

ANNUAL REPORT OF 2007-08 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 students take 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, Writing Enhancement. 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 on Blackboard by the tenth week.

Analyses and Findings

I-4. What were the analyses and findings from the 2007-08 entry-level assessment?

A total of 1,713 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 471

MATH 794

READING 448

Refer to table D describing all NSU assessment instruments.

Table B refers to post-course placement data using CPT.

After placement, 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 for placement numbers.

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 2007-2008 pass rates are similar (within 8%) to 2006-2007. 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 60 and 65% and between 55 and 65% in the spring. English pass rates are usually between 70 and 80% in any given fall and slightly lower in any given spring. Overall, the pass rates have risen over the past two years. 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. The Writing Laboratory undertook a recent study to determine its effectiveness.

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 syllabi. Mathematics is rethinking the use of College Algebra as a General Education offering.

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 writing laboratory director is now in place at the NSU and Broken Arrow campuses 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. During 2007-2008, NSU did not use the College Base because the NSU Assessment Committee was looking a more effective ways to determine GE effectiveness. The Vice President for Academic Affairs formed a General Education Committee to revisit the total General Education program to include evaluation. Education continues to administer the OGET as a prerequisite to program admission

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

College Base was not used during 2007-2008 nor was the Speech, Health/Nutrition or Humanities assessment. The NSU Assessment Committee looked at the possibility of a Capstone GE experience but no decision was made because of the newly formed GE Committee.

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 continue looking at other methods 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 did provide a basis for identifying individual student results thus making future tracking possible.

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 2007-08 mid-level/general education assessment?

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.

Section III - Program Outcomes

Analyses and Findings

III-1 Administering Assessment

Graduate and undergraduate program curricular coordinators are expected to complete a standardized assessment in the major form and turn 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.

CO DE	PROGRAM	CAPSTONE		2007-	ALUMNI/EM P. SUR.	PORTFO LIO	OTHER
		COURSE	STANDARDIZED TESTS	08			
001	Accounting - BBA	ACCT 4503	ETS Financial Accounting Core	-	See Business Core	No	
004	Health Care Adm - BS	SOC 4951	Faculty Developed Test	13	Alumni Survey		
005	Art - BA		Pre-Post Test-Art History	17		Pre/Post Art Portfolio	
006	Art Education - BA/ED		State Teacher Cert Test	1		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	19	Alumni Survey		Written and A/V Tapes
019	Counseling Psych - MS		CPCE	28	Alumni Survey		Written and A/V Tapes
020	Criminal Just - BS	CRJ 4233 & CRJ 4593	ACAT	30	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 and OSAT	-			In abeyance
028	English - BA		Capstone	14			

CO DE	PROGRAM	CAPSTON E COURSE	STANDARDIZED TESTS	2007- 08	ALUMNI/EM P. SUR.	PORTFO LIO	OTHER
				# STU D. SUR.			
029	English - BA/ED		State Teacher Cert Test	10		Yes	
030	Finance - BBA	MGMT 4213	ETS	-	See Business Core	No	
036	Geography - BA	GEOG 1113	Faculty Developed pre-test (GE)	560	Alumni Survey		Three post tests
	Business Core	MGMT 4213	ETS	-			
040	HLth & Hum Perf - BS	PED 4312	Faculty Developed Test/ Interview	20			
041	Health & PE - BS/ED	PED 4312	State Teacher Cert Test/Teacher	16		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		
050	Mass Comm - BA		GPA	93		Portfolio	
054	Management - BBA	MGMT 4213	Business Core	18	Alumni Survey		Local Exam
055	Marketing - BBA	MKT 4333 MKT 4543	Business Core/Faculty	-	Alumni 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

