

NORTHEASTERN STATE UNIVERSITY ANNUAL REPORT OF 2017-18 STUDENT ASSESSMENT ACTIVITY

Executive Summary

Contextual Information

NSU's assessment objectives remain consistent with the institutional mission of providing quality education in selected disciplines. The 2017-2018 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)

General Education: Key assessments aligned to General Education outcomes embedded within General education courses.

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

Student Satisfaction: NSSE, Instructor Evaluations

Entry-Level Assessment

During 2017-18, 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 2017-2018 academic year, 577 students enrolled at NSU required placement testing, and many were assessed in more than one area. NSU administered more mathematics assessments than any other area. Success rates in remedial courses range from a low of 55.3% in Math 0123 Elementary Algebra to a high of 87.5% in MATH 1471 Applied Math Lab and MATH 1473 with MATH 1471 Applied Math with Lab. This assessment cycle introduced the full implementation of the co-requisite model for remediating entry-level academic deficiencies. Students within a specific range on the appropriate placement test may elect to enroll in the college level course with a required co-requisite lab. Early data indicate an average success rate of 74.3% for Math co-requisite courses and 70.2% for English co-requisite courses.

Mid-Level Assessment:

Building on earlier pilot efforts, the General Education committee supervised full implementation of course-embedded assessments to measure student learning for the outcomes and objectives in any GE category. The effort involved in collecting data on individual outcomes and non-discrete nature of the results led the General Education committee to streamline and better define institutional general education outcomes and expectations.

Program Outcomes Assessment:

Program coordinators complete a standardized form reporting assessment in the major and submit that form to the Office of Institutional Effectiveness each September. Student learning outcomes, the numbers of students assessed, the assessment instrument, and any requests for institutional services are included in this report. Programs use standardized licensure examinations, program-developed pre-post tests, and course-embedded assessments to assess student learning outcomes. Academic programs reviewed assessment findings and initiated necessary curricular or instructional revisions. A complete accounting of these changes/modifications may be found within the body of the report.

Student Satisfaction:

NSU continues to use Student Course Evaluations and the National Survey of Student Engagement (NSSE) as instruments to measure student satisfaction.

Student course evaluations document overall satisfaction. Instructor evaluation data revealed that student responses to the item regarding instructor effectiveness for all faculty averaged 4.24/5.0 in fall 2017 and 4.34/5.0 in spring 2018. During fall 2017 and spring 2018 respectively, 390 and 387 faculty members were evaluated with a high degree of student satisfaction.

Conclusions

Northeastern State University takes pride in an iterative assessment process that guides program and institutional changes. Placement for zero level instruction has been successful for several years and data show student learning gains while the co-requisite models show positive trends for learning gains and statistically significant gains in some areas for those who complete the courses. The General Education committee's work to fully implement course-based assessment serves as a guide for maintaining a rigorous general education curriculum. Program faculty continue to seek ways to better measure the success of their majors and the effectiveness of programs. Student satisfaction measures indicate students find value in their experiences at NSU.

**NORTHEASTERN STATE UNIVERSITY
ANNUAL REPORT OF 2017-18 STUDENT ASSESSMENT ACTIVITY
Narrative Questions**

Section 1 - Entry Level Assessment and Course Placement

Activities

I-1. What information was used to determine college-level course placement?

Entry-level assessment begins with ACT sub-scores in English, mathematics, science and reading. If the sub-score is 19 or greater, the student is placed in college level coursework. If the sub-score is less than 19 secondary measures are used to determine placement. If the sub-score in English, mathematics, and/or reading is a 17 or 18, the student's high school performance in the deficient subject areas is reviewed. Students are placed in college-level course work if they meet the following high school GPA criteria: English, 3.25 in high school English classes; mathematics, 3.25 in high school math classes; and reading, 3.0 overall high school GPA. Students not meeting the high school gpa criteria take a secondary exam. NSU utilizes the College Board's CPT *AccuPlacer* version for placement which is administered by the University Advisement Center. Students scoring 80 or above on the CPT - Sentence Skills test (English), 75 or above on the CPT – Reading Comprehension, 75 or above on the CPT – Elementary Algebra are eligible to enroll in college-level courses. 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, 3) CPT-Elementary Algebra is 75 or above and CPT-Reading Comprehension is 75 or above, 4) CPT-Elementary Algebra is 75 or above and CPT-Sentence Skills is 80 or above.

I-2. What information was used to determine co-requisite course placement (e.g., cut scores, high school GPA, class ranking)?

Students scoring below 19 on ACT sub-tests, do not meet the high school GPA criteria, and score below the CPT cut scores for college-level placement are considered for placement in the college-level course with a required co-requisite lab. For English, students scoring between 60 and 79 on the CPT – Sentence Skills test were eligible to enroll in the co-requisite courses, ENGL 1113 Freshman Comp I with ENGL 1111 Composition I Lab. Students with a math ACT sub-score of 17 or 18 with a GPA of less than 3.25 in high school math classes as well as those scoring between 44 and 74 on the CPT – Elementary Algebra test were eligible to enroll in either of the co-req courses: MATH 1473 Applied Mathematics with MATH 1471 Applied Mathematics Lab or MATH 1513 College Algebra with MATH 1511 College Algebra Lab. Students eligible for co-req course enrollment had the option of enrolling in developmental classes but were encouraged by advisors to choose the co-req option.

I-3. How were students determined to need remediation deficiencies (e.g., cut scores, multiple-measure metrics, or advising process)?

Students with ACT sub-scores less than 19, who did not meet the high school GPA criteria, and did not meet the CPT cut scores for either college-level placement or co-requisite courses were required to enroll in remedial course work. Thus students scoring below 60 on the CPT – Sentence Skills test were placed in ENGL 0123 Developmental Writing while students scoring below 75 on the CPT – Reading Comprehension test were placed in ENGL 0113 Developmental Reading. Students scoring below 44 on the CPT – Elementary Algebra test were placed MATH 0123 Elementary Algebra. Students eligible for co-requisite courses but choosing remedial course work instead were placed in ENGL 0123 Developmental Writing and/or MATH 0133 Intermediate Algebra.

Table A below summarizes the placement process.

Table A: Placement Summary

SUBJECT	ACT	HS GPA	CPT SCORE	CLASS	
Reading	≥ 19			No Reading Class	
	17 or 18	≥ 3.0*		No Reading Class	
		< 3.0*	≥ 75		No Reading Class
	< 75			ENGL 0113 Reading Enhancement	
	< 17		≥ 75		No Reading Class
			< 75		ENGL 0113 Reading Enhancement
English	≥ 19			ENGL 1113 Freshman Comp I	
	17 or 18	≥ 3.25*		ENGL 1113 Freshman Comp I	
		< 3.25*	≥ 80		ENGL 1113 Freshman Comp I
			60 to 79		ENGL 0123 Writing Enhancement OR ENGL 1113 with ENGL 1111 co-req lab
			< 60		ENGL 0123 - Writing Enhancement
	< 17		≥ 80		ENGL 1113 Freshman Comp I
			60 to 79		ENGL 0123 Writing Enhancement OR ENGL 1113 with ENGL 1111 co-req lab
			< 60		ENGL 0123 - Writing Enhancement
	Mathematics	≥ 19			MATH 1473 Applied Mathematics OR MATH 1513 College Algebra
17 or 18		≥ 3.25*		MATH 1473 Applied Mathematics OR MATH 1513 College Algebra	
		< 3.25*	≥ 75		MATH 1473 Applied Mathematics OR MATH 1513 College Algebra
			< 75		MATH 0133 Intermediate Algebra OR MATH 1473 with MATH 1471 co-req lab OR MATH 1513 with MATH 1511 co-req lab
		< 17		≥ 75	

			44 to 74	MATH 0133 Intermediate Algebra OR MATH 1473 with MATH 1471 co-req lab OR MATH 1513 with MATH 1511 co-req lab
			< 44	MATH 0123 Elementary Algebra

**High school GPA refers to overall high school GPA for reading, GPA in high school English classes for English, and GPA in high school math classes for mathematics.*

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 do not meet the criteria for science outlined in I-1 are considered deficient. They may not enroll in college-level courses until they have remediated all other deficiencies.

I-4. What options are available for students to remediate basic academic skill deficiencies?

Oklahoma has partnered with Complete College America causing NSU to alter its approach to developmental education. NSU has moved to a co-requisite model for some general education mathematics and English courses. The CCA agreement requires that 75% of all students needing some developmental work in Oklahoma be involved in this co-requisite approach. To meet this challenge, NSU piloted a co-requisite model for Mathematics and English. As described in section I-2 above, students scoring between 60-79 on the English CPT and between 44-74 on the Math CPT are given the option to enroll in the college level course along with a co-requisite lab. This model is now implemented every semester, with co-requisite sections added to meet the demand. The percent of the first-time full-time entering class enrolled in remedial courses has decreased from 42% in fall 2013 to 19% in fall 2017 as more students elect the college level/co-requisite lab combinations.

Additionally, students required to, or choosing to, enroll in the zero level remediation course, may retest to obtain the requisite score for college level course placement. As noted in section I-1, the University Advisement Center administers the *AccuPlacer* which includes English, mathematics, and reading. This office provides testing on a daily basis by appointment, and most activity takes place during the spring and summer semesters as incoming freshmen and transfer students test for the fall semester. The policy regarding retesting in zero level classes was developed and a statement placed in the college catalog. During 2017-18, students were allowed to re-test one time after 30 days have elapsed, but only one opportunity for a retest was allowed. The policy was revised effective with the Fall 2018 semester to allow two re-tests with one week between each attempt.

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

Analyses and Findings

I-5. Describe analyses and findings of student success in developmental, co-requisite and college-level courses (include enrollment counts, grade distribution and overall pass rates), effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process or approaches to teaching as a result of findings.

Students are notified before their on-campus enrollment session, and many students take advantage of testing early, thus facilitating enrolling on-site. Students may also make an appointment to test through the NSU Testing Services Office.

Placement Test Summary

A total of 1,204 tests and 577 students participated in some form of entry-level assessment. The data provided in Table B, below, include entering undergraduate students who were enrolled at NSU for the first time during the Summer 2017, Fall 2017, or Spring 2018 terms. The percentage in each category represent the percentage of secondary placement participants at either the college or remedial level for that subject matter.

Table B: Placement Results, 2017-2018

	College Courses		Remediation		Total
	# Tests	%	# Tests	%	# Tests
ENGLISH	130	43.8	167	56.2	297
MATH	89	18.2	400	81.8	489
READING	123	54.9	101	45.1	224
SCIENCE	92	47.4	102	52.6	194
TOTAL	434	36.0	770	64.0	1204

Secondary Placement Testing

Students must complete zero level courses with a grade of ‘C’ or better, or score appropriately on placement tests to remove the deficiency. Students enrolled in college-level courses must earn a grade of D or better. The CPT is re-administered at the end of the semester to determine competency. Table C refers to post-course placement data using CPT. The table identifies the total number enrolled and the total number completing the secondary CPT with the grouping score. For example, in AY 17/18, 85 students were enrolled in ENGL 0113, Reading Enhancement. Seventy-one students took the end of semester CPT. 23.9% (n=17) of the students scored at or above the CPT cut-score (≥ 75) and 76.1% (n=54) scored below. However, 98.6% of the students who completed the course earned a passing grade. Review Table C for secondary placement scores in other remedial courses. Note, Table C also includes the ENGL and MATH co-requisite lab courses because enrollment is largely determined by placement test scores.

Students enrolled in these courses *are not* enrolled in one of the other remedial courses for the same semester.

