

NORTHEASTERN STATE UNIVERSITY ANNUAL REPORT OF 2013-14 STUDENT ASSESSMENT ACTIVITY

Executive Summary

Contextual Information

Northeastern State University (NSU) believes that assessment processes serve as the basis for program and curricular review as well as improvement of instruction. Thus, the development of an assessment plan for NSU began more than 25 years ago 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. Over the past 25 years, both practices and policies have evolved, but NSU continues to view assessment efforts seriously.

NSU's assessment objectives remain consistent with the institutional mission of providing quality undergraduate education and graduate education in selected disciplines. The 2013-2014 report reflects assessment practices that are consistent with the Oklahoma State Regents for Higher Education (OSHRE) assessment policies. NSU's inventory of assessments includes the following:

Entry / Placement: ACT (first placement), *Accuplacer* CPT (secondary placement), *Writeplacer*

General Education: ETS Proficiency Profile

Program: National assessments, ETS field tests, program self-development.

Student Satisfaction: Freshman Survey, Senior Survey, NSSE

Entry-Level Assessment

During 2013-14, NSU continued to utilize the online *AccuPlacer* tests to appropriately place students whose ACT scores were substandard or indicated a deficiency in preparation for college-level work. During the fall 2013 semester, 922 students admitted to NSU required some type of assessment place, and many were assessed in more than one area. These numbers were slightly less than the previous year. NSU administered more mathematics assessments than any other area. Data indicate that success rates in developmental courses range from a low of 54.6% in Math 0133, Intermediate Algebra to 70% in ENGL 0123, Writing Enhancement.

Mid-Level Assessment:

NSU uses the ETS Proficiency Profile as a standardized instrument to evaluate its institutional general education competencies. On the ETS Proficiency Profile, the mean score for 133 students in fall 2013 was 436.03 with a standard deviation of 19.37 and 434.7 for 135 students in spring 2014. The standard deviation in the spring of 2014 was 18.51. These mean scores hover near the national means, some semesters above, and some semesters below. During the 2013-14 academic year, the General Education committee also supervised pilot efforts for course-embedded assessments to measure student learning for the outcomes and objectives in any GE category. Results from this pilot led to plans for a larger scale, course-embedded assessment effort in the 2014-15 academic year.

Program Outcomes Assessment:

Program coordinators complete a standardized form reporting assessment in the major and submit that form to the Office of Institutional Research each June. Student learning outcomes, the numbers of students assessed, the assessment instrument, and any requests for institutional services are included in

this report. Programs use standardized licensure examinations, program-developed, pre-post tests, and course-embedded assessments to assess student learning outcomes. As a result of these assessments, all but four undergraduate programs and one graduate program implemented substantial curricular changes. A complete accounting of these changes/modifications may be found within the body of the report.

Student Satisfaction:

NSU continues to use student course evaluations, the Freshman Survey, the Senior Survey, and the National Survey of Student Engagement (NSSE) as instruments to measure student satisfaction. Through an oversight in registration, the NSSE was not done during 2013-2014 but will be given in 2014-2015.

Student evaluations of courses/instructors show overall satisfaction. Course evaluation data revealed that student responses to the item regarding instructor effectiveness for all faculty was 4.42/5.0 in fall of 2013 and 4.46/5.0 in spring 2014. During fall 2013 and spring 2014 respectively, 358 and 351 faculty members were evaluated with a high degree of student satisfaction.

The Freshman Survey was administered to 757 students (355 men and 422 women) during fall 2013 through their University Strategies class. This instrument provides important demographic data for designing programming and instructional support. NSU's freshman class included 33 percent first generation in college, and over 50 percent needing financial assistance. Freshman indicated that finding a good job and the cost of NSU were two major reasons for attending.

NSU also recruited students by email to complete the Senior Survey. This online administration included 83 respondents in the fall of 2013 and 57 seniors who took the survey in spring 2014. With less than 10 percent response rate of the 1900 graduates for 2013-14, the data have limited value.

Conclusions

Northeastern State University takes pride in a complete assessment process and uses the results for program and institutional changes. Placement for zero level instruction has been successful for a number of years and data show student learning gains using section numbers. The establishment of the General Education Committee as a standing committee reinforces the importance of their work not only in construction and maintaining a rigorous general education curriculum, but also as a mechanism for reviewing the currency of courses and monitoring assessment activities. The General Education Capstone course is a productive element in the GE curriculum at NSU. Program faculty continue to seek ways to better measure the success of their majors and the effectiveness of programs. Student satisfaction measures indicate students find value in their experiences at NSU.

NORTHEASTERN STATE UNIVERSITY
ANNUAL REPORT OF 2013-14 STUDENT ASSESSMENT ACTIVITY
Narrative Questions

Section 1 - Entry Level

Administering Assessment

I-1. How were instruments administered?

Entry-level assessment includes a secondary test instrument, the College Board's CPT *AccuPlacer* version for placement. The University Advisement Center administers this exam to students whose ACT sub-scores are less than 19. The Enrollment Services Office notifies students prior to their on-campus enrollment session, and many students take advantage of testing early, thus facilitating enrolling on-site. Students may also make an appointment to test.

I-2. Which students were assessed?

Students whose ACT sub-scores are less than 19 and who score at or above a defined "secondary test" criterion score are permitted to enroll in college level course work. Students who scored below the respective criterion scores on the second test are required to enroll in remedial course work. Table A outlines scores and designated class placement.

- Students scoring 80 or above on the CPT - Sentence Skills test are placed in English 1113, Freshman Composition I, and students scoring below 80 are placed in English 0123, Writing Enhancement.
- Students scoring below 75 on the CPT - Reading Comprehension are required to complete ENGL 0113, Reading Enhancement during the first semester of enrollment.
- Students scoring 75 or above on the CPT-Elementary Algebra test are placed in college level mathematics classes; 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 who score below 19 on the Natural Science section of the ACT may enroll in college level science classes only if they meet one of the following criteria: 1) English and Mathematics ACT sub-scores total 34, 2) ACT Mathematics and Reading sub-scores total 34, or 3) CPT Math is 44 or above and CPT Reading comprehension is 75 or above or until remediation is complete.

Students who have a reading, mathematics and science deficiency must complete the reading and mathematics deficiency before enrolling in the college 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.

As indicated earlier, students not meeting the required ACT score are assessed by the University Advisement Center using the *AccuPlacer* which includes English, mathematics and reading. This office does testing on a daily basis by appointment, and most activity takes place during the spring and summer semesters. A policy regarding retesting in zero level classes was developed and a statement placed in the college catalog. Students are allowed to re-test one time after 30 days have elapsed, but only one opportunity for retest is allowed. Test results are generated and enrollment is done at the same time in the advisor's office. Tutoring is available

for the students who have difficulty through several campus tutoring centers and online. Progress of first time full-time students is monitored through an early alert system and mid-term grades.

Analyses and Findings

I-4. What were the analyses and findings from the 2013-2014 entry-level assessment?

A total of 1,940 tests and 922 students participated in some form of entry-level assessment (Table B). The number of students who were administered entry-level assessments during new/transfer seminars throughout the fall and spring are reflected below:

ENGLISH	486
MATH	723
SCIENCE	356
READING	375

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

After placement, students must complete each of the zero-level (C required) and freshman level courses (D or better), or with a grade of P in English 0123. Refer to Table C for placement numbers. There were 19 fewer students who took entry-level assessments during 2013-2014 and 134 fewer tests given compared to the previous year.

I-5. How was student progress tracked?

Student progress is tracked through the University Advisement Center and the Student Academic Success Center (SASC), overseen by the Office of Academic Affairs. 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 by failing the post test, 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 is the “secondary test” used during enrollment and a post-test is administered at the end of each semester.

Northeastern State University will continue to track 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. The Student Academic Success Center uses an early alert / retention tracking software, *MapWorks* to help monitor student performances across semesters.

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 pass rates from zero level math and English remains fairly consistent from year to year. Pass rates in mathematics in the fall 2013 were 76 percent and 60 percent for MATH 0123, Elementary Algebra and MATH 0133, Intermediate Algebra respectively. In spring 2014, pass rates were 62 percent and 55 percent for 0123 and 0133 respectively.