CO DE	PROGRAM	CAPSTONE		2007-	ALUMNI/EM P. SUR.	PORTFO LIO	OTHER
		COURSE	STANDARDIZED TESTS	08			
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	58 (pre- assess)			
062	Music-Instrum - BME		State Teacher Cert Test Recitals Required	58 (pre- assess)		Yes	
069	Political Science - BA		PACAT-Pol Sci Test plus Faculty Developed Test	5	Alumni survey		
072	Psychology - BA		Assess new majors (faculty developed)	109	See Psyc. Core		
075	Reading - MEd	Action Paper N=43	State Teacher Cert Test	33			Portfolio
076	Safety Mgmt - BS		Faculty Developed Test	-	Program Review Survey		
080	Social Studies(History) - BS/ED		State Teacher Cert Test	18	Alumni Survey	Yes	Pre/post dept. assessment
081	Sociology - BA	SOC 4951	Faculty Developed Test	7	Alumni Survey		
082	Spanish - BA		ACTFL/NCATE	0			No majors assessed
083	Spanish - BA/ED		SOPI / State Teacher Cert	4			Pre/post assessment

CO DE	PROGRAM	CAPSTON E COURSE	STANDARDIZED TESTS	2007- 08	ALUMNI/EM P. SUR.	PORTFO LIO	OTHER
				# STU D. SUR.			
			Test				
084	Spec Ed-Mild/Mod Disorders BS/ED		State Teacher Cert Test	27		Yes	
085	Criminal Justice - MS		Program completion	7	Alumni Survey		
087	Spec Ed-Spch & Lng Path - BS		State Teacher Cert Test	-			
089	Spec Educ, MEd		National Test	-			In Abeyance
090	Communication Studies - BA	SPCH 4993	Faculty Developed Capstone Course	18			
091	Communication Education - BA/ED		State Teacher Cert Test	3		Yes	
093	Hospit&Tourism 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			
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	

CO DE	PROGRAM	CAPSTONE		2007- 08	ALUMNI/EM P. SUR.	PORTFO LIO	OTHER
		COURSE	STANDARDIZED TESTS	# STU D. SUR.			
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	17			
107	Optometry - OD	OPT 6261, 7162, 7261	Nat'l Bd of Examination in Optometry	-			State Bds as required
112	American Studies - MA		Faculty Developed Test/Oral Exam	1	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	5	Alumni Survey	Yes	
123	Mgmt Information Sci - BBA	MIS 4003	Faculty Developed Test	-	None	No	
124	Teaching - MEd	ED 5731	Exit Action Research	-		Yes	
125	Environmental Mgmt- BS		P/P Faculty Developed	10			
126	International Business, BBA		Faculty Developed Test	-			
128	Theater, BA		Faculty Assessment, Capstone	?			

CO DE	PROGRAM	CAPSTONE		2007- 08	ALUMNI/EM P. SUR.	PORTFO LIO	OTHER
		COURSE	STANDARDIZED TESTS	# STU D. SUR.			
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		ASHA	17			Separated from SPED 02/03
138	Mathematics Education, MEd		Capstone Project	4			New Program 03/04
139	Science Education, MEd		Rubric / Capstone	5			New Program 03/04
142	Health & Kinesiology MS	PED 5812	Written Composition	13			Oral presentation
141	Cherokee Education		CE - IC	11			
146	Substance Abuse Counseling MS		New Program	-			
052	Higher Education Admin & Services MS		Revised Program	-			

		CAPSTONE		2007-08			
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUDENT SUR.	ALUMNI/EMPLOYEE SUR.	PORTFOLIO	OTHER
144	Visual Communication			14			Student's grades
130	MAFA	ACFN 5363	GMAT/Grades	17			

III-2 What were the analysis and findings in the 2007-2008 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. Several departments are using GPA or program completers as a measure of success. We are stressing using measurable student outcomes in place of these measures.