Table C: Placement Data for Reading, English, and Math

Course	Semester	Enrolled	N for CPT	CPT Scores			Passing Grade	
				Group	n	%*	n	%**
ENGL 0113 Reading Enhancement	Fall 2017	56	47	< 75	38	80.9	37	97.4
				≥ 75	9	19.1	9	100.0
	Spring 2018	29	24	< 75	16	66.7	16	100.0
				≥ 75	8	33.3	8	100.0
ENGL 0123 Writing Enhancement	Fall 2017	44	38	< 80	31	81.6	28	90.3
				≥ 80	7	18.4	7	100.0
	Spring 2018	12	10	< 80	10	100.0	8	80.0
				≥ 80	0	0.0		
ENGL 1111 (ENGL 1113 Co-requisite Lab)	Fall 2017	66	52	< 80	33	63.5	27	81.8
				≥ 80	19	36.5	19	100.0
	Spring 2018	28	22	< 80	9	40.9	7	77.8
				≥ 80	13	59.1	13	100.0
MATH 0123 Elementary Algebra	Fall 2017	141	109	< 44	57	52.3	51	89.5
				44 - 74	43	39.4	43	100.0
				> 74	9	8.3	9	100.0
	Spring 2018	38	22	< 44	9	40.9	8	88.9
				44 - 74	11	50.0	11	100.0
				> 74	2	9.1	2	100.0
MATH 0133 Intermediate Algebra	Fall 2017	45	37	< 44	6	16.2	5	83.3
				44 - 74	18	48.6	17	94.4
				> 74	13	35.1	13	100.0
	Spring 2018	26	18	< 44	8	44.4	5	62.5
				44 - 74	9	50.0	9	100.0
				> 74	1	5.6	1	100.0
MATH 1471 Applied Mathematics	Fall 2017	12	11	< 44	3	27.3	3	100.0
				44 - 74	7	63.6	6	85.7
				> 74	1	9.1	1	100.0
	Spring 2018	16	15	< 44	5	33.3	4	80.0
				44 - 74	10	66.7	10	100.0
				> 74	0	0.0		
MATH 1511 (MATH 1513)	Fall 2017	184	138	< 44	19	13.8	18	94.7
				44 - 74	84	60.9	80	95.2

Co-requisite Lab)				> 74	35	25.4	35	100.0
	Spring 2018	99	72	< 44	17	23.6	15	88.2
				44 - 74	43	59.7	42	97.7
				> 74	12	16.7	12	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

Success Rates

Table D summarizes the overall course/deficiency success rates. For zero-level, remedial courses, the term “passed” indicates either a passing grade in the course or a passing score on the CPT remediated the deficiency.

Fall 2017 math pass rates were 73.8% and 77.8% for MATH 0123, Elementary Algebra and MATH 0133, Intermediate Algebra respectively. Spring 2018 pass rates were 55.3% and 57.7% for 0123 and 0133 respectively.

Fall 2017 English pass rates were 79.5% for ENG 0123, Writing Enhancement and 83.3% in spring 2018. NSU feels that the method and effectiveness of placement decisions are valid. Cut scores have changed very little in the past several years.

Table D includes co-requisite course data. As noted earlier, students scoring between 60-69 and 44-74 respectively on the English and Math placement exams may elect to enroll in the college level course *along with* a co-requisite lab instead of the remedial course. 69.7% of the students enrolled in the fall 2017 ENGL 1113 and ENGL 1111 passed the course. 71.4% of the students enrolled in the spring 2018 sections passed the course. The math co-requisite course options include MATH 1473 Applied Math along with MATH 1471. In fall 2017, 83.3% of the students enrolled passed the course. In spring 2018, the pass rate was 87.5%. The alternative math co-requisite option, chosen by most students, is MATH 1513 College Algebra along with MATH 1511. The fall 2017 pass rate was 75.0% and the spring 2018 pass rate was 69.7%.

Pass rates for the college level courses for non-remedial students were as follows (course, fall 2017, spring 2018):

ENGL 1113, Freshman Composition I, 83.8%, 71.4%
MATH 1473, Applied Mathematics, 75.9%, 73.8%
MATH 1513, College Algebra, 77.4%, 74.5%

Table D: Overall Success Rates, Fall 2017 and Spring 2018

Course	Semester	Enrolled	I and AU	N for Pass Rate	Passed		Failed	
					n	%	n	%
ENGL 0113	Fall 2017	56	0	56	46	82.1	10	17.9
	Spring 2018	29	0	29	24	82.8	5	17.2
ENGL 0123	Fall 2017	44	0	44	35	79.5	9	20.5
	Spring 2018	12	0	12	10	83.3	2	16.7
ENGL 1111	Fall 2017	66	0	66	46	69.7	20	30.3
	Spring 2018	28	0	28	20	71.4	8	28.6
ENGL 1113 w 1111	Fall 2017	66	0	66	46	69.7	20	30.3
	Spring 2018	28	0	28	20	71.4	8	28.6
ENGL 1113 ONLY	Fall 2017	624	1	623	522	83.8	101	16.2
	Spring 2018	168	0	168	120	71.4	48	28.6
ENGL 1113 TOTAL	Fall 2017	690	1	689	568	82.4	121	17.6
	Spring 2018	196	0	196	140	71.4	56	28.6
MATH 0123	Fall 2017	141	0	141	104	73.8	37	26.2
	Spring 2018	38	0	38	21	55.3	17	44.7
MATH 0133	Fall 2017	45	0	45	35	77.8	10	22.2
	Spring 2018	26	0	26	15	57.7	11	42.3
MATH 1471	Fall 2017	12	0	12	10	83.3	2	16.7
	Spring 2018	16	0	16	14	87.5	2	12.5
MATH 1473 w 1471	Fall 2017	12	0	12	10	83.3	2	16.7
	Spring 2018	16	0	16	14	87.5	2	12.5
MATH 1473 ONLY	Fall 2017	79	0	79	60	75.9	19	24.1
	Spring 2018	61	0	61	45	73.8	16	26.2
MATH 1473 TOTAL	Fall 2017	91	0	91	70	76.9	21	23.1
	Spring 2018	77	0	77	59	76.6	18	23.4
MATH 1511	Fall 2017	184	0	184	138	75.0	46	25.0
	Spring 2018	99	0	99	69	69.7	30	30.3
MATH 1513 w 1511	Fall 2017	184	0	184	138	75.0	46	25.0
	Spring 2018	99	0	99	69	69.7	30	30.3
MATH 1513 ONLY	Fall 2017	442	0	442	342	77.4	100	22.6
	Spring 2018	243	0	243	181	74.5	62	25.5
MATH 1513 TOTAL	Fall 2017	626	0	626	480	76.7	146	23.3
	Spring 2018	342	0	342	250	73.1	92	26.9

Student Progress

Student progress is tracked through the University Advisement Center, overseen by the Office of Academic Affairs. As noted, students in any zero-level 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 equivalent for those students who underwent remediation. Cut scores will be continually reviewed for appropriate placement. The University Advising Center uses an early alert/retention tracking software, *Mapworks*, to help monitor student performances across semesters.

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

Changes Informed by the Data

As students in the co-requisite classes are passing the college-level coursework at similar rates to non-deficient students, more eligible students are being encouraged to select those courses rather than developmental classes. The placement tests for English, mathematics and reading will change for the 2018-2019 academic year due to changes in the CPT by *Accuplacer*. During 2017-2018, the Developmental Education committee reviewed information from vendors and other institutions as well as test scores from a pilot group of students to determine appropriate criteria for placement using the new tests.

The Department of Mathematics and Computer Science offers an algebra tutorial on the NSU network that is available from all campus and residence computer laboratories. The mathematics faculty who deliver zero-level instruction meet each month to monitor progress.

The Office of Institutional Effectiveness conducts an ongoing study of CPT scores and grades and shares that with the Developmental Education committee who determined that the change between pre- and post-CPT scores correlated well with the individual course grades. This result suggests that the students were properly placed.

Faculty with public school experience are often hired as adjuncts for zero-level classes because of their familiarity and demonstrated skill in working with students who struggle in mathematics. Mathematics faculty are also participating in the state’s Math Pathways discussions and have created new courses MATH 1313 Introduction to Statistics and

MATH 1311 Introduction to Statistics Lab as well as MATH 1523 Functions and Change in anticipation of future changes.

The English faculty continue to utilize a multi-station writing laboratory for those in zero-level and beginning English course work. Writing laboratory directors are in place at the Tahlequah and Broken Arrow campuses, and the computers in the writing lab are upgraded regularly.

The University Advising Center (UAC) continues to serve students with a focus on increasing student retention and graduation rates. UAC's academic advisors oversee NSU's early alert system and follow-up on faculty referrals for students having difficulty. The UAC works with NSU's tutoring offices and online tutoring system.

A grant funded effort, the Native American Support Center (NASC) serves American Indian students. NASC offers programs involving scholars, tribal communities, faculty, staff, and mentors to enhance the educational and professional opportunities for NSU students and graduates. Last year, the NASC reported 1,687 contacts totaling over 704 hours.

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

Section II - General Education Assessment

Administering Assessment

II-1. Describe the institutional general education competencies/outcomes and how they are assessed.

The NSU General Education outcomes are as follows:

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

9. Use critical thinking to analyze and solve problems.

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

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

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

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

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

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

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

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

As the assessment occurs at the course level, changes are discussed and planned at the course level. In the annual report, faculty describe changes and/or plans for future courses. Please see the "Note" section in Table E for a review of the planned changes on a course by course basis.

Analysis and Findings

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

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

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

Currently, the only tracking system for student performance over time is through the cumulative GPA. Recognizing the need to temporally aggregate data at the student level, NSU is implementing an assessment protocol, entitled Degrees of Excellence that will track student performance over time. NSU's approved institutional learning outcomes can be found in Appendix 1. The general education outcomes are aligned to the institutional outcomes. Similar to the general education assessment strategy, assessments for institutional outcomes will be course embedded. NSU has adopted a campus-wide license with Chalk and Wire to organize the assessment infrastructure throughout the institution and collect assessment data. This will allow student performance to be tracked over time.

II-7 Describe the evaluation of the general education assessment and any modifications made to the assessment and teaching in response to the evaluation.

As a function of implementing the Degrees of Excellence, the General Education committee and Student Learning Assessment committee are collaborating to revise the general education outcomes and streamline the general education assessment strategy.

