communication skills in Research in Chemistry I (CHEM 4412), Seminar (CHEM 4911), Quantitative Analysis (CHEM 3315), and Instrumental Analysis (CHEM 4714).

Performance metrics are calculated from grades assigned to the quality of the laboratory notebook, technical report writing, and presentations (oral and poster). The performance criteria for technical report writing, oral presentations, and poster presentations were achieved in 2020-21. This is comparable to previous years. *Learning Outcome 4.* Independent laboratory research is one of the primary goals of Research in Chemistry I (CHEM 4412) and Seminar (CHEM 4911), and all students participating in the course are required to conduct research. Transcripts are checked for the 11 students who completed their B.S. Chemistry degree in 2020-21. All of the students evaluated passed the courses with a grade of “C” or higher. Therefore, the performance goal for this learning outcome is met. This is comparable to 2019-20, when 14 students were assessed and all students met the performance criterion. In Physical Chemistry II (CHEM 4624), students are required to identify a journal article, propose a computational experiment to extend the study, perform the computational experiment, analyze the results, and present the results in the form of a poster. The average score for the assignment was 89.4%. Of the 5 students assessed, 100% met the performance goal. Six students were assessed in 2019-20, and all students met the 70% or greater requirement. Thus, the chemistry program views this portion of the learning outcome as met. *Learning Outcome 5.* Literature assignments in Organic Chemistry I lab (CHEM 3132) require students to interact with the primary chemical literature and dissect the articles. A total of 151 students were assessed and 97% of the students met the performance metric in 2020-21. In 2019-20, 98% of students (N = 102) met the performance criterion. The total number of students assessed include non-chemistry majors. Since all students majoring in chemistry are required to take CHEM 3132, this performance metric is met for the major. *Learning Outcome 6.* Problem solving skills are necessary to complete homework sets in upper division chemistry courses. This includes, manipulating equations to achieve a desired goal, analyzing data sets, and drawing inferences based on data. The chemistry program assessed student performance in Quantitative Chemistry (CHEM 3315), Biophysical chemistry (CHEM 4313), Physical Chemistry I (CHEM 4524), and Physical Chemistry II (CHEM 4624). Historical data for average student scores on homework is shown in the following table.

Academic Year	CHEM 3315	CHEM 4313	CHEM 4524	CHEM 4624
2018-19	100%	83.3%	100%	90.1%
2019-20	100%	N/A	91.7%	83.3%
2020-21	100%	N/A	100%	80.0%

Our analysis shows >70% of students earned scores of 70% or higher for this performance metric. While students in all courses assessed met performance goals, those in CHEM 4624 are lowest and continue to fall. CHEM 4624 has the lowest enrollment of these courses and is most susceptible to small sample size effects. Our analysis shows >70% of students earned scores of 70% or higher for this performance metric. While students in all courses assessed met performance goals, those in CHEM 4624 are lowest and continue to fall. CHEM 4624 has the lowest enrollment of these courses and is most susceptible to small sample size effects.

Planned Response

The chemistry program is pleased with the overall performance of our majors. The program has presented

evidence that performance metrics are met for all learning outcomes. The program is somewhat concerned with the downward trend in the DUCK exam scores over the past few years. However, the ETS scores are well above average. According to the American Chemical Society, which publishes the exam, “The Diagnostic of Undergraduate Chemistry Knowledge (DUCK) exam is designed to be taken at or near the end of a four-year undergraduate curriculum. All items on the exam are part of scenarios that require knowledge from more than one traditional area of chemistry, so students are less likely to segment their knowledge into such areas and be successful on this exam.” ETS chemistry exam scores mirror the DUCK scores, with lower performance in 2020-21 than previous years. The chemistry program will continue to monitor the performance on these exams and develop strategies to help students to integrate their knowledge across the traditional subfields of chemistry and better prepare for their career goals. Chemistry faculty are also developing an assessment plan for biochemistry, which is not currently being assessed through either ETS or DUCK exams. The chemistry program recently submitted a request to integrate the chemistry education degree into the B.S. Chemistry program. Program faculty are excited about this opportunity. The program also proposed changing the B.S. Chemistry -- Biochemistry option. One part of the change broadens student options to allow either Physical Chemistry I or Physical Chemistry II. Currently, biochemistry students are required to take Physical Chemistry I. We believe this change will increase student flexibility, allow better tailoring of the degree to career goals, and help even out the number of students in these two courses.

019 Counseling, MS

Analysis and Findings

NSU student data was below the national average in 5 of 8 sections on the CECE in Fall 2020 but 0 of 8 sections of the CECE in Spring 2021. Interestingly, in the fall semester, even though NSU Students scores below the national average in 5 out of 8 content areas, the overall average score was still higher by NSU students than the national average, indicating that the differences were not significant enough to affect the overall average score. In Spring 2021, all 32/32 of NSU Counseling students passed the CECE, with all 8 out of 8 content areas reaching higher averages than the national average. This trend is not reflective of the typical outcomes on the comprehensive exam in the past, though it is our target goal.

Planned Response

Although NSU students scored below the national average in several content areas in Fall 2020, a closer investigation into scores on individual learning standards and Student Learning Outcomes (SLOs) in core counseling classes largely reflected competence of learning (as evidenced by scores of 3 or higher on a 5 point scale). Accordingly, the program faculty determined that a more comprehensive approach to improving content area scores would be the targeted area for continuous improvement in 2021-2022. Counseling faculty will target improvement to the CECE by improving pre-test experiences. The subsequent program modifications objectives were approved to meet this target goal for continuous improvement.

1. Faculty will facilitate CECE preparation as part of the Practicum II learning experiences.
2. Faculty will create a multiple choice practice test consisting of 80 questions (10 per content area) and make the exam available to students through a Google Form for CECE practice prep.
3. Students will be informed about various ways to improve preparation, including the audio version of The Encyclopedia of Counseling, NCE & CPCE Exam Prep applications for smart devices, self-created flashcards, and/or out-of-class study groups.

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, BSSED

Analysis and Findings

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

Planned Response

Teacher candidate assessment continues to be a priority however it is understood that some assessments cannot take place due to intermittent school closures for Covid-19. Faculty are hopeful that more consistent data collection will be possible in 2021-22.

023 Elementary Education, BSSED

Analysis and Findings

The ELED data points that stand out for the 2020-2021 academic year include the mean for ELED 4214 (science) and ELED 4343 (social studies) both require a lesson plan or mini-unit. ELED 4214 had a mean score of 3.0 and this was the first semester we collected data. We noticed that Tahlequah students scored lower than Broken Arrow students and that the science mini-lesson was scored lower than the ELED 4343 social studies lesson plan. This evokes the question if the social studies course and lesson plan occur later in the ELED program and/or if there is an interrater reliability issue. Throughout all assessments Tahlequah ELED students are scoring lower on their key assessments. This challenges our faculty beliefs that our Tahlequah and Broken Arrow students perform at similar levels. We will need to review and determine if this is a student performance issue or a key assessment rather than issue.

In our ELED 4323 (language arts) course, our key assessment is linking an elementary student's writing piece with an ELED teacher candidate reviewer. We recognize that this key assessment is not rigorous enough and all ELED teacher candidates tend to score higher. This impacts our ability to glean information from the data.

Planned Response

As a way to review our ELED 4214 (science) and ELED 4343 (social studies) data collection pieces, we will continue to monitor when students take the courses to determine if this is impacting the scores. We will also continue to review Tahlequah and Broken Arrow teacher candidates to determine if there is a trend over time. And finally, we will utilize future data to determine the needs assessment for the ELED 4214 course as this is the first academic year we have collected data in this course.

We recognized the ELED 4323 (language arts) key assessment showed high mean scores and this posed a question concerning the rigor of the assessment piece. We will be addressing a plan for review in our next ELED program meeting to determine if there needs to be an alteration to this data collection piece or if

other alterations are needed at this time. Our ELED program will continue to monitor both the Tahlequah and Broken Arrow students' data to determine if there is a student performance issue and what if anything we will need to alter to address the issue. We have new courses added to the ELED program within the 2020-2021 academic year. These courses along with the new courses added in fall 2021 will be reviewed each semester to determine how this new data informs decision making and our overall program. In the past, we have only looked at ELED as a whole program. Currently, we are breaking the data down between the Tahlequah and Broken Arrow campus to determine if there is an issue to be addressed and we will continue to gather this data in this manner to better inform our future data collection and course alterations.

028 English, BA

Analysis and Findings

The results confirm the positive direction of the department in terms of being able to better track and understand student performance throughout their undergraduate careers while generally agreeing with previous data sets. The restructuring of the degree plan (effective FA19) has allowed for more specific review of student preparedness at intake into the degree plan (ENGL 2001) and allows the terminal project (ENGL 4992 portfolio) to serve as a more focused instrument in preparing students for the field or further study. The high level of performance overall 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, particularly in the written assessment instruments, indicates a need for closer scrutiny in emphasis on critical skills in some foundational content classes (internal adjustment) and possible realignment of scope and sequence to allow additional preparation or intermediate assessment to better track student progress. This is a discussion point for assessing faculty in 2021-22 AY.

Planned Response

Faculty engaged with the assessment courses for the program are in general agreement that additional intermediate data is needed for internal use to better measure student progress. Current data has directly indicated the need to refine metrics in some of the intermediate course assessments to insure validity of student learning assessment. We have modified the reporting protocols for ENGL 4793 to be more accurate moving forward (FA 21 implementation), and continue to refine the direction of ENGL 4992 for parity across multiple options in the major and the individual student outcomes for the project.

029 English, BAED

Analysis and Findings

Assessment #1- The Oklahoma Subject Area Test (OSAT- English107) continues to stand out as the Assessment that still needs the most focus. Generally, it is recommended that candidates take the OSAT during their Pre-II semester (the semester before their full internship/graduation) during ENGL4133- Teaching English in Secondary Schools-- however, some opt to take it earlier. Due to College of Education policies, all candidates must pass the OSAT prior to admission to the full internship (student teaching) semester; therefore, candidates are able to retake the test until they achieve a passing score. Candidates who do not pass the test before the full internship fill out a Statement of Understanding and request continued enrollment from the College of Education Review and Retention Committee. Candidates who are awarded an exemption continue to attempt passing the test during their full internship and before graduation.

To date (Fall 2021), the program passing rate for all test-takers is 59%-- which shows improvement. It should be noted that NSU's mean in Subarea V- Constructed Response is 234.7 which is consistently above the state's average of 224.9. This shows that course modifications in ENGL4123- Advanced Composition for Teachers have been significant to allow students additional practice in "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.” In February 2021, the program coordinator initiated contact with several English Language Arts Teacher Educators in Oklahoma to solicit feedback from OEQA and Pearson which resulted in a Review session. The coordinator also collaborates with the College of Education to aid in Constructed Response review. Data from other assessments, especially field observations, also inform program decisions, as well as course evaluations and student reflections. The program also recently met with stakeholders (ELA Department at Tahlequah High School) to assess K-12 needs.

Planned Response

The program continues to review the curriculum for alignment to meet the needs for SPA assessment data. For example, the program voted to replace an elective with a required course in social justice literacies. This course will allow for common assessment opportunities and reference points throughout coursework/Capstone.

030 Financial Management, 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-SLO3 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 Financial Planning, 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

The department revised the assessment plan to align to the Degrees of Excellence learning outcomes and assessments. GEOG 4951 Geography Capstone course was added to our curriculum fall 2020 for new

Geography majors. No majors have enrolled in the capstone course as of 2021.

Planned Response

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

040 Health and Human Performance, BS

Analysis and Findings

Overall, assessment 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.

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: 76.6% of students (i.e., 12 out of 17) in the courses achieved a minimum grade of C on the Muscle Origin/Insertion & Exercise Plan Assignment. Furthermore, the average GPA of the courses is 2.4. We will work on figuring out why the outcomes are slightly lower than expected and make changes to improve overall student performance on the assignment and in the course.

041 Health and Physical Education, BSED

Analysis and Findings

PED 4312 introduced a new assessment (writing a PE handbook), students struggled with this assignment due to their writing skills and not understanding the administrative background of administration. HED 2254, our students have always struggled with this class due to their lack of science background entering college. The faculty is addressing ways to improve this subject area. HED 3353 is a new course in our curriculum and our students are not familiar with the subject matter. The faculty is addressing ways to improve this subject area. PED 4513 requires students to write lesson plans and sometimes these students have not taken an education class, so they are not familiar with the terminology and writing requirements. Our students excel in the instructional delivery of the lesson, the faculty is reviewing ways to improve our students' writing skills.