III-3 Other Assessment Plans

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

Science & Health Professions:

- * Computer Science students will be given a sample of the ETS exam and program faculty will evaluate the possibility of developing a different departmental test that focuses on programming solutions.
- * The BSN in Nursing program instructors will increase focus on all types of communication within partnering in all courses. Partnering is reflected within field experiences and each online course. They will continue to increase emphasis on research and the relationship to evidence based practice in all courses.
- * Chemistry will make the assessment part of the grade in an attempt to encourage valid assessment data. The faculty will hold review sessions as well and incorporate undergraduate research into the curriculum at the Broken Arrow campus.
- * Mathematics will administer a Senior Exit Survey to graduating seniors as well as the traditional ETS Major Field Test.
- * Speech Pathology will consider revising the alumni/employer assessments to include the areas listed in the KASA.

Business & Technology:

* The MAFA program will develop promotional resources for marketing the program to attract students with higher GMAT scores and undergraduate GPA's.

* Environmental Management will review and revise the department examinations to better reflect student learning.

* The Management major will update the content assessment tool to better reflect what is being taught in the course work and do a better job of enforcing prerequisites. They will also utilize outside critiques from business to determine if skills are commensurate with the expectations of the workforce.

Liberal Arts:

* The MA in Music will add an assessment during the first class of any given semester that determines aural theory.

*The Criminal Justice and legal faculty have revised the paralegal assessment tool to reflect current core curriculum.

* Mass Communication will not rely in simple aggregate data such as overall GPA of majors.

*The Healthcare Administration program is under evaluation to determine in which college it should belong and to solidify a core of classes.

*The Bachelor of Spanish will continue to develop and refine assessments for ACTFL Standards 1 and 2 that measure student language skills and knowledge of literature, linguistics, and culture. These standards are to be met by both the BA and BAED programs.

* The American Studies program will use an outside consultant to evaluate if the research seminar needs improvement or revision.

Education:

- * The Bachelor of Health and Kinesiology will attempt to conform to the newly developed College of Education schedule and teach longer times on fewer days.
- * English education plans to tighten the structure of the educational experience which prepares the student to take the CEOE
- * Art education will utilize an entry/exit assessment system for their students, institute a written survey instrument to get public feedback relative to public art exhibitions, and implement an alumni survey form to track students.
- * Science Education will attempt to locate teacher candidates earlier in their program so that they can provide more support and encouragement. They will also re-evaluate science Course requirements to ensure alignment with the OSAT competencies.
- * NSU historians and other Social Science faculty will carefully reflect on their academic standards. It may be that some weaker students have been given “C” grades then they rightfully earned a lower grade. Failure to find and remedy the problems with NSU students scoring below the 80% pass rate on the OSAT exams will result in accreditation issues.
- * The Mild/Moderate Special Education degree will utilize an new scope and sequence of topics addressed in the degree plan.
- * Psychology intends to sponsor an open hours for Junior College faculty who teach in the psychology programs within their institutions.

Section IV- Student Satisfaction 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. Beginning in spring 2009, NSSE will be administered as well. 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 Senior Survey is the only national satisfaction instrument used at this time.

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.

As a result of NCA recommendations, NSU elected to reduce the frequency of assessment activities and rotate the student satisfaction instruments. 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 44 students in Fall 2007. There were 69 participants in Spring 2008. 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 2007-08 student satisfaction assessment?

Student evaluations of courses/instructors show overall satisfaction. Over the years, NSU has taken great pride in the quality on instruction that occurs within our classrooms. During the Fall 2007, 14,732 evaluations of faculty teaching were collected. A total of 862 evaluation packets were administered representing 414 different faculty members.

Student Evaluations of the Faculty Teaching Effectiveness
Fall 2007

	Number of Classes Evaluated	Number of Faculty Evaluated	Number of Students Evaluated
Liberal Arts	255	138	4,049
Business & Technology	214	64	3,780
Education	320	136	6,049
Optometry	21	17	455
Science & Health Professions	188	59	3,504
Total	998	414*	17,882

* 5 Faculty members were evaluated in two different colleges.