Table F: General Education Student Learning Outcomes and Indicators

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

Indicators:

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

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

Indicators:

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

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

Indicators:

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

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

Indicators:

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

GE Outcome 5: Understand physical and biological phenomena and their importance for the welfare of society, and

GE Outcome 6: Apply methods of scientific inquiry

Indicators:

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

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

Indicators:

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

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

Indicators:

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

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

Table E: General Education Assessment Results

COURSE	STUDENT LEARNING OBJECTIVE	INSTRUMENT	#	RESULT	NOTES
AIS/ANTH 2223	General knowledge about American Indian cultures and history	10 question pre/post test	Fall 14 Spring 27	Fall Pre-Test Avg. 4.1 Post-Test Avg. 7.0 Spring Pre-Test Avg. 3.7 Post-Test Avg. 7.2	This test can be an assessment of general education learning outcomes because it assesses students' understanding of Native cultures, their cultural experiences, and relationship to the federal government, which matches objective (C) for Social and Behavioral Sciences.
ART 2023	Students should develop a basic understanding of how to look at art and try to interpret and express what the artwork communicates, including the main concepts, central themes (including symbolisms and emotional impact), and overall history and characteristics of the various periods, cultures, styles, artists, artworks etc., covered.	Pre/Post Written Assignments	118	Pre 31/61 passed 59% average Post 52/57 passed 92.5% average	I feel confident that my assignments and approaches are appropriate for learning in the classes.
BIOL 4313	GE#5 "Establish casual relationships" relates to course outcome #4 Explain why critical thinking is important in env. sci.	5 selected questions from the final exam	48	41 successful	No changes planned
COMM 1113 COMM 2213	Deliver presentations, which accurately and effectively communicates the student's conceptual and emotional meaning of an informative and persuasive topic to an audience of larger than ten persons. (Meets GE Outcomes A, C, E, G) Utilize strategies to reduce speech anxiety and communication apprehension. (Meets GE Outcome G) Develop a research-based informative or persuasive speech outline. (Meets GE Outcomes A, C, E, G)	Pre--- Test/Post--- Test of the PRPSA anxiety level survey	684	Pre/Post p<.0001 Fall Speeches 114.253 mean Spring Speeches 98.58 mean	Ideally, we should expand our general assessment to include our COMM 3223 Business and Professional Speaking and COMM 3303 Group Dynamics courses. A survey instrument (PRCA---24) is specifically designed for COMM 3303 Group Dynamics course. The PRCA---24 has already been made available (and is "ready to go") through the licensed "Checkbox" software. In addition the international recruitment of students into our "basic" speech courses may augur the use of specialized survey instruments for ESL students. The Foreign Language Classroom Anxiety Scale (FLCAS) and the Public Speaking Class Anxiety Scale (PSCAS) has been used to measure anxiety for English as a Foreign Language in public speaking courses. Potentially separate assessments of these specialized populations should be made for to produce future recruitment data/evidence (if nothing else) at NSU. However, these decisions (to expand assessments) is beyond the authority of this writer.
CS 1003	1. Learn the basics of computer hardware including how computers work and	20 question	268	1. 197 met	From the assessment data we can see that student are retaining most of the information presented in

COURSE	STUDENT LEARNING OBJECTIVE	INSTRUMENT	#	RESULT	NOTES
	<p>current terminology.</p> <p>2. Develop a basic understanding of what computer software is: applications and operating systems.</p> <p>3. Learn to effectively use the Microsoft Windows operating system; understand how to run application programs (including multitasking) and how to manage files, and folders, and drives.</p> <p>4. Develop a basic understanding of networks and how networked systems operate.</p> <p>5. Learn to effectively use a word processor (Microsoft Word). Become proficient in all of the basic features and some advanced features including tables, styles, and graphics.</p> <p>6. Learn to effectively use a spreadsheet (Microsoft Excel) for basic applications: create new spreadsheets, write and use simple formulas, use standard functions such as sum and average, and move and manipulate existing spreadsheets.</p> <p>7. Learn to create a presentation (Microsoft PowerPoint) using design templates.</p> <p>8. Introduction to relational database programs with Microsoft Access.</p> <p>9. Become aware of professional, personal, social, and legal issues that are involved in using computers and the Internet.</p>	End of Instruction assessment		<p>expectations</p> <p>2. 149 met expectations</p> <p>3. 168 met expectations</p> <p>4. 188 met expectations</p> <p>5. 186 met expectations</p> <p>6. 181 met expectations</p> <p>7. 218 met expectations</p> <p>8. 151 met expectations</p> <p>9. 180 met expectations</p>	<p>the course. We are at or near expectations with Hardware and Internet Usage and exceed expectation with Word Processing with Microsoft Word, Electronic Spreadsheets with Microsoft Excel and Presentation Graphics with Microsoft PowerPoint.</p> <p>However, many student have a difficult time with Database Management with Microsoft Access and differentiation between software types; Operating Systems and Application.</p> <p>First, we will exam our assessment tool for refinement of question used. Second, re-exam the requirement from the Board of Regents for Computer Literacy and align outcomes.</p>
EDUC 4823	Apply technological tools and resources for lifelong learning.	A common writing assignment	Fall 107 Spring 106	Fall 98 passed Spring 98 passed	Plans for 2018-19: Common assignment instructions and assessment rubric to be used with all sections. The assignment has put greater emphasis on creating a digital responsibility policy which can be applicable to either a classroom use of individual digital devices (BYOD) and 1:1 school computers to students.
GEOG 2003	4. Becoming globally-aware citizens	Two quizzes	140	Fall Qz1 76% Qz2	Re-evaluate quizzes and develop ways to improve

COURSE	STUDENT LEARNING OBJECTIVE	INSTRUMENT	#	RESULT	NOTES
	through an understanding and appreciation of human and cultural diversity.			78% - Spring Qz1 71.5% Qz2 76.5%	student learning.
GEOG 2133					This course was not offered during the 2017-2018 school year
GEOG 2243	2. Analyze and explain the content and processes used by historians, social scientists and behavioral scientists to explain human behavior and social systems.	Pre/post skills survey	Pre 29 Post 28	Improvement was seen between pre/post surveys	Re-evaluate quizzes and develop ways to improve student learning.
GEOG 2253	2. Developing an awareness and understanding of different cultures in a comparative perspective.	Pre/post survey	Pre 317 Post 252	All questions showed improvement.	Re-evaluate quizzes and develop ways to improve student learning.
H ED 1113	<ul style="list-style-type: none"> - Describe how lifestyle choices affect physical, psychosocial, and emotional health - Understand personal finance and associated consumer needs - Understand the effect of decision-making on lifestyle outcomes - Use computer technologies 	Pre/post test Grade analysis	Fall 534 Spring 352	Pre 24.14% Post 32% P<.001 Fall 71% earned a B or better Spring 64% earned a B or better	
H ED 2212	<ul style="list-style-type: none"> - Explain the EMS system and the citizen responder's role in the EMS system. - Explain what happens in the body if one or more body systems fail to function properly. - Identify and care for choking and other breathing emergencies. - Identify the major risk factors for cardiovascular disease, and injury, and describe how to control them. - Recognize the signals of a possible heart attack, and describe how to care for someone who is experiencing persistent chest pain. - Identify the signals of cardiac arrest, and demonstrate how to provide cardiopulmonary resuscitation (C.P.R.) until advanced emergency medical care arrives. 	<ul style="list-style-type: none"> - Quizzes - Mid-Term - Final - Practical Application Assignment – students will complete a practical scenario activity, the scenarios will include comprehensive materials. 	96	88% passed with C or better	<ul style="list-style-type: none"> • Develop a rubric for the application assignment • Developing additional learning outcome assessment beyond Grade analysis.

COURSE	STUDENT LEARNING OBJECTIVE	INSTRUMENT	#	RESULT	NOTES
	<ul style="list-style-type: none"> - Identify life-threatening bleeding, and demonstrate how to control it. - Identify the signals of various soft tissue and musculoskeletal injuries, and demonstrate how to care for them. - Identify the signals of medical emergencies, including poisoning and heat and cold related emergencies, and describe both general and specific care for medical emergencies. - Describe when and how to move a victim in an emergency situation. 	<ul style="list-style-type: none"> - Grade analysis 			
HFS 1103	1. Describe how lifestyle choices affect physical, psychosocial, and emotional health 3. Analyze and describe that effect of decision-making on lifestyle outcomes	Writing assignment	130	121 met expectations	93% of my students were successful and enjoyed completing the assignment. I plan to continue using the same assessment instrument in the same way.
HFS 3113	2. Analyze and describe personal finance associated with consumer issues	Writing assignment	60	58 met expectations	With 97% of the students meeting and or exceeding expectations. I will continue to use the same assessment tool.
HIST 1113	<ul style="list-style-type: none"> • Exploring the beliefs, achievements, customs, and values of different cultures in varying times and places • Applying historical knowledge to contemporary issues and problems 	50 question multiple choice	102	Pre 5 passed Post 76 passed Scores increased 36% 96 showed improvement	We will continue to evaluate the test instrument and make changes based on an item analysis of each question. We will continue evaluating ways of improving the students' learning environment.
HIST 1213	<ul style="list-style-type: none"> • Exploring the beliefs, achievements, customs, and values of different cultures in varying times and places • Applying historical knowledge to contemporary issues and problems 	50 question multiple choice	118	Pre 8 passed Post 97 passed Scores increased 33% 115 showed improvement	We will evaluate the test instrument and make changes based on an item analysis of each question, and we have already held a meeting to discuss ways of addressing student weakness demonstrated by the test and will continue evaluating ways of improving the students' learning environment.
HIST 1483	<ul style="list-style-type: none"> • Applying historical knowledge to contemporary issues and problems • Understanding the historical experience, legacy, political institutions, and systems of the U.S. 	50 question multiple choice	321	Pre 42 passed Post 207 passed Scores increased 18% 288 showed improvement	Faculty teaching the American history surveys will continue evaluating ways to maximize student effort on the tests.

COURSE	STUDENT LEARNING OBJECTIVE	INSTRUMENT	#	RESULT	NOTES
HIST 1493	<ul style="list-style-type: none"> Applying historical knowledge to contemporary issues and problems Understanding the historical experience, legacy, political institutions, and systems of the U.S. 	50 question multiple choice	301	Pre 50 passed Post 111 passed Scores increased 11% 252 showed improvement	Faculty teaching the American history surveys will continue evaluating ways to maximize student effort on the tests.
HIST/AIS 3723	Demonstrate an awareness and understanding of different cultures in a comparative perspective.	Essay pre/post test	17	Pre 1 passed Post 17 passed	I will prepare, evaluate, and review assessment tools with the department, discussing and identifying areas for improvement and strengthening students' learning advancement. I required students to participate and gain from the assessment (especially the pretest), but I need to discuss the tests more in detail with students throughout the course. I also might develop a multiple-choice component to the pretest to gauge students' basic understandings of Native American histories. Essay exams for pretests can be overwhelming to students.
LIBM 4611	Information Literacy Communication fluency	Annotated bibliography	12	Summer 92% Fall 94.5% Spring 85% met expectations	We continue to implement this assignment near the end of the semester since many students have shared how it has been helpful. The paced, step-by-step process of combining research and writing skills allow students to build confidence in these interconnected and important academic abilities. Several students have not completed the assignment, which has brought down the class average, and we will continue to refine the directions and expectations to be straightforward and clear.
MATH 1473	Quantitative Analysis 1. Solve problems using basic arithmetic and algebra 2. Use logical reasoning 3. Communicate with symbols 4. Draw valid inferences from data presented in the form of a graph 5. Creatively apply known results to new situations	Two problems on final exam	116	Outcomes 1&2 94 met expectations Outcomes 3&4 74 met expectations	Assessment results were reviewed by the Math Faculty in September 2017. The faculty are implementing the learning outcomes and cooperating well with assessment procedures. Changes are unclear because assessment results from the previous year are unavailable due to personnel turnover. The assessment data from this report for Fall 2017/Spring 2018 will be given to Mathematics faculty members. We plan to continue and expand

COURSE	STUDENT LEARNING OBJECTIVE	INSTRUMENT	#	RESULT	NOTES
					this emphasis on Quantitative Analysis for greater student learning outcome gains in future semesters.
MATH 1513	1. Solve problems using basic arithmetic and algebra 2. Demonstrate logical reasoning 3. Communicate with symbols 4. Draw valid inferences from data presented in the form of a graph, and 5. Creatively apply known results to new situations—also covers Life Skills 2. Analyze and describe personal finance and associated consumer issues.	3 math problem assignment	545	1&2) 395 met expectations 3&4) 488 met expectations 5) 354 met expectations	After a fall 2016 meeting of the Math Faculty and department chair, measures were implemented to place a curriculum emphasis on these student learning outcomes. There has been a 9% increase in students meeting minimum expectations in the students' abilities to solve problems with arithmetic and algebra and to demonstrate logical reasoning, an 11% increase in the students' abilities to communicate using symbols and draw valid inferences from data presented in the form of a graph, and an 18% increase in the students' abilities to creatively apply known results to new situations compared to the Spring 2017 semester. The assessment data from this report for Fall 2017/Spring 2018 will be given to Mathematics faculty members. We plan to continue and expand this emphasis on Quantitative Analysis for greater student learning outcome gains in future semesters.
MUS 2743 MUS 2543 MUS 2863 MUS 2533	1. a 2. a,b,c,d,e 3. a 4. d 5. a,b,c Outcome #5 a,b,c,d,e	Pre test/post test, Quizzes, Tests, Writing assignments with rubric, Discussion board posts with rubric	98	89 met expectations	Will continue this form of assessment and keep students engaged in instruction. We will attempt to discover students' musical interests and bridge the gap between interests and content.
NUTR 1653	1.Explain the effect of decision-making on lifestyle outcomes.	1. Final project	134	121 met expectations	Student Learning Outcomes met. Continue to do the same.
PHIL 1013	1. Read, analyze, and critique philosophical texts. 2. Demonstrate knowledge of major arguments, problems, and terminology in philosophy. 3. Articulate key conceptual distinctions in philosophy. 4. Present logically persuasive arguments in writing.	Multiple choice pre/post focused on SLOs 1 to 3	15	10 met expectations	Perhaps expand Pre-Test/Post-Test format to include final essay on "The Meaning of Life" to allow for full coverage of SLOs 4 to 6. Currently the Pre-Test/Post-Test cannot assess these SLOs, but the essay cannot measure the previous three. Instructor would have to resort to a two-part assessment to finalize all six SLOs.