English pass rates were 70 percent in fall for ENG 0123, Writing Enhancement and 68 percent

in spring, 2014. Overall, the pass rates have remained the same over the past several years. NSU feels that the method and effectiveness of placement decisions are valid. Cut scores have changed very little in the past several years.

In general, the introductory mathematics and English composition success rates are higher as the remediation gets better. English demonstrated a 10-15 percent increase in pass rate from remediation to college level work, and mathematics revealed a 5-10 percent increase. ENG 1113, Freshman Composition I pass rates were 79 and 64 percent while MATH 1513, College Algebra pass rates are 77 and 70 percent in fall and spring respectively during 2013-2014. Table D summarizes these results.

Other Assessment Plans

I-7. What other studies of entry-level assessment have been conducted at the institution?

NSU continues to seek improvement in the success rate in all remedial work by looking at alternate means of instructional delivery. A developmental level committee monitors all remedial instruction.

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.

Two additional studies done by the Office of Institutional Research dealt with correlating the CPT placement scores with student grades and a second study dealt with first-time full-time freshmen.

During 2013-14, NSU completed its project related to General Education in the HLC Assessment Academy, and joined the HLC Persistence and Completion Academy which will build on the earlier efforts.

I-8. Describe results.

In an ongoing 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 result indicated that the students were properly placed.

A second study dealing with the first year experience showed a relationship between the number of zero level courses required and students' enrollment with the university one year later. More specifically, the more zero level courses required, the less chance of them returning one year later. This was especially true for zero level mathematics.

The Assessment Academy project relating to General Education compared the old and new General Education curricula as well as exposure to the curricula impacting scores on the ETS Proficiency Profile. Results indicated a positive trend on ETS Proficiency Profile scores as a result of the new General Education curriculum.

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 used for both MATH 0123, Elementary Algebra and MATH 0133, Intermediate Algebra. Additional sections of MATH 0123 have been added to keep class size reasonable. Several mathematics instructors have piloted a zero level algebra course that is self-paced with instructor support, and students proceed at a benchmark (criteria-driven) level. Faculty with public school experience are often hired as adjuncts for 0-level classes because of their familiarity and demonstrated skill in working with students who struggle in mathematics. Mathematics faculty have also rethought the use of MATH 1513, College Algebra as a General Education requirement and have developed MATH 1473, Applied Mathematics, or any advanced statistics class as options for the General Education requirement.

The English faculty 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 Tahlequah and Broken Arrow campuses, and the computers in the writing lab are upgraded regularly. The office of Assessment and Institutional Research is cooperating with the writing laboratories to determine the effect of laboratory time on student writing abilities.

Science faculty continue to look for a alternate placement test since the CPT does not include a specific science component. As a result of a General Education curriculum review, science has added a laboratory to the GE offerings. Biology and physical science faculty use response “clickers” in delivering instruction to collect real time data of student understanding.

The reading course structure has been tightened, and students are required to attend class at a designated time rather than work entirely self-paced. This change will hopefully eliminate student procrastination and last minute attempts to catch up on course material. ENG 0113, Reading Enhancement is a graded course to encourage regular student participation.

Both English and mathematics faculty teaching zero level classes have made adjustments and are using a common syllabus without minimizing academic rigor. 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. Consistent with Regents’ policy, students must achieve a “C” or better in order to pass the remedial class. Administrative withdrawal is being used in all zero level classes for students not attending.

As a result of a five-year, Title III grant, NSU’s Student Academic Success Center (SASC) continues to serve students with a focus on increasing student retention and graduation rates. SASC’s academic and career advisors oversee NSU’s early alert system and follow-up on faculty referrals for students having difficulty. SASC also works with NSU’s tutoring offices and is overseeing a new effort to better track the number and times students seek tutoring. Data are expected in this effort in spring 2015 which will help NSU examine the effectiveness of its tutoring programs.

A similar, grant funded effort is the Indigenous Scholar Center which serves American Indian students ISDC offers programs involving scholars, tribal communities, faculty, staff, and

mentors to enhance the educational and professional opportunities of NSU students and graduates.

The Athletic Department has retained a third Assistant Director who is responsible for seeing the athletes are in compliance with the NCAA rules and regulations.

Section II - Mid-Level/General Education

Administering Assessment

II-1. Describe how assessment activities were linked to the institutional general education program competencies.

NSU uses the ETS Proficiency Profile as a standardized instrument to evaluate its institutional general education competencies. Part of NSU's Assessment Academy work was to examine the alignment of this instrument with NSU's General Education competencies. The alignment is sufficient to maintain usage of this instrument.

As the Proficiency Profile serves as a "snapshot" at the end of the General Education experience, the NSU Student Learning and Assessment committee has stressed the importance of formative assessments as students progress through their coursework. During the 2013-14 academic year, the General Education committee supervised pilot efforts for course-embedded assessments to measure student learning for the outcomes and objectives in any GE category. These courses were English Composition, Speech, Personal Health, Political Science and Comparative Religions. These efforts yielded useful information not only about the feasibility of a large scale effort across all sections, but also informed instruction as faculty examined the results in light of their course outcomes. In one case, the pre-test suggested students had more content knowledge than previously assumed, so the faculty adjusted their instruction to incorporate more complex and detailed information than they had in previous semesters. Results from this pilot led to plans for a larger scale, course-embedded assessment effort in the 2014-15 academic year.

The GE committee requested that NSU's Center for Teaching and Learning design assessment book camps to assist faculty in developing appropriate, best practice assessment techniques. Three week-long summer sessions were attended on a voluntary basis by more than 25 faculty.

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

NSU administers the ETS Proficiency Profile as a course requirement in the General Education Capstone. Students who have earned between 45 and 70 hours and have completed most of their general education coursework take the course and complete the assessment. Table E reports scores for the past two years; NSU scores hover near the national mean each year.

Course-embedded assessments were designated by faculty as key course assignments. A common assignment is used across multiple sections of the same course to facilitate data aggregation.

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

The GE Capstone course was designed to “blend” the GE experience from beginning to end and thus the Proficiency Profile is a logical part of course assignments. Course-embedded assignments feel more authentic to students and thus the General Education Committee believes the effort students’ put forth is more meaningful.

Analyses and Findings

II-4. How was student progress tracked into future semesters and what were the findings?

The Proficiency Profile does not provide a basis for identifying individual student results from beginning to the end of the GE experience, thus making tracking difficult. Since the Proficiency Profile is administered once, at the end of the GE experience, this is considered a cross sectional analysis. The mean scores on the NSU Proficiency Profile are within nine raw points of the National average (Table E).

GE assessment at the course level, where artifacts may be housed in portfolios, will lead to better tracking. At the current time several programs use a portfolio system for program assessment and accreditation purposes. Discussions are ongoing regarding the benefit of using portfolios to capture course-embedded assessment.

II-5. What were the analyses and findings from the 2013-2014 mid-level/general education assessment?

On the ETS Proficiency Profile, the mean score for 133 students in fall 2013 was 436.03 with a standard deviation of 19.37 and 434.7 for 135 students in spring 2014. The standard deviation in the spring of 2014 was 18.51 (Table E). The Proficiency Profile was administered in the summer of 2014 but results are not provided if fewer than 50 students were involved. Such was the case in summer 2014. NSU has added nine institutionally developed questions in addition to the standard questions on the abbreviated Profile. Of note are the following observations:

In fall 2013, 135 students were assessed with 133 included in the statistics.