Planned Response

Our OSAT results are continuing to stay well above the 80% criteria, so we will continue our efforts in this area. Our PPAT scores are relatively new, and we are taking steps to introduce the process to our students by implementing new assessments in PED 4612 and PED 4223. We are tracking the results of our students with their PPAT results during their full internship.

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 students meet the criteria for the performance target. However, these results might have some limitations as some data were not available. Furthermore, the program experiences a transition time from MS H & K and MS HSS. This means that these results included student achievement from both programs. However, we believe that these results could confirm the level of student achievement.

Planned Response

The program is currently working on modifying assessment tools in the classes to reflect better SLOs. For example, we will modify the capstone presentation rubric and capstone paper rubric to evaluate how

students communicate their ideas and knowledge to the public.

042 History, BA

Analysis and Findings

Greatly improved student success on the 1493 Post-Test represents the most dramatic data point from 2020-21. Out of 244 students who completed the assessment, 86.5% met the performance target compared to 43.5% of students in 2019-20 and 34.3% in 2018-19. 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 in Post-Tests intended to measure Program SLOs than students in any other History survey class, continuing a trend of at least three years. Student success in HIST 3393 Historiography and Historical Research rebounded during 2020-21 after a dip the previous year owing to the impact of COVID-19 on student course completion during Spring 2020. As predicted, faculty and students learned to adjust to the reality of teaching and learning during the pandemic.

Planned Response

During 2020-21, faculty teaching HIST 1483 met to address whether 1) the Post-Test assesses Program SLOs accurately across sections and 2) students are incentivized to take the test seriously. Faculty concluded that the Post-Test did not accurately measure either the Program SLOs or what was taught across different sections of the course. As a result, they developed a new Post-Test designed to assess SLOs 1, 4, and 5 using material commonly taught by current instructors. That test is being deployed in all 1483 sections starting in Summer 2021. Faculty also discussed ways to incentivize student investment in the assessment process. It is hoped that the deployment of a new instrument that more accurately assesses Program SLOs will result in similar gains realized in student performance in 1493 following the introduction of a new Post-Test during 2020-21.

047 American Indian Studies, BA

Analysis and Findings

2020-21 was a transitional year in the AIS major, with new faculty assigned to AIS/ANTH 2223 following the June 2020 summer session. Data from the summer class were analyzed for this report. Despite a small sample size (9) compared to the 2019-20 assessment(s) (44), overall performance was down. In 2019-20, 80% of the students demonstrated competency for essay #1, whereas percentages dropped to 56% in June 2020. In essay #2, 50% (2019-20) and 56% (June 2020) of students demonstrated competency. Students had a difficult time discussing NAGPRA and explaining intra- and inter-tribal differences in their response to NAGPRA. Since this is the first assignment in the class, more than half of the students submitted the discussion board shortly before the learning module closed. Procrastination is an issue with students taking online classes.

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. In 2019, 43% of the class had issues defining "culture area," "a geographical area occupied by a number of peoples whose cultures show a significant degree of similarity with each other and at the same time a significant degree of dissimilarity with the cultures of peoples in other such areas," e.g., Great Plains, Southwest, Great Basin, Northeast, etc. In addition, 57% of them failed to name some of the anthropologists who devised the scheme, and their unique contribution to it. The 2020 class showed increased competence and proficiency. Overall, 84% of the 2020 class scored competent to proficient for the entire assignment, compared to 43% for the 2019 class. Though Archaeology of North America is the most difficult course, students respond well to reading Skull Wars because it delves into the dark side of the historic relationships between archaeologists and American Indians. The only issue is that some

students did not write all five essays. Compared to the 2019 class, fewer students answered all five essays. Again, this is an issue of procrastination.

Planned Response

AIS/ANTH 3452 and AIS/ANTH 4153 will be assessed by the current program coordinator for the 2021-22 academic year. The program will re-evaluate the assessments under new leadership in the next assessment cycle.

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 will be live fall 2022. The media studies advisory board advises faculty on industry trends and curriculum changes that need to occur within the program so the curriculum is aligned with industry expectations.

052 Leadership, MS

Analysis and Findings

All students are meeting the 80% met on key assessments. Discuss the data points that stand out? Why? *The discussion is centered on collection of data and development of rubrics to make the data more informational.* Are these results similar to past results, or do they point in a different direction? *Yes, data has not changed.* Are there indications that these results are coincidental or limited, or are they accurate measures of students' knowledge and skills? *Unknown, this is a flux year addressing new outcomes and new assessments.* These questions will be addressed during the academic year. Do these results confirm or challenge faculty beliefs about what students know and are able to do? *Yes* Are the faculty in agreement with one another about what the data suggest? *Yes* What other data would inform this analysis? *A deeper examination of the data as it relates to specific outcomes.*

Planned Response

The leadership faculty are working on redeveloping key assessments to obtain a better picture and make more informed decisions.

054 Management, BBA

Analysis and Findings

SLO1: New faculty interpreted this year's data. Students who obtained a score of 2 or 3 from Chalk & Wire were considered to have met or exceeded expectations. Using this information, to ensure consistency 2019-2020's metric was recalculated. 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 new interpretation 2019-2020 was 90% of students met or exceeded expectations for this SLO. Using the same calculations above for 2020-2021, 93% of students met or exceeded the expectations for this SLO; this is an improvement of 3% from the prior year. It appears that the eight criteria used to assess this SLO is an accurate measure of the student's knowledge.

SLO2: New faculty interpreted this year's data. Students who obtained a score of 2 or 3 from Chalk & Wire were considered to have met or exceeded expectations. Using this information, to ensure consistency 2019-2020's metric was recalculated. 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 new interpretation 2019-2020 was 28% of students met or exceeded expectations for this SLO. Using the same calculation as above for 2020-2021, 37% of students met or exceeded the expectations for this SLO; this is an improvement of 9% from the previous year. It appears, the four criteria used to assess this SLO is an accurate measure of the student's knowledge.

SLO3: Last year's result was that 98% of 43 students assessed met this outcome. This year's result is that 96% of 23 students assessed met this outcome. Last year the concern was the small number of students being sampled, it appears that this further deteriorated. With 96% of students meeting this SLO, the faculty will continue to ensure students are developing team skills.

SLO4: Last year, the external assessment was nationally normed and students met the performance target set at 67 and 61% respectively for 2019-2020. This year the same external assessment was given, but for this report, the nationally normed results were not given. Therefore, the performance target was changed to 80% of the students would exceed expectations – that is obtain a score of 3 via the Chalk & Wire assessment. In the fall of 202 82% of the students exceeded expectations and therefore met the performance target. For Spring 2021, only 76% exceeded expectations and therefore the performance target was not met. This simulation is difficult and contains various problems/decisions for students to successfully navigate. The simulation gives a well-rounded, real-world view of the business environment. Instructors for this course will continue to monitor and instruct students so that students will continually achieve the performance target. The internal assessment result for the human resource portion is not available as the new assessment instrument has not been administered yet. The new HR instrument will be used beginning in 2021-2022.

Planned Response

SLO1: Students are performing very well in Principles of Management and the assessment information suggests they are gaining the introductory information as well as theories associated with management that will help them be successful in the field.

SLO2: Rubrics, textbooks, and course content were reviewed for consistency. Faculty members will continue collaboration to strengthen this SLO's assessment. It is imperative that adjunct faculty are doing the assessments in the same manner as all other faculty.

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

SLO4: To improve the collaboration portion of this assessment from MGMT 4213, instructors will closely monitor the student simulation. Instructors realize the importance of collaboration and want students to be successful in this area. To improve the HR Management portion of this assessment, the objectives for the HR Management (MGMT 4113) course were aligned with industry expectations based on Society for Human Resource Management and Human Resource Certification Institute's requirements. With that information, an assessment instrument was created to measure the aligned objectives. The assessment instrument was finished at the end of Spring 2021 and is now in place for 2021-2022 academic year. When students are assessed with this instrument, NSU can be confident that the student's knowledge is consistent with HR industry expectations.

055 Marketing, BBA

Analyses and Findings

With reference to item 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. With reference to the item number 2 in the tabulation, previous weak areas have continued. Additional instructions were given to instructors in these areas of (1) personal selling, and (2) IMC thinking, which led to better student results. It is recommended that more pedagogical emphasis be placed in the following areas: use of the internet and electronic media, and personal selling and sales as a part of IMC. With reference to the item number 3 in the tabulation, there has been substantial improvement within all areas of Marketing Management. Students have in fact done well in the area of pricing, which was identified as an area of improvement within the previous report. 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 increased from 86% to 89.9% 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

Communications are being sent to professors, with requests to develop more examples and notes that supplement textbooks. Also, we can recommend more course time on these subject areas and within these substantive domains.

056 Business Administration, MBA

Analysis and Findings

SLO 1: The results exceed our performance target. There is a slight improvement this year over the last three years. We are satisfied that our current program is adequately covering this SLO.

SLO 2: This result is consistent with the last 5 years results. We are satisfied that our current program is adequately covering this SLO.

SLO 3: A new faculty member was assigned to this class and failed to administer the assessment. We have addressed this issue and will have results next year.

SLO 4: We had an adjunct assigned to this class. In the midst of the chaos of COVID-19, the faculty

failed to administer the assessment. The course has been assigned to a regular faculty and expect results for next year.

SLO 5: This result is also acceptable. This result is consistent with the last 5 years results. 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

Program faculty are ensuring all assessments are administered in the next cycle.

057 Mathematics, 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.

058 Mathematics Education, BSED

Analysis and Findings

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

Planned Response

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

060 Music, BA

Analysis and Findings

We have very few BA Music majors in the different options at the moment, so it is difficult to tell what the data will indicate long-term. The assessment points are from various levels Freshman-Senior, with different students at different points of their matriculation. Some of the low pass rates are attributed to students that have since changed their major to something else. It is clear from the History and Literature of Music I assessment that students are not prepared for the intensity and rigor of the upper level music history courses. This is something we will need to look at to determine the best ways to help prepare them.

Planned Response

Assessment methods are appropriate and align with industry and accreditation standards. A freshmen and sophomore retention report is shared among music faculty to track progress in music courses and remediate deficiencies. Each faculty member identifies and reports at-risk students. Delivery methods due to COVID-19 also negatively impacted results. The assessment process of junior standing examinations

and recitals were interrupted by COVID-19 closures and mandates. We were unable to complete some of the assessments. Recitals and junior standing juries were rescheduled, but a few students have decided to hold or postpone their matriculation entirely. Music is a tactile discipline and many elements of instructional delivery and assessment were either unable to occur or proved very difficult with virtual learning, masks, physical distancing, limited rehearsal times due to aerosol spread, etc. Live performances and junior standing examination juries were cancelled and all were administered/assessed via live stream, which proved challenging for students and faculty.

062 Music Education, BME

Analysis and Findings

Assessment methods are appropriate, align with industry and accreditation standards. A freshmen and sophomore retention report is shared among music faculty to track progress in music courses and remediate deficiencies. Each faculty member identifies and reports at-risk students. Delivery methods due to COVID-19 also negatively impacted results. The assessment process of junior standing examinations and recitals were interrupted by COVID-19 closures and mandates. We were unable to complete some of the assessments. Recitals and junior standings were rescheduled, but a few students have decided to hold or postpone their matriculation entirely. Music is a tactile discipline and many elements of instructional delivery and assessment were either unable to occur or proved very difficult with virtual learning, masks, physical distancing, limited rehearsal times due to aerosol spread, etc. Live performances and junior standing examinations were cancelled and all were administered/assessed via live stream, which proved challenging for students and faculty.

Planned Response

The cohort of BME students we have in music is the strongest of our degree plans. The results indicate what we expect of students from this program and were not surprising.

