**2003 - 2004 Assessment Plan
and
Annual Assessment Report**

November 2004

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Appendix

Entry Level Assessment

1.   What methods were used for entry-level course placement? What were the instruments and cut-scores for each subject area and course?

Effective Spring 1992, all first-time entering freshman and freshman transfer students who had attained six or fewer hours, with less than 19 on ACT sub-scores, completed English, mathematics, reading, and science placement examinations prior to enrollment. The English placement examination used was the College Board's Test of Standard Written English (TSWE). The mathematics placement examination was the Mathematical Association of America's Basic Algebra Test (BAT). The Nelson-Denny Test was used to determine reading proficiency and a combination of ACT subscores was used for science placement. Starting Fall 2000, Computer Placement Testings (CPT) are used as the second placement test for Mathematics, English, and Reading. The CPTs were piloted during the Fall 2000 semester as a pre-post course evaluation measure.

Students whose ACT subscores were <19 and who scored at or above a defined "second test" criterion score were permitted to enroll in college level course work. Students who scored below the respective criterion scores on the second test were required to enroll in remedial course work.

Following an extensive study by an ad hoc zero level committee, the placement process was changed and a paper/pencil version (*Companion*) of CPT was introduced in Fall 2000 to place students beginning Spring 2001. Online administration of the CPT (*Accuplacer*) began in April 2001 for placement into Summer and Fall 2001 classes.

Students scoring 80 or above on the CPT - Sentence Skills test are placed in English 1113 and students scoring below 80 are placed in English 0123. Select students who score below 80 on the English CPT may take an English writing test. If the students score an 8 or higher (Writeplacer) they are placed in English 1113. Students scoring 75 or above on the CPT-Elementary Algebra test are   placed in Math 1513, College Algebra, or Math 1473, Math Structures 1; students scoring between 44 and 74 on the CPT are placed in Math 0133, Intermediate Algebra; and those scoring below 44 are placed in Math 0123, Elementary Algebra.

Students scoring below 75 on the CPT - Reading Comprehension are required to complete CAI 0112, Fundamentals of Reading, during the first semester of enrollment. Students who score below 19 on the Natural Science section of the ACT, but whose English and Mathematics ACT sub-scores average 34, or ACT Mathematics and Reading sub-scores average 34, or CPT Math is 44 or above and CPT Reading comprehension is 75 or above, are allowed to enroll in college level science classes. Students not meeting this standard will be required to enroll in Science 0122, Concepts of Science. Students who have a reading, mathematics and science deficiency must complete the reading and mathematics deficiency before enrolling in the zero level science class. Refer to table A_2 for CPT cut scores and placement scenarios.

 Freshmen students admitted with high school curricular deficiencies must enroll in the appropriate zero level course and complete this requirement within the first 24 hours of enrollment. Students with ACT scores of 19 or above in English, mathematics, natural science, or reading will have the deficiency waived. Students scoring below 19 in English, mathematics, or natural science must enroll in the appropriate zero level class in that discipline. Students with a curricular deficiency in history and who have less than a 19 in the reading (old social science) portion of the ACT, must take an additional 3-hour history class to make up the deficiency.

Students with deficiencies cannot drop the zero level class by EXCELS nor can they enroll for the next semester without seeing an advisor in the New Student Advisement Center. Students must complete all zero level courses successfully and complete English Proficiency before they can declare a major.

2. **How were instruments administered? Which students were assessed? Describe how and when they were assessed, including options for the students to seek retesting, tutoring, or other academic support.**

The "second test" instruments are administered by the Office of Fist Year Experience/Enrollment Services. Those students whose ACT subscores are <19 are identified by the Office of New Student Advisement and the actual instruments are administered during one of many new/transfer seminars held on our campus or by student appointment. The seminars consist of a morning and afternoon session. Students may take CPT tests by scheduling appointments prior to the enrollment seminars. Typically, the mornings are reserved for assessment and the "second tests" are administered at that time. These tests are evaluated between sessions and students are properly enrolled in the afternoon in either remedial or college level work. Beginning with Spring 2001, students began using College Board's CPT *Accuplacer* version for placement. These students were notified of any "second testing" prior to their on-campus enrollment session. Many of these students took advantage of testing early, thus facilitating enrolling on-site. Students are allowed to re-test one time after 30 days have elapsed.

There are certain situations where new freshman may have a subscore of <19, score below the cut score on the second test and are placed in remedial work, but shortly thereafter demonstrate an appropriate ACT subscore from a second or third ACT testing. There are some students who may have appropriate scores for College-level work but elect to take zero level courses. For these reasons, the assessment numbers most often vary from those students actually enrolled.

The Fundamentals of Reading course, 0112, is self-paced and if students perform at a satisfactory level before the end of the semester, they are considered reading proficient and may stop attending the reading lab at that point. Students who successfully reach a satisfactory level, receive a grade of P at the end of the semester. A student who is enrolled at any level of remediation is expected to re-enroll in a similar (or same) course if he/she is unsuccessful. Success is defined as an A, B, C, or P grade. Reading, English, and mathematics students are post-tested with their respective "second tests."

Even though the average scores from pre to post tests demonstrate a statistically

significant gain, students not achieving the "second test cut score" who make a C or better are allowed to matriculate into college level course work. Most remedial courses embed the post test as part of the course grade, thus insuring the students will take post test assessments seriously.

Academic support is offered through the respective departments which consists of formal tutoring, writing laboratory, and mathematics and reading tutorials. The office of First Year Experience/Enrollment Services has developed a new tutoring program.

Table B describes detailed placement test data for mathematics and English.

3.   What were the analyses and findings from the 2003-2004 entry-level assessment?

A total of 1,287 students participated in some form of entry level assessment. The students who were administered entry-level assessments during new/transfer seminars throughout the Fall, Spring and Summer are reflected below:

ENGLISH   640

MATH   1,127

SCIENCE   509

READING   553

Refer to table B_1 & B_2 for placement test data for English and mathematics.

Refer to table F for assessment numbers and placement.

After placement, the following number of students completed each of the zero-level courses with a C or better.

FALL 2003			SPRING 2004		
Math 0123	=	N=279, 52.4%	Math 0123	=	N= 96, 37.6%
Math 0133	=	N=262, 61.5%	Math 0133	=	N=265, 67.6%
Math 1513	=	N= 447, 64%	Math 1513	=	N=320, 61%
English 0123	=	N=125, 61%	English 0123	=	N= 49, 58.3%
English 1113	=	N=867, 74.9%	English 1113	=	N=239, 64.2%

Table C in the appendix lists the total number of students who were successful with a "C" or better. Table C also includes pass rates for college level English and college algebra.
Table F includes the number of students requiring remediation.

4.   How was student progress tracked? Describe analyses of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process as a result of findings.

Student progress is tracked through the First Year Experience/Enrollment Services and the Office of Academic Affairs. Once students have been placed in any level of remedial work, they are not able to withdraw unless approved by academic advisement services. Students in any level of remedial work are allowed to enroll in the next level pending a C or better in the current course or successfully passing the post-test. Not being successful in any remedial course is defined by a W, F, or D grade and the students are re-enrolled in the same course for the ensuing semester. Student progress in zero level mathematics is tracked in both courses each semester by a pre- post- CPT test. The CPT pre score was the "second test" used during enrollment and a post-test was administered at the end of each semester.

The success in college-level work is described below:

English Composition:	74.9 % success for Fall 2003. N = 867
	64.2 % success for Spring 2004. N = 239
Algebra:	64 % success for Fall 2003. N = 447
	61.6 % success for Spring 2004. N = 320

These pass rates are similar to 2002-2003. Refer to table C for specific semester success rates.

Northeastern State University will be tracking future students to determine if the success rate in college-level work is higher for those students who underwent remediation. Cut-scores will be continually reviewed for appropriate placement. First Year Experience/Enrollment Services has taken over the tutoring aspect of the freshman experience and has increased this service dramatically.