During the Spring 2008, 12,964 evaluations of faculty teaching were collected. A total of 804 evaluation packets were administered representing 389 different faculty members. The specific number of faculty and classes are depicted in the chart below:

Student Evaluations of the Faculty Teaching Effectiveness
Spring 2008

	Number of Classes Evaluated	Number of Faculty Evaluated	Number of Students Evaluated
Liberal Arts	241	121	3,250
Business & Technology	172	69	3,032
Education	261	131	4,025
Optometry	19	17	460
Science & Health Professions	111	55	2,197
Total	804	393*	12,964

* Two faculty members were evaluated in two colleges

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

	Fall 07	Spr 08
The course objectives were clearly presented.	4.33	4.39
The instructor had high expectations of student learning.	4.41	4.46
The instructor treated each student fairly and with respect.	4.46	4.51
The instructor seemed genuinely concerned with helping students.	4.40	4.46
The instructor maintained an atmosphere conducive to learning.	4.35	4.41
Overall, this instructor was an effective teacher.	4.36	4.42

The Senior Survey was administered to 44 students in fall 2007. Fifty- nine percent were white and 31.8% were American Indian, 81.7% transferred seven or more hours and 47.5% transferred between 31-70 hours and 31.8% were traditional age students (21-24 years old). Seventy five percent were female and 25% were male. The majority of the respondents were from the College of Education (27.3%).

The spring 2008 results were determined from 69 responses. Seventy-two percent of the students were white and 10.1% American Indian, 82.5% were transfer students and 36.2% were traditional age students (21-24 years old). Sixty-eight percent were female and 32% were male. The majority of the respondents were from Business and Technology (24.6%). 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 2009.

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 is working on implementing DARS to address issues with degree checks.

Section V- Graduate Student Assessment

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 for these degrees. Several degrees are using portfolio assessment. Each graduate degree has some form of Capstone project or thesis.

The Graduate Dean has implemented a new student database and tracking system for all graduate programs. All graduate forms have been placed on the NSU web site.

Analysis and Findings

V-2. What were the analysis and findings from the 2007-08 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 being a full-time graduate faculty member.

Other Assessment Plans

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

- * The MS in Health and Kinesiology will refine the grading rubric that is used on the written composition questions and reduce the number of optional written questions.
- * The M.Ed in Science Education is investigating on-line course delivery to improve accessibility to current and potential students as well as investigating an on-line degree.
- * The M.S. in Counseling Psychology faculty members will assist and mentor any new hire.
- * The faculty in the M. Ed. In School Counseling feel that the portfolio requirements are taking the place of practice in counseling skills.
- * The Graduate Reading program has opened a new Reading Clinic at the Broken Arrow campus.
- * The M.S. in Criminal Justice will continue to publish the department journal through the Crime and Justice Institute.
- * The MA in English is placing new program forms on-line and on the Department website. Students now have a worksheet that will allow them to monitor their own progress.
- * The MFA has designed new promotional program material.

Graduate Admission Policy

V-4. How many students who enrolled in graduate school scored below the

minimum admission standard?

There were no graduate students initially enrolled with GPA's below minimum requirements for admission to the Graduate College.

Northeastern State University

Assessment Report - December 5, 2008

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 2007-2008 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 2007-2008 year, a different method of using assessment results in future planning was devised.

Entry-Level Assessment:

Since Fall 2001, NSU utilizes the online AccuPlacer tests for placement assessment of entering

students. 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 for CPT cut scores and placement scenarios.

During the Fall 2007 semester, students who were enrolled in Mathematics 0123 and 0133 demonstrated a pass rate of 63.3% and 61.1% respectively. Math 1513 had a pass rate of 64.3%.

English 0123 had a pass rate of 73.1% and English 1113 showed a pass rate of 78.3%. For Spring

2008, the pass rates were 54.1% for Mathematics 0123, 59.4% for Mathematics 0133, and 62.8% for

Mathematics 1513. English 0123 had a pass rate of 58.2% in the Spring of 2008 and English 1113 has a pass rate of 63.9%. These pass rates include students who have withdrawn sometime

during the semester. During Fall 2007, the remedial mathematic classes had similar pass rates to Fall

2006. 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.