The mean score was 436.03. The last nine questions that were developed by NSU are summarized as follows:

1. Students are moderately to strongly satisfied with their GE courses (68%)
2. The same is true with their GE teachers (70%) and
3. Preparing them for “real world” experiences
4. Over half (51%) were moderately or strongly satisfied with the course
5. Only 41% thought the Capstone course brought GE together
6. Some thought the GE Capstone course should be delivered online (35%)
7. Almost all (85%) thought the Capstone course should be at the end of after the GE coursework
8. About half have taken between 1 and 3 online courses (49%)
9. Not very many are caregivers over 15 hours per week (11%)

In spring of 2014, 135 students were assessed with all 135 included in the statistics. The mean score was 434.7 with a standard deviation of 18.51

The last nine questions that were institutionally developed are summarized as follows:

1. Students are mostly satisfied with their GE courses (51%)

2. The same is true with their GE teachers (48%) and
3. Preparing them for “real world” (50%) experiences
4. Mixed on their level of satisfaction with the GE Capstone course (46% agree moderately or strongly)
5. Thirty seven present (37%) thought the Capstone course brought GE together
6. Some thought on-line delivery was the best delivery method (39%) with blended (35%) and face to face (27%) being second and third
7. Most (86%) thought the Capstone course should be at the end of after the GE coursework
8. Nineteen percent (19%) had never taken an on-line course
9. Fifteen percent (15%) considered themselves as caregivers at least one hour per week

Section III - Program Outcomes

Analyses and Findings

III-1 Administering Assessment

Graduate and undergraduate program curricular coordinators are expected to complete a standardized form reporting assessment in the major 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 to include student learning outcomes for each major. Below is a table listing all undergraduate and graduate degrees with required assessment information.

CAPSTONE							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
001	Accounting - BBA	ACCT 4503	ALEKS Portfolio	No results	See Business Core		No report 2014
004	Health Care Admin. - BS	HCA 4952	Portfolio	33/35			
005	Art - BA		Pre-Post Test-Art History	18		Pre/Post Art Portfolio	Uses GPA
006	Art Education - BA/ED		State Teacher Cert Test GPA	1/1		Pre/Post Art Portfolio	Uses GPA
012	Business Admin. - BBA		Portfolio	-		Yes	No data provided
014	Chemistry - BS	CHEM 4921	ETS - Major Field Chemistry DUCK	2/4 1/4			
018	School Counseling MEd	PSYC 5621 or options	CPCE OSAT	* 9/14			
019	Counseling Psych - MS		CPCE	33/33			
020	Criminal Just - BS	CRJ 4233 & CRJ 4593	LCAT CJ System Homeland Legal	* 484/484 78/78 113/113			No LCAT results
023	Early Child Ed - BS-ED		State Teacher Cert Test	33/37		Yes	
025	Elem Education - BS/ED		State Teacher Cert Subtest 1 State Teacher Cert Subtest 2 Dept. Pre/Post test	79/176 89/106 IP		Yes	
028	English - BA		Capstone project	24/25			
029	English - BA/ED		State Teacher Cert Test	20/29		Yes	
030	Finance - BBA	MGMT 4213	ETS	No results	See Business Core		No results reported 2014

CAPSTONE							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
036	Geography - BA		Faculty Developed pre-test (GE)	None			No assessment done
	Business Core	MGMT 4213	ETS	-			No results reported.
040	Health & Hum Perform - BS	PED 4816	Intern project Clinical Recreation	59/60 18/19			
041	Health & PE - BS/ED	PED 4312	State Teacher Cert Test/Teacher	7/10		Yes	
042	History - BA	HIST 4951	Senior Seminar	10/10			Uses Grades
045	Human & Family Science	HFS 4792	Portfolio	42/44		Yes	
047	American Indian Studies - BA		Faculty Developed Test	1/2			
050	Media Studies - BA		Broadcasting GPA Public Relations	* *		Portfolio	No Report 2014
052	Higher Education and Leadership MS		Uses graduates	13			
054	Management - BBA	MGMT 4213	No data provided	-			
055	Marketing - BBA		Faculty developed exam	*			No report 2014
056	Masters Bus Admin - MBA		Oral Presentation/Case Analysis/Simulation/SL	*			No Report 2014
057	Mathematics - BS	Math 4723	Department test ETS Sr. Seminar	10 3 10			
058	Mathematics - BS/ED	MATH 4713	State Teacher Cert Test	6/12		Yes	
060	Music - BA		Faculty Developed Test in Music History & Theory. Recitals Required	7/7			Tests all students in classes

CAPSTONE							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
062	Music-Education - BME		State Teacher Cert Test Recitals Required	2/2		Yes	
069	Political Science - BA		Faculty Developed Test	4/4			
072	Psychology - BA		ACAT	*	See PSYC. Core		Trouble with assessment
075	Reading – Med	Action Paper	State teacher test	* 19/21		Yes	
076	Env. Hlth and SAFM - BS	Sr. Seminar	Course pre and post test	8/15			No results provided
080	Social Studies(History) - BS/ED Social Studies (WH/geography)		State Teacher Cert Test State Teacher Cert Test	12/13 6/9		Yes	
081	Sociology - BA	SOC 4951	Faculty Developed Test	12/13			
082	Spanish - BA		4573 4553 4123	5/6 3/4 6/7			
083	Spanish - BA/ED		State Teacher Cert Test	1/1			Uses additional assessments (OPIC, artifacts)
084	Spec Ed-Mild/Mod Disorders BS/ED		State Teacher Cert Test	14/20		Yes	
085	Criminal Justice - MS		Exit exam	*			Incomplete report
087	Speech & Lang Path - BS		PHI	60/60			
090	Communication Studies - BA	SPCH 4993	Uses speaking	*			Uses student GPA/et.al.
093	Hospit.&Tourism Mgmt - BBA		none	*	Employer Survey		No report 2014
096	Env. Hlth & Safety Management - MS		-	*			No report 2014

CAPSTONE							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
097	Vision Science, BS						Degree completion / OD students
100	Computer Sciences - BS	CS 4233	ETS	16	None		
102	Social Work - BSW	SOC 4962	CSWE 3013 4313	*			No P/F reported
103	School Admin MEd		State Teacher Cert Test Portfolio Exit Exam	51/62 35/35 35/40		Yes	
104	Nursing (RN- BSN)	NURS 4293	NCEN/Portfolio	47	Alumni & Employer Surveys	Yes	
106	Communication- MA		Course grades	*			Uses grades
107	Optometry - OD	OPT 6261, 7162, 7261	National Board of Examination in Optometry	28			State Boards as required
112	American Studies - MA		Thesis/ Internships/Seminars	2/2			No Report 2013
115	Biology - BS	BIOL 4622	ETS-Major Field Achiev Test- Biology	85			Laboratory & Research Skills
117	Early Childhood Ed - MEd		Portfolio rubric Reflection form	*		Yes	
120	Science Ed – BS. ED	SCI 4513	State Teacher Cert Test Biology Chem. Earth Sci. Physical Sci. Physics Science Ed	2/5 0/0 3/3 3/3 0/0 5/5		Yes	
123	Information Systems - BBA	MIS 4003	IS 4313	3/7			
124	Teaching - MEd	ED 5731	Portfolio	8/8		Yes	

CAPSTONE							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
126	International Business, BBA	IBUS 4843	Faculty Developed SLO's	*			Each SLO evaluated
128	Theater, BA		Capstone Acting Directing Production Tech Theater Tech. Theater 1V Scheduling	13/15 12/12 11/14 6/7 5/6 11/14			
129	Library Media & Information Technology, MS		Portfolio, State Certification Exam	8/8			
130	Accounting & Financial Analysis, (MAFA)	ACFN 5363	Capstone	10/10			
131	English, MA		Thesis	5-10			
132	General Studies		Satisfaction Survey	85			Will change assessment as per Program Review
133	Technology, BT		Exit exam.	5/6			No results reported
136	Entrepreneurship, BBA		K-1-K-4,S-3-S-5?	*			No Report 2014
137	Speech, Language, Pathology, MS		ASHA Licensure Exam	22/22			
138	Mathematics Education, MEd		Capstone Project	7/7			
139	Science Education, MEd		Rubric / Capstone	4/4			
141	Cherokee Education		Portfolio, State Certification Exam	4/4			
142	Health & Kinesiology MS	PED 5812	Thesis/pgm. defense	33/33			Oral presentation
144	Visual Communication, BA		Uses student GPA Photo Completes assessments	* *			Uses students grades

CAPSTONE							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
145	Supply Chain Management	Internship	Uses # of students hired				
146	Substance Abuse Counseling MS		MSAE	4/11			
147	Laboratory Science - BS		ASCP	5/8			
148	Cherokee Cultural Studies		Thesis	2/2			
149	Nursing Education, MS		Student evaluations	3			
150	Natural Science MA		Employer satisfaction	5			
151	Occupational Therapy, MS						New Program
775	Organizational Leadership, BS						Reach Higher program

Note: State Teacher pass rates are taken from August 2013- July 2014 and provided by the College of Education

III-2 What were the analysis and findings in the 2013-2014 program outcomes assessment?