069 Political Science, BA

Analysis and Findings

Because only three graduating students joined the program since we instituted the new assessment regime only three were required to take POLS 4971, where we collect the artifacts. The results of three students is too little to allow thoughtful analysis of the data. However, all three students met our goal in 3 of the 4 areas assessed. One student failed to meet the goal in SLO 2: Demonstrates the capacity to read and write critically, but only missed by 1 point. On the other hand, Our goal for each SLO was 70% of the possible points and for SLOs 1-3 even the students who passed received a high of 81%. So there is definitely room for improvement. Students averaged a much higher percentage of points on the Exit Survey (85%), which both indicates that they are pleased with the program and that there is room for improvement. Faculty believe graduates would have performed better had they taken the opportunity to revise their artifacts, but they did not, probably because they did not see a reward for doing so. One factor that plays a heavy role in our data is students' writing skills. A multiple-choice exam (which we used to use) would result in higher scores because many students have greater knowledge of facts even when their writing skills are lacking.

Planned Response

Program faculty will continue to try to improve the writing skills of majors by requiring writing assignments, including research projects. The COVID-19 pandemic and the subsequent Delta variant have hindered faculty attempts to promote civic engagement among majors but that will change when the pandemic is over.

072 Psychology, BA

Analysis and Findings

The overall z- score for all 6 areas of the ACAT was -.26, which represents a percentile score of 40%. 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 40% of the sample. The average z-scores for 5 of the 6 content areas were also within 1.00 standard deviations of the mean (represented by a z-score of +/- .50). z-scores for these 5 individual content areas (Developmental, Experimental Design, History & Systems, Personality, Physiological) ranged from +.36 to -.28. The average z-score for Statistics was -.57. This score is close to the target and Statistics is one of the classes our students struggle the most with. Overall, 18 students (17%) 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%). 8 students had a z-score above +1.0 (7%) which means that their scores were more than 1 standard deviation above the average score for the reference group. Thus, 79 students (77%) 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 average for 2 of the content areas (Developmental $z = .04$ & History $z = .36$). 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. This data is further supported by the scores reported on the APA Style papers students completed in Experimental Psychology. 55 (86%) of students enrolled in Experimental Psychology scored at or above our target of 70% on the APA Style paper.

Planned Response

It appears that we met our target of performance near the national mean on the ACAT and scores of 70% or higher on the APA Style research papers. We plan to continue assessing graduating seniors enrolled in the History & Systems (PSYC 4513) course using the ACAT. In order to ensure that all students are taking the ACAT assessment seriously and putting forth their best effort, we will continue to work closely with the faculty teaching the history & systems course to ensure that students understand the importance of obtaining valid assessment data and how their data will be used to improve our program. We are also planning to gather data from students who take the ACAT regarding their overall grade 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. We will also continue collecting data regarding the APA Style papers students complete in Experimental Psychology (PSYC 3574). Faculty are engaging in ongoing conversations about how we can best assess our program and our students' success.

075 Reading, MED

Analysis and Findings

Data from 2020-2021 course assignment rubrics, along with the employer survey, indicate the majority [93% or higher] 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. Subarea 4, The Role of the Reading Specialist, is the area where our students scored the lowest overall with only 84% meeting criteria during the 20-21 AY. This is a 17% increase from the previous year. Scores in Subarea 1, Foundational Knowledge, were the second lowest overall with 88% of students meeting the performance target criteria. The 20-21 AY data for this sub area decreased from 19-20 AY. Also, further exploration of the results yielded a specific understanding that students needed a deeper grasp of phonological and/or phonemic awareness and phonics. This being said, all students surpassed the performance target criteria, earning a mean scaled score of 240 or above. Subarea 3, Assessment, Diagnosis, and Evaluation, continues to be our candidates' greatest area of strength with 100% 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. All students tested during the 20-21 AY achieved an overall passing score on the Reading Specialist OSAT (015). Other than a slight decrease in Subarea 1, all

other subarea scores increased. 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 and were gratified to see the substantial increase. Upon reflection, faculty have agreed to a renewed effort toward strengthening the subareas of foundational knowledge and instruction through newly created PA/PH modules and text choice about as well as multiple opportunities to think critically and plan appropriate, effective literacy instruction.

Planned Response

When comparing 20-21 AY data with 19-20 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 or higher than in 20-21 AY, OSAT scores remained stable from last year to this year with 100% of students passing the reading specialist exam, and scores on embedded assignments were as high or higher during the 18-19 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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Planned Response

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076 Environmental Health and Safety Management, BS

Analysis and Findings

Exit exam data are available from the Fall of 2020 and Spring of 2021. Data from previous years are not available for comparison. In addition the available data only include students completing the degree program on the Tahlequah campus and enrolled in our program's senior seminar. Graduates from the Broken Arrow campus have not been required to complete the end of program assessment. The assessment instrument is composed of 51 items assembled by program faculty in the Fall semester of 2018. The student cohort completing the exam in the Fall of 2020 (n=13) had an average score of 27.61 out of 51. The maximum individual score was 44/51, minimum score was 15/51. Students completing the assessment in the Spring of 2021 (n=16) had an average score of 27.7 out of 51. The maximum score was 39/51, minimum 16 out of 51. Data from the Spring were further broken down by mode of delivery (Zoom, traditional Face-to-Face). The average score for zoom students was 25.29. Average score for the face-to-face students was 30.11 out of 51.

Planned Response

The execution of the assessment plan for the Environmental, Health, and Safety Management (EHSM) program is inadequate. All graduates must complete the end of program assessment, this is not happening. EHSM faculty will be developing a strategy for ensuring all graduates, from both the Broken Arrow and Tahlequah campuses, complete an end of program assessment. In addition, we will review and update the current assessment instrument.

080 Social Studies, BS/ED

Analysis and Findings

While Social Studies Education has over 40 declared majors, only three students were in the final year of the program during AY 2020-2021. While the number of majors graduating each year does not exceed 6-8, the lower number for last year resulted in part from pandemic-related disruptions in students' lives and challenging circumstances that conditioned the internship cycles. 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 2020-2021, 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. Noteworthy in AY 2020-2021 was the introduction of the Praxis Performance Assessment for Teachers, which replaced the Oklahoma Professional Teaching Examination (OPTE). As is often the case in the first years of a new assessment tool, students struggled with the PPAT formats and requirements. However, they were allowed to resubmit revised tasks toward reaching the passing score. As use of the PPAT continues, feedback from students and assessment data will help to inform program adjustments.

Planned Response

The Social Studies Education program, for a variety of reasons, has seen regular turnover in its coordinator position. The priority goals of the new coordinator include continued development of program assessments around the National Council for the Social Studies (NCSS) Standards for the

Preparation of Social Studies Teachers.

081 Sociology, BA

Analysis and Findings

For the 2020-2021 academic year, 18 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 2020/2021 assessment, a total of 10 students scored 70% or above on the exam. A total of 3 students scored between 60 and 69% and five students scored below 60%. These scores are 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, given that we experienced a pandemic shortly into the second semester of the academic year. Further, the students demonstrated perseverance and a commitment to completing their degree, despite the pandemic. 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. Although the exam provides a quantitative measure of student success, the most important component of the professional seminar is the use of the book: *Ten Questions* by Joel Charon. This book focuses on each key area of sociology covered in the core courses. Upon reading the book, students must demonstrate knowledge (via discussion board assignments) of these key components within the discipline. Further, students must demonstrate the ability to engage in critical thinking and objective reasoning. While the assessment exam provides a tool for analyzing student success, it should not be the only component considered. Students who successfully complete each core class (along with electives) demonstrate the knowledge necessary for a B.A. in sociology.

Planned Response

Our plan for the next academic year is to continue to work on the professional seminar course to include more elements of a capstone class. This change will be implemented beginning in the fall, 2021 semester.

082 Spanish, BA

Analysis and Findings

In the AY 2020-21, the Spanish program had a large cohort of students who completed critical 4000 level courses, including the Senior Seminar Span 4951, and most of these students completed the major and graduated. The students in this cohort have been very strong academically and enthusiastic about learning the Spanish language and the three components of our curriculum—culture, literature, and linguistics. Our program has been attracting and retaining capable and successful students. We can see evidence of this in the data: One hundred percent of the students in the 2000 and 3000 level courses consistently met the performance target for the Program Learning Outcomes. Students in the 4000 level courses consistently met the performance target for the Program Learning Outcomes with the exception of 1 student (out of 5) in Span 4573 Spanish Linguistics who did not meet the performance target on the semester paper. With regards to the data from Span 4951 Senior Seminar, 1 student out of 7 did not meet the performance target for PLO 1-Communicate Effectively in Spanish and PLO 5-Produce Formal Academic Writing because the student did not complete the semester paper and unfortunately withdrew for personal reasons. That same student also did not take the ACTFL Oral Proficiency Interview (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. In the AY 2020-21, six of the seven students who did take this assessment met the very rigorous target of Advanced

Low proficiency. Four of the six are non-native speakers of Spanish who all received a score of Advanced Low. Of the two heritage or native speakers, one received a rating of Advanced Mid and the other received Advanced Low. The one student, a non-native speaker, who did not meet the target received an Intermediate High rating. It is very difficult for non-native speakers to obtain an Advanced Low rating on the OPIc, and so it is a significant accomplishment to have four out of the five non-native speakers receive that rating.

Planned Response

The Spanish faculty will continue working 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. We hope to add some depth to our program by offering a regular Special Topics course each spring, but because we are short-staffed at this time, we are delaying this offering until spring 2023. We also plan on offering the course Spanish Language and Culture for the Professions on a regular basis. The Spanish-speaking Fulbright Language Teaching Assistants that worked with our students over the past two years improved our students' speaking proficiency. We hope to host another FLTA in the next academic year. Faculty will continue co-curricular activities to enhance students' language development, specifically the Spanish Conversation table and the Spanish Club. 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 notable change from the past is 1.3, the Oral Proficiency Interview (OPIc), which has had a relatively low rate of students meeting the threshold in the past, but which the vast majority passed this time. 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

Based on the marked improvement in our results on the OPIc this year, we plan to continue to implement the recent changes that we attribute this change to. Namely, we will continue to do the following:

- 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: While 100% of program completers have to pass the test before admission to their full internship, the program still reviews OSAT data carefully for program improvement decisions. Overall student scores decreased from 91% (2019-20) to 66% (2020-21), the mean went from 251 to 244. In 2018-19 only 54% of SPED teacher candidates passed the OSAT. There are improvement efforts that need to be continued and strengthened from years past.

Assessment 2: 100% of the teacher candidates received a score of 3 or better on the Praxis® Performance Assessment for Teachers (PPAT) rubric. The mean was 3.4. The PPAT assessment is designed for teacher

candidates to demonstrate their performance during student teaching. The PPAT Task I is an indicator of preparedness for entering student teaching.

Assessment 3: The IEP Case Study criterion for success was not met. In Fall 2020, 73% of SPED teacher education candidates passed with a minimum composite score of 3 or higher; the criteria for success is 75%. Through the use of descriptive statistics for assessment 3 we infer that the teacher candidates well perceived standard 1, during the Fall of 2020 and Spring of 2021. Standards 3 & 5 were not well perceived. Please note that this course is on rotation and is only offered in the Fall semesters. Therefore, data is not collected during the Spring semesters since the course is not offered in the Spring semester.

Assessment 4: The SPED program uses the Full Internship Lesson Plan Observation to assess this Student Learning Outcome. The criterion was met for all areas with an average mean of 3.7 and an overall percentage of 91% of the students receiving a 3 or higher score.

Assessment 5: SPED Learning Project incorporates aspects of all seven Initial CEC Standards; however, since implementation of PPAT the Learning Project is no longer being used. The SPED program is now using the RTI Case Study. The criterion for success was met. 100% of SPED teacher 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. Other areas that need to be strengthened will be identified and addressed by the SPED program.

Assessment 6: The data above indicates that the criterion was met and teacher candidates surpassed criteria. 83% of teacher candidates received a score of 3 or higher on the FBA/BIP rubric. Please note, data was not collected for the Fall 2020 semester because the course was not offered during the fall semester.

Assessment 7: Using descriptive statistics for assessment 7 the SPED program infers that all standards assessed in Assessment 7 were well perceived. The data above indicates that a criterion was met and teacher candidates surpassed criteria with approximately 100% of teacher candidates receiving a 3 or higher score. This is an increase of 15% from 2019-20 AY. 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. 100% of the teacher candidates scored at a level 3 or above; this is consistent with previous years data. This data expresses the fulfillment of CEC standards for this area. It should be noted that the course in which this assessment is implemented is an online course and the data is not disaggregated amongst campuses since all the students are enrolled in the same course thus receiving the same rigorous instruction.