Mid-Level Assessment:

Until 2007, NSU utilized 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. Because of difficulties in gathering valid and reliable information on General Education using College Base and three institutionally developed instruments, it was not used in 2006-2007. A general education task force has been appointed by the Vice President of Academic Affairs to study and make recommendations regarding the General Education curriculum. This task force will also make recommendations regarding assessment of the general education curriculum at Northeastern State University.

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 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. As a result of assessment, the program reporting form was revised for 2007-2008. This electronic copy allows for easy storage, retrieval and access. Several significant institutional successes/changes have resulted from assessment in the academic major.

Science & Health Professions:

- * Computer Science students will be given a sample of the ETS exam and program faculty will evaluate the possibility of developing a different departmental test that focuses on programming solutions.
- * The BSN in Nursing program instructors will increase focus on all types of communication within partnering in all courses. Partnering is reflected within field experiences and each online course. They will continue to increase emphasis on research and the relationship to evidence based practice in all courses.
- * Chemistry will make the assessment part of the grade in an attempt to encourage valid assessment data. The faculty will hold review sessions as well and incorporate undergraduate research into the curriculum at the Broken Arrow campus.
- * Mathematics will administer a Senior Exit Survey to graduating seniors as well as the traditional ETS Major Field Test.
- * Speech Pathology will consider revising the alumni/employer assessments to include the areas listed in the KASA.

Business & Technology:

- * The MAFA program will develop promotional resources for marketing the program to attract students with higher GMAT scores and undergraduate

GPA's.

- * Environmental Management will review and revise the department examinations to better reflect student learning.

- * The Management major will update the content assessment tool to better reflect what is being taught in the course work and do a better job of enforcing prerequisites. They will also utilize outside critiques from business to determine if skills are commensurate with the expectations of the workforce.

Liberal Arts:

Liberal Arts:

- * The MA in Music will add an assessment during the first class of any given semester that determines aural theory.

- *The Criminal Justice and legal faculty have revised the paralegal assessment tool to reflect current core curriculum.

- * Mass Communication will not rely in simple aggregate data such as overall GPA of majors.

- *The Healthcare Administration program is under evaluation to determine in which college it should belong and to solidify a core of classes.

- *The Bachelor of Spanish will continue to develop and refine assessments for ACTFL Standards 1 and 2 that measure student language skills and knowledge of literature, linguistics, and culture. These standards are to be met by both the BA and BAED programs.

- * The American Studies program will use an outside consultant to evaluate if the research seminar needs improvement or revision.

Education:

- * The Bachelor of Health and Kinesiology will attempt to conform to the newly developed College of Education schedule and teach longer times on fewer days.

- * English education plans to tighten the structure of the educational experience which prepares the student to take the CEOE

- * Art education will utilize an entry/exit assessment system for their students, institute a written survey instrument to get public feedback relative to public

art exhibitions, and implement an alumni survey form to track students.

* Science Education will attempt to locate teacher candidates earlier in their program so that they can provide more support and encouragement. They will also re-evaluate science Course requirements to ensure alignment with the OSAT competencies.

* NSU historians and other Social Science faculty will carefully reflect on their academic standards. It may be that some weaker students have been given “C” grades then they rightfully earned a lower grade. Failure to find and remedy the problems with NSU students scoring below the 80% pass rate on the OSAT exams will result in accreditation issues.

* The Mild/Moderate Special Education degree will utilize an new scope and sequence of topics addressed in the degree plan.

* Psychology intends to sponsor an open hours for Junior College faculty who teach in the psychology programs within their institutions.