An ad hoc committee to study the administration and delivery of zero courses has been meeting for several years. Recommendations for changes in the placement process for zero level courses were made to the Vice President for Academic Affairs in May 2000. Effective Fall 2000, for placement into Spring 2001 classes, NSU began using the College Board CPT process. During the Fall semester, the paper/pencil version (*Companion*) was used with the online (*Accuplacer*) version used for all placement decisions for Fall 2001 semester. This new placement process is more consistent with what other 4-year institutions in the state are using.

Cut scores were determined by reviewing other cut scores across the state and based on recommendations from College Board. Table A describes the placement process. An adjustment was made to the cut score for English based on analysis of the placement process. The overall placement and remediation process is shown in Table A.

5. **What other studies of entry-level assessment have been conducted at the institution? Describe results.**

Northeastern State University continues to seek improvement in the success rate in all remedial work by looking at alternate means of instructional delivery. Mathematics now offers an algebra tutorial on the NSU network that is available from all campus and residence computer laboratories. The mathematics faculty who deliver zero level instructions meet each month to monitor progress. Further, the Office of Academic Affairs has instituted a zero-level committee that monitors all remedial instruction. CPT methods of assessment were being piloted in Fall 2000 with paper/pencil versions and are now fully operational.

Beginning in Spring 2001, English required a written essay from each students placed in zero level English. These essays were graded according to the TASP format and several students were allowed to enroll in English 1113 based upon that writing sample. Each student was given a similar writing assignment at the conclusion of the course.

The College of Education is using the PPST or the OGET test as methods of allowing students to matriculate through the EDUC 3313 Clinical Teaching course. A PPST tutorial is available through the College of Education. A GPA of 3.0 in all Liberal Arts courses is an alternate method. Not being successful on all three parts of the PPST or not having the required Liberal Arts GPA of 3.0 results in a U grade and those students are prohibited from further College of Education core courses.

The College of Education has undertaken a project to determine the writing ability of students entering the teaching profession. This assessment is administered during the first College of Education course, Educ 3313, and has been administered since Fall 2003. Over 650 students have been tested up to this time. These writing scores were compared with the writing portion of the OGET and found to be poorly correlated. It is the intent of the college to require writing samples that meet a pre-determined cut score.

6. **What instructional changes occurred or are planned due to entry-level assessment?**

Mathematics revised the two remedial courses and are now using different text/materials as a result of recent data and student performance. The same text is being used for both 0123 and 0133. There have been additional sections of Mathematics 0123 added to keep class size at a reasonable number. There has been an attempt by several mathematics instructors to pilot a zero level algebra course that is somewhat self-paced and where students are allowed to proceed at a benchmark (criteria driven) level. Faculty with public school experience are being hired as adjuncts. Administrative withdrawal is being used in all zero level classes for students not attending. Both English and mathematics faculty teaching zero level classes have made adjustments and are using a common syllabus. In mathematics, fewer topics are covered in each class, but each topic is covered in more depth.

Discussion occurred regarding increasing the credit hours in Math 0123 to four hours. However, at this time it was decided to wait to make a change in credit hours until we had time to evaluate the other changes that were taking place.

A policy regarding re-testing in zero level classes was developed and a statement placed in the college catalog. Students are encouraged to take the placement tests early, well before classes begin so they can study and retest if necessary. Students must wait a minimum of thirty days after taking the placement tests before they are eligible to retest. Only one opportunity for a retest will be allowed to each student.

Discussion occurred relative to changing all grading of remedial classes to Pass/Fail or Pass/No Pass. There was reluctance on the part of some faculty teaching the zero level classes to do this for fear that this would further decrease the incentive for students to do their best in the classes. For the time being, NSU will continue to grade each subject area as we have in the past. However, each area (mathematics, science, reading and English) must be consistent with the grading in all sections of the same course. An option for P/NP and S/U grades was added to the NSU Catalog. Consistent with Regents' policy, students must achieve a "C" or better in order to pass the remedial class. A statement to this effect was placed in the NSU catalog.

The English faculty have changed textbooks and continue to utilize a multi-station

writing laboratory for those in all zero level and beginning English course work. A new writing laboratory director is now in place and the computers in the writing lab have been upgraded in number and quality.

Science continues to look for a different placement test and Northeastern State University will post-test English, mathematics and reading each semester in zero-level course work using the CPT format.

The reading course structure will be tightened and students will be required to attend class at a designated time rather than entirely self-paced. Students may still work at their own pace during the designated time. This will hopefully eliminate student procrastination and last minute attempts to catch up on course material. Once a successful score has been attained, the student receives a pass grade.

Mid-Level Assessment

7.   **What measures were used to assess reading, writing, mathematics, critical thinking, and other institutionally recognized general education competencies? Describe how assessment activities were linked to the institutional general education program competencies.**

Northeastern State University utilizes the Riverside College Base Academic Subjects Examination as the primary assessment instrument for general education. Content areas not assessed in College Base include humanities, speech, and health/nutrition. These areas are tested using self-developed instruments. Continued validation and reliability of these tests are a function of the NSU assessment committee.

Northeastern State University administers the College Base to students who have taken between 45 and 70 hours. Any student who has transferred six or more hours to Northeastern State University does not take the test. Northeastern State University uses the long form of the College Base but currently does not require every student to take all sections of the test. Students take only subsets of the sections or the writing sample; therefore, a complete College Base Test requires 12 student answer forms.

College Base assesses writing skills in two ways. First, it incorporates a timed writing sample to provide a direct and realistic evaluation of a student's writing skills. Second, writing is also assessed through a set of multiple-choice questions that cover pre-writing and editing skills, as well as the student's knowledge of standard written English.

Education majors have recently begun taking the Oklahoma General Education Test (OGET) and the Oklahoma Professional Assessment Test (OPAT) which can be considered an assessment of General Education. During the last 15 test administrations, NSU Education majors have demonstrated pass rate at or above state norms.

Several recent institutional changes in General Education have taken place as a result of mid-level assessment.

(1) Multiple section offerings continue to be reviewed for course consistency without breaching faculty academic freedom. A great deal of effort was spent on the need to reduce the variance between instructors and between sections of the same offerings. The

Coordinator of Assessment met at least twice during 2003-2004 with college and department faculty reviewing the results of mid-level and stressing the importance of consistent delivery. Most multiple sections have a common course outline.

(2) Additional courses in MIS and CS are now being offered as Quantitative Analysis options.

(3) Computer literacy is now a graduation requirement and two MIS courses and one CS course are available to fulfill this component.

(4) A portfolio approach has been adopted by speech and humanities for general education assessment.

(5) English and mathematics have restructured the delivery of non-credit course work.

(6) Most colleges within the university use the program assessment committees as their curriculum committees.

(7) Health and Human Performance has changed textbooks and format for the general education Personal Health course to include E-instruction.

The mid-level testing is linked to the curriculum by the university-wide assessment committee. This committee has been recently restructured and a new chair named. Further, the mid-level data is reviewed with each college assessment committee twice per year. A revised reporting form was also instituted.

Northeastern State is not satisfied with using College Base as the tool to assess our general education program. Our results on the College Base have consistently been below the norm. However, of the nearly 600 education students who have taken the Oklahoma General Education Test (OGET) in 2003, their cumulative scores have been consistently above the state averages. The Assessment Committee will be looking at another method of assessment of General Education. The NSU General Education Committee is looking at assessing "themes" within each category.

8. **Which and how many students participated in mid-level assessment? Describe how the instruments were administered and how students were selected. Describe strategies to motivate students to participate meaningfully.**

Forty-eight (12 complete tests) students participated in College Base in Fall 2003 and 26 in Spring 2004. Northeastern State University also assesses Humanities, Health/Nutrition and Speech. There were thirty-six students tested in Humanities during Fall 2003 and the same number Spring 2004. There were sixty-three and seventy-one students tested respectively in Fall 2003-Spring 2004 in Heath/Nutrition. Sixty-one Speech assessments were given in the Fall 2003 and 66 in the Spring 2004. Please refer to table D for the number of students taking mid-level assessment tests. These are students who have taken between 45 and 70 college hours at Northeastern State University. During Spring 2003, a new scenario was utilized for General Education assessment. Teachers were asked to give up one class period at 10:00 M W F or 9:30 T TH if they taught at that time. The students went to the NET Auditorium and were administered either one part of the College Base or a test in humanities, health/nutrition or speech. The numbers of students participating were much higher than in previous assessment scenarios.