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. 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 completely incorporated more comprehensive assignments into the SPED program that closely aligns with the SPED OSAT and ELED 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.

Assessment 2: For this assessment, teacher candidates' grades will be used to review the special education core courses. 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 & 5: Initial Planning and Strategies will be provided during the 2020-21 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 concise 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.

Assessment 5: 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 to teacher candidates and a more specific rubric aligned to CEC Standards will be utilized.

Assessment 7: As new technologies are created and developed, faculty will adjust the course and the assessment accordingly to incorporate the most up-to-date evidence-based assistive technology practices.

Assessment 8: This assessment will continue to be implemented and altered based on data analysis and teacher candidate progress monitoring.

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 24 students took the exam during the 2020/2021 academic year. Twenty-three students passed the exam. This is a success rate of 96%. Additionally, one student successfully completed and defended a thesis. This result is higher than the previous year's success rate. We believe this is an accurate measure. Other data that can be used to support this analysis include the assignment and exam results within the core courses of the criminal justice master's degree program. Students who demonstrated proficiency in core areas were the same students who passed the comprehensive exam.

Planned Response

The M.S. in Criminal Justice has recently been revised. The updated curriculum goes into effect in August, 2021. In the revised curriculum, the seminar in the administration of justice and the seminar in qualitative research and writing will be moved to the elective portion of the program and comparative criminal justice will be moved from the elective section to the core curriculum. Additionally, the comprehensive exam will be eliminated and replaced with a capstone course and project. Students will still have the option to complete a thesis. Finally, the number of elective hours will be increased in order to maintain a 36 hour degree program.

087 Speech and Language Pathology, BS

Analysis and Findings

Discuss the data points that stand out? The SLP Faculty added student outcomes. Why? The guidance received this year was beneficial to write more appropriate outcomes. Are these results similar to past results? Last year's outcomes related to faculty goals rather than student outcomes. Do they point in a different direction? Yes. Are there indications that these results are coincidental or limited, or are they accurate measures of students' knowledge and skills? 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. Do these results confirm or challenge faculty beliefs about what students know and are able to do? These measurements confirm faculty knowledge and beliefs. Are the faculty in agreement with one another about what the data suggest? Yes. What other data would inform this analysis? Number of students graduating on time and number of students admitted to our graduate program.

Planned Response

Plans for the Future. 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?

1. Establish onboarding Student Orientation experiences to improve communication with new students. Accomplished for the incoming graduate students on June 1, 2021 with plans to continue this event annually. Need to establish a similar event for undergraduate students.
2. Establish an interprofessional training opportunity to prepare our students for their future interview and hiring processes. Ongoing, multiple "lunch and learn" as well as in-class opportunities provided during the 2020-2021 academic year
3. Establish a Speech Lab to increase hands-on opportunities to practice necessary clinical skills. Assigned a classroom during the 2020-2021 academic year. Ongoing roof leaks and heat/air problems have prevented routine use of the space.
4. Install a sound suite to provide student opportunities to practice necessary clinical skills. Small sound suite donated during the 2020-2021 academic year which provides opportunities to practice some (but not all) clinical skills
5. Fill all vacant SLP faculty and support staff positions. All full-time positions filled as of August 2021. Have 5 openings for part-time school supervisors. Have a half-time administrative assistant position that is not filled.
6. Submit a curriculum change to align course descriptions with the Higher Learning Commission (HLC) standards, to eliminate courses that are not needed, to add one course that is needed, and to strengthen and align the relationship of all program requirements. Approved and published to the Course Catalog effective with the Fall 2021 semester.

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

1. Faculty responsibilities will be distributed to better utilize time, resources, skills, and availability. Ongoing. Full-time positions were filled as of August 2021.
2. Teaching faculty will coordinate and align all program coursework to strengthen the students' progression of skills and knowledge. Ongoing.
3. Teaching and clinical faculty will align and coordinate widespread opportunities for hands-on, in-depth practice of necessary skills and competencies throughout program courses and clinical practicum experiences. Ongoing.
4. Teaching and clinical faculty will establish a SLP-specific New Employee Training process to strengthen skills, competencies, and teaching and/or clinical supervision requirements. Ongoing.

090 Communication Studies, BA

Analysis and Findings

Of all data reported, only one assessment indicated less than half students met the outcome. The outcome was evaluated by students responding correctly to 9 questions on an exam, so this assessment measure

could be revisited to ensure it is accurately measuring the outcome. No outcome reported less than half the students enrolled as meeting the assessment criterion. This data, overall, indicates success by the program in achieving its student learning outcome goals. This data represents all core courses within the communication studies BA, although some courses are reporting more outcome assessment than others. The program would appreciate feedback on the amount of assessment considered appropriate for future reporting.

Planned Response

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

093 Hospitality and Tourism Management, BBA

Analysis and Findings

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

Planned Response

The current assessment of the major appears to be appropriate and effective. Program faculty agree that the current assessment strategy and measurements align to the curriculum and provide appropriate evaluative data. No changes are planned for the upcoming academic cycle. The student learning data will be shared with the program advisory board to have discussions with professionals in the field.

097 Computer Science, BS

Analysis and Findings

This is the first time that we used the current measures, which consist of multiple points of measurement across the curriculum. We decided to set the thresholds for introduction 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. In formulating the assessment plan, we concluded that "current techniques, skills, and tools necessary in the computing practice" were sufficiently covered in other areas. Consequently, we voted to delete this goal.

The results of the first two semesters were as expected. Our students have very good programming skills (goal 2), understand the core elements (goal 7), could benefit from more work with algorithms (goals 3 and 4), and need more practice in professional presentations (goal 1). We also need to note that the process of data collection has been improved. The old process consisted of sending emails with the assessment items to the faculty member(s) teaching the course, but the items were separate for each goal. Consequently, the instructors in CS2014 would get three emails for one course: designing algorithms, creating software, and solving problems. This may have led to confusion and some items not being embedded in the course. Furthermore, no reminders were sent closer to the end of the semester. In the second semester, the assessment coordinator sent one file with all assessment items for each course to make it easier to include everything. A reminder was sent about a month before finals week, and the data was due to the assessment coordinator when grades are due at GoNSU to give faculty maximum time to complete the data collection. Some data is missing. Several factors played a role:

- ENGL 3083 is taught by more than one instructor and does not have common assessments that could be evaluated. Additionally, assessments were not administered in every course.
- Two CS faculty members did not submit assessment data
- Not all CS faculty members require capstone presentations

Planned Response

The CS faculty are engaging in a comprehensive curriculum review that will be put forth in the next curriculum cycle. The assessment results are informing this discussion. If the program modifications are approved, the assessment plan will be modified to reflect the changes, and assessments aligned to the new curriculum.

102 Social Work, BSW

Analysis and Findings

During the academic year of 2019-2020, our assessment showed that one online class fell below 80% in competency 2 which we believe that the students had various learning styles and the course we used for this competency was offered as an online only option which may deter some students with different learning styles from being as successful as if they were in the face to face setting. However, our assessment data for the academic year of 2020-2021 shows that student assessment outcomes exceeded (range from 86% to 96%) the benchmark of 80% in all competency areas across all coursework and field courses. A few efforts we have made was to increase availability of the instructors to our students online and offline and provide additional resources such as additional readings, and announcements to remind the students of their assignments for our BSW online classes. They are an accurate representation of students' knowledge and skills, and we believe that our assessment method is effective in measuring student's competencies/performance. The consistency of these measured results tends to lend confidence to their accuracy and suggests validity and reliability in the methods of collecting and analyzing the data. The benchmark of 80% was met for our BSW program on all competencies. The results are consistent with our faculty expectations for students in obtaining generalist social work practice knowledge through our Bachelor of Social Work Program. Overall findings of our BSW program indicate excellent outcomes across nine competency areas. In addition to these empirical data that our department collects and uses to provide program feedback, we also perform end of year student surveys and exit interviews in the BSW and MSW program. These data are consistent with those presented in this report in that students report wide satisfaction with their learning experiences in our program.

Planned Response

The Social Work faculty will continue to review each course's embedded measure and reach an agreement about the contents of the assignment and performance expectations for its specific grading to enhance student performance and consistency in the application of grading for the academic year of 2022-2023. We will add a qualitative component to the assessment (from instructors) for future measures in which benchmarks are not achieved in order to gain more information regarding possible improvements for any such measure.

103 School Administration, MED

Analysis and Findings

Faculty within the school administration program teach mastery in the sense that projects assessed are done early enough in the semester that candidates must continue to revise work until they have no standards on the rubrics that are rated as "Needs Improvement." In addition to the data from projects embedded in each course, faculty also review OSAT scores on an annual basis. Together, these two sets of data points, projects in each core course and the OSAT scores, provide faculty with information on how well candidates are performing and also how well projects are aligned to standards.

Planned Response

Faculty in the school administration program are in the process of revising all projects to align with new SPA standards, NELP. This process will be accomplished this fall and completely in place for the beginning of the Spring 2022 semester. Faculty feel there is a missing element with the written portion of the OSAT and any direct relation to projects. As a result, the faculty will develop a written project that

will be embedded within EDUC 5503 Educational Statistics. The first application of this assessment will occur in the Spring 2022 semester and writing scores for the OSAT can then be compared beginning in the second half of the Spring 2022 and Summer 2022 semesters for the written portions of the test.

104 Nursing RN, BSN

Analysis and Findings

The assessment data demonstrates RN to BSN students are meeting expected program outcomes. Compared to last year's data, the percentage of students performing at moderate to high proficiency levels for Manage information, technology and other resources effectively as assessed by the EBP Matrix decreased by 10%. One explanation for this change is the grading rubric was improved to better assess learning outcomes, which resulted in increased differentiation in student performance. Analyzing program assessment data during the year, faculty identified a trend of student increased attrition in nursing courses. Using student feedback from student course evaluations, faculty implemented changes for Summer 2021, including offering the final capstone/field experience course over a semester instead of the nursing 7-week format. The outcomes from the Fall/Spring 2021 semesters may have an external factor, as the students in the RN to BSN program are also working on the healthcare frontline, many in COVID-19 units or caring for COVID-19 positive patients.

Planned Response

In April 2021, American Association of Colleges of Nursing (AACN) updated the necessary curriculum content and expected competencies of graduates from baccalaureate and master's degree programs. Using this AACN Essentials framework, program assessment analysis, and student course reports, the nursing faculty have submitted curriculum revision proposals for both the RN to BSN and MSN nursing programs. Over the next year, nursing faculty will use the new Essentials 10 domains and ACEN standards (our accrediting agency) to crosswalk objectives/content/assignments in individual courses to identify missing content and experiential gaps. Where there is opportunity to enhance coverage and student performance in the domains/standards, recommendations will be discussed between the Program Director and lead faculty.

106 Communication, MA

Analysis and Findings

Analysis of assessment results indicates that, overall, students are meeting learning outcome objectives. Results are consistent with past data and support faculty's expectations of what MA-level students in this program should know and are able to do. In comparing the research design data from 2019-2020 to 2020-2021, it appears that the course redesign was successful in helping students achieve the learning outcome.

Planned Response

Based on analysis of data as well as previous data, faculty have submitted a program revision to make student learning outcomes more measurable. To examine next year: In the revised program outcomes, is the assessment measure truly measuring the outcome?

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 19, 2021. He and the optometry curriculum committee will meet again and revisit at their next meeting. Faculty discussed areas of concern and potential improvement, 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%.

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. The 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 Integrative Biology, BS

Analysis and Findings

The trends on assessments in AY 2020-2021 of learning outcomes that have been used in previous years (performance in MFT in Biology) was better than AY 2019-2020. We were able to meet the performance targets for the overall Major Field Test in Biology, as well as the sections of Cell Biology, Molecular Biology and Genetics, and Organismal Biology. We were unable to meet the performance target in Organismal Biology last year. During AY 2020-2021, we introduced assessments for new learning outcomes that enabled us to gather some data. More data is needed to perform a more in depth analysis. 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 (152.9) in the Major Field Test in Biology, which was the mastery level assessment for this learning outcome, was above the national institutional mean (151.8); 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 (52.6) 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 (51.1); 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 (56.1) 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 (52.3); hence the performance target was met.

