ANNUAL REPORT OF 2006-07 STUDENT ASSESSMENT ACTIVITY
Narrative Questions

Section 1 - Entry Level
Administering Assessment
I-1.   How were instruments administered?

The "secondary test" instruments are administered by the Office of First Year Experience/Enrollment Services. Those students whose ACT subscores are less than 19 are identified by the Enrollment Services Office and the actual instruments are administered during one of many new/transfer seminars held on our campus or by student appointment. Beginning with Spring 2001, students began using College Board's CPT *AccuPlacer* version for placement. These students were notified of any "secondary 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.

I-2.   Which students were assessed?

Students whose ACT subscores were less than 19 and who scored at or above a defined "secondary 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.

Students scoring 80 or above on the CPT - Sentence Skills test are placed in English 1113, Freshman Comp I, and students scoring below 80 are placed in English 0123. Select students who score between 70 and 80 on the English CPT may take an English writing test. If the students score an 8 or higher on the Writeplacer test, 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 I; 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 ENGL 0113, Reading Enhancement, during the first semester of enrollment. Students who score below 19 on the Natural Science section of the ACT, may enroll in college level science classes if they meet one of the following criteria: 1) English and Mathematics ACT sub-scores total 34, 2) ACT Mathematics and Reading sub-scores total 34, or 3) CPT Math is 44 or above and CPT Reading comprehension is 75 or above. Students not meeting this standard are 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.

I-3. **Describe how and when they were assessed, including options for the students to seek retesting, tutoring, or other academic support.**

> Students not meeting the required ACT score are assessed by the First Year Experience/Enrollment Services department. This assessment is done with the AccuPlacer and includes English, mathematics and reading. This office does testing on a daily basis by appointment. Most activity takes place during the spring and summer semesters. Test results are generated and proper enrollment is done at the same time in the First Year Experience counselors. Tutoring is provided for the students who have difficulty in the zero level course work. Progress of first time full time students is now monitored at mid semester and grades are posted electronically by the tenth week.

Analyses and Findings

I-4. **What were the analyses and findings from the 2006-07 entry-level assessment?**

> A total of 1,747 students participated in some form of entry level assessment. The students who were administered entry-level assessments during new/transfer seminars throughout the fall and spring are reflected below:
> ENGLISH   515
> MATH   800
> READING   432
> Refer to table D describing all NSU assessment instruments.
> Table B refers to post-course placement data using CPT.
> After placement, the following number of students completed each of the zero-level and freshman level courses with a C or better, or with a grade of P in
English 0123. Refer to table C.

I-5. **How was student progress tracked?**

> 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 or F 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 "secondary test" used during enrollment and a post-test was administered at the end of each semester.
> The 2006-2007 pass rates are similar to 2005-2006. 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.

I-6. **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.**
The analysis of zero level math and English remains fairly consistent from year to year. Spring percentage pass rates are usually lower than the preceding fall. Pass rates in mathematics in the fall are usually between 55 and 65% and between and 45 and 60% in the spring. English pass rates are usually between 65 ad 75% in any given fall and slightly lower in any given spring. NSU feels that the effectiveness in placement decisions is solid and that correct pass rates reflect these decisions. Cut scores have changed very little in the past several years.

Other Assessment Plans
I-7. **What other studies of entry-level assessment have been conducted at the institution?**
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 instruction meet each month to monitor progress. Further, the Office of Academic Affairs has instituted a zero-level committee who monitors all remedial instruction.
Two additional studies done by the Office of Institutional Research dealt with correlating the CPT placement scores with their grades and a second study dealt with first-time full-time freshmen.
The College of Education is using the OGET test as a method of allowing students to matriculate through the EDUC 3313 Clinical Teaching course. Not passing the OGET, results in a U grade and those students are prohibited from further College of Education core courses.

I-8. **Describe results.**
In a study done with Institutional Research and the Registrar's Office, it was determined that the change between pre and post CPT scores correlated well with the individual course grades. This was demonstrated in a stair step fashion and indicated that the students were properly placed.
A second study dealing with the first year experience showed that there was a relationship between the number of zero level courses required and their enrollment with the university one year later. More specifically, the more zero level courses required, the less chance them returning one year later. This was especially true for zero level mathematics.
The results of the OGET scores as used by the College of Education does preclude a small number of students gaining access to the College of Education.