COURSE	STUDENT LEARNING OBJECTIVE	INSTRUMENT	#	RESULT	NOTES
	5. Demonstrate an ability to discuss and reflect upon the application of the course material to various aspects of life. 6. Evaluate the personal and social responsibilities of living in a diverse world.				
PSYC 1003	Describe how lifestyle choices affect physical, psychosocial, and emotional health	13 multiple choice items	Fall 25 to 26 Spring 49	Fall 79.59% average Spring 92.247% average	Based on the data above, it appears that students enrolled in PSYC 1003 have met the SLO defined above based on the criteria of 70% average correct over all items. Multiple choice items will continue to be used as an assessment strategy in this course, However, feedback will be sought from the instructors of this class on how we can improve the assessment process
PSYC 1113	Analyze and explain the content and processes used by historians, social scientists, and behavioral scientists to explain human behavior and social systems	15 multiple choice items	Fall 77 to 92 Spring 91 to 133	Fall 70.16% average Spring 70.03% average	Based on the data above, it appears that students enrolled in PSYC 1113 have met the SLO defined above based on the criteria of 70% average correct over all items. Multiple choice items will continue to be used as an assessment strategy in this course, However, feedback will be sought from the instructors of this class on how we can improve the assessment process. In addition, we will evaluate the item with the low percentage discussed above in the data for the spring 2018 and consider replacing that item with a new question that better captures the material being covered.
SPAN 1123	Fall 2017, Global Perspectives: 3. Interact and communicate effectively with members of different cultural groups with respect and maturity. Spring 2018, Outcome 1: Intellectual Skills—5.b. Communication fluency: construct coherent written and oral narratives for general and specific audiences	Fall Conversation Exam Spring Composition Test	Fall 18 Spring 21	Fall 13 met expectations Spring 19 met expectations	The General Education Committee asked us to choose an appropriate SLO for Span 1113 from the Degrees of Excellence outcomes. During the fall semester, the faculty assessed the previous Global Perspectives SLO while creating a common in-class writing assessment task, rubric, and syllabus statement for Span 1123 for the spring semester. In Spring 2018, the Spanish faculty implemented the change of SLO and assessment task from a conversation exam to an in-class composition. Span 1123 classes continued to use a conversation exam as a course assessment. Students were overwhelmingly successful at meeting our stated expectation of a minimum result at the Novice High level of writing in Spanish. This is a very realistic expectation for second semester

COURSE	STUDENT LEARNING OBJECTIVE	INSTRUMENT	#	RESULT	NOTES
					beginning language learners as it describes that students use simple sentences and familiar vocabulary on a range of topics, begin to create with the language, and make errors. We feel we need to test the assessment task and its components for the 201-2019 academic year to determine if any changes need to be made.
TECH 3023	1) Recognize cultural influences on their own values and assumptions 2) Developing an awareness and understanding of different cultures in a comparative perspective 3) Interacting and communicating with members of a different cultural groups with respect and maturity 4) Becoming global-aware citizens through an understanding and appreciation of human and cultural diversity	Pre/post test (criteria for success was 75% on post test)	91	80 met expectations	New topics include how technology current US elections, cyber security, and new developments in space (proposed US Space Force).

Section III - Program Outcomes

Analyses and Findings

III-1 Administering Assessment

Graduate and undergraduate program curricular coordinators complete a standardized form reporting assessment in the major and turn that form into the Office of Institutional Effectiveness by September 14. The numbers of students assessed, the assessment instrument, and a request for institutional services are included in this report. The 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 responses.

CAPSTONE COURSE INTERNSHIPS							
CODE	PROGRAM	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EM P. SUR.	PORTFOLIO	OTHER	
001	Accounting - BBA				Yes	Numerous assignment rubrics	
004	Health Care Admin. - BS					No report	
005	Art - BA		6/7 3/3		Yes	Senior Exhibition and/or Portfolio	
006	Art Education - BA/ED	Yes				Internship / Numerous assignment rubrics	
012	Business Admin. - BBA				Yes	Numerous assignment rubrics	
014	Chemistry - BS	CHEM 4921	ETS - Major Field Chemistry DUCK	13/18 12/15		Research Project/Presentation Syllabi review	
019	Counseling - MS	Yes	CPCE total & Cultural Diversity section	46/48		Internships	
020	Criminal Justice - BS	Yes	ACAT			Numerous assignment rubrics Senior Capstone	
023	Early Child Ed - BS-ED	Yes	OSAT (20/55)		Yes	Numerous assignment rubrics Professional Involvement Check List Internship Evaluation Addendum Family Involvement Plan	
025	Elem Education - BS/ED	Yes	OSAT		Yes	Internships Numerous assignment rubrics Elem Ed Pre/Post test	
028	English - BA			34/34		Capstone project	
029	English - BA/ED	Yes	OSAT		Yes	Internships Numerous assignment rubrics	

CAPSTONE COURSE INTERNSHIPS							
CODE	PROGRAM	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EM P. SUR.	PORTFOLIO	OTHER	
030	Finance - BBA				Yes	Numerous assignment rubrics	
036	Geography - BA		1/1			Exit interview	
040	Health & Hum Perform - BS	Yes				Grade Analyses Internship evaluation	
041	Health & PE - BS/ED	Yes	OSAT (7/10)		Yes	Internships Numerous assignment rubrics	
042	History - BA	HIST 4951				Quizzes & Exams Capstone research paper	
047	American Indian Studies - BA		0			Faculty Developed Test	
050	Media Studies - BA				Yes	Numerous assignment rubrics	
052	Higher Education and Leadership MS	Yes				GPA Thesis or Capstone Graduation	
054	Management - BBA				Yes	Numerous assignment rubrics	
055	Marketing - BBA				Yes	Numerous assignment rubrics	
056	Masters Bus Admin - MBA					Policy simulation Case study	
057	Mathematics - BS	Math 4723	Content competency exam Senior Exit Survey Sr. Seminar	13/17 10/10 17/17			
058	Mathematics - BS/ED	Math 4723	Internships Department test OSAT	4/7 3/5 7/7			

CODE	PROGRAM	CAPSTONE COURSE INTERNSHIPS		STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EM P. SUR.	PORTFOLIO	OTHER
				Sr. Seminar				
060	Music - BA							Music theory, Aural skills, Recitals
062	Music-Education - BME	Yes		CEOE (1/1)			Yes	Internship Music theory, Aural skills, Recitals
069	Political Science - BA				6/7			Multiple choice exam
072	Psychology - BA	Yes		ACAT	53			
075	Reading – M ED			OSAT		Employer Survey	Yes	Numerous assignment rubrics
076	Env. Hlth and SAFM - BS				37/47			Entrance/Exit Exam
080	Social Studies - BS/ED			OSAT			Yes	Grades Full Intern Teaching
081	Sociology - BA				8/18			Faculty Developed Test
082	Spanish - BA			ACTFL OPIc (3/4)			Yes	Numerous assignment rubrics
083	Spanish - BA/ED	Yes		OSAT (1/1)	1		Yes	Internships Numerous assignment rubrics
084	Spec Ed-Mild/Mod Disorders - BS/ED	Yes		OSAT (6/16)			Yes	Internships Numerous assignment rubrics
085	Criminal Justice - MS							Core Courses Thesis or Comp Exam (4/6)
087	Speech & Lang Path - BS				47/47 24/30		Yes	Numerous assignment rubrics Praxis Exam
090	Communication Studies - BA							Numerous assignment rubrics
093	Hospit.&Tourism Mgmt - BBA						Yes	Numerous assignment rubrics
097	Vision Science, BS							No report

CAPSTONE COURSE INTERNSHIPS							
CODE	PROGRAM	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EM P. SUR.	PORTFOLIO	OTHER	
100	Computer Sciences - BS	CS 4233	ETS (Fall)	32		Dept Exam (Spring) Capstone Project	
102	Social Work - BSW					Course Core Competency Evaluations, Student Course Self-Assessment	
103	School Admin MEd	Yes	State Cert Exams (23/40)		Yes	Internship Numerous assignment rubrics	
104	Nursing (RN- BSN)			16/16		7 SLOs consistent with ACEN Accreditation Standards	
106	Communication- MA					No report	
107	Optometry - OD		National Board of Examination in Optometry			State Boards Course grades Clinical Practical Exams	
112	American Studies - MA			2/2		Thesis, or Comprehensive Exams and Internship	
115	Integrative Biology - BS	BIOL 4622	ETS-Biology				
117	Early Childhood Ed - MEd				Yes	Portfolio Standards Rubrics	
120	Science Ed – BS. ED	SCI 4513	OSAT	5/5 5/5 5/5 5/5		Sci Course GPA and OSAT Unit Plan Assessment Intern Observation and Interview Safety Module	
123	Information Systems - BBA				Yes	Numerous assignment rubrics	
124	Instructional Leadership - MEd			13/13	Yes	Multiple core assessments, Stand and Deliver, End of Program survey	

CAPSTONE COURSE INTERNSHIPS							
CODE	PROGRAM		STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EM P. SUR.	PORTFOLIO	OTHER
128	Drama, BA			7/7			Final Project in Adv Directing
129	Library Media & Information Technology, MS		OSAT (7/9)			Yes	Numerous assignment rubrics
130	Accounting & Financial Analysis, (MS)						Online testing using chalk and wire, with five multiple choice questions for each outcome.
131	English, MA						Thesis or Capstone
132	General Studies, BGS						Graduation surveys Registrar's reports
133	Technology, BT	Tech 4043		0			Exit exam
136	Entrepreneurship, BBA						No report
137	Speech, Language, Pathology, MS						No report
138	Mathematics Education, MEd	Math 5992		7/7 7/7 7/7 7/7 7/7			Capstone Exam Lesson Plan Design Capstone Project Teaching Evaluation Educ 5103
139	Science Education, MEd	Yes		18/18 18/18 18/18			Unit Plan assessment Equity Discussion assessment Capstone
141	Cherokee Education	Yes					No report
142	Health & Kinesiology MS	PED 5812		18/18			Oral defense & essay for capstone, and GPAs
145	Supply Chain Management					Yes	Numerous assignment rubrics
147	Laboratory Science - BS		ASCP BOC (2+2) (1/1)	9/9 (2+2) 1/1 (3+1)			Course work Clinical competencies
148	Cherokee Cultural Studies						No report

CODE	PROGRAM	CAPSTONE COURSE INTERNSHIPS	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EM P. SUR.	PORTFOLIO	OTHER
149	Nursing Education, MS	Yes		2/2			MSN Exit Survey Tool
150	Natural Science MS			21/21			GPA's Thesis or Capstone
151	Occupational Therapy, MS		Certification exam (15/16)		Graduate survey tool (3/3)		Instructor Evaluations Student Retention/Progression Level II Fieldwork
153	Nutritional Sciences, BS			1.1 11/12 2.3 27/28 3.3 19/19 4.5 14/14			KRD Standards 1.1, 2.3, 3.3, 4.5 assignments
154	SPED-ASD, MSED						Numerous assignment rubrics
155	Physician Assistant Studies, MS						New Program
156	Homeland Security, BS	Yes					Numerous assignment rubrics
157	Professional MBA						Corporate Strategies class Case study
158	Legal Studies, BS						Numerous assignment rubrics
159	Applied Physics, BS						Research paper and presentation
160	Cyber Security, BS	Yes		0			Numerous assignment rubrics
161	Cellular & Molecular Biology, BS		ETS				
162	Creative Writing, BA	ENGL 4853		1/1			Creative writing project
775	Organizational Leadership, BS						No report

Analyses and Findings

III-2 What were the analysis and findings from the 2017-2018 program outcomes assessment?