The idea of using classes within each academic major has been discussed. There is reluctance, however, by faculty to use valued class time for this purpose. Faculty will, however, use class time for assessment in the major but still do not feel as connected to general education. The NSU Assessment Committee continues to look at alternatives to College Base.

9. **How was student progress tracked into future semesters and what were the findings?**

College Base now provides a basis for identifying individual student results thus making future tracking possible. We currently observe cohort groups with College Base.

Students who are tested at mid-level in Humanities, Speech or Health/Nutrition are not tracked after their scores are recorded. However, a new academic affairs database is being discussed where these scores will become a permanent part of the student's academic record. The College of Education is currently using a data base where mid-level scores can be added.

In general, the introductory mathematics and English composition success rates are higher as the remediation gets better. This may help in the mid-level scores in mathematics and English but due to low numbers in College Base, comparisons are hard to make. Tracking could take place with a "data warehouse" concept using commercial software.

10.   What were the analyses and findings from the 2003-2004 mid-level assessment?

Table E reflects the overall institutional averages for Riverside's College Base. Northeastern State University has given and tracked College Base scores since Spring of 1992 and the following historical comments can be made:

The average score over the past seven semesters has been about 280 based upon a national standard score of 300. The Northeastern State University score is borderline for being significantly below the national average. There does not appear to be a detectable trend in the scores over the seven semesters.

In the Fall of 2003, responses from students resulted in 12 complete tests. Since students are only required to take subsets of the sections, or the writing sample, a complete College BASE test required numerous student answer forms. No composite score is accumulated when all tests are incomplete. The Fall 2003 scores were unusually high, with a composite score of 312, based upon 12 completed tests. This is almost 1 standard deviation above the mean of 300. For Fall 2003, English and mathematics were 253 and 246 respectively, science was 350, and social studies was 397. The Spring 2004 composites were similar to prior semesters with a composite score of 277. Composite scores in English, mathematics and science were 289, 246 and 276 respectively. Social studies(296) was the only sub-area approaching a mean of 300 that semester. Locally developed mid-level assessment instruments were administered to measure health/nutrition, humanities and speech. The results of the humanities, speech and health/nutrition tests were lower than the 2002-2003 year.

Several institutional changes have been proposed in response to the mid-level assessment results. Units that offer general education courses were encouraged to reevaluate course objectives and develop tests that would best measure these objectives. Meetings between the office of the Vice President and faculty were held to discuss the variance that exists between instructors and sections of the same offerings. A new NSU assessment committee, with a new chair, was created in 2001-2002. They were given a specific charge of developing a new mid-level assessment and are looking at using "organizing themes".

Because the College Base does not in itself measure all of our components of general education, Northeastern State University chose national examinations or institutionally designed

instruments to deal with the areas not covered in the College Base. These areas are health/nutrition, humanities and speech. Humanities and health/nutrition developed instruments that were appropriately validated and determined to be reliable (+.70 on a split-half reliability procedure).

Scores for Fall 2003 are as follows:

Humanities: N=36, $\bar{x}$ =20.5, sd = 5.9

Speech: N=61, $\bar{x}$=30.1, sd=5.1

Health Education/Nutrition: N=63, $\bar{x}$=33.4, sd=5.0

The results for Spring 2004 are as follows:

Humanities: N=36, $\bar{x}$=23.5, sd=5.5

Speech: N=66, $\bar{x}$=29.7, sd=6.6

Health Education/Nutrition: N=71, $\bar{x}$=32.0, sd=7.5

These results reflect a much higher number of students assessed and will be used as benchmark scores in the future. The means scores remain relatively unchanged from previous semesters. Refer to table F_1 and F_2. Refer to table G for remediation information.

11.   What instructional changes occurred or are planned in the general education program due to mid-level assessment?

Several changes in General Education have taken place as a result of mid-level assessment.

* Humanities has changed their General Education offerings to allow for more course flexibility.

* The general education offerings were reviewed and goals and objectives rewritten for brevity and clarity.

* Zero level instruction is tightly monitored by committee.

* Multiple section offerings were reviewed for course consistency without breaching faculty academic freedom. A great deal of effort was spent on the need to reduce the variance between instructors and between sections of the same offerings. The Office of the Vice President met at least twice during 2002-2003 with college and department faculty reviewing the results of mid-level and stressing the importance of consistent delivery. Most multiple sections have a common course outline that, for the most part, is adhered to by the faculty.

* Units that offer general education were encouraged to reevaluate course objectives as they were choosing an instrument or developing their own test. This effort in itself not only involved faculty themselves but gave them ownership in the process.

* A portfolio approach has been adopted by speech and humanities for general education assessment.

* Most colleges within the university use the program assessment committees as their curriculum committees.

* Several general education course numbers and titles have been changed to provide greater consistency among Oklahoma institutions.

* Prerequisites for beginning college level mathematics courses have been made consistent.

* Personal Health courses are utilizing E-instruction for better student learning outcomes.

Program Outcomes Assessment

12. **Attach a table listing the assessment measures and number of individuals assessed for the degree program or department.**

The major objective of program outcomes assessment or assessment in the academic major field of study is to assess how well students are meeting defined program goals and objectives (see attached table within text.) Assessment at the graduate level was implemented in 1993. The major objective of graduate level assessment is to determine how well students are meeting defined graduate program goals and objectives. A subcommittee of graduate faculty in each graduate major prepared or updated program objectives in their respective areas.

The first step undertaken by NSU in the major field of study assessment was to prepare or update objectives in all academic majors. That process started in December 1990 and was completed in October 1991. The review of objectives was a necessary prerequisite to evaluate the potential value of any assessment instrument. The objectives in each major were again reviewed by faculty in each discipline for consistency and format. The revised objectives were submitted by the end of the Spring 1993 semester and continue to be revised on an ongoing basis.

During the Spring of 2004 the Office of Academic Affairs engaged the assistance of an Assessment Consultant. Dr. Susan Hatfield spent two days on the campus meeting with all assessment committees and most academic administrative units.

During the 2003-2004 academic year, each NSU college and division conducted an outcome's assessment measure in their major fields of study. During Fall 2003 and Spring 2004, a representative from Academic Affairs met with each of the assessment in the major committees to review relevant test results and to have each committee set future standards of student performance based upon criterion outcomes. These meetings are currently ongoing. For the most part, these criterions consisted of a requisite number of student majors scoring at or above a minimum score or a percentage of the majors achieving the desired score. In some instances, objectives were modified or the actual test changed. A new reporting form was devised for 2003-2004 and will be modified again as a result of the recommendations from the consultant.

The general plan for implementation of graduate level assessment followed the same pattern as assessment at the undergraduate level. All graduate programs had an assessment plan in effect by the end of the 1993-94 academic year. Most graduate programs demonstrated assessment efforts during 2003-2004. There are several programs (M.S. in College Teaching) where plans are being made to assess a core of common education classes.

Outcomes assessments in the major are also conducted through the use of alumni surveys and employer surveys that are a part of the NSU program review cycle. The College of Education reinstituted an employee survey of the graduates in Education Masters degrees.

Table H describes the degree program, program code, capstone course (if appropriate) assessment in the major instrument, alumni survey, or portfolio assessment (if appropriate) and programs placed in abeyance.

Each program has completed a multi sheet summary describing assessment measures and/or instruments used, number of students assessed, results/findings, conclusions, plans for addressing assessment results, a summary statement on improvements resulting from assessment and plans for the following academic year to include resources needed. These reports are on file with the Vice President for Academic Affairs.