PLO4: Demonstrate mastery of Organismal Biology

The overall score of the students (51.6) in the Organismal 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 (51.0); hence the performance target was met.

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

The overall score of the students (50.2) 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 (50.4); hence the performance target was not met.

PLO6: Be able to critically analyze primary literature

80% of students were able to meet the performance target for assessment that was at the mastery level.

PLO7: Be able to analyze data

86.3% of students were able to meet the performance target for assessment that was at the mastery level.

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

67% of students were able to meet the performance target for assessment that was at the mastery level.

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

92% of students were able to meet the performance target for assessment that was at the mastery level.

Planned Response

The faculty will continue to train students in all fields of Biology by providing a variety of resources that will allow students to be successful biologists. The faculty will continue to examine scores of Integrative Biology and Cell and Molecular Biology majors as well as Tahlequah and Broken Arrow based students to determine batch to batch as well as semester to semester variation. Faculty will continue to work on creating assessment strategies that will complement the newly designed learning outcomes.

117 Early Childhood Education, MED

Analysis and Findings

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

Planned Response

Graduate Early Childhood faculty are reevaluating all assessment rubrics to ensure that they meet current

SPA and university standards. Once sufficient data have been collected, we can begin the process of seeking CAEP accreditation for the Master's in Early Childhood program.

120 Science Education, BSED

Analysis and Findings

Assessment reports appear to be consistently accurate over time, although this is a small program and more student data would lead to more rich information.

Planned Response

Modifications are being implemented based on the updated CAEP accreditation process and the updated National Science Teaching Association NSTA/ASTE 2020 Science Standards for Teacher Preparation. We are continuing to work diligently to address the modifications in criteria related to accreditation.

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

Discuss the data points that stand out? Why?

As a program we are reaching our 80% goal. Are these results similar to past results, or do they point in a different direction? *Yes.* Are there indications that these results are coincidental or limited, or are they accurate measures of students' knowledge and skills? *The results are an accurate measure.* These questions will be addressed during the academic year 2020-2021. Review assessment data and curriculum to make needed adjustments.

Planned Response

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

128 Drama, BA

Analysis and Findings

The results are similar to past results, however, the overall rate of scoring above 90% is higher than usual. This may indicate that students are more actively engaged in the process of completing all aspects of the project, including the written work, rather than simply focusing on the performance, which has been a trend in the past. The data suggest that students have the capacity to fully apply a fundamental skill set in the director role.

Planned Response

We will continue with the same assessment tool in order to see if the rise in grades this past year was a fluke or possibly a new trend. Due to the impact that COVID-19 had on the project, it will be useful to not make changes to the assessment tool at this time.

129 Library Media and Information Technology, MS

Analysis and Findings

The Author Study assignment has the lowest overall scores. When the scores are broken down into courses 5023 and 5313, scores from the 5023 course (73%) is lower than those from the 5313 course (94%). After further review, the 5023 course was offered during the summer in an 8 week format, whereas the 5313 course was a 16 week course.

Planned Response

The faculty will consider if 5023 should be offered in an 8 week format.

130 Accounting and Financial Analysis, MS

Analysis and Findings

Generally, students are meeting our expectations. The only area of concern is outcome three - the use of financial instruments in investments and hedging, where only 71 percent of the students being assessed met or exceeded objectives.

Planned Response

The use of financial instruments in investments and hedging is a challenging subject. It is currently only covered in ACFN 5223 - Global Accounting and Financial Analysis. We will be looking for opportunities to provide more coverage of this topic in other classes.

131 English, MA

Analysis and Findings

The data, based on previous year collection models, indicates that the program overall is healthy and meets the general program SLOs in a consistent way, which is supported by the five year program review conducted in 2020. The number of students completing the thesis each term is generally in keeping with the cyclical nature of the graduate program at NSU overall and represents stable performance over time. The number of students carrying the (X- incomplete/in progress) from one term to the next also indicates an improvement in sequencing of the six hours of required thesis work rather than students attempting to complete the thesis in one semester. Best practices, per our guiding bodies, indicate that the thesis should be a sustained project spanning two or more semesters which is the model we have been guiding our students toward more consistently in the past academic year. Improvements in advising are beginning to yield results as the number of completing students suggests that students are beginning the thesis more adequately prepared for the project and are completing in a timelier manner.

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 began thesis work FA 20 and represented a more coherent overview of student performance in the program and the viability of the current SLOs. Goals for the program, based on self-assessment and current best practices, will include improving cohort modeling to better track TTD and student completion rates internally and an added emphasis on course sequencing supported by revised rotation standards for courses.

132 General Studies, BGS

Analysis and Findings

The portfolio is structured in a way that students reflect over their past experiences in their three minors/core areas. The process requires some discipline, some thought, and a little ingenuity on the student's part as they address the three main questions at the heart of the portfolio. Since students have successfully completed the course work in the three minors, there is no reason that they cannot respond to

the three questions and provide some support for their learning, their connections, and their plans for their degree. The nearly universal success of the portfolio suggests that the restructured program is working well and that students find value in it.

Planned Response

The program will continue to verify the legitimacy of the assessments on the portfolio with an external survey. The external survey confirms the current view of the portfolio process and the value of the degree for students. Students self-report that the portfolio is an accurate reflection and a useful exercise, drawing together the diverse experiences in sometimes haphazard circumstances.

Core, BBA

Analysis and Findings

Slightly less than 80% of students met expectations in the area of analytical and critical thinking skills. A closer analysis of the assessment results indicates that the most consistent problem in this area was a failure to determine the correct solution in a decision analysis problem.

The other learning outcome with problematic results was ethics, where a large number of students failed to correctly identify stakeholders in an ethical dilemma or issue.

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. Nevertheless, a couple problem areas need to be addressed. The problems observed on the decision analysis exercise were discussed with faculty who are responsible for teaching the quantitative methods class. They decided to devote more instructional time to the proper interpretation of results. The exercise requiring students to correctly identify stockholders has been administered in the managerial accounting class. The question set that was devoted to this learning objective was developed some years ago by an individual who is no longer on the faculty, and it is likely that the assessment has not been scored correctly, because the current faculty are not in agreement on the correct answers. This instrument will be redesigned for the coming year.

133 Technology, BT

Analysis and Findings

Two students were given the BT Exit Exam. The average score was 76.50, and both students passed the exam (score of 70% is considered passing).

Planned Response

The Bachelors of Technology program's exit exam will be re-evaluated so that all learning objectives are being tested. This year's scores are consistent with previous exit exam scores. A BT Advisory Board was formed for the Spring 2021 semester, and changes were made to change two of the BT's Core Classes.

136 Entrepreneurship, BBA

Analysis and Findings

SLO 1 – This is a new assessment being completed in MGMT 4543 and therefore was not completed within the timeframe for this report. We will closely monitor this assessment in the future and make necessary recommendations.

SLO2 – While this result is consistent with the last 3 years results, we are not meeting our performance targets and therefore are not satisfied that our current program is adequately covering this SLO.

SLO3 – The Entrepreneurship major was launched in the Fall 2020 and MGMT 464 Entrepreneurship

Capstone has not yet been offered. Therefore, no assessment was completed within the timeframe for this report. We will closely monitor this assessment in the future and make necessary recommendations.

SLO4 - No assessment was completed within the timeframe for this report. We will closely monitor this assessment in the future and make necessary recommendations.

Planned Response

Overall, due to the newness of the Entrepreneurship major, the lack of available data is not concerning but it is a priority going forward to ensure that these assessments are being completed. We will have internal discussions with relevant faculty to ensure that these assessments are being completed in the necessary courses. Regarding SLO2 and MGMT 3323, a meeting is necessary with relevant faculty to discuss issues with student performance especially around their knowledge of the personal characteristics, skill sets and financial requirements supporting successful entrepreneurship and the sources of capital available to entrepreneurs.

137 Speech Language Pathology, MS

Analysis and Findings

Discuss the data points that stand out? The SLP Faculty added student outcomes. Why? The guidance received this year was beneficial to write more appropriate outcomes. Are these results similar to past results? Last year's outcomes related to faculty goals rather than student outcomes. Do they point in a different direction? Yes. Are there indications that these results are coincidental or limited, or are they accurate measures of students' knowledge and skills? 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. Do these results confirm or challenge faculty beliefs about what students know and are able to do? These measurements confirm faculty knowledge and beliefs. Are the faculty in agreement with one another about what the data suggest? Yes. What other data would inform this analysis? Number of students graduating on time and number of students admitted to our graduate program.

Planned Response

Plans for the Future. 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?

1. Establish onboarding Student Orientation experiences to improve communication with new students. Accomplished June 1, 2021.
2. Establish an interprofessional training opportunity to prepare our students for their future interview and hiring processes, Ongoing, multiple "lunch and learn" as well as in-class opportunities provided during the 2020-2021 academic year
3. Establish a Speech Lab to increase hands-on opportunities to practice necessary clinical skills, Assigned a classroom during the 2020-2021 academic year. Ongoing roof leaks and heat/air problems have prevented routine use of the space.
4. Install a sound suite to provide student opportunities to practice necessary clinical skills, Small sound suite donated during the 2020-2021 academic year which provides opportunities to practice some (but not all) clinical skills
5. Fill all vacant SLP faculty and support staff positions, All full-time positions filled as of August 2021. Have 5 openings for part-time school supervisors. Have a half-time administrative assistant position that is not filled.
6. Submit a curriculum change to align course descriptions with the Higher Learning Commission (HLC) standards, to eliminate courses that are not needed, to add one course that is needed, and to strengthen and align the relationship of all program requirements. Approved and published to the Course Catalog effective with the Fall 2021 semester.

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

way?

1. Faculty responsibilities will be distributed to better utilize time, resources, skills, and availability. Ongoing. Full-time positions were filled as of August 2021.
2. Teaching faculty will coordinate and align all program coursework to strengthen the students' progression of skills and knowledge. Ongoing.
3. Teaching and clinical faculty will align and coordinate widespread opportunities for hands-on, in-depth practice of necessary skills and competencies throughout program courses and clinical practicum experiences. Ongoing.
4. Teaching and clinical faculty will establish a SLP-specific New Employee Training process to strengthen skills, competencies, and teaching and/or clinical supervision requirements. Ongoing.

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 the type of capstone project selected by individual students with more taking on an action research project than in the past. What we are observing is that choice is powerful in our program when it comes to capstone type so that students are 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 May 2021 (strategic plan meeting) to plan and guide for fall 2021.

139 Science Education, MED

Analysis and Findings

Assessment reports 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. 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.

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. Future assessment considerations involve collaborating with the instructors across the three programs to develop some common assessments in the courses of the STEM Education Certificate.

141 Cherokee Education, BAED

Analysis and Findings

There were no Cherokee Education majors enrolled in courses where these assessments are employed. The current Cherokee Subject Area Test (CSAT) is not appropriately calibrated and a student must be at

the Superior level of proficiency on the ACTFL scale to pass. Even individuals who have Cherokee as a first language have failed this test in past years. The improper calibration of the test has been an ongoing concern.

Planned Response

The Cherokee Subject Area Test was revised in 2019-2020 and will undergo preliminary implementation in 2021. The test was revised to test at a more appropriate level on the ACTFL scale.

145 Supply Chain Management, BBA

Analysis and Findings

The performance outcomes met or exceeded expectations for all the program SLOs. The performance target for SCM program was raised to 75% compared to 70% in the previous AR 2019-2020, and it appears that our students have improved their performance in the courses through which the program was assessed this year, despite the courses being offered online or through VCM due to the prevailing COVID-19 pandemic, particularly for SLO's #3 and #4. There was not much change in the results for the SLO's #1 and #2. Since SCM is an area of specialization at undergraduate level, the class sizes are generally small, the student participation, however, looks at par with the institutional response rate for the assessment surveys.

Planned Response

Increasing the student participation to improve the reliability of the data remains our goal for the future. Sending reminder emails has helped in increasing student participation in assessment surveys.

147 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. Additionally, we modified the course rotation to accommodate student clinical rotations and when possible, developed assignments that would auto-grade for more rapid student feedback.