A majority of programs are assessing program student learning outcomes. Unfortunately, not all programs completed the assessment reporting activity, so information is incomplete in some areas. The Executive Director for Strategic Planning and Assessment continues to assist each college with the identification of proper learning outcomes for each program and in tracking student success. Additionally, each college has a Student Learning Coordinator, assigned from the college faculty. The coordinator receive release time and function as faculty/department assessment facilitators by assisting programs with revising learning goals, writing and measuring student learning objectives, and interpreting the results. The Executive Director and Student Learning Coordinators sit on the Student Learning Assessment Committee, along with other one additional faculty member from each college, and institutional staff with assessment responsibility. This body comprises NSU's operational assessment team. During the 17-18 academic year, the assessment team reviewed the program assessment work-flow and identified barriers to successful assessment. The primary barrier identified is the lack of an institutional mandate for program assessment plans. Many programs, particularly those without specialized accreditation assessment mandates, are completing the yearly assessment report without operating from a targeted assessment plan.

NSU, through its institutional assessment plan, now requires all academic programs to draft an assessment plan and review the plan annually. The assessment team developed a template for programs to use that includes an assessment map aligning the key assessment and performance indicator with the program outcomes. The student learning assessment coordinators are working with the college leadership and program chairs to develop these assessment plans. These will be maintained in the Chalk and Wire assessment system. NSU has set a goal for each program to have an assessment plan in place by August, 2019.

III-3 What instructional changes occurred or are planned in the programs in response to program outcomes assessment?

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

Accounting, BBA

We plan to assign improve student knowledge of the accounting cycle by having more full time faculty teach Intermediate I. There will be more emphasis on tax computation in tax accounting classes.

Accounting and Finance, MS

The program has aligned the key assessments to the program outcomes, developed the assessment instrument, and identified the performance standard. The first assessment is planned for Spring 2019.

American Indian Studies, BA

Until the core curriculum changes, the tests will remain the same. At this point, the three core anthropology courses are only classes every student 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

The program implemented a new curriculum in the 14-15 academic year. Tracking of thesis and comprehensive examination completion provides general assessment of success in meeting learning objectives. One student completed the thesis during AY17-18. The program leadership changed hands during this reporting year. The program completed a 5-year program review and solicited feedback from the external reviewer regarding appropriate outcomes for the 2 required courses. These are currently being revised.

Applied Physics, BS

SLOs 1 and 3 were not assessed. In the future, two standard assessments (Force Concept Inventory and Brief Electricity and Magnetism Assessment) will be used to assess student performance in EPHYS I and EPHYS II. An exit interview for graduating students will be implemented in Spring 2019. Further, periodic external reviews by physicists from other institutions will be conducted. Finally, informal feedback from students, instructors and other stakeholders (gathered through faculty meetings, physics program retreats, interactions with the college advisors and regular faculty-student meetings) will also be included in program assessment.

Art, BFA

Overall, students are clearly prepared to exhibit the skills and knowledge necessary to achieve the SLO. In the future, it would be helpful to develop a process that would proactively address students who are not equipped successfully complete the assessment in order to allow them an opportunity to drop the class prior to failure.

Art Education, BAE

Art Education used the same assessment as was used in Art as the core courses overlap. Overall, students are clearly prepared to exhibit the skills and knowledge necessary to achieve the SLO. In the future, it would be helpful to develop a process that would proactively address students who are not equipped successfully complete the assessment in order to allow them an opportunity to drop the class prior to failure.

Biology - Integrative/Cellular and Molecular, BS

Review use of ETS Major Field Test in light of reorganization of the Biology major.

Develop and implement program and individual action plans.

Business Administration, BBA

Adjust the core to include a quantitative lab.

Business Administration, MBA/Professional Business Administration, MBA

The MBA program director plans to ensure that students have completed all the core classes before enrolling in the strategy class.

Chemistry, BS

The ETS and DUCK exams were factored into each student's grade in the seminar/research course. The mean score for NSU was 141.3 compared to the national mean of 148.2 for the ETS Major Field Exam

for exams administered September 2011-June 2015. These results are comparable to the previous two years but show a significant drop when compared to the four years prior to that.

The Diagnostic of Undergraduate Chemistry Knowledge (DUCK) is a fundamentally interdisciplinary exam built on scenarios. Each scenario has four items associated with it and most involve interpretation of data presented in the scenario. 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 and helps the chemistry program assess the problem solving skills that were developed by the student in their undergraduate career. The mean for students taking general chemistry was 15.0 demonstrating an improvement from students beginning the chemistry curriculum compared to students that have completed the curriculum (average score increased from 15.0 to 26.5). This result was similar to the score from last year.

The action plan for next year will be to hold a discussion among faculty members of the chemistry program at NSU to discuss methods on how we can improve the results on the standardized exams. Although the decrease in performance is disconcerting, the major area of concern for the chemistry program during the past few years has been enrollment. So it is encouraging to see the number of students taking these exams increase so much from the previous years. We plan to increase our efforts in recruitment to continue to grow our program and maintain our accreditation by the American Chemical Society.

Cherokee Cultural Studies, BA

No report

Cherokee Education, BAE

No report

Communication, MA

No report

Communication Studies, BA

Ideally, we should tailor our general assessment to also include our COMM 3303 Group Dynamics course. A survey instrument (PRCA-24) is specifically designed for COMM 3303 Group Dynamics course. The PRCA-24 has already been made available (and is "ready to go") through the licensed "Checkbox" software. PRCA-24 data will be collected starting in fall 2018. In addition the international recruitment of students into our "basic" speech courses may augur the use of specialized survey instruments for ESL students. The Foreign Language Classroom Anxiety Scale (FLCAS) and the Public Speaking Class Anxiety Scale (PSCAS) has been used to measure anxiety for English as a Foreign Language in public speaking courses. Potentially separate assessments of these specialized populations should be made for to produce future recruitment data/evidence (if nothing else) at NSU. However, the decision (to expand assessments) is beyond the authority of this writer. In addition access to the raw AIC survey data could allow greater detailed statistical analysis in the future.

Computer Science, BS

1. The ongoing review and update of the individual core program outcomes.
2. Maintain a check list of essential topics covered in required courses.

3. Continually review/revise the departmental exam in light of the Computer Science program outcomes.

Counseling, MS

For 2018, a new diversity text was adopted for this course to help continue to improve scores within this subsection. Additionally, diversity learning standards were reassessed to confirm their presence and evaluation in a variety of counseling courses (beyond the Counseling Diversity course).

We will also begin to examine NCE scores for students who take this test before completing the program.

Creative Writing, BA

Since this program is in its infancy, we project to graduate a higher number of majors in the coming years. The first year presented no issues with students completing the major, but we do intend to monitor student progress in order to facilitate progress within the major and ensure that all SLO's continue to be met.

Criminal Justice, BS

The department continues to consider to what extent the MFT aligns with the department outcomes.

Criminal Justice, MS

We are continuing a discussion regarding developing an assessment mechanism for #8.

Cyber Security, BS

The department is waiting to see how the first cohort of cyber students do before adjusting.

Drama, BA

We will continue to achieve this outcome through the assessment tool indicated on this report. Specific changes include:

- Developing a more traditional rubric for assessing the success or failure of the play performances.
- Adjusting the weight of the Prompt Book vs. the performance in this project in order to prevent students from passing the project if both pieces are not successfully completed.

Early Childhood Education, BS Ed

Goals for 2018-2019 Academic Year:

- Continue to embed a two hour and forty-minute review course in ECED 4313 that teaches candidates specific test taking skills they can apply when taking the OSAT.
- Strongly encourage undergraduate candidates to take the new OSAT practice test when it becomes available in December 2018.
- When advising, continue stressing the importance of taking the OSAT after completing the majority of required coursework.

Early Childhood Education, MS Ed

Goals for 2018-2019 Academic Year:

- Increase graduate enrollment

- Completely restructure the Early Childhood Graduate program:
 - Make it an online program;
 - Select six common courses all students will complete;
 - Select six core assignments all graduate candidates complete in order to collect data to assess students' mastery of the NAEYC Advanced Standards;
 - Apply for CAEP accreditation after two cycles of data collection.

Elementary Education, BS Ed

The Elementary Education program is in the process of revising current rubrics and syllabi with the new CAEP standards. Some of our rubrics already reflect the new CAEP standards. The current data set has been analyzed to inform course changes, rubric changes, and a need to collect more information in specific areas. The Elementary Education program is in the process of reviewing lower Social Studies OSAT scores to create a plan of action to improve this area. The constructed response is also another area under review as we move into developing new assessments and assignments for the upcoming PPAT changes on the horizon. We plan to revisit the data collection pieces in the coming year to determine which data collection pieces will be vital with the new CAEP standards and which need to be reworked in an effort to improve our program. Results of the past program assessment reports will inform the changes made to the future assessment tools utilized to gain a richer data collection method for our ELED program. The new ELED courses will be a catalyst to propose new assessment tools that more accurately align with the new CAEP standards. The creation of new assessments tools will incorporate student progress monitoring, diversity, pedagogy, and long-range data collection for continual changes and improvements. The Elementary Education CAEP report was revised in Fall 2017. We received our accreditation without further revisions in February 2018.

English BA

The Capstone Project has been our 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 implementing a more unified capstone experience effective Fall 2019 based on the external review of 2016. This will insure that the artifact-driven final project is a more accurate representation of student growth and capacity tracked across their time as students in the program, beginning with the new Intro to English Major course. The external review in 2016 also recommended a more comprehensive assessment plan implemented by the faculty in the department. We are developing waypoint assessments which will be imbedded in specific core courses of the program to verify student progress in coordination with faculty mentoring and degree audits. The new protocols will begin phasing in in Spring 2019 with full implementation in Fall 2019.

English, MA

1. Continue to work on scheduling issues related to graduate course offerings at both campuses, new course rotation will be in place for both BA and MA coursework effective FA 19 which will streamline the process and guarantee courses are offered in sufficient rotation to address student needs
2. Continue developing and offering non-traditional courses. A comprehensive catalog and course review was conducted SP 18 which indicated some potential growth areas, including the capacity to offer more short and intermediate length courses to allow students a broader range of interests. Scaffolding courses for these options are being presented in the FA 18 curriculum modifications for the BA program and can be mirrored in the MA program as needed once initial success is determined.

3. Continued and improved use of software for tracking students from first inquiry to completion (Hobson's, internal tracking via Chalk-and-Wire has been suggested, digital records measures which are currently underutilized).
4. Review program objectives through planned departmental assessment committee.