In general, most programs are measuring student learning gains in the major. Similar syllabi for multiple sections are required. In some colleges, grades are used as a measure of success in programs, and this practice is being discouraged. Several departments are using GPA or program completers as a measure of success. Assessment leaders stress using measurable student outcomes in place of these measures. There have been efforts spent in assisting each college with pre/post self-developed instruments. As a result of pre and post assessment, each major will be able to determine not only how well their students did at completion (benchmark), but also individual effect of the program on specific learning objectives.

The Office of Academic Affairs continues to assist each college with the identification of proper learning outcomes for each program and in tracking student success. The Provost has created four Student Learning Coordinators, one in each of our four colleges. These coordinators receive one quarter release time and function as faculty/department facilitators. They assist programs with developing goals, writing and measuring student learning objectives and interpreting the results.

Unfortunately, not all programs completed the assessment reporting activity, so information is incomplete in some areas. Future efforts will include more immediate feedback to programs emphasizing the importance of the report and how faculty can use assessment data for program improvement.

III-3 Other Assessment Plans

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

Below are summaries provided by departments as submitted on the NSU Annual Assessment Report.

Accounting and Finance, MS

At this time program faculty have no plans to change the assessment methods in use, but are considering using successful capstone completion as the assessment tool.

American Indian Studies, BA

Until the core curriculum changes, the faculty developed assessments will remain the same. At this point, the three core anthropology courses are only classes every major has in common. Although changes were made in the AIS curriculum beginning in the 2014-15 academic year, the core curriculum remains the same. Perhaps growth of the AIS major under the umbrella of the new department will result in revisions of the core curriculum so students have more classes in common. Once that is accomplished, the outcome assessment exam will reflect the overall AIS program beyond the anthropology core.

American Studies, MA

A major curriculum revision has been submitted was approved by RUSO / OSHRE, and the program will be offered online. The curriculum will require 6 hours of course work, including an introductory course to American Studies and an interdisciplinary research methods class. The electives are structured into 3 categories: History, Political Science and Cultural Studies. These categories will serve as disciplinary pillars that still allow for flexibility of courses from other disciplines relative to an American Studies program.

The following outcomes will be aligned to course outcomes and will be assessed through the course:

1. Students will develop an interdisciplinary interpretive framework for studying the American experience, enabling the student to solve practical and theoretical problems.
2. Students will develop an understanding of the theoretical and methodological approaches used in American Studies and interdisciplinary scholarship.
3. Students will acquire an advanced knowledge of the major movements in the American experience.
4. Students will design and implement an interdisciplinary research project that contributes to the field of American Studies; or apply American Studies perspectives beyond the classroom and scholarly community through an internship.
5. Students will communicate research findings through clear, well-organized written and oral presentations.

In addition, the program will maintain assessment through the public internship and comprehensive exams or through the thesis and thesis defense.

Music, BA/ Music Education, BME

Graduating BME students historically perform well on statewide education certification exams, with the institutional mean exceeding the statewide mean. We will continue in the same way. The current method of auditioning and assessing is effective in screening incoming students, and giving faculty the tools needed to place them properly. Junior standing juries and degree recitals are effective means of evaluating the musical performance of students.

Business Administration, MBA

Faculty plan to develop and collect data on course-embedded assessments for program learning outcomes #1, #5, #6, #7, and continue to develop current assessment instruments for more comprehensive reporting. Upon reflection after this particular assessment year, students are seemingly less qualified, or less committed to pursuing the level of work required for the MBA. A plan to discuss these results with ALL graduate faculty will occur late Fall 2014 and improvements/ suggestions for the program will be proposed by Fall 2015.

Chemistry, BS

The Diagnostic of Undergraduate Chemistry Knowledge (DUCK) is fundamentally an interdisciplinary exam built on scenarios. This exam is used as a pre- and post- test with incoming general chemistry students taking the exam during the laboratory portion of the course. Results help the chemistry faculty assess the problem solving skills developed by the student in their undergraduate career. The average score increased from 15.0 for students taking general chemistry to 30.8 for students completing the curriculum. This result is on par with the national mean of 31.5

The ETS Major Field Exams are also used and factored into each student's grade in the seminar/research course. The mean score for NSU was 152 compared to the national mean of 146 for the ETS Major Field Exam. These results show a slight increase from last year. The continued increase in the overall average of the ETS exam scores provides evidence that the revamped curriculum, which led to our accreditation by the American Chemical Society, continues to impact student success.

Analyzing the average percentile rankings from the subscores from the ETS exam, the weakest area for our students was again organic chemistry although an improvement was seen from last year (Physical Chemistry 58th percentile; organic chemistry 40th percentile; Inorganic Chemistry 62nd percentile; and Analytical Chemistry 52nd percentile). One possibility for the low score is that the students take organic chemistry earlier in their undergraduate career whereas many students take the other courses during their senior year, the same year they take the ETS exam. One possible resolution would be to offer a review of organic chemistry before the ETS exam and require the students to attend the review. A more likely resolution will be to offer an Advanced Organic Chemistry elective for our senior students to take.

Overall, the quality of students graduating with a chemistry major remains high. However, the quantity of students graduating with a chemistry major has become worrisome. The number of majors has dropped off dramatically this past year, and the enrollment in many upper division courses is disparagingly low. Hopefully, this trend is just an anomaly and the number of majors will rise. Regardless, the chemistry program has begun to put a strong emphasis on recruitment and have begun preparation of a biochemistry/health science track in an effort to attract more majors.

Cherokee Cultural Studies, BA

CCS students still have difficulty in oral language production, specifically in the area of conversational or communicative ability. Last year's plan called for creating more language "activities" for students in which they could practice their conversational skills in more natural language settings. While this has led to minimal gains, the overall problem is still present with the salient issue being that students require more consistent and daily practice to develop conversational competence.

Beginning Fall 2014, intermediate through advanced level courses will integrate conversational practice as required part of inside and outside of class practice. Each student will have a baseline

assessment to determine his/her oral proficiency level that will serve as a means of documenting and targeting individual development in oral language production. General and specific benchmarks will be established for all program students geared at conversational and interactive language usage.

In the area of listening comprehension, all levels of Cherokee courses (elementary, intermediate, and advanced) will incorporate various audio and video recordings as part of standard weekly coursework. These recordings will cover both focused class-content material as well as authentic content for students to process, dissect, and explore. Weekly discussions will be held in the Cherokee Program Office where these materials can be covered, translated, and explained in an exploratory setting with students driving the discovery process.

Since the program's beginning in the Fall 2005, the integration of "culture" with language content has always been one of the more difficult challenges. So much work has been devoted to language use and development as it relates to daily actions that the incorporation of cultural knowledge, practices, and beliefs has been neglected. To resolve this dilemma, those concepts and ideas representing Cherokee cultural lifeways will be brought into and out of the classroom as part of the daily language learning and teaching process. Lessons specific to core practices and ways of doing and being will be folded into the "daily" conversational practices. In addition, activities such as the Stickball game, the Marble Game, and story-telling will be conducted at least once a week with Cherokee as the language used during these events. Cherokee speakers from the area will converse with students as a way to broaden both the students' and instructors' horizons.

Different Actions: For all Cherokee language courses, instructional methods and practices will utilize more "Cherokee only" contextual comprehension of subject matter and less "translation" based student acquisition strategies. Although such approaches may require more class time, student learning will be based more upon Cherokee forms of expression. In addition, students will acquire a majority of language forms through associative based learning which ultimately creates stronger language skills and competencies. The primary means in which this will be carried out will be through a mixture of visual and auditory media that provide models for students to follow. These materials, both in and out of class, will center on everyday actions and vocabulary. Less focus will be given on "word lists" and more attention will be given to "expressional content." To accompany this transition, evaluation of student language ability will focus on students' ability to express themselves in the designated content areas with some attention to detail and expressional accuracy.