13.   What were the analyses and findings from the 2003-2004 program outcomes assessment?

In general, programs that required certification or licensing had most of the student majors involved in the data sets. There was a wide range in the percentage of student majors that were assessed in other programs. Northeastern State University attempts to assess 50 percent of the students in any given program, and consistently strives for higher percentages. Many programs assess all graduates. Typically, exit tests are given at the conclusion of the semester and in some instances, the assessments are course embedded.

Overall, programs report success in the major with Education Certification tests at or above state averages in all majors. Education majors account for the vast majority of the standardized testing and results are somewhat easy to compare our majors to our past performance as well as to a statewide average. In general, B.S. Ed degrees are at or above statewide averages and NSU continues to be responsible for the largest number of certificates sought of any Oklahoma institution. The Education majors must now take three levels of testing as opposed to the single test several years ago. Optometry has success rates approaching 100 percent. Those programs using institutionally developed instruments report success rates anywhere from 40 - 100 percent. There is a trend for more programs to use these types of instruments as well as a shift toward qualitative methods. Non-education majors are more performance based or use national testing services. Our non-education faculty is leaning away from national examinations as they tend not to test the relevant programs of NSU.

The Health and Human Performance degree provides majors with the opportunity to sit for the American College of Sports Medicine certification examinations.

14.   What instructional changes occurred or are planned in the programs due to program outcomes assessment?

The first step in program assessment is to prepare and annually update the objectives in all academic majors. The objectives were reviewed by the faculty in each discipline for consistency and format. During the 1992 Fall term, outcomes assessment measures were in place for half of the majors in each college. During the Spring of 2002, the form for reporting assessment outcome measures was revised and explained to all faculty/administrators. This revision took place at the academic affairs level with input from the newly formed NSU assessment committee. This new form allows departments (academic majors) to state future goals based upon assessment results. This document also includes the NSU and college's mission statements. Recent emphasis has been to assess fewer outcomes but to assess ones that are critical to the academic unit. This newly revised form also includes assessment tools, criteria for success, results, plans for action, future objectives and requested resources. This revised form was presented to faculty as a template and an interactive report can be stored in a retrievable file and accessed by interested persons. This electronic copy allows for easy storage, retrieval and access.

Several significant institutional successes/changes have resulted from assessment in the academic major.

College of Liberal Arts

*   The faculty designed multiple choice map quizzes for the Fundamentals of Geography classes. They also designed essay/short answer exams, in-class group projects and individual independent projects in GEOG 3513 (Map Interpretation) and in GEOG 4813 (GIS).

*   The Criminal Justice department will re-evaluate the outcome assessment test and determine whether an entrance assessment exam would add value. Additionally, the department will evaluate a method of assessing the writing skills of the paralegal majors.

*   In Health Care Administration, a class project was created which requires students to draw out the various ramifications of a demographic or policy change in one area as it impacts other areas and, especially, health care.

*   Native American Studies will ask each faculty to contribute up to 20 multiple choice questions covering their core class.

*   Sociology will evaluate and likely revise the assessment instrument in this area. Also, it will utilize a research project or research proposal written for a class as an additional assessment method.

*   History majors will develop portfolios as a requirement for graduation. The development of these portfolios and their presentations by students to faculty committees could be a valuable device in assessing student performance.

College of Business and Technology

*   The Environmental Management graduating students will be given the post-program assessment test. Their scores will be compared to both their own pre-test scores and those of other students to determine knowledge gain.

*   In Industrial Operations Management, the areas of deficiency will be addressed in various classes (Ex. Statistics will be emphasized in quality and the concepts class.) and the core curriculum has been changed significantly to address multiple areas previously indicated in assessment testing.

*   In MIS, graduating students will be given the post-program assessment test. Their scores will be compared to both their own pre-test scores and those of other students to determine knowledge gain.

*   In Entrepreneurship, all students should have several courses in cross-cultural areas such as foreign languages and/or other cross cultural experiences.

College of Education

*   The School Administration program will continue the program/portfolio handbook to provide a user friendly aide for successful completion of the degree program.

*   The Elementary Education department developed a pre and post test.

*   Psychology students will be given a 17 item questionnaire about their satisfaction with the psychology program.

*   HPE classes are using new laboratory equipment and technology.

*   The Library Media program is being monitored to determine if knowledge and theory matches practice using a survey.

College of Science and Health Professions

*   Computer Science has identified an extensive list of common topics to be covered in all core courses. By November 2004, they will have reviewed/screened questions to derive a better set of topics/questions to actually be used for an exit exam. By December 1st, a complete exit exam will be ready for graduating seniors in the capstone class. They will administer both this new test and the ETS standardized tests for comparison.

*   MS in Speech Pathology will develop a review packet including the 15 competencies for special education.

*   The Nursing program has developed a Terminal Program Objectives (TOP) model and will assess objectives against this model.

*   Mathematics is setting up a system to analyze the scores from the departmental test to detect flaws in student understanding of areas of poor performance.

Student Satisfaction Assessment

15.   What assessment activities were used to measure student satisfaction? Describe the measures used, which students were assessed, how many students, and how they were selected.

Northeastern State University uses the Freshman Inventory, the UCLA Freshman Survey, the Senior Survey, the ACT Student Opinion Survey, and the CSEQ as measures of student satisfaction.   Until Fall 2002, each of these surveys was rotated throughout the years and not necessarily used each semester (refer to table D for the number of students being assessed in each area of student satisfaction for each semester.)

The Freshman Survey, much like the Freshman Inventory serves as a basis of comparison for the Senior Survey and is truly a measure of student satisfaction. In the Fall of 2000, 698 first-time, full-time students participated in the Freshman Survey that was administered through the freshman orientation classes. The results of this administration are descriptively provided and key differences from national, public four-year college norms are highlighted. The Freshman Inventory was revised for Fall 2000 and shortened to provide more meaningful answers for the services specifically associated with enrollment management. The Freshman Survey will not be used again until Fall 2004.

As a result of NCA recommendations, NSU elected to reduce the frequency of assessment activities and use the student satisfaction instruments every three years. Since the Senior Survey was produced on-line, it will be administered each spring. Every third year, a standardized national assessment measure is administered to a representative sample of NSU students to determine their satisfaction with institutional effectiveness.

The Senior Survey was utilized in Fall 2003 with 120 students participating and Spring 2004 with 149 participating. The Senior Survey is an online instrument.

16. **What were the analyses and findings from the 2003-2004 student satisfaction assessment?**

The Senior Survey was administered to 120 and 149 students in the Fall 2003 and Spring 2004 semesters respectively. Sixty seven percent of the students were white and 25% Indian, 30% were transfer students and 44% were traditional age students (21-24 years old). Sixty-five percent were female and 35% were male. The majority of the respondants were from the colleges of Business and Technology and the College of Education. Graduating students report overall satisfaction with their experiences at NSU and rate transcript services, admission, and official publications as the highest student services. They are least satisfied with parking services, degree checks, and classroom facilities.

The Alumni Survey will be administered in the Spring of 2005.

17.   What changes occurred or are planned due to student satisfaction assessment?

*   Construction of new student apartments with additional parking, swimming pool, laundry facilities and coffee house/convenient store.
*   Change in parking personnel
*   Construction of new science building (in progress)
*   New stadium and track renovation
*   New Assessment and Institutional Research website

Graduate Student Assessment

18.   What assessment activities were used to measure graduate students? Describe the measures used, which students were assessed, how many students, and how they were selected.

Graduate level assessments can be found on table H in the section on program outcomes assessment. Assessment instruments from national examinations to exit interviews are used. These instruments are faculty selected. There is an attempt to test one-half of any group of graduate students in a given program. In programs that require certain types of certification, assessment numbers near 100%. The College of Business has a refined assessment for the MBA and the College of Education is using a teacher-developed instrument for the Core in the College Teaching degree. The Masters of Education in Administration students were administered the WritePlacer in leu of a paper/pencil exercise. After a pilot of two semesters, a cut score will be determined on proper remediation protocols suggested to those below the cut score. Several degrees are using portfolio assessment.

A new Graduate Dean has been named and all graduate program assessment information will flow through the graduate office. Most graduate forms have been placed on the NSU web page.