I-9. **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.

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 30 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. The office of Assessment and Institutional Research is cooperating with the Writing Laboratory to determine the effect of laboratory time on student writing abilities.

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 post test CPT score is part of the final grade.

The reading course structure has been tightened and students are 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.

The course names of the developmental English and Reading courses were changed from Fundamentals of English to Writing Enhancement and Fundamentals of Reading to Reading Enhancement. It was felt that these new

titles were more positive and stressed the need for improvement verses deficiency. The Fundamentals of Reading course was also increased from two credit hours to three credit hours. Students can be tutored in the Writing Center.

Section II - Mid-Level/General Education
Administering Assessment

II-1. **Describe how assessment activities were linked to the institutional general education program competencies.**
NSU has determined Riverside's College Base matches well with the goals of General Education as described by the university. College Base does not assess every facet of the general education curriculum.   To that end, institutionally developed instrument were utilized to assess humanities, speech, and health/nutrition.

II-2. **Describe how the instruments were administered and how students were selected.**
 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 six 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 take the Oklahoma General Education Test (OGET) which can be considered an assessment of General Education. During the last 17 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 Director of Assessment and Institutional Research met once during 2006-2007 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) More General Education on-line courses are being offered.

(3) Computer literacy is 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) In Health and Human Performance and Biology, 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.

II-3. Describe strategies to motivate students to participate meaningfully.

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 both been above and below the national average. NSU offers a fifty dollar tuition fee waiver to students for participation. 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. Colleges that offer general education have developed questions within each general education category which will be essay style.

Analyses and Findings

II-4. How was students 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 enrollment management 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 database where mid-level scores can be added.

In general, the introductory mathematics and English composition success rates are higher as the remediation gets better. English demonstrated a 6-7% increase in pass rate from remediation to college level work and mathematics a 3-5% increase. 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.

II-5. **What were the analyses and findings from the 2006-07 mid-level/general education assessment?**

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

The average composite score since Fall 2000 has been about 280 compared with a national mean score of 300. Prior to Fall, 2003, Northeastern State University's score had been borderline for being significantly below the national average. Beginning with Spring, 2003, NSU had composite scores above the national mean of 300 in four of the last five semesters.

During Fall 2006, NSU had a composite score of 290 and English had a composite score of 298, very close to the national mean of 300. Science was above the national mean at 312 and mathematics and social science below the national mean with scores of 283 and 267 respectively. During Spring 2007, the NSU composite score was 294 and the individual scores were: English; 318, mathematics, 325; science, 282; and social studies, 250. 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 about the same as 2006-2007 year but the number of students assessed was too low for valid comparisons. See table F_1 and F_2.

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. The NSU Assessment Committee has been given a specific charge of developing a new mid-level assessment and are looking at using "organizing themes". The Vice President has commissioned a new General Education Taskforce to review all current offerings.

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 2006 are as follows:
     Humanities: N=4, _ =18.5, sd = 3.4
     Speech: N = 4, _ = 29, sd = 1.8
     Health Education/Nutrition: N = 4, _ = 31, sd = 6.5

The results for Spring 2006 are as follows:
     Humanities: N = 4, _ = 21.3, sd = 7.9
     Speech: N = 4, _ = 26.8, sd = 4.5
     Health Education/Nutrition: N =4, _ = 29.5, sd = 8.6

These results reflect a fewer number of students assessed and will be used as benchmark scores in the future. The mean scores remain relatively unchanged from previous semesters. Refer to table F_1 and F_2 for complete results on humanities, speech and health/nutrition.

Section III - Program Outcomes
           Analyses and Findings
      III-1   **Administering Assessment**

Each graduate and undergraduate program completed a standardized assessment in the major form and turned that form into the Office of Institutional Research by June 15th. The numbers of students being assessed, the assessment instrument itself, along with request for institutional services were included in this report. The actual assessment report has been refined during the last several years.