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

With limited data points, it is difficult to establish meaningful trends and analysis.

149 Nursing, MSN

Analysis and Findings

Analysis of the data indicates that all benchmarks are currently being met—with the exception of “collaboration” in the capstone project. The benchmark is set at 75%--however, the actual score was

71.8%. In the reflective summaries and the MSN Exit survey, students discuss collaboration with faculty, faculty members, preceptors, and nursing colleagues—however for their capstone project collaboration tends to be intra-disciplinary rather than inter-disciplinary. The goal is for the capstone to take an interdisciplinary approach through collaboration with not only nurses, but other members of the healthcare team so that optimal patient outcomes can be achieved. In other words, students are “collaborating” throughout the program, it is just not being discussed in detail in the capstone project. Areas of caution would be in the Leadership specialization with Business Skills. While this met the benchmark, the actual score was 86.3%. Students have indicated in qualitative comments on their course evaluations and end of program evaluations that they would like to see more application assignments in NURS 5673 Human Resource Development and NURS 5633 Healthcare Finance and Economics, rather than scholarly papers. Faculty would agree that the specialization courses should be reviewed and revised to make sure that specific learning outcomes are being met by real-world projects and applications so as to better prepare students in their graduate roles. The number of students is growing and data is becoming more reliable. The data seems to be consistent with previous years.

Planned Response

Overall, students are performing well in the MSN Program. The capstones submitted to the graduate college have been referred to as the “Gold Standard”. Faculty will continue teaching with high expectations for students. Specialization courses will be reviewed for alignment of learning objectives and assessment. Interdisciplinary collaboration will continue to be stressed for the capstone project.

150 Natural Science, MS

Analysis and Findings

All 20 students analyzed maintained an overall graduate GPA of >3.000 (average = 3.68). 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. There were four students who graduated with a MS degree in Natural Sciences in AY 2020-2021. All four 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 proposed 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 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 2020 from the NBCOT national certification exam demonstrates the NSU OT students possess entry-level practice competencies. 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

An additional assessment, the Employer Satisfaction Survey, will be added this year. This survey will assess the satisfaction of employers currently employing students from the NSU OT Program. The survey will encompass information pertaining to the student outcomes listed above. This additional assessment will not only provide valuable information regarding program outcomes but will meet an ACOTE accreditation requirement.

154 Special Education (ASD), MED

Analysis and Findings

Assessment 1: Graduate students are considered mastering the content at a grade of C or better. After analyzing the data for the 2020-21 academic year, the data collection indicates that approximately 100% of the graduate students mastered their courses' content by receiving a grade of C or higher, meaning 3.94. This data was consistent with data from the previous year.

Assessment 2: SPED 5323 was only offered in Spring 2021. Therefore, data for this past year was only collected during the Spring semester. After analyzing the data from Spring 2021, 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 data from the previous year.

Assessment 3: One rubric assessment was used to assess Initial CEC standards 1, 2, 3, 5, & 7; 83.3% of the graduate students passed the UDL Lesson Plan with a minimum composite score of 3 or higher. Although, the criterion for success was met, this is a 4.7% decrease from the previous year. Through the use of descriptive statistics for assessment 3 we infer that the teacher candidates well perceived standard 1, 2, 5 and 7 during the Fall of 2020 and Spring of 2021. CEC standard 3.0; Specialty Set DDA6 K2 was not well perceived by all students. Please note that data is not disaggregated amongst campuses, considering that this course is offered online and all graduate students receive the same rigorous content.

Assessment 4: 92% 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 an 8% decrease from the previous year. Please note that data is not disaggregated amongst campuses, considering that this course is offered online and all graduate students receive the same rigorous content.

Assessment 5: One rubric assessment was used to assess Initial CEC standards 1, 2, 3, 4, 5, 6, & 7; 84.6% of the graduate students passed the FBA/BIP with a minimum composite score of 3 or higher, this is an increase of 9.6% from the data collected the previous year, the criterion for success was not met. Through the use of descriptive statistics for assessment 5 we infer that the teacher candidates well perceived standard 1, 2, 3, and 7 during the Fall of 2020 and Spring of 2021. CEC standard 4 and 5 was not well perceived by all students. Please note that data is not disaggregated amongst campuses, considering that this course is offered online and all graduate students receive the same rigorous content.

Assessment 6: SPED 5323 was only offered in Spring 2021. SPED 5323 was not offered in the Fall of 2020 semester. Data for this past year was collected during the Spring 2021 semester. After analyzing the data from Spring 2021, the criterion was met with 93% of graduate students mastering the content with a score of 3 or higher, this is an increase of 1% from the previous year.

Assessment 7: One rubric assessment was used to assess Initial CEC standards 1, 2, 3 & 5. Teacher candidates surpassed criteria with 83% of graduate students receiving a score of 3 or higher. However, this is a decrease of 11% from the previous year's data. Through the use of descriptive statistics for assessment 7 we infer that the teacher candidates well perceived standard 1, 2, and 3 during the Fall of 2020 and Spring of 2021. CEC standard 5.0 was not well perceived by all students. 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 off of the data that has been collected this past year, the analysis indicates that graduate students are mastering skills in the following areas: effectively use the tools, technologies and methods common to the major, evaluate a complex question using appropriate perspectives, and student in the program effectively draw on current research and scholarship to effectively teach students with disabilities including those with ASD. CEC Initial Standard 5: Instructional Planning and Strategies should be further addressed in all courses. Faculty will strengthen instruction and demonstration for this standard. The faculty and staff will continue to monitor progress and analyze the data collection. The program will continue to tweak the assessments as time progresses in order to maintain the reliability and fidelity of the assessments used to measure Student Learning Outcomes.

155 Physician Assistant Studies, MS

Analysis and Findings

We are a new start-up program and currently have not had sufficient time to generate the data to address the aforementioned queries.

Planned Response

As data are collected moving forward, the process outlined in our program accreditation documents will be reviewed at the Operations Committee level. Revisions to processes will be instituted if the analysis reflects a documented need to change.

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 are very close to our performance target. This course is only offered in the Fall semesters. Data was collected by the previous professor. We have addressed that issue with a new assigned professor and will continue to collect data. We need to provide more thorough instruction to increase the scores in the future.

SLO 2: No data has been collected here with changes in the faculty. This class is only offered in the Fall semesters. We have addressed this issue and will have results next year.

SLO 3: Assessment has not been fully developed for this SLO. This class is only offered in the Spring semesters. We will address this issue for the upcoming Spring to correct the lack of assessment here.

SLO 4: This result is good. This result is consistent with previous results. 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.

SLO 5: No data have been collected here as have focused on the MBA assessments. This class is offered once a year in the Summer session. We will address this issue for the upcoming academic year to correct the lack of assessment.

SLO 6: No data have been collected here as have focused on the MBA assessments. This class is offered once a year in the Summer session. We will address this issue for the upcoming academic year to correct the lack of assessment.

Planned Response

In summary, the assessment for the PMBA has not had adequate attention to it. However, all measured SLO's were at or above our acceptable levels. We are concerned that the majority of our SLO's were not measured. This deficiency should be rectified in coming years with better organization, planning, and training with the assigned faculty.

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 first implementation of the revised Applied Physics Assessment Plan. However, these results seem consistent with prior years, before the formal development of the current plan. The physics program believes these to be accurate measures of students' knowledge and skills. There is good agreement between assessment results based on test questions and student presentations. The consistency of these measures is an indicator of their accuracy. PLOs 4, 6, 7 and 8 were not assessed this academic year. The courses through which these PLOs are assessed are offered on a rotational basis and were not offered this academic year. When physics faculty evaluated student presentations using a rubric, the scores for each student were consistent between faculty. The consistency of these results suggests that they are an accurate assessment method. The data that would be helpful to have is tracking student progress over a two year basis. That is, will the off-rotation classes show similar results? Other data that is not included is a comparison between majors and non-majors. For example, in PLO #3, more than 9 students were assessed. However, those "extra" students were either chemistry or math majors and their results are excluded.

Planned Response

The consistency between the performance results on test questions and student presentations shows that assessing students based on their presentations is an accurate measure of their knowledge. The program faculty will continue this assessment method. One plan for next year is the assessment of PLO #2 based (in part) on students' performance in Calculus I and II. These assessments will be based on the assessments used by the math department. This will be the first time the physics program will use the calculus assessment results as part of the applied physics program. That will be evaluated at the end of next academic year. This is also the first year the program is using standardized tests for the lower level

physics courses. These are tests are used nationwide and will allow the program faculty to compare local student. Based on previous years' assessment data and conversations with students, program faculty will work more closely to have connections between classes offered during the same semester. For example during the semester in which Scientific Computation is offered, program faculty teaching other upper level physics courses will encourage students to solve problems computationally.

160 Cyber Security, BS

Analysis and Findings

The data points that stood out in this year's assessment include the number of students who passed the capstone. The overall scores in this course are excellent, however this course still needs further development. We believe the final project, and assignments is an accurate measure of our students' overall program learning objectives. Also, to reach this point, students complete 58 total hours in criminal justice, computer science, and information systems.

Planned Response

We are going to examine our capstone internal major project. The cyber faculty need to develop an exam that measures all three areas (CRJ, CS and IS). The goal is teaching the course in 1/3 segments.

161 Cellular and Molecular Biology, BS

Analysis and Findings

The data points that stood out in this year's assessment include the number of students who passed the capstone. The overall scores in this course are excellent, however this course still needs further development. We believe the final project, and assignments is an accurate measure of our students' overall program learning objectives. Also, to reach this point, students complete 58 total hours in criminal justice, computer science, and information systems.

Planned Response

We are going to examine our capstone internal major project. The cyber faculty need to develop an exam that measures all three areas (CRJ, CS and IS). The goal is teaching the course in 1/3 segments.

162 Creative Writing, BA

Analysis and Findings

The third year of assessment of the Creative Writing major, demonstrated a stabilization of enrollment numbers combined with continuing high marks for assessment. After the growth of the major from year one to year two, the number of majors maintained the level of growth throughout year three. Though the number of majors is still modest—twenty-three in AY '19-20 and twenty-one in AY '20-21—these numbers are still heartening. The major saw a number of students graduate out of the program in AY '19-20, meaning that the major is attracting new students even as others graduate. The major also held strong in the face of both COVID-19 and the concurrent drop in enrollment experienced in many other departments/majors in the university. Now that the major is fully established and the amount of data associated with it has grown, signs including enrollment in Fall '21 show that the Creative Writing major is a viable program with potential for further growth.

In keeping with the first two years of the major, the majority of assessment points were in line with the previous year's findings with the entirety of assessments meeting or exceeding the previous years' numbers. Students completed major work with high marks, with most assessment points in the high 80%/low-mid 90% range, well above the baseline target of 75%. This was true for classes taught by the primary Creative Writing faculty (Intro to Creative Writing, Fiction Writing, Portfolio), whose method, particularly in the earlier classes, focuses on process versus product. It was true for Creative Writing courses taught by another faculty within the major (Poetry). It was also true for assessed courses outside of Creative Writing taught by a range of English faculty (American Literature I/II, English Literature I/II).

One assessment mark that showed divergence in AY '19-20 point was Playwriting/Screenwriting. That class saw an 8% drop, from 88% to 80%, between AY '18-19 and AY '19-20. This year's assessment saw that mark return to the high 80's, specifically 89%. As was speculated in last year's report, it seems like that divergence was year-on-year randomness, most likely due to the small size of the samples in the Creative Writing assessment. Since the major has fully incorporated Screenwriting into this aspect of the assessment, and the numbers returned to their previous high level, there is no justification for tweaking the model or the level of preparation of students prior to taking these aspects of the major.

Overall, the performance of the students and faculty in the major continues to be heartening. The major grew, with twenty-three majors and eight students graduating the major. The primary Creative Writing faculty, Mr. Murphy, worked directly with all graduating majors and most students in the major, allowing for a more granular understanding of students within the major and better ability to guide students through the major. The number of students enrolled in the major who did not do any coursework over the year has dropped as well, meaning that the vast majority of students are progressing towards graduation in a timely fashion.