19.   **What were the analyses and findings from the 2003-2004 graduate student assessment?**

In general, the graduate faculty is supportive and comfortable with instruments chosen and test results. Graduate assessment is relatively new and changes in outcomes and expectations are ever changing.

In graduate programs where certification is required and necessary for our students, the pass rate and scores are very high. In situations where institutionally developed instruments are used, scores are lower.

The graduate council is currently looking at requiring course imbedded assessment within the specific degrees.

20. **What changes occurred or are planned due to graduate student assessment?**

* Several new tracts were developed within the College Teaching degree.

* The Masters in Educational Administration is blocking coursework on a fast-track schedule.

* The Masters in Library Media was reinstated due to an overwhelming need and enrollment is growing rapidly.

* The Masters in College Teaching started written/oral exit examinations in several areas and is restructuring the degree requirements.

* The MS in Industrial Management indicated they need a better system of getting graduate students to take the assessment test. They may embed it into INDM 5073 as a course requirement.

* The MS in Reading developed a new/different test that will better reflect the program at NSU.

Northeastern State University

Assessment Report - November 1, 2004
Executive Summary

Northeastern State University (NSU) believes that the assessment process serves as the basis for program and curricular review and improvement of instruction. Thus, the development of an assessment plan for NSU began during the 1988-89 academic year. An assessment planning committee composed of faculty and staff spent 14 months finalizing an institutional assessment proposal. During the 1989-1990 academic year, pilot investigations were conducted with entry-level and mid-level assessment instruments. During 1992, NSU refined and added to the original assessment plan. Graduate level assessment was added in 1993. The assessment objectives remain consistent with the institutional mission of providing quality undergraduate education and graduate education in selected disciplines. The 2003-2004 report remains consistent with the Regent's mission in both practice and spirit. NSU takes the assessment effort seriously and truly attempts to include those persons who will be impacted by program and curricular review. Clearly, one of the best things Academic Affairs attempts to do is return assessment to faculty for their review and to serve as a basis for changes in curriculum. During the 2003-2004 year, a different method of using assessment results in future planning was devised.

Entry-Level Assessment:

Effective Spring 1992, all first-time entering freshmen and freshmen transfer students with six or fewer credit hours, were required to participate in English and mathematics placement examinations prior to enrolling. The English placement examination used was the Test of Standard Written English (TSWE). The mathematics placement examination used was the Basic Algebra Test (BAT). Because the Office of Assessment Services gave the TSWE and the BAT tests to all prospective NSU students through the Spring and Summer of 1994, full implementation of using the ACT as the first cut-score began in the Spring of 1995. Students scoring below the ACT subscore of 19 in reading were administered the Nelson-Denny reading test. Students not performing at the 12th grade reading level were required to enroll in remedial reading. Beginning Fall 2000, a paper/pencil version of CPT was introduced to place students beginning Spring 2001. Computer versions began in Spring 2001. Students scoring 80 or above on the CPT - Sentence Skills test are placed in English 1113 and students scoring below 80 are placed in English 0123. Select students who score below 80 on the English CPT may take an English written test. If the students are successful in this writing event, they are allowed to enroll in English 1113. Students scoring 75 or above on the CPT-Elementary Algebra test are placed in Math 1513, College Algebra, or Math 1473, Math Structures 1; students scoring between 44 and 74 on the CPT are placed in Math 0133, Intermediate Algebra; and those scoring below 44 are placed in Math 0123, Elementary Algebra. Students scoring below 75 on the CPT - Reading Comprehension are required to complete CAI 0112, Fundamentals of Reading, during the first semester of enrollment. Students who score below 19 on the Natural Science section of the ACT, but whose English and Mathematics ACT sub-scores average 34, or ACT Mathematics and Reading sub-scores average 34, or CPT Math is 44 or above and CPT Reading comprehension is 75 or above, are allowed to enroll in college level science classes. Students not

meeting this standard will be required to enroll in Science 0122, Concepts of Science. Students who have a reading, mathematics and science deficiency must complete the reading and mathematics deficiency before enrolling in the zero level science class. Refer to table A_2 for CPT cut scores and placement scenarios.

During the Fall 2003 semester, students who were enrolled in Mathematics 0123 and 0133 demonstrated a pass rate of 52.4% and 61.5% respectively. Math 1513 had a pass rate of 64%. English 0123 had a pass rate of 61% and English 1113 showed a pass rate of 74.9%. For Spring 2004, the pass rates were 37% for Mathematics 0123, 67.6% for Mathematics 0133, and 64% for Mathematics 1513. English 0123 had a pass rate of 58.3% in the Spring of 2004 and English 1113 has a pass rate of 64.2%. These pass rates include students who have withdrawn sometime during the semester. During Fall 2003, the remedial mathematic classes were similar to Fall 2002. Spring 2004 did not demonstrate a pattern of improvement or lack thereof. Students scoring below the designated cut-scores for each test are required to participate in remediation before enrolling in college-level courses. Students who complete remedial courses were re-tested using the CPT. Students who do not score above the cut-score on the post-test are encouraged to participate in further remediation. The use of CPT began Fall 2000 and is currently being utilized for future placement decisions.

Typically, each fall and spring NSU administers the Freshman Inventory. This instrument was developed on the NSU campus and serves two purposes. The first purpose is to enable NSU to gather information that will help shape beneficial freshman activities and programs and secondly to enable freshman to directly communicate to NSU concerning their desires to be included in specific programs and services. As a result of suggestions of the recent NCA visit, NSU will now administer the Freshman Inventory every three years on a rotational basis.

Although individual students on the Freshman Inventory are not tracked from semester to semester, individual departments review student cohort groups on a semester to semester basis. Several colleges are developing their own longitudinal data base.

Mid-Level Assessment:

NSU utilizes the College Base Academic Subjects Examination (BASE) as the primary assessment instrument for general education. The College BASE test is a criterion-referenced test that determines the degree to which student mastery has been attained on particular skills. A locally developed instrument is used to assess the content areas not measured on the College BASE test: humanities, speech, and health/nutrition. NSU administers the test to students who have taken between 45 and 70 credit hours. Any student who has transferred six or more hours to NSU does not take the test.

During Spring 2003, a new scenario was utilized for General Education Assessment. Teachers were asked to give up one class period at 11:00, M W F or 11:00 T-TH if they taught at that time. The students went to the NET Auditorium and were administered either one part of the College Base or a test in humanities, health/nutrition, or speech. The numbers were much higher than in previous assessment scenarios. For Fall 2003 sub scores were: English (253), Mathematics (246), Science (350) and Social Studies (397). The composite score for Fall 2003 was 312,

almost one standard deviation above the mean. In Spring 2004, the scores of 289 in English, 246 in mathematics, 276 in science and 296 in social studies were all below the national norm. For Fall 2003 there are 12 complete tests. For Spring 2004, there were 26 complete tests.   Locally developed mid-level assessment instruments were administered to measure health/nutrition, humanities and speech. The results of the humanities, speech and health/nutrition tests are lower than desired for the 2002-2003 year.

Several institutional changes have been proposed in response to the mid-level assessment results. Units that offer general education courses were encouraged to reevaluate course objectives and develop tests that would best measure these objectives. Meetings between the Office of the Vice President and faculty were held to discuss the variance that exists between instructors and sections of the same offerings. A new NSU assessment committee, with a new chair, was created in 2002-2003.   They were given a specific charge of developing a new mid-level assessment. Each academic unit has been asked to develop a list of "Enduring Values" from which essay scenarios will be developed to assess student proficiency in each of these general education areas.