CODE	PROGRAM	CAPSTONE COURSE	STANDARDIZED TESTS	2006-07 # STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
001	Accounting - BBA	ACCT 4503	ETS Financial Accounting Core	-	See Business Core	No	
004	Health Care Adm - BS	SOC 4951	Faculty Developed Test	8	Alumni Survey		
005	Art - BA		Pre-Post Test-Art History	17		Pre/Post Art Portfolio	
006	Art Education - BA/ED		State Teacher Cert Test	-		Pre/Post Art Portfolio	
012	Business Adm - BBA		ETS Business	-	Alumni Survey		Survey of Graduating Srs
014	Chemistry - BS	CHEM 4921	ETS - Major Field Chemistry	11			
018	Counseling MEd	PSYC 5621 or options	CPCE	12	Alumni Survey		Written and A/V Tapes
019	Counseling Psych - MS		CPCE	19	Alumni Survey		Written and A/V Tapes
020	Criminal Just - BS	CRJ 4233 & CRJ 4593	ACAT	35	Alumni Survey		
023	Early Child Ed - BS-ED		State Teacher Cert Test	75		Yes	
025	Elem Educ - BS/ED		State Teacher Cert Test	507		Yes	
027	Eng Phys - BS		Faculty Test & OSAT	2			
028	English - BA		Capstone	-			
029	English - BA/ED		State Teacher Cert Test	-		Yes	

CODE	PROGRAM	CAPSTONE COURSE	STANDARDIZED TESTS	2006-07 # STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
030	Finance - BBA	MGMT 4213	ETS	-	See Business Core	No	
033	French - BA/ED		State Teacher Cert Test	-		Yes	
036	Geography - BA	GEOG 1113	Faculty Developed Test (GE)	784	Alumni Survey		
	Business Core	MGMT 4213	ETS	-			
040	HLth & Hum Perf - BS	PED 4312	Faculty Developed Test/ Interview	16			
041	Health & PE - BS/ED	PED 4312	State Teacher Cert Test/Teacher	22		Yes	
042	History - BA	HIST 4951	ACAT-Major Field History Test	-	Alumni Survey		
045	Human & Family Science		Portfolio / Project	78		Yes	
047	American Indian Studies - 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	-	NAIT Exam		
050	Mass Comm - BA		Interview/Portfolio	-		Portfolio	
051	Mass Comm - BA/ED		State Teacher Cert Test	-		Yes	In Abeyance
054	Management - BBA	MGMT 4213	Business Core	-	Alumni Survey		Local Exam
055	Marketing - BBA	MKT 4333	Business Core/Faculty	-	Alumni		

CODE	PROGRAM	CAPSTONE COURSE	STANDARDIZED TESTS	2006-07 # STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
		MKT 4543			Survey		
056	Masters Bus Adm - MBA	MGMT 5863	Oral Presentation	-			Bus. Plan or oral exam, research paper
057	Mathematics - BS		Faculty Developed Test	2			Exit Survey
058	Mathematics - BS/ED	MATH 4713	State Teacher Cert Test	9		Yes	Exit Survey
059	Medical Technology - BS		National Registry Exam (NAACLS)	7			
060	Music - BA		Faculty Developed Test in Music History & Theory. Recitals Required	22 (pre-asses)			
062	Music-Instrum - BME		State Teacher Cert Test Recitals Required	13 (pre-assess)		Yes	
063	Music-Piano or Voca - BME		State Teacher Cert Test Recitals Required	7 (pre-assess)		Yes	
069	Political Science - BA		PACAT-Pol Sci Test plus Faculty Developed Test	8	Alumni survey		
072	Psychology - BA		Faculty Developed Test	109	See Psyc. Core		
075	Reading - MEd	Action Paper N=43	State Teacher Cert Test	33			
076	Safety Mgmt - BS		Faculty Developed Test	-	Program Review Survey		

CODE	PROGRAM	COURSE	CAPSTONE STANDARDIZED TESTS	2006-07 # STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
080	Social Studies(History) - BS/ED		State Teacher Cert Test	24	Alumni Survey	Yes	
081	Sociology - BA	SOC 4951	Faculty Developed Test	6	Alumni Survey		
082	Spanish - BA		SOPI	3			
083	Spanish - BA/ED		SOPI / State Teacher Cert Test	3			
084	Spec Ed-Mild/Mod Disorders BS/ED		State Teacher Cert Test	19		Yes	
085	Criminal Justice - MS		Faculty Developed Test	10	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	18			
091	Speech - BA/ED		State Teacher Cert Test	-		Yes	
093	Meeting & Dest Mgmt - BBA		Business Core; Teacher Made Exam; Simulation (CMP)	0	Employer Survey	Senior Project	
096	Indus Mgmt - MS		Faculty Developed Test	-	Program Reiew Survey		
097	Vision Science - BS		Optometry National Board	26			