English Education, BA Ed

Based on program assessment, the following are plans for improvement:

CONTENT KNOWLEDGE:

- The program is working to improve its OSAT- English Scores. The English Education Specialist is Chair of the Teacher Candidate Writing Task Force for the College of Education to work on solutions to improve candidate performance.
- Two new 1-hour courses were created and began Fall 2018. ENGL3501: Critical Issues in English Education will be required during the Pre-1 internship and focuses on “different topics and readings regarding current and critical issues in English education, and they will learn to plan and implement ELA instruction that promotes social justice and critical engagement with complex issues.” ENGL4501: Capstone in English Education will be required during the Full internship semester and focuses on “ENGL4501- “different topics and readings related to literate and ethical practices in ELA teaching and a readiness to actively develop as a professional educator, and they will learn how to apply current theories and research to promote educational opportunities that are diverse, inclusive, and equitable to enhance English Language Arts instruction.” The purpose of creating both of these courses is for candidates to have varied experiences on implementing and modeling their research in the field to “enhance students’ opportunities to learn in English Language Arts” in order to “assess candidate performance at other moments in the program of study. Otherwise, there is little opportunity to check whether competencies are developing throughout other course work or to intervene and assist student development.”
- After review of the English major requirement coursework, there may need to be more emphasis on literary theory due to students noting difficulty “using literary theories to interpret and critique a range of texts” (I.E1) on their work sample project. There may also need to be more emphasis on language acquisition (II.E2) due to students having difficulty finding coursework artifacts to meet that standard element. Currently, both courses are offered as advanced English electives, but may need to become required courses-- have been highly recommend by the Faculty Advisor.
- The Faculty Advisor is also highly recommending READ4013, LIBM4023, and LIBM4611 as Related Field Electives due to their relevance to program standards.

PROFESSIONAL & PEDAGOGICAL KNOWLEDGE:

- The program will continue to seek out service opportunities for its candidates through professional organization membership (NCTE, OKCTE, etc).
- Data System, Collection, & Evaluation: The program is working to better use data to inform decisions, especially regarding establishing a broader assessment system with more accessibility. In order to improve the system of regular review of the data collected, the program began uploading candidate artifacts to the College of Education’s online portfolio system, Chalk & Wire, so that more faculty have access to view the data in order to include more members in its evaluation. Use of the online portfolio system provides easier tracking and accessibility for data. This also allows the program to collaborate with other programs and faculty to get feedback via assessment data earlier because the online portfolio allows others to see how candidates are doing early and throughout the program of study.

Entrepreneurship, BBA

No future plans reported

Environmental Health and Safety Management BS

1. Action plan for next year

We are working to change the assessment exam to make it consistent with the expectations for ABET accredited programs as we will be seeking ABET accreditation.

2. What will you do differently?

We know that our graduates are doing well. They continue to get excellent EHS jobs with more than 90% of them finding these jobs within a few months after graduation. We have developed a new exam that is consistent with ABET expectations and will use it for the first time in Spring 2019.

Finance, BBA

Additional time will be devoted to instruction on the regulation of securities markets.

General Studies, BGS

- We received approval from the Oklahoma State Regents to offer the program completely online.
- Career Services assists us in gathering information regarding graduates.

Geography, BA

We are working re revise our program assessment to include a portfolio and survey.

Health Organizations Administration, BS

No report

Health and Human Performance, BS

- 1) Internship programs (Clinical Wellness & Recreation) will collaborate for internship cohesiveness.
- 2) Provide evidence of students' internship evaluation based on the objectives of the internship (e.g., Internship hours, quality of student experience, etc.)
- 3) Reorganizing student learning outcomes to align with the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Health and Kinesiology, MS

- Continue with the blended format for all eight graduate courses.
- Continue to refine or redesign the coursework.
- Organize students' learning outcomes and assessment tools.

Health and Physical Education, BS Ed

- Faculty continues to teach Scientific and Theoretical Knowledge aligned with OSAT objectives.
- Faculty will continue to design their courses to encompass instruction and assessment of Skill and Fitness Based Competence, Planning and Implementation, Instructional Delivery & Management, and

Impact on Student Learning.

- Faculty will continue to evaluate and adjust Learning Project and Portfolio-related instruction/assessment based on feedback and results.
- Four assessment tools were added to meet NASPE accreditation standards. Two were added to the clinical observation and evaluation assessments, Clinical Faculty HPE Evaluation (HPE Addendum), and the Coordinating Supervisor HPE Lesson Observation (CSLO). The other two were added to assess 6 of the 7 assignments in the Learning Project, Coordinating Supervisor Assessment (CSA3) and Coordinating Supervisor Assessment (CSA5)
- Faculty will be encouraged to use the PDHI when teacher candidates perform well or when correction is needed.
- The department will continue to require HPE teacher candidates to complete internships in a school with a quality PE program, chosen by the HPE Field Coordinator. This continues to ensure that all of the above outcomes covered in classes are applied by the teacher candidates in practical situations.
- The Health and Physical Education program made changes in academic year (2015-2016) in course descriptions, the number of credit hours per course, and the titles of some courses. In addition, some courses were deleted from program requirements. These changes ensure that essential pedagogical and skill-based courses are provided to teacher candidates to meet accreditation standards of CAEP, NASPE, and the Office of Educational Quality and Accountability.

Higher Education Leadership, MS

- Attempts to employ further assessment criteria will be identified and incorporated (alignment of course outcomes to program objectives).
- Modify Thesis/Capstone class and syllabus. Continue to strive for student completion of Thesis/Capstone.

History BA

The Department of History plans to continue evaluating educational outcomes for History majors in the same way during the next academic year.

Homeland Security, BS

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

Hospitality and Tourism Management, BBA

An additional smart goals assignment has been added to the event planning class.

Information Systems, BBA

No changes planned at this time.

Instructional Leadership, Med

Standards for the program changed from National board standards to program outcomes based on recommendation by assessment officer in the COE. Still working on program assessments as it relates to the SLO's in each course.

Legal Studies, BS

We are engaged in a major restructuring of the legal studies program, however, our curriculum changes have not been approved by the OSRHE. The assessment tools will be aligned with the new core courses and will include assessments of outcomes 7 & 8.

Library Media & Information Technology, MS

1. We will continue using multiple assessments to measure candidate mastery.
2. We will continue to analyze the results of the OSAT examination scores in each subarea and synthesize the results to strengthen our courses' alignment with the subareas and the AASL standards. This may result in revised rubrics and projects.
3. We will continue requiring a minimum of 15 hours of field experiences in each course. This continues to assist candidates in the understanding and application of the AASL standards within their experiences.
4. We will continue to offer information to the candidates regarding the OSAT during our semester student organization meetings. Focus will be placed on the Constructed Response since that was the lowest mean score (222.66%).
5. Student information form to track them, which will help with the CAEP advanced standard or tracking graduates from our program.
6. Action plan for next year: The new AASL standards book will be used in each LIBM course to ensure the candidates gain an understanding of each new standard.
7. Faculty will review assignments used to address CAEP standards to make necessary changes in preparation for 3 cycles of data.

Management, BBA

Increase emphasis on managing resources in core classes.

Marketing, BBA

There will be increased emphasis on the product life cycle, personal selling and sales management, SWOT analysis, and buyer decision-making.

Increased emphasis will be placed on the sequencing of steps in marketing research, and on the use of multivariate models.

Mathematics, BS

The Department plans to continue to use the same three assessment tools during the next academic year.

Mathematics Education, BS Ed

The Department plans to continue to use the same assessment tools during the next academic year. The Department Assessment Test was lengthened, and students were given the 50-question test over a 3-day period, with study sessions between the days. Inquiry-based learning was used in a couple of classes again. 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. Students reported that were "very satisfied with the Math Education program.

Mathematics Education, M Ed

Assessment results will be used to improve student learning. We have a method for integrating outcome and assessment information into a continuous learning process. Assessment results have resulted in modifications in the program. Each academic year, faculty involved in the program thoughtfully review assessment results and consider adjustments to the curriculum both with respect to mathematics and pedagogy, to learning outcomes, and to teaching strategies. The most recent conversation took place 8-14-18 to plan and guide for fall 2018.

Action Plan: To increase student preparedness for the end-of-program math content exam, we have written study resources and have made them available to capstone students for the fall of 2018. We are implementing a face to face organizational meeting with all capstone students at the beginning of each semester to enhance communication about capstone course assessments and requirements. Feedback so far has been very positive about the benefits of this meeting of all students and instructor. We offered a new course fall 2018, MATH 5523 Mathematical Pedagogy which will serve both M. Ed. Mathematics Education graduate students and math specialist graduate students. OEMS continues to have an impact on program growth and development because most all students who pursue OEMS stay to complete the M. Ed. in Mathematics Education. **The NSU-OEMS program is the only such program in Oklahoma among all institutions of higher education to have achieved recognition from the Office of Educational Quality and Accountability (OEQA).

In collaboration with two other graduate programs, plans are in place to design and deliver a 12 hour graduate STEM certificate opportunity.

Media Studies, BA

Media studies faculty continue to update program curriculum to meet industry standards. All students will be required to publish online; “The Northeastern” is in online format only. All students are required to submit e-portfolios. We believe the current numbers reflect a successful completion rate among media studies majors.

Medical Laboratory Science, BS

The MLS 2+2 students using LabCE program for their seminar class, which seemed to help them prepare better for the BOC exam. We will be continuing to use this online resource.

Additionally, have the MLS 2+2 students use the Medical Laboratory Science Review book throughout their senior year to better prepare them for the BOC.

Due to the change in Organic Chemistry lab, the MLS 3+1 curriculum will be revised to meet the new course prerequisites.

Music, BA / Music Education, BME

Action plan for next year

Graduating BME students historically perform well on statewide education certification exams, with the institutional mean exceeding the statewide mean. Though our one student who took the exam passed, we are hoping to return to that model in the future.

The current method of auditioning and assessing is effective in screening incoming students, and giving us the tools we need to place them properly.

We will annually assess compliance with our SPA, the National Association of Schools of Music, and make changes as needed. In 2017-18, we revised the curriculum of at the course level for MUS 3111 Keyboard Harmony. The course description and SLOs were changed to reflect a change of faculty vision for the needs of the students.

A freshmen and sophomore retention report is shared among music faculty to track progress in music

courses and remediate deficiencies. Each faculty member identifies and reports at-risk students. Faculty have also been reassigned to hopefully impact retention and student success.

Natural Science, MS

Learning Outcome 1: The M.S. Natural Sciences program initiated a non-thesis pathway for degree completion in 2015-16. The first cohort of students is now moving through the program.

Learning Outcome 2: We will continue to emphasize the importance of giving 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.

Learning Outcome 3: The program is pleased with our students' accomplishments. We intend to continue encouraging students to complete their degrees in a timely fashion.

Nursing, BSN

Beginning with students enrolled in May 2017, The RN to BSN program worked with Academic Partnerships regarding marketing and recruitment. As of the August 25, 2018, census date, the unduplicated headcount for the RN to BSN program is 246. This is double that of May, 2017. Data will continue to be tracked to monitor the effectiveness of these endeavors.

The program has also reviewed eight of the nine RN to BSN courses per Quality Matters criteria and each course has successfully met the standards. Five adjunct faculty taught RN to BSN classes during the 2017-2018 along with one full-time faculty. A shift to more full-time faculty and fewer adjunct faculty is desired to assist in the work of the program such as assessment and advising. Full time faculty would also contribute to other areas of scholarship such as research, service, and interdisciplinary collaboration.

Nursing, MSN

All areas on the Capstone Rubric noted students meeting proficiency, however the weak sections are Social, legal, political and ethical influences. The curriculum was changed beginning Fall 2017 and the new course NURS 5253 Policy, Ethics, and Quality will help strengthen the social, legal, political and ethical influences as students develop their capstone projects.

Nutritional Sciences, BS

KRD 1.1 – Continue in same way

KRD 2.3 – Continue in same way

KRD 3.3 – Continue in same way

KRD 4.5 – Continue in same way

Occupational Therapy, MS

As an educational program, it is essential to continue receiving feedback from the students regarding faculty effectiveness, program policies and procedures, curriculum, student satisfaction, and graduate satisfaction. The action plan to return to doing paper/pencil course evaluations will be initiated in Fall 2018.