Program Outcomes Assessment:

The first step in program assessment is to prepare and annually update the objectives in all academic majors. The objectives were reviewed by the faculty in each discipline for consistency and format. During the 1992 Fall term, outcomes assessment measures were in place for half of the majors in each college. During the Spring of 2002, the form for reporting assessment outcome measures was revised and explained to all faculty/administrators. This revision took place at the academic affairs level with input from the newly formed NSU assessment committee. This new form allows departments (academic majors) to state future goals based upon assessment results. This document also includes the NSU and college's mission statements. Recent emphasis has been to assess fewer outcomes but to assess ones that are critical to the academic unit. This newly revised form also includes assessment tools, criteria for success, results, plans for action, future objectives and requested resources. This revised form was presented to faculty as a template and an interactive report can be stored in a retrievable file and accessed by interested persons. This electronic copy allows for easy storage, retrieval and access.

Several significant institutional successes/changes have resulted from assessment in the academic major.

College of Liberal Arts

* The faculty designed multiple choice map quizzes for the Fundamentals of Geography classes. They also designed essay/short answer exams, in-class group projects and individual independent projects in GEOG 3513 (Map Interpretation) and in GEOG 4813 (GIS).

* The Criminal Justice department will re-evaluate the outcome assessment test and determine whether an entrance assessment exam would add value. Additionally, the department will evaluate a method of assessing the writing skills of the paralegal majors.

* In Health Care Administration, a class project is created which requires students to draw out the various ramifications of a demographic or policy change in one area as it impacts other areas and, especially, health care.

* Native American Studies will ask each faculty to contribute up to 20 multiple choice questions covering their core class.

* Sociology will evaluate and likely revise the assessment instrument in this area. Also, it will utilize a research project or research proposal written for a class as an additional assessment method.

* History majors will develop portfolios as a requirement for graduation. The development of these portfolios and their presentations by students to faculty committees could be a valuable device in assessing student performance.

College of Business and Technology

* The Environmental Management graduating students will be given the post-program assessment test. Their scores will be compared to both their own pre-test scores and those of other students to determine knowledge gain if any.

* In Industrial Operations Management, the areas of deficiency will be addressed in various classes (Ex. Statistics will be emphasized in quality and the concepts class.) and the core curriculum has been changed significantly to address multiple areas previously indicated in assessment testing.

* In MIS, graduating students will be given the post-program assessment test. Their scores will be compared to both their own pre-test scores and those of other students to determine knowledge gain.

* In Entrepreneurship, all students should have several courses in cross-cultural areas such as foreign languages and/or other cross cultural experiences.

College of Education

* The School Administration program will continue the program/portfolio handbook to provide a user friendly aide for successful completion of the degree program.

* The Elementary Education department developed a pre and post test.

* Psychology students will be given a 17 item questionnaire about their satisfaction with the psychology program.

*   HPE classes are using new laboratory equipment and technology.

*   The Library Media program is being monitored to determine if knowledge and theory matches practice using a survey.

College of Science and Health Professions

*   Computer Science has identified an extensive list of common topics to be covered in all core courses. By November 2004, they will have reviewed/screened questions to derive a better set of topics/questions to actually be used for an exit exam. By December 1st, a complete exit exam will be ready for graduating seniors in the capstone class. They will administer both this new test and the ETS standardized tests for comparison.

*   MS in Speech Pathology will develop a review packet including the 15 competencies for special education.

*   The Nursing program has developed a Terminal Program Objectives (TOP) model and will assess objectives against this model.

*   Mathematics is setting up a system to analyze the scores from the departmental test to detect flaws in student understanding of areas of poor performance.

Student Satisfaction:

Every other year a standardized national assessment measure is administered to a representative sample of NSU students to determine their satisfaction with institutional effectiveness. During the even-numbered years the College Student Experiences Questionnaire is administered and during the odd-numbered years the Student Opinion Survey is given. As per suggestions from the NCA review, NSU is administering many of its assessments of institutional effectiveness every three years on a rotational basis.

The Senior Survey was administered to 120 and 149 students in the Fall 2003 and Spring 2004 semesters respectively. Graduating students report overall satisfaction with their experiences at NSU and rate transcript services, admission, and official publications as the highest student services. They are least satisfied with parking services, degree checks, and classroom facilities.

Graduate Student Assessment

Graduate assessment is a requirement of both the graduate college and individual departments awarding graduate degrees. Assessments range from written compositions, capstone

experiences, national/state certification test results, and in some cases, oral examinations. Comparison of graduate student performance, based upon national and state testing, reflects that NSU graduate students perform at or above these national and state norms.

Administration:

The Vice President for Academic Affairs has administrative responsibility for student assessment. Coordination of assessment activities is the responsibility of the Associate Vice President for Academic Affairs. A General Education Assessment Task Force, composed primarily of general education faculty, has recently been formed to review and update general education objectives and review the general education assessment instruments. Assessment committees composed exclusively of faculty exist for every academic major field of study within each college. In many cases, these are the department curriculum committees as well. These committees review and update objectives associated with their respective fields of study. A zero level standing committee, formed in 2000, made numerous recommendations regarding remedial placement and course work. The form for reporting assessment results leading to planning decisions was rewritten in 2002. Northeastern State University feels that by communicating assessment results directly with the faculty and middle level administration, the academic circle becomes complete and faculty generally use these data in meaningful curricular review.

Table A₁

NORTHEASTERN STATE UNIVERSITY   April 20, 2005
OFFICE OF ACADEMIC AFFAIRS
PLACEMENT AND REMEDIATION PROCESS

PLACEMENT SCORES	PLACEMENT INTO COURSES	REMOVAL OF HIGH SCHOOL CURRICULAR DEFICIENCIES
ENGLISH		
E ACT - 19 or above	English 1113, Freshman Composition I	English deficiency waived
E ACT - below 19		
E ACT 17-18 + HS GPA 3.25 in 4 years English	English 1113, Freshman Composition I	English deficiency waived
CPT - 80 or above	English 1113, Freshman Composition I	English deficiency waived
CPT - below 80	English 0123, Fundamentals of English	English 0123, Fundamentals of English
MATH		
M ACT - 19 or above	Math 1513, College Algebra or Math 1473, Math Structures I	Math deficiency waived
M ACT - below 19		
M ACT 17-18 + HS GPA 3.25 in 3 years Math	Math 1513, College Algebra or Math 1473	Math deficiency waived
CPT - 75 or above	Math 1513, College Algebra or Math 1473	Math deficiency waived
CPT - 44- 74	Math 0133, Intermediate Algebra	Math 0133, Intermediate Algebra
CPT - below 44	Math 0123, Elementary Algebra	Math 0123, Elementary Algebra
SCIENCE*		
NS ACT - 19 or above	Biology 1114, GPS 1114	Science deficiency waived
NS ACT - below 19		
NS ACT 17-18 + HS GPA of 3.0 in 2 years Science	Biology 1114, GPS 1114	Science deficiency waived
E ACT & M ACT>= 34 or above	Biology 1114, GPS 1114	Science deficiency waived
M ACT & R ACT>= 34 or above	Biology 1114, GPS 1114	Science deficiency waived
MCPT 44 or above + RCPT 75 or above	Biology 1114, GPS 1114	Science deficiency waived
E ACT & M ACT < 34	Science 0122, Concepts of Science	Science 0123, Concepts of Science with Lab
M ACT & R ACT < 34	Science 0122, Concepts of Science	
MCPT 43 or less or RCPT 74 or less	Science 0122, Concepts of Science	
READING		
R ACT - 19 or above	No restrictions on course enrollment	
R ACT - below 19		
R ACT 17-18 + HS overall GPA of 3.0	No restrictions on course enrollment	
CPT - 75 or above	No restrictions on course enrollment	
CPT - below 75	CAI 0112, Fundamentals of Reading	
HISTORY		
R ACT - 19 or above		History deficiency waived
R ACT - below 19		Must take both History 1483 & 1493

* Must satisfy Math and Reading deficiency before enrolling in science classes.