CODE	PROGRAM	CAPSTONE COURSE	STANDARDIZED TESTS	2006-07 # STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
100	Computer Sciences - BS	CS 4233	Science Option - ETS-Major Field Exam	15	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	-		Yes	
104	Nursing - BSN	Nurs 4293	NLN-Comprehensive Basic Nursing Test (TPO)	20	Alumni & Employer Surveys	Yes	Exit Survey Systematic Eval Plan & Outcomes per NWNAC Criteria
106	Communication Arts - MA		GPA & Conference Attendance	7			
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	3	Alumni Survey		Written, Oral Exam
115	Biology - BS	BIOL 4622	ETS-Major Field Achiev Test-Biology	-	Alumni Survey Senior Exit Survey		Laboratory & Research Skills
117	Early Childhood Ed - MEd		ECED or Capstone	-			
120	Science Ed - BS/Sci ED		State Teacher Cert Test	11	Alumni Survey	Yes	
123	Mgmt Information Sci - BBA	MIS 4003	Faculty Developed Test	-	None	No	

CODE	PROGRAM	CAPSTONE COURSE	STANDARDIZED TESTS	2006-07 # STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
124	Teaching - MEd	ED 5731	Exit Action Research	-		Yes	
125	Environmental Mgmt-BS		P/P Faculty Developed	-			
126	International Business, BBA		Faculty Developed Test	-			
127	Telecommunication Mgmt, BBA						In Abeyance
128	Theater, BA		Faculty Assessment, Capstone	3			
129	Library Media & Information Technology, MS		Portfolio, State Certification Exam	32			
130	Accounting & Financial Analysis, MS						
131	English, MA			-			
132	General Studies		Satisfaction Survey	22			
133	Technology, BT		NAIT	-			
135	Environmental Science, BS		To Be Determined	0			New Program 01/02
136	Entrepreneurship, BBA		Self Assessment	-			New Program 02/03
137	Speech, Language, Pathology, MS		OSAT	-			Separated from SPED 02/03
138	Mathematics Education, MEd		Capstone Project	4			New Program 03/04
139	Science Education,		Rubric / Capstone	7			New Program

CODE	PROGRAM	CAPSTONE COURSE	STANDARDIZED TESTS	2006-07 # STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
	MEd						03/04
142	Health & Kinesiology MS	PED 5812	Written Composition	13			
	Cherokee Education		CE - IC	11			
	Substance Abuse Counseling MS		New Program	-			
	Higher Education Admin & Services MS		New Program	-			

III-2   What were the analysis and findings in the 2006-2007 program outcomes assessment?

In general, programs were measuring student learning gains in the major. There has been a great deal of effort spent in assisting each college with pre/post self developed instruments so each major will not only know how well their students did at benchmark upon completion, but the amount of knowledge gain as a result of the pre/post major assessment. The office of Academic Affairs continues to assist each college with the identification of proper learning outcomes for each program and

assists them in tracking student success.

III-3 Other Assessment Plans
What instructional changes occurred or are planned in the programs due to program outcomes assessment?

Science & Health Professions:
*   The Chemistry faculty have developed and assessment exam to be given to all students taking general chemistry. The test swill be given again to the students completing the chemistry seminar course. Pre- and post- test results will be compared for a more adequate assessment of the formal classroom instruction. The pretest has been given for two years and results should start being obtained in two more years.
*   Nursing faculty will provide relevant qualitative data in the fall and spring Assessment Committee meetings, e.g., implementation of increased focus on communication types, any reported or perceived problems, any interventions and recommendations.
*   Computer Science will create a student guide that lists the topics covered on the departmental test and reevaluate the questions on the departmental test in light of related course objectives.
*   Human and Family Services faculty will work together to determine items from each HFS course to be included into the portfolio.

Business & Technology
*   The College of Business and Technology utilized the ETS assessment for the Business Core.