Plan to continue to monitor retention rates and identifying students who are struggling academically earlier. This strategy seems to be effective as evidenced by the increase in retention rate from previous

years. Faculty plan to continue helping students identify strategies for their success in the program. The program continues to plan sponsoring a session related to test taking strategies and test anxiety during the 2018-19 academic year.

The program plans to continue monitoring pass rate for the NBCOT Examination. Spring of 2016, 2017, and 2018 the program sponsored a review course for the certification examination through Therapy Ed. Student response to the course has been very positive. The plan is to offer the review course again in May 2019. The expense for the course has been included in our annual budget.

In January of 2019, the program will send the revised Graduate Surveys to the third cohort of students and gather data related to the program and fieldwork.

An employer satisfaction survey will also be sent to employers of the individuals in the first three cohorts of the program. A draft of the Employer Survey was submitted with the accreditation self-study. During Fall of 2018, faculty will review and revise both the Employer Surveys and the Graduate Surveys.

Optometry, OD

The faculty discussed NBEO examination results at the annual faculty retreat, August 16, 2018, and continue to monitor all assessment results. The annual meeting held by the Director of Student & Alumni Affairs for second and third year students about NBEO studying strategies will also include first year students and place more emphasis on performing well in optometry courses as preparation for the NBEO examination.

Political Science, BA

Six credit hours in the Behavioral Science category are now required for a political science B.A. This only affects students who became majors in Fall 2017 so it is too early to measure the effects.

Psychology, BA

53 graduating seniors were assessed and based on the data presented above it appears that we met our target of performance near the national mean. Although all of the Z scores reported are negative, they are all within .5 standard deviations from the national average. This indicates that our students are scoring near the national average in the 6 areas tested.

Beginning this year we are transitioning into administering the ACAT as part of our History & Systems course instead of the Capstone. Although the capstone did provide a convenient way to assess all graduating seniors, it was not sustainable as a course for a variety of other reasons. With a minor change in pre-requisites, students are now taking the History & Systems class at the end of their program. In addition to allowing us to easily assess the largest number of graduating seniors possible, this change will also allow this class to serve as a nice ending point for the undergraduate degree. The material covered in this class provides a nice overview to the field as a whole and can be used to tie many theories together under one umbrella. In fact, many other programs use this strategy and require that students take the history & systems course at the end of their program.

In order to ensure that all students are taking the ACAT assessment seriously and putting forth their best effort, we will continue to work closely with the faculty teaching the history & systems course to ensure that students understand the importance of obtaining valid assessment data and how their data

will be used to improve our program.

We are also continuing discussions with faculty and seeking input from students about how we can improve our program and will be working towards improving our program.

Reading, M Ed

Goals for the 2018-2019 Academic Year:

1. Continue to refine all 4 point rubrics, graduate manual, and other relevant materials to reflect the *2017 ILA Standards for the Preparation of Literacy Professionals*.
2. We will continue developing a struggling readers elective course to offer for reading and special education candidates focusing on the diagnosis and remediation of dyslexic students.
3. Continue to offer clinical services at the Capitola Wadley Center for Reading and Technology in Tahlequah and the NSU Broken Arrow Reading Clinic.
4. Explore options for recruitment in the graduate reading program. We have used social media to recruit and are continuing to recruit at back to school meetings across Oklahoma.
5. All faculty will present or attend regional, national, and international reading conferences throughout the year.

School Administration, M Ed

Students are performing well in courses, but state testing has dropped slightly. This is credited to the new state testing. State averages were at or below NSU averages with NSU students on the elementary test passing at 59% rate and state average at 60%. NSU students on the secondary principal test passed at a rate of 54% and the state average was at 50%. The ELCC SPA removed the 80% pass rule last year for accreditation. The faculty have determined two areas of improvement to work on for the upcoming year. The first area will be changing the core curriculum by removing EDUC 5613 School Facility Management and incorporating some aspects into EDUC 5593 School Finance. This is a common practice in school administration programs around the country. In place of EDUC 5613, the program will be adding EDUC 5503 Education Statistics. This course will continue the field-based approach in the program and teach basic statistical analyses and have students use data from their own schools to test for significance. They will then reflect upon the results and discuss plans on how to deal with the data if they were principal. The second area on which we will concentrate continues to be writing. This is typically the lowest areas on the state tests.

Science Education, BS Ed.

1. Action plan for next year: What will you do differently, stop doing or continue to do in the same way?
 - Evaluate the program and assessments to meet the updated Council for the Accreditation of Educator Preparation (CAEP) standards, which is due in the fall of 2022. The program was granted national recognition through NSTA/NCATE in the spring of 2016).
 - Revise each emphases to accommodate changes in the Biology and other programs.

Science Education, MS Ed

1. Acceptable according to the rubric (a minimum of acceptable in each sub-score).
2. Acceptable according to the rubric (a minimum of acceptable in each sub-score).

3. Acceptable according to first and second readers on the capstone projects.

Social Studies Education, BA Ed

A new Social Studies Education Coordinator was hired in August 2016, and she spent most of the academic year learning about the current NSU social studies education program, the new NCSS accreditation requirements, CAEP accreditation, and the new federal ESSA requirements. She established three goals for the program: 1) improve OSAT scores, 2) update and streamline the social studies program, and 3) strengthen communication and standardization between the history department, which created and administered the social studies teacher education program, and the College of Education, which is in charge of overall teacher preparation. That coordinator resigned at the end of spring semester in 2018, but she believes she met goal 1 and 2, but not 3. A new social studies coordinator has been hired, and that person will establish his own goals for the program in 2018-2019.

Improve OSAT Scores

In 2018, 100% of SOSC 4023 students passed OSAT 17, with scores above the state of Oklahoma average.

Update and Streamline the Social Studies Program

This was the first year piloting the streamlined social studies accreditation program using the newly adopted NCSS standards. The incoming coordinator should try to attend a workshop or webinar to make sure the new program aligns with the new standards.

Here was the program the outgoing coordinator designed, which the new coordinator will probably customize and adjust:

1. OSAT 17 or 18
2. Complete required coursework maintaining 2.75 or higher
3. Demonstrate the ability to plan instruction through SOSC 4023 coursework, including a sample year-long high school world history overview, unit plan, and 3 -5 specific lesson plans with assessments that incorporate Oklahoma standards, C3 standards, and NCSS standards'
4. Submit Competency 4 on Chalk and Wire
5. Observe interns during their full teaching semester for alignment with NCSS Standards

Strengthen Communication and Standardization Between the History Department and the College of Education

If he agrees with this goal, the new social studies coordinator will determine how best to work toward it.

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.

Additionally, we will make changes to textbooks and instructional procedures as necessary.

Spanish B.A.

Although the Spanish program has undergone significant changes in staffing, we now have three faculty, all at the assistant professor rank. We are energized and encouraged that we can better meet our instructional and program goals working together as a cohesive and cooperative team.

Our plan for the 2018-2019 academic year includes the following:

- Develop and implement a plan for storing Spanish majors' artifact portfolios with Chalk & Wire and communicating this plan to students.
- Continue developing extracurricular activities through which students can improve their interpersonal and presentational language skills, develop enthusiasm for the discipline, and engage meaningfully with Hispanic cultures.
- Continue to work with students to improve their presentational writing skills in Spanish.
- Continue to review and modify the major course projects to better meet our goals and the needs of the students.
- Continue to communicate the expectations for their interpersonal and presentational speaking proficiency at the end of the program and to assist them in developing these skills.

Implement plans to improve our course offerings to better meet content knowledge, language proficiency, and professional application goals.

Spanish Education, BA Ed

Our plans for the 2018 - 2019 academic year include the following:

- Placing more emphasis on listening and speaking in our upper-level Spanish courses, and providing more opportunities for students to practice their spoken Spanish outside the classroom via activities and service opportunities in order to help our students improve their fluency. The hope is that this will help our OPIc scores go up.
- Increase our recruitment efforts for the program by visiting Spanish classes at local feeder schools. Hopefully this will help us have more candidates in the future. Our lack of candidates was a major concern during the reaccreditation cycle that we finished successfully in the 2016 - 2017 academic year.
- After talking with several students and candidates, as well as College of Education faculty, it has become apparent that our current setup for the Spanish Education Assessments is far more demanding than is strictly necessary. We plan to go back and look at all of the Assessments, Policies and Procedures in order to determine what needs to be changed in order to simplify the program without compromising its integrity.

Special Education, BS Ed

Assessment 1

The Special Education program has completely incorporated more comprehensive assignments into the SPED program that closely aligns with the SPED OSAT and ELED OSAT competencies. Faculty will individually meet with teacher candidates to help tutor them on the constructed response portion of the OSAT. Mild/Moderate disabilities OSAT review books for the new SPED OSAT will be available this fall for purchase, once available these will be purchased to loan to teacher candidates for OSAT study purposes and many students will be able to check out these books from each campus. Faculty have also served on the Pearson OSAT Mild/Moderate Conference Committees to assist in revamping the state

assessment. The program has also began offering one hour study SPED OSAT Review courses to help students with specific study strategies and they are able to earn credit for the course; however, attendance is optional, SPED program faculty has planned to embed these study strategies into future courses.

Assessment 2

For this assessment, course grades of teacher candidates will be used to review content areas of the special education core courses. Grades will be continuously monitored to ensure a student's GPA is a true reflection of student work. The increased GPA of 2.75 will also be frequently monitored.

Assessment 3

This assessment was revised for CAEP. New rubrics with altered points and better alignment to required CEC/CAEP standards were implemented. Concise directions for teacher candidates were revamped as well. The SPED faculty is monitoring and will revise all forms as necessary.

Assessment 4

This assessment was revised based upon CAEP suggestions for revisions. This assessment will be revised based on this year's data. All assessment rubrics have been revised to reflect a 4 point scale.

Assessment 5

This assessment was revised based upon CAEP suggestions for revisions. This assessment will be revised based on this year's data. All assessment rubrics have been revised to reflect a 4 point scale.

Assessment 6

This assessment was revised based upon CAEP suggestions for revisions. Clearer directions to teacher candidates and a more specific rubric aligned to new Initial CEC Standards are utilized.

Assessment 7

This assessment was revised based upon CAEP suggestions for revisions. As new technologies are created and developed, faculty will adjust the course and the assessment accordingly to incorporate the most up-to-date evidence based assistive technology practices.

Assessment 8

This assessment was revised based upon CAEP suggestions for revisions. This assessment will continue to be implemented and altered based on data analysis and teacher candidate progress monitoring.

Special Education – Autism Spectrum Disorder, MS Ed

With the Master of Special Education-Autism Spectrum Disorder program completing the 2017-2018 academic year, the faculty and staff will continue to monitor progress and analyze the data collection. Based off of the data that has been collected this past year, the analysis indicates that graduate students are mastering skills in the following areas: content knowledge, professional and pedagogical knowledge, skills, and dispositions, and effects on students with Autism Spectrum Disorders learning and creating environments that support learning. Students showed weaknesses in addressing statement of behavior and positive behaviors when writing the Behavior Intervention Plans, as well as, the task analysis and rationale portion of the RTI Student Plan. More explicit instruction in these two areas will be provided in future classes. The program will continue to tweak the assessments as time progresses in order to maintain reliability and fidelity of the assessments.

Speech & Language Pathology, BS

No report

Speech & Language Pathology MS

Action plan for next year: Continue since the types of assessments which are currently used are

prescribed by certification & accreditation standards. Replacement instruction to teach content covered by national examination.

Supply Chain Management, BBA

Additional faculty will be assigned to teach marketing logistics

Technology BT

1. Action plan for next year

The Bachelors of Technology program will re-evaluate the exit exam so that all learning objectives are being tested. An online exit exam will be administered in TECH 4023 – Occupational and Environmental Safety. This is a senior level core course, that all students in this major have to take.

2. What will you do differently?

Review and revision the exit exam to be a better indicator of student learning.