Table A$_2$

COMPUTER PLACEMENT TESTING

MATH CPT Results

Scores   0 - 43   . . . . tests into Math 0123
Scores 44 - 74   . . . . tests into Math 0133
Scores 75 & up↑ . . . . tests into College Level Math

ENGLISH CPT results

Scores   0 - 79   . . . . tests into English 0123
Scores 80 & up↑ . . . . tests into English 1113

READING CPT results

Scores   0 - 74   . . . . tests into CAI 0112
Scores 75 & up↑ . . . . tests into College Level Math

SCIENCE results

Scores combo Math 43 & Read 74 needs SCI 0122
Scores combo Math 44 & Read 75 needs GBS or GPS 1114

Table B

PLACEMENT TEST DATA FOR MATH AND ENGLISH

Course	Semester	Enrolled	N for CPT	CPT Scores			Passing Grade	
				Group	n	%*	n	%**
ENGL 0123	Fall 2003	206	150	< 80	77	51.3	51	66.2
				≥ 80	73	48.7	73	100.0
	Spring 2004	84	55	< 80	30	54.5	24	80.0
				≥ 80	25	45.5	25	100.0
MATH 0123	Fall 2003	536	349	< 44	188	53.9	121	64.4
				44-74	145	41.5	130	89.7
				> 74	16	4.6	16	100.0
	Spring 2004	256	144	< 44	68	47.2	29	42.6
				44-74	67	46.5	58	86.6
				> 74	9	6.2	9	100.0
MATH 0133	Fall 2003	426	307	< 44	30	9.8	13	43.3
				44-74	162	52.8	130	80.2
				> 74	115	37.5	113	98.3
	Spring 2004	395	311	< 44	55	17.7	34	61.8
				44-74	183	58.8	161	88.0
				> 74	73	23.5	70	95.9

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

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

Note: Nineteen students passed a developmental course in Fall 2003 without taking a placement test

(ENGL 0123, 1; MATH 0123, 12; MATH 0133, 6)

Table C

OVERALL SUCCESS RATES
FALL 2003 AND SPRING 2004

Course	Semester	Enrolled	I and AU	N for Pass Rate	Passed		Failed	
					n	%	n	%
ENGL 0123	Fall 2003	206	1	205	125	61.0	80	39.0
	Spring 2004	84	0	84	49	58.3	35	41.7
ENGL 1113	Fall 2003	1161	3	1158	867	74.9	291	25.1
	Spring 2004	374	2	372	239	64.2	133	35.8
MATH 0123	Fall 2003	536	4	532	279	52.4	253	47.6
	Spring 2004	256	1	255	96	37.6	159	62.4
MATH 0133	Fall 2003	426	0	426	262	61.5	164	38.5
	Spring 2004	395	3	392	265	67.6	127	32.4
MATH 1513	Fall 2003	701	3	698	447	64.0	251	36.0
	Spring 2004	525	1	524	320	61.1	204	38.9

Table D

NUMBER OF STUDENTS RESPONDING
TO NSU ASSESSMENT INVENTORIES

TYPE	INVENTORY	SEMESTER									
		Spring 2001	Summer 2001	Fall 2001	Spring 2002	Summer 2002	Fall 2002	Spring 2003	Summer 2003	Fall 2003	Spring 2004
PLACEMENT	Freshman Survey			733							
	Freshman Inventory			201	17						
	Test of Standard Written	96	28	462	88	26	574	120	21	549	100
	Basic Algebra Test/CPT	125	38	766	149	48	822	220	45	876	206
	Nelson-Denny Reading	72	18	341	70	17	444	118	21	449	83
MID-LEVEL	College Base	50		33	21			43		12	26
	Humanities	7		2	8		10	37		36	36
	Health/Nutrition	9		4	3		51	60		63	71
	Speech	4		5	17		24	74		61	66
INSTITUTIONAL EFFECTIVENESS	Senior Survey	145		111	180	36	130	221	39	120	149
	Alumni Survey	75		59							
	Student Opinion Survey	191									
	College Student				242						
	Graduate College Survey				30	13	8				

Table E

COLLEGE BASE COMPARISON
OVERAL INSTITUTIONAL AVERAGES

	SEMESTER									
	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
AREA	n = 57	n = 115	n = 30	n = 50	n = 33	n = 21		n = 43	n = 12	n = 26
I. ENGLISH	266	263	278	257	253	234		301	253	289
A. Reading & Literature	272	285	289	261	267	221		304	254	304
B. Writing	241	263	285	276	250	282		281	244	297
II. MATHEMATICS	284	287	269	234	197	322		342	246	246
A. General Mathematics	280	312	287	252	224	350		344	292	246
B. Algebra	300	314	274	276	188	311		325	276	294
C. Geometry	271	253	257	232	253	339		328	185	235
III. SCIENCE	277	278	250	214	267	385		334	350	276
A. Laboratory & Field Work	274	277	266	228	249	377		311	350	275
B. Fundamental Concepts	292	295	258	221	311	376		331	335	291
IV. SOCIAL STUDIES	257	281	284	232	284	348		328	397	296
A. History	242	284	319	243	286	339		339	384	304
B. Social Sciences	283	275	290	239	285	360		315	378	302
V. COMPOSITE SCORE	270	280	270	234	NA	NA		326	312	277

Table F$_1$

FREQUENCIES FOR MID-LEVEL ASSESSMENT

Fall 2003

Group		0 to 4	5 to 9	10 to 14	15 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 45	TOTAL
HED	N	0	0	0	0	4	9	22	23	5	63
	%	0.0	0.0	0.0	0.0	6.3	14.3	34.9	36.5	7.9	100.0
HUM	N	0	1	5	9	11	8	2	0	0	36
	%	0.0	2.8	13.9	25.0	30.6	22.2	5.6	0.0	0.0	100.0
SPCH	N	0	0	0	1	5	18	23	12	2	61
	%	0.0	0.0	0.0	1.6	8.2	29.5	37.7	19.7	3.3	100.0

Spring 2004

Group		0 to 4	5 to 9	10 to 14	15 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 45	TOTAL
HED	N	0	1	3	2	2	11	19	26	7	71
	%	0.0	1.4	4.2	2.8	2.8	15.5	26.8	36.6	9.9	100.0
HUM	N	0	0	1	8	13	9	3	2	0	36
	%	0.0	0.0	2.8	22.2	36.1	25.0	8.3	5.6	0.0	100.0
SPCH	N	0	1	2	1	6	20	20	14	2	66
	%	0.0	1.5	3.0	1.5	9.1	30.3	30.3	21.2	3.0	100.0

Table F$_2$

Summary Statistics for Mid-Level Assessment

Fall 2003

Test	N	Mean	Min	Max	SD	Percentiles		
						25th	50th	75th
HED	63	33.44	20	43	4.960	32.00	34.00	36.00
HUM	36	20.47	7	32	5.872	16.25	20.00	25.75
SPCH	61	30.69	17	42	5.045	27.00	31.00	34.00

Spring 2004

Test	N	Mean	Min	Max	SD	Percentiles		
						25th	50th	75th
HED	71	32.01	6	44	7.480	29.00	33.00	37.00
HUM	36	23.50	10	37	5.501	19.50	23.00	27.00
SPCH	66	29.65	7	41	6.546	27.00	30.00	34.25

Table G

REMEDIATION REPORT
2003 - 2004

The numbers listed below include individuals who were admitted, regardless of whether they enrolled, started class, or paid tuition (per regents' request).

A total of 1,287 individuals participated in some type of assessment process for placement purposes.