Actions No Longer Done: Throughout the three year language learning sequence that students experience as Cherokee Program Majors, much of the material has been neatly assembled for students. While this has provided a nice corpus from which students can study, it has also led to an unfortunate side effect of stifling students' creativity and their ability to explore the language on their own terms. Although all of the materials that have been put together will still be on hand and available to students, the practice of having the bulk of course content handed to them will no longer be done. Students will instead use these materials as springboards and references for assembling their own materials in ways that allow them to express themselves more fully.

Same Actions: Total Physical Response (TPR) and Form-Focused type methods have been very effective as a basic means of conveying vocabulary and certain grammatical processes to students. These methods have the added benefit of being done entirely in the target language, and since these methods emphasize learning on a practice and associated based level, they have proven to be two staples of instruction for the language courses. In addition, the book-making approach used in CHER 2322 has proven valuable as both an exercise for students to work on their writing skills as well as a means for creating new language materials usable in other courses.

Communication, MA

Faculty are satisfied with assessment pass rates and will continue to monitor.

Communication Studies, BA

Faculty plan to conduct a more detailed breakdown of the AIC survey results in the future. We will explore the use of pre-post test instruments in more of our courses.

Computer Science, BS

1. Ongoing review and update of the individual core program objectives.
2. Reviewing the correspondence of topics covered on the ETS exam in light of the Computer Science program objectives.

Counseling, MS

Faculty will continue to compare students to the national average on the Counselor Preparation Comprehensive Examination (CPCE). The “Social and Cultural Diversity” section will be targeted for the upcoming academic year to determine any areas of improvement in the curriculum and/or instruction.

Criminal Justice, BS

Faculty continue to consider to what extent the LCAT aligns with the revised department outcomes.

CRJ Homeland Security

The department continues to discuss the efficacy of a 70% competency score.

CRJ Legal Justice

We are engaged in a major restructuring of the legal studies program; however, the program will need to reconcile core / option discrepancies before the change proposals can be submitted to OSHRE. The assessment tools will be aligned with the new core courses and will include assessments of outcomes 7 & 8.

Criminal Justice, MS

Faculty continue to discuss developing an assessment mechanism for learning out eight.

Early Childhood, BS Ed

Faculty will advise students of the importance of taking the OSAT when the majority of required coursework has already been successfully completed. They will also place additional emphasis on the importance of understanding the role of assessment tools in evaluating developmentally effective learning environments. Some candidates demonstrated a lack of familiarity with this concept on the ECERS/ITERS assessment.

Within courses, faculty will place additional emphasis on Bronfenbrenner's Ecological System's Theory and its implications for children's development and learning. Some candidates demonstrated a lack of familiarity with this theory on the Family Involvement Plan assessment. Program faculty will also place additional emphasis on collaborating with clinical faculty to build a deeper understanding of families for this same assessment.

Early Childhood, MS Ed

Faculty will embed a requirement for graduate candidates to select two artifacts for their portfolio and write a reflection for both within each course. Doing so will ensure that candidates begin their portfolio early in their graduate studies rather than waiting until they get to the end of the program. Given the strong support from both early childhood and reading majors, the program will continue to offer hybrid courses. In response to student requests, the program will offer its first entirely online graduate course.

English BA

The Capstone Project is the primary means of assessment. Since the student applies his or her learning to this project, the project provides a meaningful view of the student's knowledge, ability, skill, and growth in the program. However, the Capstone projects differ widely in scope and type, and the department is looking for ways to create a more uniform measurement of the student learning. As a result of our external review (conducted by Dr. Joliff in Fall 2011), we discontinued the "entrance" and "exit" essay for majors because it was not providing any useful measure of the program or student learning as a result of the program. We are working diligently to implement more useful assessment model, likely a portfolio of work that demonstrates the students' mastery of learning outcomes. The department will formalize the assessment model (including a clear articulation of learning outcomes and the methods of assessment) during Fall 2014. In the meantime, the Capstone Project continues to be the primary means of assessment. It will likely undergo some modification in the new model, possibly requiring students to incorporate a formal oral presentation of their project and also submitting a selective portfolio of work from their time in the major for evaluation.

English, MA

The departmental graduate committee, comprised of graduate advisors on both the Tahlequah and Broken Arrow campuses, successfully reviewed applications for the MA in English degree,

in accordance with the change implemented last year in admission requirements, which now include a writing sample (up to this point in the history of the program, a writing sample has only been required for purposes of assessment) and personal statement.

Graduate co-directors collaborated on guidelines for completing the MA thesis, which will be published on the departmental website.

We also researched and compiled a report with data about graduates of the program and what they are doing now, as well as a report on enrollment numbers in required and elective course offerings over the last three years. The program will continue in these efforts to compile and update such data in the coming year.

English Education, BA Ed

The English Education Work Sample Project rubric must be modified to a five point assessment to align with changes in the College of Education's assessments.

NCATE has now merged into the Council for the Accreditation of Education Programs (CAEP), and NCTE has updated its standards, so future reports will reflect requirements with those changes. We will "cluster" the required NCTE skills based upon their new standards and have candidates' peers and clinical faculty provide an assessment on one of the two to three lessons they actually teach in the classroom during the Pre II internship. That way, they are evaluated with the same instruments in the Pre II internship and the Full Internship semesters.

We will modify expected course outcomes for the ENGL 4133, Teaching English in Secondary School syllabus. We will modify field sheets to reflect new NCTE and CAEP Standards requirements, and make all assessments based upon a five point scale to align with changes in the College of Education assessments.

Hopefully the university will continue to fund field site visits by subject specialists as the criterion we use are subject specific and considerably different from the College of Education coordinator's rating requirements. As English education includes involves seven different content sets, it is unreasonable to expect to witness any candidate addressing all in any one lesson.

Environmental Health and Safety Management BS

We will continue to stress the importance of the assessment exam. Currently, there are no course-imbedded assessment instruments. We will utilize some course-imbedded assessment next year.

Environmental Health and Safety Management MS

Student interest in the restructured program has led to moderate growth in the program. Recruitment is the top priority at this point. The assessment instruments will remain the same.

General Studies, BGS

Faculty would like to see more core areas available online and at NSU Muskogee.

Geography, BA

Students must be provided some incentive to take the assessment exam. A senior seminar might accomplish that. We are currently reconsidering this assessment in hopes of something more informative. We have discussed working on a curriculum change to include a 1 credit capstone course. Once a third Geography professor is hired, we will move toward this change.

Health Care Administration, BS

Faculty will continue using the professional portfolio and exit interviews to assess HCA outcomes in HCA and Business core courses. THE HCA Advisory Committee participates in those interviews and contribute to the authenticity of the process. Faculty will create assessment tools for each HCA course aligned with HCA outcomes.

Health and Human Performance, BS

Internship programs (Clinical Wellness & Recreation) will collaborate for internship cohesiveness. Faculty will continue to develop rubrics for assessing students' assignments.

Additional assignments from "Internships in Recreation & Leisure Services: A Practical Guide for Students, 4th Ed., by Seagle, & Smith" will be added this fall. This manual "reviews the steps of the internship selection process, including: conducting a thorough self-assessment; determining direction; setting internship goals; searching for appropriate agencies; preparing to contact agencies; writing cover letters, preparing resumes; preparing for and participating in interviews; and deciding which internship site is the best for the student".

Health and Kinesiology, MS

1. Continue to refine the new courses added this fall
2. Continue with the blended format for all eight graduate courses.
3. The HK Department will refine and administer pre assessment at the time of a degree plan and a similar post assessment at during the final semester beginning with fall 2013.
4. Continue to refine or redesign the coursework.
5. Continue to use the grading rubric for the Thesis defense exercise.

Health and Physical Education, BS Ed

1. Continue to refine the new courses added this fall.
2. Continue with the blended format for all eight graduate courses.

3. The HK Department has discontinued the pre assessment at the time of a degree plan and a similar post assessment at during the final semester beginning with fall 2013.
4. Continue to refine or redesign the coursework.
5. Continue to use the grading rubric for the Thesis/Capstone defense exercise.