Student Satisfaction:

During the even-numbered years the College Student Experiences Questionnaire was administered and during the odd-numbered years the Student Opinion Survey was given. As per suggestions from NCA review, NSU is administering many of its assessments of institutional effectiveness every three years on a rotational basis. The Senior Survey and Alumni Survey will be the only assessment other than the Student/Faculty evaluations.

The Senior Survey was administered to 44 students in fall 2007. Fifty- nine percent were white and 31.8% were American Indian, 81.7% transferred seven or more hours and 47.5% transferred between 31-70 hours and 31.8% were traditional age students (21-24 years old). Seventy five percent were female and 25% were male. The majority of the respondents were from the College of Education (27.3%). The spring 2008 results were determined from 69 responses. Seventy-two percent of the students were white and 10.1% American Indian, 82.5% were transfer students and 36.2% were traditional age students (21-24 years old). Sixty-eight percent were female and 32% were male. The majority of the respondents were from Business and Technology (24.6%). 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 2009.

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 A

ACCUPLACER - PLACEMENT SCORES

SUBJECT	SCORE	CLASS
Reading	74.4 and below	ENGL 0113 - Reading Enhancement
	74.5 and up	No Reading Class
English	79.4 and below	ENGL 0123 - Writing Enhancement
	79.5 and up	ENGL 1113 - Freshman Comp I
	NOTE: If the student scores less than 79.5 on the Sentence Skills portion of the CPT but scores an 8 or higher on the WritePlacer, the student is placed in ENGL 1113 - Freshman Comp I.	
Mathematics	43.4 and below	MATH 0123 - Elementary Algebra
	43.5 to 74.4	MATH 0133 - Intermediate Algebra
	74.5 and up	MATH 1473 - Math Structures or MATH 1513 - College Algebra

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 2007	197	155	< 80	91	58.7	80	87.9
				≥ 80	64	41.3	63	98.4
	Spring 2008	67	43	< 80	31	72.1	27	87.1
				≥ 80	12	27.9	12	100.0
MATH 0123	Fall 2007	251	167	< 44	43	25.7	35	81.4
				44 - 74	101	60.5	101	100.0
				> 74	23	13.8	23	100.0
	Spring 2008	112	69	< 44	30	43.5	21	70.0
				44 - 74	35	50.7	35	100.0
				> 74	4	5.8	4	100.0
MATH 0133	Fall 2007	435	303	< 44	28	9.2	16	57.1
				44 - 74	171	56.4	147	86.0
				> 74	104	34.3	102	98.1
	Spring 2008	25	173	< 44	15	8.7	8	53.3
				44 - 74	106	61.3	90	84.9
				> 74	52	30.1	52	100.0

* % 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

Table C

**OVERALL SUCCESS RATES
FALL 2007 AND SPRING 2008**

Course	Semester	Enrolled	I and AU	N for Pass Rate	Passed		Failed	
					n	%	n	%
ENGL 0123	Fall 2007	197	0	197	144	73.1	53	26.9
	Spring 2008	67	0	67	39	58.2	28	41.8
ENGL 1113	Fall 2007	916	0	916	717	78.3	199	21.7
	Spring 2008	331	1	330	211	63.9	119	36.1
MATH 0123	Fall 2007	251	0	251	159	63.3	92	36.7
	Spring 2008	112	1	111	60	54.1	51	45.9
MATH 0133	Fall 2007	435	0	435	266	61.1	169	38.9
	Spring 2008	254	0	254	151	59.4	103	40.6
MATH 1513	Fall 2007	757	1	756	486	64.3	270	35.7
	Spring 2008	513	0	513	322	62.8	191	37.2