Liberal Arts
*   Political Science incorporated empirical research materials and exercises into more political science classes.
*   As a result of changes made in the teaching of core courses for Sociology, the students scored approximately 60% in three out of six areas. The areas that yielded lower scores were the most challenging areas for students. They believe that by focusing on the areas that students seemed to struggle in, we are able to make positive changes in the way we taught server core courses.
*   Spanish proposed the addition of a 2000-level conversation course to provide students with more opportunities for developing their oral proficiency. The NSU Spanish program, with only 12 hours of 1000- and 2000-level courses before the students begin upper-division studies, does not offer contact hours for students to acquire the needed stills. Most universities require 14 to 18 credit hours of lower level course as a prerequisite. The experimental 2000-level seminar course in intermediate conversation that was offered in spring 2007 was quite

successful.
* The History departmental faculty are considering a requirement that students prepare portfolios documenting their ability to perform the tasks promogulated by the program's goals.

Education
* Mathematics Education faculty will discuss methods of improving the long term retention of knowledge and problem solving skills that are not specific to a particular course.
* Science Education will include more instruction concerning the nature of science and will begin observing final interns.
* Psychology will sponsor and open house for Junior College faculty who teach in the psychology programs within their institutions.
* Cherokee Education students will document "out of class" Cherokee activities (10 activities minimum) and establish language-track goals that determine baseline targets for Cherokee language acuqisition.
* Social Studies Education majors are required to take pre and post tests covering the knowledge base on all subject areas covered by OSAT Field 17 and 18 exams.
* Early Childhood will interpret Chalk and Wire data to make informed modifications to early childhood programs.

Section IV- Student Satisfaction (2 pages)
Administration of Assessment

IV-1. How were the students selected?
Northeastern State University uses Student Evaluation of Classes, 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).
Student evaluation of classes is an ongoing process. NSU conforms to the Regent's policies and guidelines and has additional campus policies as well. These policies/procedures were approved September 8, 2005 and are published in the faculty handbook. Both tenured and non-tenured faculty are evaluated after being selected by the individual deans. The results of the assessment are tabulated by the Center for Teaching and Learning and Office of Assessment and Institutional Research and forwarded to the respective Deans. Deans review and distribute the evaluations to the chairs who, in turn, review the results with individual faculty. Course changes

are continually being made as a result of ongoing feedback from student evaluations.

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/Freshman Inventory will not be used again until recommended by the Assessment Committee.

As a result of NCA recommendations, NSU elected to reduce the frequency of assessment activities and rotate the student satisfaction instruments every three years. Since the Senior Survey was produced on-line, it will be administered each semester. 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 administered to 73 students in Fall 2006. There were 81 participants in Spring 2007. The results of the Senior Survey are very consistent from year to year. The Senior Survey is an online instrument. The Graduate Survey was refined in 2004-2005 and placed online as well. In prior years, this survey was mailed.

IV-2. **What were the analyses and findings from the 2006-07 student satisfaction assessment?**

Student evaluations of courses/instructors show overall satisfaction. Over the years, NSU has taken great pride int the quality on instruction that occurs within our classrooms. During the Fall 2006, 15,591 evaluations of faculty teaching were collected. A total of 870 evaluation packets were administered representing 403 different faculty members.

Student Evaluations of the Faculty Teaching Effectiveness

Fall 2006

	Number of Classes Evaluated	Number of Faculty Evaluated	Number of Students Evaluated
Liberal Arts	257	134	4,221
Business & Technology	215	73	3,796
Education	241	129	4,450
Optometry	21	18	480
Science & Health Professions	136	68	2,644
Total	870	417*	15,591

* 5 Faculty members were evaluated in two different colleges.

During the Spring 2007, 14,100 evaluations of faculty teaching were collected. A total of 816 evaluation packets were administered representing 405 different faculty members. The specific number of faculty and classes are depicted in the chart below:

Student Evaluations of the Faculty Teaching Effectiveness
Fall 2006

	Number of Classes Evaluated	Number of Faculty Evaluated	Number of Students Evaluated
Liberal Arts	255	128	4,159
Business & Technology	193	70	3,287
Education	242	133	4,097
Optometry	18	16	455
Science & Health Professions	108	58	2,102
Total	816	405	14,100

Based on a five point scale with 5 being highest, the following statement reflect student satisfaction with overall instruction at NSU.