	College Courses		Remediation		Total
	# Tests	%	# Tests	%	# Tests
ENGLISH	427	63.7	243	36.3	670
MATH	190	16.9	937	83.1	1127
SCIENCE	192	37.7	317	62.3	509
READING	288	52.1	265	47.9	553
TOTAL	1097	39.0	1762	61.0	2859

Table H

ASSESSMENT OF THE MAJOR - ASSESSMENT PLAN SUMMARIES

CODE	PROGRAM	CAPSTONE COURSE	STANDARDIZED TESTS	2003-2004 # STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
001	Accounting - BBA	ACCT 4503	Faculty Developed Test Financial Accounting Core	-	See Business Core	No	
004	Health Care Adm - BS	SOC 4951	Faculty Developed Test	4	Alumni Survey		
005	Art - BA		Pre-Post Test-Art History	-		Pre/Post Art Portfolio	
006	Art Education - BA/ED		State Teacher Cert Test	-		Pre/PostArt Portfolio	
012	Business Adm - BBA		Evaluation Questionnaire	?	Alumni Survey		Survey of Graduating Srs
014	Chemistry - BS	CHEM 4921	ETS - Major Field Chemistry	-			
018	Counseling MEd	EDPS 5621 or options	CPCE	16	Alumni Survey		Written and A/V Tapes
019	Counseling Psych - MS		CPCE	18	Alumni Survey		Written and A/V Tapes
020	Criminal Just - BS	CRJ 4233 & CRJ 4593	ACAT	38	Alumni Survey		
023	Early Child Ed - BS-ED		State Teacher Cert Test	60		Yes	
025	Elem Educ - BS/ED		State Teacher Cert Test	547		Yes	
027	Eng Phys - BS		Faculty Test & OSAT	1			
028	English - BA		Capstone	-			
029	English - BA/ED		State Teacher Cert Test	-		Yes	
030	Finance - BBA	FIN 4153	Faculty Developed Test	-	See Business Core	No	

Table H (continued)

ASSESSMENT OF THE MAJOR - ASSESSMENT PLAN SUMMARIES

CODE	PROGRAM	CAPSTONE COURSE	STANDARDIZED TESTS	2003-2004 # STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
033	French - BA/ED		State Teacher Cert Test	-		Yes	
036	Geography - BA		Faculty Developed Test	>700	Alumni Survey		
	Business Core	MGMT 4213	ETS	-			
040	HLth & Hum Perf - BS	PED 4312	Faculty Developed Test	36			
041	Health & PE - BS/ED	PED 4312	State Teacher Cert Test/Teacher	35		Yes	
042	History - BA		ACAT-Major Field History Test	10	Alumni Survey		
045	Fam & Con Sci - BS		Faculty Developed Test	-		Yes	
047	Native Amer Stud - BA		Faculty Developed Test	2	Alumni Survey		
048	Tech Educ - BS/ED		State Teacher Cert Test	-	Program Review	Yes	In Abeyance
049	Industrial Operations Management- BS		Faculty Developed Test	7	NAIT Exam		
050	Mass Comm - BA		Interview/Portfolio	-		Portfolio	
051	Mass Comm - BA/ED		State Teacher Cert Test	-		Yes	In Abeyance
052	College Teach - MS		Mentor/Teacher	-	Employer survey		Capstone paper
054	Management - BBA	MGMT 4213	Business Core	33	Alumni Survey		Local Exam
055	Marketing - BBA	MKT 4333 MKT 4543	Business Core/Faculty	13	Alumni Survey		
056	Masters Bus Adm - MBA	MGMT 5863	Oral Presentation	-			Bus. Plan or oral exam, research paper

Table H (continued)

ASSESSMENT OF THE MAJOR - ASSESSMENT PLAN SUMMARIES

CODE	PROGRAM	CAPSTONE COURSE	STANDARDIZED TESTS	2003-2004 # STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
057	Mathematics - BS		ETS-Major Field Mathematics	3			Exit Survey
058	Mathematics - BS/ED	MATH 4713	State Teacher Cert Test	8		Yes	Exit Survey
059	Medical Technology - BS		National Registry Exam	-			
060	Music - BA		Faculty Developed Test in Music History & Theory. Recitals Required	4			
062	Music-Instrum - BME		State Teacher Cert Test Recitals Required	4		Yes	
063	Music-Piano or Voca - BME		State Teacher Cert Test Recitals Required	1		Yes	
069	Political Science - BA		PACAT-Pol Sci Test plus Faculty Developed Test	-	Alumni survey		
072	Psychology - BA		Faculty Developed Test	120	See Psyc. Core		
075	Reading - MEd	Action Paper	State Teacher Cert Test	-			
076	Safety Mgmt - BS		Faculty Developed Test	-	Program Review Survey		
080	Social Studies - Ba/ED		State Teacher Cert Test	-	Alumni Survey	Yes	
081	Sociology - BA	SOC 4951	Faculty Developed Test	8	Alumni Survey		
082	Spanish - BA		Univ of Iowa-Foreign Lang Assess Project Test	-			
083	Spanish - BA/ED		State Teacher Cert Test	-			
084	Spec Ed-Mild/Mod Disorders BS/ED		State Teacher Cert Test	-		Yes	

Table H (continued)

ASSESSMENT OF THE MAJOR - ASSESSMENT PLAN SUMMARIES

CODE	PROGRAM	CAPSTONE COURSE	STANDARDIZED TESTS	2003-2004 # STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
085	Criminal Justice - MS		Faculty Developed Test	-	Alumni Survey		Oral Test, Thesis Opt
087	Spec Ed-Spch & Lng Path - BS		State Teacher Cert Test	-			
089	Spec Educ, MEd		National Test	-			In Abeyance
090	Speech - BA	SPCH 4993	Faculty Developed Capstone Course	-			
091	Speech - BA/ED		State Teacher Cert Test	-		Yes	
093	Meeting & Dest Mgmt - BBA	MDM 4	Business Core; Teacher Made Exam; Simulation (CMP)	?	Employer Survey	Senior Project	
096	Indus Mgmt - MS		Faculty Developed Test	-	Program Reiew Survey		
097	Vision Science - BS		Optometry National Board	-			
100	Computer Sciences - BS	CS 4233	Science Option - ETS-Major Field Exam	0	None	No	Exit Survey
102	Social Work - BSW	SOC 4962	PACAT-Soc work Curric C	-	Alumni Survey		
103	School Admin MEd		State Teacher Cert Test	44		Yes	
104	Nursing - BSN	Spring 2001 Nurs 4293	NLN-Comprehensive Basic Nursing Test (TPO)	18	Alumni & Employer Surveys	Yes	Exit Survey Systematic Eval Plan & Outcomes per NWNAC Criteria
106	Communication Arts - MA		Exit interviews/Written	-			Written Comprehensive Exam

Table H (continued)

ASSESSMENT OF THE MAJOR - ASSESSMENT PLAN SUMMARIES

CODE	PROGRAM	CAPSTONE COURSE	STANDARDIZED TESTS	2003-2004 # STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
107	Optometry - OD	OPT 6261, 7162, 7261	Nat'l Bd of Examination in Optometry	-			State Bds as required
109	Fam & Con Sci Voc - BS/ED		State Teacher Cert Exam	-		Yes	In Abeyance
112	American Studies - MA		Faculty Developed Test/Oral Exam	1	Alumni Survey		Written, Oral Exam
115	Biology - BS	BIOL 4622	NTS-Major Field Achiev Test-Biology	-	Alumni Survey Senior Exit Survey		Laboratory & Research Skills
117	Early Childhood Ed - MEd		ECED or Capstone	11			
120	Science Ed - BS/Sci ED		State Teacher Cert Test	-	Alumni Survey	Yes	
123	Mgmt Information Sci - BBA	MIS 4003	Faculty Developed Test	11	None	No	
124	Teaching - MEd	ED 5731	Exit Interview	0		Yes	
125	Environmental Mgmt- BS			11			
126	International Business, BBA		Faculty Developed Test	3			
127	Telecommunication Mgmt, BBA						In Abeyance
128	Theater, BA						
129	Library Media & Information Technology, MS		Portfolio, State Certification Exam	40			
130	Accounting & Financial Analysis, MS						
131	English, MA						
132	General Studies						
133	Technology, BT						
134	Athletic Training, BS						In Abeyance

Table H (continued)

ASSESSMENT OF THE MAJOR - ASSESSMENT PLAN SUMMARIES

CODE	PROGRAM	CAPSTONE COURSE	STANDARDIZED TESTS	2003-2004 # STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
135	Environmental Science, BS						New Program 01/02
136	Entrepreneurship, BBA		Self Assessment	63			New Program 02/03
137	Speech, Language, Pathology, MS		OSAT	54			Separated from SPED 02/03
138	Mathematics Education, MEd						New Program 03/04
139	Science Education, MEd						New Program 03/04