Table D

**NUMBER OF STUDENTS RESPONDING
TO NSU ASSESSMENT INVENTORIES**

		SEMESTER								
		Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
TYPE	INVENTORY	2005	2005	2006	2006	2006	2007	2007	2007	2008
PLACEMENT	Freshman Survey									
	Freshman Inventory									
	CPT - Sentence Skills*	33	500	102	20	433	82	10	400	71
	CPT - Elementary Algebra*	44	769	145	30	681	119	16	661	133
	CPT - Reading Comprehension*	33	427	88	17	358	74	9	374	74
MID-LEVEL	College Base		18	32		32	31			
	Humanities		5	30		4	4			
	Health/Nutrition		5	36		4	4			
	Speech		4	39		4	4			
INSTITUTIONAL EFFECTIVENESS	Senior Survey			105	14	73	81	9	44	69
	Alumni Survey									
	Student Opinion Survey									
	College Student Experience Questionnaire									
	Graduate College Survey									

* Or other assessment process

Table E

**COLLEGE BASE COMPARISON
OVERALL INSTITUTIONAL AVERAGES**

	SEMESTER									
	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008
AREA	n = 12	n = 26	n = 25	n = 36	n = 18	n = 32	n = 32	n = 31	n = 0	n = 0
I. ENGLISH	253	289	232	287	264	285	298	318		
A. Reading & Literature	254	304	248	281	268	272	285	317		
B. Writing	244	297	260	317	243	298	308	307		
II. MATHEMATICS	246	246	352	324	356	333	283	325		
A. General Mathematics	292	246	341	288	333	320	297	337		
B. Algebra	276	294	337	344	355	350	318	339		
C. Geometry	185	235	315	301	340	324	286	324		
III. SCIENCE	350	276	357	314	338	307	312	282		
A. Laboratory & Field Work	350	275	338	311	312	292	325	280		
B. Fundamental Concepts	335	291	343	316	359	327	289	293		
IV. SOCIAL STUDIES	397	296	306	316	248	255	267	250		
A. History	384	304	313	336	266	271	257	252		
B. Social Sciences	378	302	300	293	255	269	290	266		

V. COMPOSITE SCORE	312	277	312	310	302	295	290	294		
--------------------	-----	-----	-----	-----	-----	-----	-----	-----	--	--

Table F₁

FREQUENCIES FOR MID-LEVEL ASSESSMENT

Fall 2007

Group		0 to 9	10 to 19	20 to 29	30 to 39	40 to 45	TOTAL
HED	N	NO MID-LEVEL ASSESSMENT FALL 2007					
	%						
HUM	N						
	%						
SPCH	N						
	%						

Spring 2008

Group		0 to 9	10 to 19	20 to 29	30 to 39	40 to 45	TOTAL
HED	N	NO MID-LEVEL ASSESSMENT SPRING 2008					
	%						
HUM	N						
	%						
SPCH	N						
	%						

A general education task force has been appointed by the Vice President of Academic Affairs to study and make recommendations regarding the general education curriculum. This task force will also make recommendations regarding assessment of the general education curriculum at Northeastern State University.

Table F₂

Summary Statistics for Mid-Level Assessment

Fall 2007

Test	N	Mean	Min	Max	SD	Percentiles		
						25th	50th	75th
HED	<i>NO MID-LEVEL ASSESSMENT FALL 2007</i>							
HUM								
SPCH								

Spring 2008

Test	N	Mean	Min	Max	SD	Percentiles		
						25th	50th	75th
HED	<i>NO MID-LEVEL ASSESSMENT SPRING 2008</i>							
HUM								
SPCH								

A general education task force has been appointed by the Vice President of Academic Affairs to study and make recommendations regarding the general education curriculum. This task force will also make recommendations regarding assessment of the general education curriculum at Northeastern State University.

Table G

REMEDIATION REPORT

2007 - 2008

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 970 individuals participated in some type of assessment process for placement purposes.

	College Courses		Remediation		Total
	# Tests	%	# Tests	%	# Tests
ENGLISH	271	56.3	210	43.7	481
MATH	152	18.8	658	81.2	810
SCIENCE	229	54.5	191	45.5	420
READING	247	54.0	210	46.0	457
TOTAL	899	41.5	1269	58.5	2168