	Fall 06	Spr 07
The course objectives were clearly presented.	4.33	4.36
The instructor had high expectations of student learning.	4.41	4.43
The instructor treated each student fairly and with respect.	4.46	4.48
The instructor seemed genuinely concerned with helping students.	4.40	4.43
The instructor maintained an atmosphere conductive to learning.	4.35	4.38
Overall, this instructor was an effective teacher.	4.36	4.40

The Senior Survey was administered to 73 people in fall 2006. Seventy-three percent were white and 23.3% were American Indian, 72.6% were transfer students and 56.2% were traditional age students (21-24 years old). Seventy one percent were female and 29% were male. The majority of the respondents were from the College of Business and the College of Education (55.6%).

The spring 2007 results were determined from 81 responses. Seventy-four percent of the students were white and 20% American Indian, 72% were transfer students and 40.7% were traditional age students (21-24 years old). Seventy-four percent were female and 26% were male. The majority of the respondents were from the College of Liberal Arts and the College of Education (48.8%). 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 Senior Survey is being administered online each semester and beginning Fall 2005, the Graduate Survey is being administered online each semester as well. The Graduate College has made the survey a check point during the final degree check.

The Alumni Survey will be administered in the Spring of 2008.

IV-3. What changes occurred or are planned due to student satisfaction assessment?

As a result of these surveys, additional parking, changes in student meal plans, and revised Sodexo services were implemented. The Office of Academic Affairs began implementing DARS to address issues with degree checks.

Section V- Graduate Student Assessment (2 pages)

Administration of Assessment

V-1. Describe how many and which students were assessed, the measures used, and how they were selected?
Graduate level assessments are completed in the same manner as all undergraduate programs. 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. The Masters of Education programs in Educational Administration and Teaching, are now utilizing the WritePlacer as a program admission requirement. Cut scores have been determined after a two year pilot. Several degrees are using portfolio assessment.
The Graduate Dean has implemented a new student database and tracking system for all graduate programs. Most graduate forms have been placed on the NSU web page.

Analysis and Findings

V-2. What were the analysis and findings from the 2006-07 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 embedded assessment within the specific degrees. Most graduate degrees are considering pre-program assessment and a similar post program assessment in addition to any certificate exit only requirements.
The Graduate Council is suggesting "benefits" to bring a full-time graduate faculty member.

Other Assessment Plans

V-3. What changes occurred or are planned, due to graduate student assessment?

* Two new graduate programs were added as a result of student satisfaction/needs inventories.
* The Graduate Reading Program had multiple changes occur. First,

faculty have closely monitored successful completion of program portfolios. As a result, forty-three (43) students have successfully completed a graduate portfolio as a part of their program. This has been focused (per last years goals) toward the role of the reading specialist and writing coach. Writing has continued to be emphasized in READ 5484 and 5543. Students have been coached to improve their writing skills in both courses. The needs of the regions (another goal of the previous year) have also been studied. To this end, reading faculty are exploring a pilot reading project in Ottawa, Craig, and Delaware Counties.

*   Masters of Counseling Psychology added new faculty specializing in needed areas, new testing materials have been purchased and meetings are in progress to consider restructuring the assessment and research components of the program.
*   The Masters Education in Early Childhood will expand their assessments into Chalk and Wire.
*   Masters in Criminal Justice web page is now active and is in the process of designing brochures to better advertise the program. In addition, during this semester members of the graduate faculty completed and published their first refereed journal through the Crime and Justice Institute. Their aim is to encourage our graduate students to publish their research papers in future edition of the journal. The graduate faculty will also mentor the students by co-publishing with them.
*   Masters in Library Media and Information Technology realized at an NCATE training session that using graduate surveys will not work for program data since select surveys are returned once they are employed in a library. A new design will be used to assess NCATE data. The reflection form needs to be quantified.
*   Masters in Science Education is teaching Investigative Biology (a laboratory course) via videoconferencing. This requires a graduate assistant at the remote site. It has resulted in more students enrolling in the course. They would like to expand this to other science laboratories next summer.
*   Masters in English, based on student concerns raised this past semester about graduate course rotation between campuses, as well as online and traditional course offerings, developed a graduate course rotation that addresses the issue of staffing at both campuses, satisfactory student progress through the program, and ability of students to complete the program at a single campus site (without the need for commuting).

Graduate Admission Policy

> **V-4.** **How many students who enrolled in graduate school scored below the minimum admission standard?**
> There were no graduate students enrolled with GPA's below minimum requirements until they met program entrance standards.