Planned Response

Entering into the fourth year of assessment, our plan will be to hold the course on most facets of the major. Students seem to be progressing through the major in a timely fashion, with no significant sticking points that signal either a flaw in the design of the major or a flaw in the delivery of courses. Students handle both creative courses and literature courses well, and the inclusion of non-writing courses as a means of exposing students to different types of work and content seems proper. Graduating students demonstrated knowledge of both core and advanced elements of creative writing as well as how to translate that understanding into their work. Since the Portfolio class requires readings combined with the production of a polished piece of cohesive work, assessment of student capability can be captured in a way that doesn't rely on narrow grade-based evaluation.

164 Social Work - Traditional, MSW

Analysis and Findings

Two classes that cover competencies 2,4 & 9 fell below 80% for the traditional pathway option. There are several issues that we believe are in play with these competencies. First, it should be noted that this is an extremely small sample size (n=8) which results in a significant swing for each data point. Secondly, verbal feedback given to the data analyst indicates that a few students (n=3) did not submit their assignments which would skew the mean value to below benchmark levels. Thirdly, we believe that the students are new not only to the social work graduate program, but also to the social work field and the demands of APA writing and academic rigor expected for assignments could be the reason for not meeting these competencies. This may particularly relate to the failure to even submit the assignment. It is also noted that both competencies 4 & 9 are both measured by the same assignment which was the assignment in which the instructor reported three non-submissions. Therefore, the failure to submit on this one assignment led to both of these competencies showing below benchmark standards. We believe that these are the primary reasons that the benchmark of 80% was not reached on these competencies. They are an accurate representation of students' knowledge and skills and reiterate the previous statement that some student learning styles and adjustment to the academic rigor and expectations of the program contribute to lower percentages as these classes are required during the first year in the MSW program. However, these measures are accurate only if they are submitted by the student for evaluation. No measure can be an accurate measure if there is no opportunity to collect and analyze it. These results confirm faculty beliefs about student knowledge and engagement in the learning process. This also confirms that we need to work to meet various learning styles of students and also provide an additional training/workshop for APA writing and other support to enhance students' ability to turn in assignments on time.

We need to collect qualitative data from instructors of the courses to gain insight into which assignments

students struggle with the most and consider how that affects the percentages. Consider ways to enforce the requirement of completing outcomes assessment by all faculty and adjunct. In addition to these empirical data that our department collects and uses to provide program feedback, we also perform end of year student surveys and exit interviews in the BSW and MSW program. These data are consistent with those presented in this report in that students report wide satisfaction with their learning experiences in our program.

Planned Response

The Social Work faculty will continue to review each course's embedded measure and reach an agreement about the contents of the assignment and performance expectations for its specific grading to enhance student performance and consistency in the application of grading for the academic year of 2022-2023. We will add a qualitative component to the assessment (from instructors) for future measures in which benchmarks are not achieved in order to gain more information regarding possible improvements for any such measure.

164 Social Work – Advanced Standing, MSW

Analysis and Findings

According to our data analysis, the results indicate student assessment outcomes exceeded (range from 94% to 98%) the benchmark of 80% in all competency areas across all coursework and field courses. All course assessments were modified in the beginning of 2020-2021, and it seems that the updated assessment method is effective in measuring student's competencies/performance. They are an accurate representation of students' knowledge and skills, and we believe that our assessment method is effective in measuring student's competencies/performance. The benchmark of 80% was met for our MSW program on all competencies. The results are consistent with our faculty expectations for students in obtaining advanced social work practice knowledge through our Masters of Social Work Program. We need to collect qualitative data from instructors of the courses to gain insight into which assignments students struggle with the most and consider how that affects the percentages. Consider ways to enforce the requirement of completing outcomes assessment by all faculty and adjunct. In addition to these empirical data that our department collects and uses to provide program feedback, we also perform end of year student surveys and exit interviews in the BSW and MSW program. These data are consistent with those presented in this report in that students report wide satisfaction with their learning experiences in our program.

Planned Response

Based on the guidelines of Council of Social Work Education, we will measure student performance using CSWE competencies, and analyze assessment data for curriculum revision in AY 2022-2023.

165 Nutritional Sciences, BS

Analysis and Findings

The program did not have any students eligible complete the program assessments in this reporting cycle.

Plans for the Future

The program is in the process of hiring an onboarding new faculty. Once onboard, the program director and faculty will revise the assessment plan.

166 Public Health, MPH

Analysis and Findings

The data seem to be a bit below what would be expected in some courses. In addition, there were some issues with data not being collected by the instructor of the course. Data was also not received for courses that were taught outside the program and/or department. Like the assessment data collected during the last assessment cycle, students seemed to struggle most with research methods. This could be because

students entering the MPH program either do not have a background in public health or have been out of school for quite some time. The MPH program requires that students take biostatistics, applied research, demonstrate the ability to compute specific epidemiological calculations, and design and conduct a research project. Not being familiar with the concepts covered in these courses can be problematic for students as this is a big part of the core of our curriculum. In addition, students who are on the certificate track seem to do worse than students who are enrolled in the MPH program. While the certificate option is separate from the MPH program, both take certain courses that are the same and therefore have the same level of rigor. Furthermore, the didactic portion of our program is 100% online. Most of our students have never taken an online course and are working full-time jobs, raising families, etc. The majority have expressed that it is challenging to meet the demands of a graduate 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, students in the epidemiology course will be given voice over PowerPoints to help them to better learn the material prior to completing assignments (currently, they are given PowerPoints without voice over). For the research methods course, the research proposal will be eliminated from the course. Instead, students will begin working on the proposal during their first semester in the program as part of an ongoing seminar. The course will also be revised to incorporate a final exam to replace the final project (research proposal). While this was originally how the course was set up, feedback from students in previous offerings of the course thought the exams in addition to multiple projects and homework assignments were too much in an 8-week course. Therefore, the questions that would have been on the exam were shifted to the discussion boards or assessed as part of the projects. The thought behind having the exam instead of the final project is that this will help them to gain a better working knowledge of how research is conducted and be able to further retain all of the information from both the qualitative and quantitative parts of the course. Like the epi course, this course will also be adjusted to include voice over PowerPoints to help explain the harder concepts.

Additionally, faculty will also be implementing exit surveys for specific courses to help connect the courses together for the students. 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. We will also be implementing a pre/post-test at the program level beginning in the Spring of 2022. This will help us to better track the overall learning of the students in the Public Health program. Having this tracking in place will also alert us to gaps that may have been overlooked.

We created the ongoing seminar course at the beginning of this fall semester to help get students more involved with the faculty as well as each other, and provide them with resources for courses and public health in general. This course will be utilized to administer the pre/post-test. In addition, it is thought that having more engagement outside of the actual coursework will provide the students with a sense of belonging. This, in turn, will help them to better succeed in the program. Additionally, since there were issues with obtaining data for courses taught outside the program, we will be adjusting our assessment plan so that the data used for the assessment will be collected by faculty within the program. This way we can assess our students based on things we have direct control over.

775 Organizational Leadership, BS

Analysis and Findings

Students are progressing on schedule through their plan of study; however, no previous assessment data exists as a benchmark or for comparison purposes.

Planned Response

Our plans for the future include bringing our core faculty together to review assessment alignment. We would also like to revisit the PLOs set forth for us by the statewide initiative. Going into AY 2022, we will be adding two new courses to the core, and we feel this will drive the need to revamp the Program's learning outcomes.

Section IV – Student Engagement and Satisfaction

Administration of Assessment

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

Northeastern State University uses an internal Student Evaluation of Classes and the NSSE as measures of student satisfaction. An internal survey, *Student Defined Success*, was administered in Fall 2020 to incoming freshmen.

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

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

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

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

Student Course Evaluations

Student evaluations of courses/instructors show overall satisfaction. During the fall 2020, 6,450 evaluations of faculty instructors were collected. A total of 1,256 classes were evaluated representing 404 different faculty members. During the spring 2021, 5,900 evaluations of faculty instructors were collected. A total of 1,297 classes were evaluated representing 385 different faculty members. The 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 rate the statement that the course was excellent on a scale of 1 to 5 (1 = strongly disagree to 5 = strongly agree). The average rating of item 10 for all faculty was 4.27/5.0 in fall of 2020 and 4.28/5.0 in spring 2021. Course evaluation data are reported in Table H.

Table H: Student Evaluation of Course / Teaching Effectiveness

FALL 2020	Number of classes evaluated	Number of faculty evaluated	Number of surveys completed
Business & Technology	218	70	1,026

Education	290	93	1,456
Extended Learning	16	8	86
Liberal Arts	418	149	2,017
Optometry	22	17	242
Science & Health Prof.	292	85	1,623
TOTAL	1,256	404*	6,450

*Faculty members may be evaluated in two different colleges

SPRING 2020	Number of classes evaluated	Number of faculty evaluated	Number of surveys completed
Business & Technology	222	75	914
Education	323	95	1,502
Extended Learning	14	8	65
Liberal Arts	386	118	1,549
Optometry	23	15	324
Science & Health Prof.	279	80	1,546
TOTAL	1,247	385*	5,900

*Faculty members may be evaluated in two different colleges

Question 21: Instructor was an Effective Teacher

Question 21	Fall 2019	Spring 2020
Business & Technology	4.18	4.14
Education	4.30	4.33
Extended Learning	4.62	4.67
Liberal Arts	4.35	4.38
Optometry	4.42	4.41
Science & Health Prof.	4.27	4.18

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 2021, 147 first-year students and 372 seniors took the assessment. Both of these groups were compared to institutions in an IPEDS group (N=10), public institutions with 5,001 to 10,000 students enrolled (N=100), and Oklahoma public institutions (N=6).

The overall response rate was 30% of the freshman and 32% of the seniors. Ninety-three percent (93%) of the freshmen respondents were full-time and 67% 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-four percent (24%) of the freshmen and 19% of the seniors were American Indian. Nine percent (9%) of the freshman and 77% of the seniors responded that they were transfers.

NSSE Results

The results are reported as “Effect Size.” Effect size indicates the “practical significance” of the mean differences. A positive sign indicates that NSU’s mean was greater, thus showing an affirmative

result, and a negative sign the opposite. In practice, an effect size of .2 is considered small, .5 moderate, and .8 large. We are reporting significant differences between NSU and the comparison groups with an effect size greater than or equal to 0.3 in magnitude.

The first-year students scored lower than the IPEDS comparison group on “Forming a new idea or understanding from various pieces of information”, “Taught course session I an organized way”, “Taught in a way that aligns with how you prefer to learn”, “About how many of your courses at this institution have included a community-based project (service-learning)”, “Providing support to help students succeed academically”, “About how many hours do you spend in a typical 7-day week preparing for class”, “Working for pay off campus”, “Relaxing and socializing”, “Commuting to campus” and “Acquiring job- or work-related knowledge and skills”.

The first-year students scored lower than the Public Enrollment comparison group on “Asked another student to help you understand course material”, “Explained course material to one or more students”, “Prepared for exams by discussing or working through course material with other students”, “Worked with other students on course projects or assignments”, “Given a course presentation”, “Applying facts, theories, or methods to practical problems or new situations”, “Forming a new idea or understanding from various pieces of information”, “Reached conclusions based on your own analysis of numerical information”, “About how many of your courses at this institution have included a community-based project (service-learning)”, “About how many hours do you spend in a typical 7-day week preparing for class”, “Relaxing and socializing”, and “Acquiring job- or work-related knowledge and skills”.

The first-year students scored lower than the Oklahoma Public comparison group on “Taught course session I an organized way”, “Taught in a way that aligns with how you prefer to learn”, “About how many of your courses at this institution have included a community-based project (service-learning)”, “Preparing for class”, “Working for pay off campus”, and “Estimated number of hours working for pay”, “Relaxing and socializing”

The first-year students scored higher than the IPEDS comparison group on “Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading”, and “If you could start over again, would you go to the same institution you are now attending”.

The first-year students scored higher than the Public Enrollment comparison group on “Participating in co-curricular activities”, “Providing care for dependents”, and “If you could start over again, would you go to the same institution you are now attending”.

The first-year students scored higher than the Oklahoma Public comparison group on “Given a course presentation”, “Worked with a faculty member on activities other than coursework”, “Hold a formal leadership role in a student organization or group”, “Participate in a study abroad program”, “Providing opportunities to be involved socially”, “Providing support for your overall well-being”, “Attending campus activities and events”, “Participating in co-curricular activities”, “Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading”, “Developing or clarifying a personal code of values and ethics”, and “If you could start over again, would you go to the same institution you are now attending”.