History BA

Generally, the Senior Seminar and Assessment examination currently in place are working quite well for assessment purposes. For the upcoming year some minor changes need to be made to the examination itself including more questions regarding historical events in areas such as Africa and South Asia, which will also require some tweaking of the tutorials.

Higher Education Leadership, MS

Attempts to employ further assessment criteria will be identified and incorporated. Modify Thesis/Capstone class and syllabus. Continue to strive for student completion of Thesis/Capstone.

Information Systems, BBA

The IS program continues assess course offerings and student performance. The IS Assessment Team completed the ACBSP assessment of all IS courses last spring – adding a new course and combining others. We will continue to meet beginning in the Fall of 2014 to address the assessment exams, both in IS 3063 and for the major. The new IS assessment exam will continue to be administered in the same manner. We will continue to assess student performance and, hopefully, see an improvement in knowledge retention for our major.

Library Media& Information Technology, MS

In preparation for the next program accreditation, we will be using pre and post test scores to measure learning. The surveys are taken from the AASL standards. The standards have been in place long enough that most of the candidates who complete the practicum should have also taken the new survey or pretest.

Mathematics, BS

The Senior Exit Survey will be revised to improve its value in the assessment of the learning outcome “Students will be academically prepared for careers involving mathematics, or graduate study.” The Department plans to continue to use the same four assessment tools during the next academic year.

Mathematics, BS Ed

The Department plans to continue to use the same four assessment tools during the next academic year. Inquiry-based learning was used in a couple of classes this past year. Students

reported mixed feelings about it. We will try that instructional mode again this coming academic year, and will also offer hybrid and online math courses, so the busy student can work asynchronously at times.

Mathematics Education, M Ed

Assessment results are to improve student learning. We have a method for integrating outcome and assessment information into a continuous learning process. Assessment results have resulted in modifications in the program. In some cases, course requirements have been changed. Each fall, faculty involved in the program thoughtfully review assessment results and consider adjustments to the curriculum both with respect to mathematics and pedagogy, to learning outcomes, and to teaching strategies.

Media Studies, BA

In fall 2013, the new media studies curriculum was fully implemented. All students are required to publish online; “The Northeastern” will be in online format only. All students are required to submit e-portfolios. Now that e-portfolios are required, faculty created a rubric for e-portfolio standards.

Medical Laboratory Science, BS

The curriculum for the 3+1 program has not changed and those students are evaluated during their internship rotations at the School of Medical Technology. Internship grades are returned to NSU for purposes of posting to the student transcripts. There has been a curriculum change for the MLS 2+2 program that will take affect Fall 2014. This change will help facilitate students completing their clinical competencies in a timely manner. MLS 2+2 students have received additional information regarding applications for the Board of Certification as well as information regarding practice exams and review session. NSU Program Director sends satisfaction surveys to students upon graduation and to employers at six months after the student graduation . The survey results are submitted to NAACLS for accreditation updates. MLS program at NSU is investigating expansion beyond the transitional degree.

Natural Science, MS

Students in our program are able to handle the rigors of graduate coursework at NSU. The program is pleased with our student’s progress on learning outcomes. We will continue to emphasize the importance of poster and oral presentations as well as submitting research results to peer-reviewed journals. We will also emphasize the importance of attending regional, national, and international meetings (as time and funds allow) for students to continue their scientific growth

The program committee is also exploring a non-thesis MS track to increase the number of students that the Department of Natural Sciences can support in this program.

Nursing, BSN

Instructors will continue to increase focus on partnering and communication in all courses Since the partnering and communication ratings generally increased somewhat, this entire area and reflective trend will be assessed for another year. A new group process evaluation tool will continue to be used and evaluated. Partnering is reflected within field experiences and each online course. Oral presentations and discussions via Collaborate are integrated in almost every course. The IT, health care, and finance curriculum ratings generally increased. This entire area will be assessed for another year

Instructors will continue a focus on the areas in all courses. This area will continue to be annually assessed due to the inherent difficulty that students experience and historically receiving lower ratings than other curriculum components and PLOs. The current research course is new and thus is quite open to enhancements. Instructors will continue increased emphasis on research and the relationship to evidence based practice in all courses.

Curriculum revisions will continue to be phased in in fall 2014. Relevant revisions will include a Nursing Statistics course and a two credit hour Fundamentals of Research course that focuses on the nurse being a consumer of research at the BSN level.

Continue collecting similar assessment data. Faculty will review these three mandatory outcomes and evaluate adequacy of the additional Systematic Evaluation tools reflective of the 2013 Accreditation Commission for Education in Nursing (ACEN) standards and report on them at the fall 2014 and spring 2015 assessment meetings. Faculty will again discuss the lack of quantitative employer satisfaction ratings, and make recommendations about the annual survey distribution and return rates. Faculty will continue to evaluate qualitative baseline, alumni, & employer program satisfaction data. Per a recent faculty decision, graduates will be assessed at six months post-graduation instead of one year; ACEN actually recommends this time frame. Graduates will no longer be assessed at 1, 2, and 5 years post-graduation.

Nursing Education, MS

Assessment and evaluation measures will continue each semester. A graduate baseline survey and employer survey will be continued; more emphasis on follow up on employer surveys will be a focus. A formal Systematic Review Plan was updated according to the new accreditation standards and will be fully implemented this next academic year. Per a recent faculty decision, graduates will be assessed at six months post-graduation instead of one year; ACEN actually recommends this time frame. Graduates will no longer be assessed at 1, 2, and 5 years post-graduation.

Political Science

A new Senior Seminar course has been approved for political science majors. It will play an important role in assessing our majors. Because the requirement is new, however, it has not yet affected our majors.

The senior seminar course will focus on the research process and so it will not only provide the program with a more convenient method of administering assessment, but also bolster students' capacity in the Research Methods and Statistical Analysis field. A rubric will establish a standard of performance within a number of expected learning outcomes.

Psychology, BA

The goal of the Psychology Curriculum & Assessment Committee is continuous improvement in all aspects of the program. Curriculum, advising, and assessment have been particular targets for improvement in recent years. The committee made substantial progress during the past year toward accomplishing objectives. Ongoing efforts are shaped by guidelines of professional organizations in higher education and in our field, experiences reported by other Psychology programs, and data from assessments in our program during previous years.

Reading, M Ed

Beginning in Spring 2014, all assessments, rubrics, portfolios, handbooks, and relevant materials and rubrics have been revised to reflect the 2010 International Reading Association (IRA) Professional Standards for Reading Specialists. Monitoring and revisions will be made to the assessment rubrics to revise as needed.

School Administration, M Ed

Portfolio: The portfolio process, in conjunction with the required two internships, seems to provide students with field based experiences that allow them to experience the role of an administrator in a school setting. We now require the portfolio to be on-line, and are looking at ways to make this process more affordable. The school administration faculty will be implementing new Educational Leadership Constitution Council (ELCC) standards beginning with the 2014-2015 academic year. Part of this implementation will involve redoing the portfolio project requirements to align with the new standards.

Comprehensive Exam: The elements which resulted in the lowest scores for the comprehensive exam were 6.3 with a pass rate of 40 percent, 1.4 with a pass rate of 46 percent, and 4.1 with a pass rate of 47 percent. Faculty will review the comprehensive exam and update questions to match new standards.

Science Education, BS Ed.

Faculty continued to focus on appropriate Internship placements. We seem to be making progress in this regard for full internships. However, many of the Pre II Internships are still inappropriate. Faculty are also working to realign the program rubrics with the new NSTA Teacher Preparation Standards. This was accomplished for most of the rubrics. Faculty also re-examined the science content alignment with the new NSTA science Content Matrix.

Social Studies Education, BA Ed

Several years ago the Social Studies Education course requirements were altered in order to strengthen student preparation in the “world history” part of the degree. It was anticipated that the changes would result in improved scores on the OSAT 18 exam. That has not yet happened.