Section IV – Student Engagement and Satisfaction

Administration of Assessment

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

Northeastern State University uses an internal Student Course Evaluations and the NSSE as measures of student satisfaction. The NSSE is the national opinion/satisfaction instrument used at this time.

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

The NSSE 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 student engagement and satisfaction assessment?

Student evaluations of courses/instructors show overall satisfaction. During the fall 2017, 5,696 evaluations of faculty instructors were collected. A total of 1,193 classes were evaluated representing 390 different faculty members. During the spring 2018, 5,000 evaluations of faculty instructors were collected. A total of 1,071 classes were evaluated representing 387 different faculty members. The first twenty questions ask students to rate various course components such as the course syllabus, objectives, concept presentation, instructor communication, critical thinking, learning environment,

and teaching methods. Question 21 allows the student to “agree” or “disagree” with the statement that the instructor was an effective teacher. The average rating of item 21 for all faculty was 4.24/5.0 in fall of 2017 and 4.34/5.0 in spring 2018. Course evaluation data are reported in Table G.

The National Survey of Student Engagement (NSSE) annually surveys first-year and senior students at participating baccalaureate-granting colleges and universities to assess the extent to which they engage in and are exposed to desirable learning outcomes. Institutions use the results to develop programs and practices that promote student engagement. The survey is administered in the spring term and is short, reliable, and easy for students to complete. NSU administers it on-line. During spring 2018, 193 first-year students and 581 seniors took the assessment. Both of these groups were compared to institutions in an IPEDS group (N=13), public institutions with 5,001 to 10,000 students enrolled (N=122), and Oklahoma public institutions (N=7).

The NSSE was administered during spring 2018. The overall response rate was 28% of the freshman and 32% of the seniors. These percentages translate into 193 freshmen and 581 seniors. Ninety-five percent (95%) of the freshmen were full-time and 69% of the seniors indicated they attended full-time. Sixty-nine percent (69%) of the freshman were female and 31% male whereas 75% of the seniors were female and 25% male. Nineteen percent (19%) of the freshmen and 17% of the seniors were American Indian. Fifty-six percent (56%) of the freshmen and 7% of the seniors lived on campus. Twelve percent (12%) of the freshmen and 60% of the seniors were nontraditional (24 or older). Eleven percent (11%) of the freshman and 76% of the seniors were transfers. One percent (1%) of the freshman and 21% of the seniors took all online courses.

Results

The results are reported as “Effect Size”. Effect size indicates the “practical significance” of the mean differences. A positive sign indicates that NSU’s mean was greater, thus showing an affirmative result, and a negative sign the opposite. In practice, an effect size of .2 is considered small, .5 moderate, and .8 large. We are reporting differences between NSU and the comparison groups with an effect size greater than .3.

The first-year students scored lower than the IPEDS comparison group on “Solving complex real-world problems”.

The first-year students scored higher than the Public 5-10K comparison group on “Working for pay off campus”, and “Doing community service or volunteer work”.

The first-year students scored lower than the Public 5-10K comparison group on “Connected your learning to societal problems or issues”.

The senior students scored higher than the IPEDS comparison group on “Providing care for dependents (children, parents, etc.)”.

The senior students scored higher than the Public 5-10K comparison group on “Working for pay off campus”, and “Providing care for dependents (children, parents, etc.)”.

The senior students score higher than the Oklahoma Public comparison group on “Come to class

without completing readings or assignments”, and “Providing care for dependents (children, parents, etc.)”.

The NSSE report compared NSU Freshman and Seniors to the IPEDS comparison group over four Themes: Academic challenges, learning with peers, experiences with faculty, and campus environment. Each of these categories have multiple Engagement Indicators. There were no differences between NSU first-year or senior students and their three comparison groups with an effect size of .3 or greater.

NSU choose to administer two topical modules with the NSSE that were compared to public institutions with 5-10K enrollment that administered the module. In the Civic Engagement module, there were no differences with an effect size of .3 or greater. In the Global Learning module:

First-year students scored lower on “Providing courses that focus on global and international topics”, and “Complete a course that focuses on global trends or issues (human rights, international relations, world health, climate, etc)”.

Senior students scored lower on “Providing activities and experiences (speakers, events) that focus on global and international topics”

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

The NSSE data informed two NSU studies connected with the NSU HLC Quality Initiative: Sustaining Student Success. One study developed a survey instrument to measure beginning freshmen expectations of their university curricular and co-curricular experiences. Another study surveyed freshmen regarding their definition of “success.” The surveys were both administered in the early fall 2017 semester.

The Freshman Expectation survey was administered during Welcome Week activities which are part of the UNIV 1003, University Strategies course. Questions regarding the student’s high school experience were asked as well as questions relating to financing education, degree and career plans, the amount of time and effort expected in college, and a variety of non-cognitive variables. Over a quarter of the students responded they were very concerned or extremely concerned with their ability to pay for their college education. Almost 56% of the students expected to study between six and 15 hours per week while over 65% strongly agreed/agreed they felt prepared to succeed academically.

The Student Defined Success survey was administered to students enrolled in UNIV 1003, University Strategies early in the fall 2017 term. The response rate was 45.6% with surveys completed by 388 of the 850 enrolled students of which 61.6% were female, 46.4% were Native American, and 90% were less than 21 years of age. Almost 88% of the respondents indicated they planned to obtain a bachelor’s degree from NSU (strongly agree/agree) while over 29% selected strongly agree or agree to the statement “I plan to complete by basic classes at NSU, then transfer.” The top three items selected as contributing to a successful university class were Improved knowledge and skills (48.2%), Having professors take into account workload and students’ other obligations (42.5%), and Well-delivered and up-to-date lectures (34.0%). The most selected items for a successful overall college experience were

Graduating (76.5%), Being successful after college (46.6%), and Challenging myself (36.6%).

Data from each study will guide retention programming.

Table G: Student Evaluation of Course / Teaching Effectiveness

FALL 2017	Number of classes evaluated	Number of faculty evaluated	Number of surveys completed
Liberal Arts	421	156	1,747
Business & Technology	220	69	1,159
Education	278	94	1,325
Optometry	19	15	197
Science & Health Prof.	255	80	1,268
TOTAL	1,193	390	5,696

Faculty members may be evaluated in two different colleges

SPRING 2018	Number of classes evaluated	Number of faculty evaluated	Number of surveys completed
Liberal Arts	327	129	1,309
Business & Technology	226	73	1,073
Education	263	88	1,126
Optometry	18	16	199
Science & Health Prof.	237	81	1,293
TOTAL	1,071	387	5,000

Faculty members may be evaluated in two different colleges

Question 21: Instructor was an Effective Teacher

Question 21	Fall 2017	Spring 2018
Liberal Arts	4.32	4.38
Business & Technology	4.14	4.32
Education	4.31	4.46
Optometry	4.56	4.54
Science & Health Prof.	4.11	4.17

Assessment Budgets

At the current time, NSU does not collect an academic service fee for assessment purposes. Instead, it uses E & G monies for institutional assessment activities including salaries of staff in the Office of Institutional Effectiveness and adjunct back-fill when needed for student learning coordinators in each college.

At this time, a fee is collected for those students who must take the CPT secondary assessment more than once, and pass through fees for licensure and aptitude tests delivered through the testing center. These pass through fees are used to pay vendors for the test, proctoring, and special configurations as

needed for the testing center.

Programs that require subject area field tests use a portion of program or college enhancement fees to pay for these tests.

Assessment Fees	0
Assessment salaries	
4 College Student Learning Coordinators course release	24,000
External Evaluation (Program Review)	15,000
Institutional Effectiveness salaries / benefits	298,898
Academic Testing Coordinator salary / benefits	50,209
Distributed to other departments (<i>enhancement fees</i>)	Unknown
Operational Costs	
Institutional Effectiveness Operating	11,264
LMS course evaluation survey (est.)	25,000
Chalk & Wire software	120,000
Civitas Analytics software	86,600
Total Expenditures	630,971

All expenses E & G funds unless otherwise noted.

Appendix 1. NSU Degrees of Excellence – Baccalaureate Degree Outcomes

1. Outcome # 1: Intellectual Skills

1.1 Analytic Inquiry

- A. raises vital questions and problems, formulating them clearly and precisely;
- B. evaluates approaches to address complex problems;
- C. tests proposed solutions to complex problems.

1.2 Information Literacy

- A. determine the extent of information needed;
- B. access the needed information effectively and efficiently;
- C. evaluate the reliability and comparative worth of various information sources;
- D. use information effectively to accomplish a specific purpose;
- E. use information ethically and legally.

1.3 Engaging diverse perspectives

Explain alternative systems of thought, including their assumptions, implications, and practical consequences.

1.4 Quantitative fluency

- A. write an equation using mathematical symbols that expresses a relationship;
- B. perform arithmetic operations on algebraic expressions and solves linear equations;
- C. evaluate the validity of procedures in solving a mathematical problem;
- D. interprets mathematical models such as formulas, graphs, tables, and schematics, and draws inferences from them.

1.5 Communication fluency

- A. construct coherent written and oral arguments for general and specific audiences;
- B. construct coherent written and oral narratives for general and specific audiences;
- C. collaborates with others to advance an argument or design an approach to resolving a social, personal or ethical dilemma.

2. Outcome # 2: Integrative Knowledge

- 2.1 Produce, independently or collaboratively, an investigative, creative or practical work that draws on specific theories, evidence, tools and methods from diverse perspectives.

3. Outcome # 3: Specialized Knowledge in the Major

- 3.1 Explain the boundaries and major areas of specialization within the major;
- 3.2 Properly utilize discipline specific vocabulary;
- 3.3 Demonstrate the ability to effectively use the tools, technologies and methods common to the major;
- 3.4 Evaluate a complex question using appropriate perspectives and evidence drawn from the student's major; and
- 3.5 Construct a summative project that draws on current research, scholarship and/or techniques in the major.

4 Outcome # 4: Capstone Experience in the Baccalaureate Degree

The integration of the major with baccalaureate degree expectations reflecting the intersection of academic and post-baccalaureate settings.

Demonstrate competency at the baccalaureate level in analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency. Demonstration can be achieved through one or more of the following as appropriate:

- 4.1 Formulate a question on a topic that addresses more than one academic discipline, a public issue, or practical setting where the student:
 - A. locate appropriate evidence that addresses the question;
 - B. evaluate the evidence in relation to the problem's contexts,

- C. articulate conclusions that follow logically from such analysis.
- 4.2 Complete an immersive performance, field-based project, exhibit, or internship related to the discipline and course of study where the student:
- A. implement insights from others into the project;
 - B. evaluate a significant challenge or question faced in the project in relation to core concepts, methods or assumptions in his or her major field;
 - C. describe the effects of learning outside the classroom on his or her research or practical skills;
 - D. explain in writing or another medium how those elements were combined in the product to shape its intended meaning or findings; and
 - E. employ appropriate citations to demonstrate the relationship of the product to literature in its field.

5 Outcome # 5: Citizenship

5.1 Cultural Foundations

- A. Analyze the advantages and challenges of a culturally diverse society;
- B. Identify the connectedness of culture and society;
- C. Discuss how culture influences one's perspective;
- D. Define one's identity in relation to cultural differences;
- E. Work across cultural differences.

5.2 Leadership & Engagement

- A. Distinguish between leadership as a process and leadership as a position;
- B. Demonstrate commitment to positive change;
- C. Demonstrate respect for the rights of others;
- D. Employ ethical considerations when making leadership decisions;
- E. Practice engaged citizenship by contributing to the positive welfare of the community.

5.3 Life Skills & Personal Development

- A. Achieve personal goals;
- B. Recognize personal strengths and challenges;

C. Identify personal values or beliefs;

D. Manage resources effectively.

5.4 Professional & Career Development

A. Develop professional or career goals;

B. Match strengths and interests to chosen paths;

C. Build professional relationships and networks;

D. Translate acquired knowledge to professional skills.