The senior students slower lower than the IPEDS comparison group on “Asked another student to help you understand course material”, “Explained course material to one or more students”, “Prepared for exams by discussing or working through course material with other students”, “Had discussions with people of a race or ethnicity other than your own”, “Had discussions with people from an economic background other than your own”, “About how many hours do you spend in a typical 7-day week

preparing for class”, and “Commuting to campus”.

The senior students scored lower than the Public Enrollment comparison group on “Asked another student to help you understand course material”, “Explained course material to one or more students”, “Prepared for exams by discussing or working through course material with other students”, “Working with other students on course projects or assignments”, “Worked with a faculty member on activities other than coursework”, “Discussed course topics, ideas, or concepts with a faculty member outside of class”, “During the current school year about how many papers, reports, or other writing tasks of 11 pages or more have you been assigned”, “Estimated number of assigned pages or student writing”, “Participate in an internship, co-op, field experience, student teaching, or clinical placement”, “Hold a formal leadership role in a student organization or group”, “Participate in a study abroad program”, “Work with a faculty member on a research project”, “Participating in co-curricular activities”, “Relaxing and socializing”, and “Commuting to campus”.

The senior students scored lower than the Oklahoma Public comparison group on “Asked another student to help you understand course material”, “Explained course material to one or more students”, “How often have you had discussions with people of an economic background other than your own”, and “Commuting to campus”.

The senior students scored higher than the IPEDS comparison group on “Asked questions or contributed to course discussions in other ways”, “Given a course presentation”, “Included diverse perspectives in course discussions or assignments”, “Indicate the quality of your interactions with students at your institution”, “Indicate the quality of your interactions with academic advisors at your institution”, “Indicate the quality of your interactions with faculty at your institution”, “Indicate the quality of your interactions with student service staff at your institution”, “Indicate the quality of your interactions with other administrative staff and offices at your institution”, “Using learning support services”, “I feel comfortable being myself at this institution”, “I feel valued by this institution”, “I feel like part of the community at this institution”, “Working for pay off campus”, “Estimated number of hours working for pay”, “Providing care for dependents”, “How would you evaluate your entire educational experience at this institution”, 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 Public Enrollment comparison group on “Asked questions or contributed to course discussions in other ways”, “Included diverse perspectives in course discussions or assignments”, “Examined the strengths and weaknesses of your own views on a topic or issue”, “Evaluating a point of view, decision, or information source”, “Forming a new idea or understanding from various pieces of information”, “Clearly explained course goals and requirements”, “Taught course sessions in an organized way”, “Explained in advance the criteria for successfully completing your assignments”, “Reviewed and summarized key ideas or concepts”, “Taught in a way that aligns with how you prefer to learn”, “Identified key information from reading assignments”, “Summarized what you learned in class or free course materials”, “During the current school year, to what extent have your courses challenged you to do your best work”, “Indicate the quality of your interactions with students at your institution”, “Indicate the quality of your interactions with academic advisors at your institution”, “Indicate the quality of your interactions with faculty at your institution”, “Indicate the quality of your interactions with student service staff at your institution”, “Indicate the quality of your interactions with other administrative staff and offices at your institution”, “Providing support to help students succeed academically”, “Encouraging contact among students from different backgrounds”, “Helping you manage your non-academic responsibilities”, “I feel comfortable being myself at this institution”, “I feel valued by this institution”, “I feel like part of the community at this institution”, “Working for pay off campus”, “Estimated number of hours working for pay”, “Providing care for dependents”, “Writing clearly and

effectively”, “Developing or clarifying a personal code of values and ethics”, “Understanding people of other backgrounds”, “How would you evaluate your entire educational experience at this institution”, “If you could start over again, would you to the same institution you are now attending”, and “To what extent have the faculty and staff at your institution done a good job helping students adapt to changes brought on by the COVID-19 pandemic”.

The senior students scored higher than the Oklahoma Public comparison group on “Given a course presentation”, “Included diverse perspectives in course discussions or assignments”, “Taught course sessions in an organized way”, “Indicate the quality of your interactions with students at your institution”, “Indicate the quality of your interactions with academic advisors at your institution”, “Indicate the quality of your interactions with faculty at your institution”, “Indicate the quality of your interactions with student service staff at your institution”, “Indicate the quality of your interactions with other administrative staff and offices at your institution”, “I feel comfortable being myself at this institution”, “I feel valued by this institution”, “I feel like part of the community at this institution”, “Working for pay off campus”, “Estimated number of hours working for pay”, “Providing care for dependents”, “Understanding people of other backgrounds”, “Being an informed and active citizen”, “How would you evaluate your entire educational experience at this institution”, and “If you could start over again, would you go to the same institution you are now attending”.

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

NSU chose to administer two topical modules with the NSSE that were compared to public institutions with 5-10K enrollment that administered the module. The two modules were Coping with COVID-19 and Experiences with Online Learning.

For the Coping with COVID-19 module:

The first year students scored lower than the Public Enrollment comparison group on “To what extent, if any, has the COVID-19 pandemic interfered with your college plans”, “To what extent, if any, has the COVID-19 pandemic interfered with your plans to participate in special learning opportunities”, “To what extent, if any, has the COVID-19 pandemic interfered with your ability to pay for college and living expenses”, “To what extent, if any, has the COVID-19 pandemic interfered with your preferred living situation”, “As a result of the COVID-19 pandemic, to what extent, if any, have you experienced an increase in an inability to concentrate”, “As a result of the COVID-19 pandemic, to what extent, if any, have you experienced an increase in difficulty sleeping”, “As a result of the COVID-19 pandemic, to what extent, if any, has your concern about your future opportunities increased”, “Compared to your general habits before the COVID-19 pandemic, how much time have you spent on academic work”, and “Compared to your general habits before the COVID-19 pandemic, how much time have you spent on socializing”.

The senior students scored lower than the Public Enrollment comparison group on ““To what extent, if any, has the COVID-19 pandemic interfered with your college plans”, “To what extent, if any, has the COVID-19 pandemic interfered with ability to succeed as a student”, “To what extent, if any, has the COVID-19 pandemic interfered with your plans to participate in special learning opportunities”, “To what extent, if any, has the COVID-19 pandemic interfered with your preferred living situation”, “As a result of the COVID-19 pandemic, to what extent, if any, have you experienced an increase in mental or emotional exhaustion”, “As a result of the COVID-19 pandemic, to what extent, if any, have you experienced an increase in depression that interfered with daily functioning”, “As a result of the COVID-19 pandemic, to what extent, if any, have you experienced an increase in anxiety that interfered with daily functioning”, “As a result of the COVID-19 pandemic, to what extent, if any, have you experienced an increase in feeling hopeless about your current situation”, “As a result of the COVID-19 pandemic, to what extent, if any, have you experienced an increase in an inability to concentrate”, “As a result of the COVID-19 pandemic, to what extent, if any, have you experienced an increase in difficulty sleeping”, “As a result of the COVID-19 pandemic, to what extent, if any, have you experienced an increase in loneliness”, “As a result of the COVID-19 pandemic, to what extent, if any, has your concern about your ability to socialize increased”, “As a result of the COVID-19 pandemic, to what extent, if any, has your concern about your ability to pay bills increased”, “As a result of the COVID-19 pandemic, to what extent, if any, has your concern about your having enough food increased”, “As a result of the COVID-19 pandemic, to what extent, if any, has your concern about your eviction or loss of housing increased”, “As a result of the COVID-19 pandemic, to what extent, if any, has your concern about your future opportunities increased”, “Compared to your general habits before the COVID-19 pandemic, how much time have you spent on academic work”.

The senior students scored higher than the Public Enrollment comparison group on “In light of the COVID-19 pandemic, to what extent have your instructors remained positive”, “In light of the COVID-19 pandemic, to what extent have your instructors had reasonable expectations of students”, “In light of the COVID-19 pandemic, to what extent have your instructors responded appropriately to the needs of students”, and “In light of the COVID-19 pandemic, to what extent have your instructors shown care and concern for students”.

For the Experiences with Online Learning module: (questions are in regard to completely or partly online classes only)

The first-year students scored lower than the Public Enrollment comparison group on “Courses provided a clearly stated grading policy”, “Courses included pre-recorded presentations by the instructor”, “How comfortable have you been interacting with other students”, “How important is it that your institution increases interaction between students”, and “Technology support has been available”.

The senior students scored lower than the Public Enrollment comparison group on “Courses included pre-recorded presentations by the instructor”, “How important is it that your institution increase interactions between students”, and “How important is it that your institution increase interactions with instructor”.

The senior students scored higher than the Public Enrollment comparison group on “Clearly stated learning objectives or goals”, “Clear guidance about how to get started in the course”, “A clearly stated grading policy”, “Course information and activities that are easy to locate”, “Sufficient instructions for using technology”, “Clarity about when instructors would respond to you”, “Assignments that help you achieve course learning objectives or goals”, “Instructional materials that help you achieve course learning objectives or goals”, “Courses included group projects or presentations”, “Courses included coursework that challenges you to enhance your knowledge, skills, and abilities”, “Courses included opportunities for personalized feedback, support, and guidance from

the instructor”, “How comfortable have you been participating in online discussion boards, forums, or other discussion tools”, “How comfortable have you been participating in live course discussion”, “How comfortable have you been taking proctored online exams”, “How comfortable have you been interacting with other students in the course”, “How comfortable have you been interacting with your instructor to discuss course topics, ideas, or concepts”, “How comfortable have you been seeking feedback and guidance from your instructor”, “Study spaces where you live have been sufficient for your needs”, “Technology support has been available”, and “The online course platform has been user-friendly”.

Student Defined Success Survey

The Student Defined Success survey has been administered since Fall 2017. It began as part of NSU’s HLC Quality Initiative and preliminary results were presented at the HLC annual conference in April 2019. Highlights from the Fall 2020 administration include the following:

Freshmen (522 respondents)

- 87.9% responded (strongly agree or agree) that they plan to complete a bachelor’s degree at NSU while 20.9% indicated they plan to complete basics at NSU then transfer
- The top three factors selected relative to a successful overall university experience were “Graduating” (77.4%), “Being successful after college” (42.0%), and “Developing lifelong friends” (27.0%). “Getting a job” dropped from third place last year (31.1%) to fifth place this year (24.1%).
- The top factor selected relative to a successful university class was “Professors take into account workload and students’ other obligations” (39.7%). This factor was selected by females at a higher rate than males, 42.2% to 35.2%, respectively.
- “Classes that include hands-on, immersive, or experiential components” was the third most selected factor (28.0%) relative to a successful university class. This factor was selected at a higher rate by females (32.8%) than males (19.7%) and at a higher rate by Native American students (30.7%) than non-Native Americans (25.9%).

Analysis of the results with respect to retention and completion, disaggregated by gender and Native American/non-Native American, will be conducted when the Fall 2021 survey data is complete.

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

Course evaluation results shared with the faculty, and summaries of the results (including comments) are shared with college and department leadership. Departments are encouraged to discuss the findings and patterns for questions directly addressing student engagement with the instructional material and faculty of record to identify adjustments that can increase course engagement.

NSSE data informs efforts by the university’s Retention Committee as well as the First Year Experience Committee. It is used to assist in development of retention programming.

The Student Defined Success Surveys are considered when evaluating curriculum and activities for UNIV 1003 University Strategies as well as “Welcome Week” for freshmen (hosted by Student Affairs). Development and maintenance of immersive learning opportunities are also impacted.

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.

Table I: Assessment Budget

Assessment Fees	0
Assessment salaries	
4 College Student Learning Coordinators course release	24,200
External Evaluation (Program Review)	15,000
Institutional Effectiveness salaries / benefits	258,337
Academic Testing Coordinator salary / benefits	52,412
Graduate Assistants (4)	36,000
Distributed to other departments (<i>enhancement fees</i>)	Unknown
Operational Costs	
Institutional Effectiveness Operating	12,700
LMS course evaluation survey (est.)	25,000
Chalk & Wire software	107,000
Civitas Analytics software	86,600
Total Expenditures	617,249

All expenses E & G funds unless otherwise noted.