As a part of the degree revision process, a one hour Senior Seminar was eliminated in order to keep the total required hours under the maximum allowed. As a result a structured review over academic course work was eliminated. This may have resulted in an unintended decline the exam scores on the OSAT 17. Since the OSAT 17 scores have declined following the elimination of the structured review and the OSAT 18 exam scores have not improved as a result of requiring additional academic courses in “world history,” there appears to be an urgent need to re-establish a structured OSAT review as a program requirement for the Social Studies Education degree. Students who begin the program in the Fall 2013 semester or who declare the major in the future will be required to complete a structured, on-line review of material designed to help them prepare for OSAT 17 and 18. The review will be available through Blackboard and students must submit their results to the Social Studies Education Coordinator. A ninety percent pass rate will be required on each portion of the review. Students should begin the review when they have approximately 85-90 hours. Students must complete the review prior to enrolling in their next-to-last semester which includes courses in the Pre II professional education block and SOSC 4023, Social Studies Methods for Secondary Teachers

The portfolio review process has worked relatively well and most members of the department have served one or more times on the committee. As newer members join the faculty, they need to be included in the functioning of this committee. Minor revisions in the functioning of this committee were proposed last year and were successfully incorporated this year.

Social Work, BSW

The social work faculty will continue to evaluate and assess core competencies and student course self- assessments.

Sociology, BA

Members of the sociology faculty will review the assessment procedures for sociology majors. We will determine if the exam and/or professional seminar should be altered and we will make the necessary changes, if any.

Spanish B.A.

Design the syllabus, assignment instructions, and rubrics for SPAN 4951, Senior Seminar, which will be taught for the first time in fall 2014. SPAN 4951 will include a research project and presentation, the completion of the Oral Proficiency Interview (OPI), and a self-assessment. Revise instructions and rubrics as needed for course-embedded artifacts. Select between three and five-column rubrics. Finalize plans for baseline and midterm assessments of speaking and probably also writing proficiency.

Spanish Education, BA Ed

Faculty worked to design the syllabus, assignment instructions, and rubrics for SPAN 4951, Senior Seminar, which will be taught for the first time in fall 2014. SPAN 4951 will include a research project and presentation, the completion of the OPI, and a self-assessment. Faculty revised instructions and rubrics as needed for course-embedded artifacts as well as finalized plans for baseline and midterm assessments of speaking and writing proficiency. The Intern Observation Rubric was aligned with the 2013 revised ACTFL program standards, and the instructions and rubrics for the Full Internship Learning Project for addendums were reviewed. The program faculty will submit a program review to ACTFL/CAEP by March 15, 2015.

Special Education, BS Ed

The program is working to incorporate more assignments into the Dual Certification SPED Program that more closely aligns with the OSAT format and content. For example, creating and implementing more academic strategy assignments that focus on evidence based reading, math, science, social studies, writing, behavior, social, and functional strategies. Faculty will individually meet with teacher candidates to help tutor them on the construct response portion of the OSAT. Mild/Moderate disabilities OSAT review books were purchased to loan to teacher candidates for OSAT study purposes.

Speech & Language Pathology, BS

Program faculty will continue to implement the types of assessments currently used which are prescribed by certification & accreditation standards.

Speech-Pathology MS

Program faculty will continue to implement the types of assessments currently used which are prescribed by certification & accreditation standards.

Supply Chain Management, BBA

While improved, our tracking of student intern progress is not as formal as we need it to be. Initially, we planned to once again survey our industry constituents to determine the objectives they want in our curriculum; however, we hope to achieve the same objectives by instead developing closer ties with industry associations. These associations already develop learning objectives for their certification programs and rather than duplicate their efforts we plan to more closely align curriculum with certification programs to:

1. Ensure industry relevance in our academic curriculum.
2. Provide students with a head start on familiarity with certification study material for industry certifications which require professional experience.
3. Provide certifications for which students are qualified while in the University program. To initiate this, the SCM Program Coordinator met in May, 2014, with the incoming educational committee chair of the Tulsa Chapter of the National Association of

Purchasing Management (soon to adopt its parent's name of Institute for Supply Management) to discuss use of ISM certification study guides as textbook material in NSU SCM classes. In addition, that same month, program faculty had a telephone conversation with the national office of the Association for Operations Management (APICS) about similar dovetailing of curriculum materials.

Technology BT

The Bachelors of Technology program will re-evaluate the exit exam so that all learning objectives are being tested. An online exit exam was developed and will be implemented starting in Fall 2014. Faculty intend for review and revision of the exit exam to produce a better indicator of student learning.

Theatre, BA

Faculty will continue to utilize the assessment tools indicated on this report. Specific changes to program goals include more selectivity for students being contracted to participate via scholarship awards, adapting technical theatre coursework to suit the specific skills needed, and increased faculty roles leading non-program activities to ensure that students are prepared to fully participate in such activities/events.

Visual Communication, BA

Faculty are aware of room for growth within visual communication. Faculty are now conducting a three-year study of the program to assess the number of students entering the program, what they are emphasizing, the courses they are taking and the graduation rate.

Section IV- Student Satisfaction

Administration of Assessment

IV-1. How were the students selected?

Northeastern State University uses an internal Student Evaluation of Classes, the UCLA Freshman Survey, Senior Survey, and the NSSE as measures of student satisfaction (refer to Table G). The Freshman Survey, Senior Survey, and NSSE are the national opinion/satisfaction instruments used at this time.

Student evaluation of classes is an ongoing process. NSU conforms to OSHRE policies and guidelines and has additional campus policies as well. During the 2013-14 academic year, NSU reviewed its course evaluation process and appointed a task force to review the instrument items as well as an online process. Both were piloted in Spring 2014, and revised forms and processes will be used in 2014-15. One key element of the revised process will be the evaluation of all courses each semester through the learning management system (Blackboard).

Course evaluations are tabulated by the 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. With the online system, faculty will be able to see their course evaluations immediately after grades are submitted. Course changes are continually being made as a result of ongoing feedback from student evaluations. See the table in IV-2 for course satisfaction evaluation data.

As a result of HLC recommendations (last accreditation visit), NSU elected to reduce the frequency of assessment activities and rotate the student satisfaction instruments. The Freshman Survey is administered to all new freshmen each semester in the University Strategies class. The Senior Survey is an on-line instrument and we recruit these students through email. The results of the Senior Survey are very consistent from year to year. Because NSU has experienced low participation in this survey it may be discontinued. NSU had administered the NSSE for the past seven years but through a communication error, the NSSE was not administered for 2013-2014. It will be reinstated for 2014-2015. The NSSE recruitment is done through the company and students are contacted by an email as if it came from the NSU Provost. Each student receives up to five emails.

IV-2. What were the analyses and findings from the 2013-2014 student satisfaction assessment?

Student evaluations of courses/instructors show overall satisfaction. Over the years, NSU has taken great pride in the quality of instruction that occurs within our classrooms. During the fall 2013, 13,258 evaluations of faculty teaching were collected. A total of 866 evaluation packets were administered representing 358 different faculty members. During the spring 2014, 12,006 evaluations of faculty teaching were collected. A total of 821 evaluation packets were administered representing 351 different faculty members.

Question 20 allows the student to “agree” or “disagree” with the statement that the instructor was an effective teacher. The average rating of item 20 for all faculty was 4.42/5.0 in fall of 2013 and 4.46/5.0 in spring 2014. Course evaluation data are reported in Table F.

NSU piloted an online method of course/faculty evaluation. This may be the reason for the lower number of responses during 2013-2014 although the comparative data indicated similar result. Beginning in fall 2014, all student evaluations of faculty will be online through BlackBoard.

The Freshman Survey was administered to 757 students (355 men and 422 women) during fall 2013 through their University Strategies class. Seventy-seven percent (77%) identified as White and 41% as American Indian. (Students could check more than one race on the survey). Eighty percent (88%) lived within 100 miles of their home, 95% indicated that their grade point in high school was a 3.0 or higher, had an institutional ACT average of 22, and 92% graduated from a public high school. Sixty-four percent (64%) planned to live in a residence hall and 38% did not apply to any other college. Ninety-nine percent (99%) indicated they are US citizens. Sixty-nine percent (69%) plan to receive either a bachelor's or master's degree from NSU. These students seemed to come from high schools and neighborhoods that were somewhat racially diverse. Fifty-five percent indicate that their parent's income was between 30K-100K and 42% identified as Baptist. Fourteen percent (14%) indicated that they had no religious preference and 19% did not attend any religious services in the past year. Eighty-five percent (85%) did not smoke and 69% did not drink. Only 15% felt that their writing ability was below average. Thirty-three percent (33%) were first generation in college, and 23% indicated they may have a probable career in health professions; 11% in education; and 18% were undecided. Over fifty percent needed financial assistance and 62% were not interested in online courses. Freshman indicated that finding a good job and the cost of NSU were two major reasons for attending.

The Senior Survey was administered in the fall of 2013. It was an online administration that included 83 respondents. There were 57 seniors who took the survey in spring 2014. With these few students responding to the survey, the data have limited value. NSU will attempt to provide more opportunities for student participation in both fall 2014 and spring 2015.

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 food services were implemented. The Registrar's office completed the implementation of Degree Works, a new program embedded in Banner to address issues with degree audits caused by the former system. Administration is interested immersive learning which is characterized by student engagement and the application of course concepts within the community.

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 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.

Graduate level assessments are completed in the same manner as those in undergraduate programs. Assessment instruments ranging from national examinations to exit interviews are used. These instruments are faculty selected. In programs that require certain types of certification, assessment numbers near 100 percent.

Specific changes involving graduate programs include use of a refined assessment for the Masters of Business Administration (MBA). The Masters of Education programs in School Administration and Teaching now utilize the *WritePlacer* assessment as a program admission requirement. Several majors use portfolio assessment. Each graduate degree has some form of capstone project or thesis.

Analysis and Findings

V-2. What were the analysis and findings from the 2013-2014 graduate student assessment?

In general, the graduate faculty is supportive and comfortable with instruments chosen and test results. Most faculty continue to be concerned about student writing. In the spirit of continuous improvement, graduate assessment changes in outcomes and expectations continue to evolve.

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

The Graduate Council is currently discussing 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.

Other Assessment Plans

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

Graduate changes are found in the section and table detailing Assessment in the Major.

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.

Conclusions

Northeastern State University takes pride in a complete assessment process and uses the results for program and institutional changes (Refer to Table G). The Provost / Vice President for Academic Affairs has administrative responsibility for student assessment. Key committees in the assessment processes include the Student Learning and Assessment committee, the General Education committee, the Developmental Education committee, and program-level assessment committees composed exclusively of faculty 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. Additionally, four Student Learning Coordinators who are responsible to their individual college have been appointed.

Placement for zero level instruction has been successful for a number of years and data show student learning gains using section numbers. The establishment of the General Education Committee as a standing committee reinforces the importance of their work not only in construction and maintaining a rigorous general education curriculum, but also as a mechanism for reviewing the currency of courses and monitoring assessment activities. The General Education Capstone course is a productive element in the GE curriculum at NSU. Program faculty continue to seek ways to better measure the success of their majors and the effectiveness of programs. Student satisfaction measures indicate students value their experiences at NSU.

Table A
ACCUPLACER - PLACEMENT SCORES / COURSE PLACEMENT
2013-14

SUBJECT	SCORE	CLASS
Reading	74 and below	ENGL 0113 - Reading Enhancement
	75 and up	No Reading Class
English	79 and below	ENGL 0123 - Writing Enhancement
	80 and up	ENGL 1113 - Freshman Comp I
Mathematics	43 and below	MATH 0123 - Elementary Algebra
	44 to 74	MATH 0133 - Intermediate Algebra
	75 and up	MATH 1473 - Math Structures or MATH 1513 - College Algebra

Table B
REMEDIATION REPORT
2013 - 2014

The numbers listed below include individuals who were admitted, regardless of whether they enrolled, started class, or paid tuition. A total of 922 individuals participated in some type of assessment process for placement purposes

	College Courses		Remediation		Total
	# Tests	%	# Tests	%	# Tests
ENGLISH	191	39.3	295	60.7	486
MATH	103	14.2	620	85.8	723
SCIENCE	176	49.4	180	50.6	356
READING	173	46.1	202	53.9	375
TOTAL	643	33.1	1297	66.9	1940

Table C
PLACEMENT TEST DATA FOR MATH AND ENGLISH, 2013-14

Course	Semester	Enrolled	N for CPT	CPT Scores			Passing Grade	
				Group	n	%*	n	%**
ENGL 0123	Fall 2013	152	117	< 80	72	61.5	62	86.1
				≥ 80	45	38.5	44	97.8
	Spring 2014	40	27	< 80	21	77.8	21	100.0
				≥ 80	6	22.2	6	100.0
MATH 0123	Fall 2013	207	161	< 44	54	33.5	49	90.7
				44 - 74	87	54.0	87	100.0
				> 74	20	12.4	20	100.0
	Spring 2014	72	52	< 44	20	38.5	12	60.0
				44 - 74	26	50.0	26	100.0
> 74	6	11.5	6	100.0				
MATH 0133	Fall 2013	258	190	< 44	29	15.3	14	48.3
				44 - 74	91	47.9	73	80.2
				> 74	70	36.8	68	97.1
	Spring 2014	183	130	< 44	24	18.5	11	45.8
				44 - 74	70	53.8	54	77.1
> 74	36	27.7	35	97.2				

* % 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 D
OVERALL SUCCESS RATES – DEVELOPMENTAL COURSES
Fall 2013 and Spring 2014

Course	Semester	Enrolled	I and AU	N for Pass Rate	Passed		Failed	
					n	%	n	%
ENGL 0123	Fall 2013	152	0	152	107	70.4	45	29.6
	Spring 2014	40	0	40	27	67.5	13	32.5
ENGL 1113	Fall 2013	750	1	749	588	78.5	161	21.5
	Spring 2014	284	1	283	182	64.3	101	35.7
MATH 0123	Fall 2013	207	1	206	156	75.7	50	24.3
	Spring 2014	72	1	71	44	62.0	27	38.0
MATH 0133	Fall 2013	258	1	257	155	60.3	102	39.7
	Spring 2014	183	0	183	100	54.6	83	45.4
MATH 1513	Fall 2013	715	0	715	548	76.6	167	23.4
	Spring 2014	339	0	339	236	69.6	103	30.4

Table E
Proficiency Profile Comparisons, 2012-2014

	SEMESTER					
	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
Number of Participants		88	91	140	133	135
NSU Score		438	430	436	436	435
National Average*		441	428	431	440	

Table F
Student Evaluation of Course / Teaching Effectiveness

FALL 2013	Number of classes evaluated	Number of faculty evaluated	Number of surveys completed
Liberal Arts	339	133	4474
Business & Technology	105	47	1625
Education	246	105	3616
Optometry	23	17	688
Science & Health Prof.	153	56	2855
TOTAL	866	358	13258

Faculty members may be evaluated in two different colleges

SPRING 2014	Number of classes evaluated	Number of faculty evaluated	Number of surveys completed
Liberal Arts	309	125	3846
Business & Technology	86	42	1404
Education	213	98	3072
Optometry	19	14	462
Science & Health Prof.	194	72	3222
TOTAL	821	351	12006

Faculty members may be evaluated in two different colleges

Question 20: Instructor was an Effective Teacher

Question 20	Fall 2013	Spring 2014
Liberal Arts	4.52	4.54
Business & Technology	4.40	4.37
Education	4.49	4.51
Optometry	4.52	4.53
Science & Health Prof.	4.16	4.35

Table G
NUMBER OF STUDENTS RESPONDING
TO NSU ASSESSMENT INVENTORIES

TYPE	INVENTORY	SEMESTER								
		Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
PLACEMENT	CPT - Sentence Skills*	18	368	56	17	427	54	22	405	59
	CPT - Elementary Algebra*	27	607	108	35	650	95	32	608	83
	CPT - Reading Comprehension*	21	311	50	17	360	45	14	315	46
MID-LEVEL	College Base									
	Proficiency Profile			88		91	140		133	135
INSTITUTIONAL EFFECTIVENESS/STUDENT PERCEPTIONS	Senior Survey		38	164			25	18	83	57
	Alumni Survey									
	UCLA Freshman Survey		839			829			757	
	NSSE			711			542			
	Graduate College Survey									

* Or other assessment process

