# NORTHEASTERN STATE UNIVERSITY
## ANNUAL REPORT OF 2018-19 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 2018-2019 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 2018-19, 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 2018-2019 academic year, 619 enrolled NSU students required placement testing, and many were assessed in more than one area. NSU administered more mathematics assessments than any other area. Average success rates (fall and spring) in remedial courses range from 63.4% in Math 0123 Elementary Algebra to 62.95% in MATH 1471 Applied Math Lab and MATH 1473 with MATH 1471 Applied Math with Lab. This is the second assessment cycle of the fully implemented 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.

**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 the non-discrete nature of the results led the General Education committee to plan to revise the general education outcomes in order 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-posttests, 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 4.31/5.0 in fall 2018 and 4.27/5.0 in spring 2019. During fall 2018 and spring 2019 respectively, 393 and 374 faculty members were evaluated with a high degree of student satisfaction.

**Conclusions**
Northeastern State University utilizes 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. The General Education committee's work to fully implement course-based assessment has strengthened sequence and 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.

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**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 as well as SAT subject test scores in Mathematics and in Evidence-Based Reading and Writing.  If the ACT sub-score is 19 or greater, or the SAT subject test scores are 530 or higher for math or 480 or higher for Reading/English, the student is placed in college level coursework.

If the sub-score is less than the minimum cut score, secondary measures are used to determine placement.  If the ACT 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 administered by the University Advising Center.  NSU utilizes the College Board's *WritePlacer* for placement in English.  Students scoring 5 or above are placed in college-level courses.  A locally developed placement test is used for math placement.  Students scoring 90 or higher on the exam are placed at college-level.  If a student does not meet the minimum of score of 90, he/she can still be placed at the college-level with an overall high school GPA of 3.25.  For reading, NSU utilizes the Accuplacer Next Generation Reading test with students scoring 251 or above placed in college-level classes.

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) mathematics secondary placement test and reading secondary placement test are both passed at the minimum cut scores, 4) mathematics secondary placement test and English secondary placement test are both passed at the minimum cut scores.

**I-2.** **What information was used to determine co-requisite course placement (e.g., cut scores, high school GPA, class ranking)?**
Students scoring below the minimum cut scores on the ACT/SAT sub-tests, do not meet the high school GPA criteria, and score below the placement test 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 a 4 on the WritePlacer are 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 60 and 89 on the math placement test are 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/SAT sub-scores less than the minimum, who did not meet the high school GPA criteria, and did not meet the appropriate cut scores for either college-level placement or co-requisite courses were required to enroll in remedial course work.  Thus, students scoring below 4 on the WritePlacer were placed in ENGL 0123 Developmental Writing while students scoring below 251 on the Next Generation Reading test were placed in ENGL 0113 Developmental Reading.  Students scoring below 60 on the NSU math placement 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^ | SAT^ | HS GPA | TEST SCORE | CLASS |
|---|---|---|---|---|---|
| **Reading** | ≥ 19 | ≥ 480 | | | No Reading Class |
| | 17 or 18 | | ≥ 3.0* | | No Reading Class |
| | | | < 3.0* | ≥ 251 | No Reading Class |
| | | | | < 251 | ENGL 0113 Reading Enhancement |
| | < 17 | < 480 | | ≥ 251 | No Reading Class |
| | | | | < 251 | ENGL 0113 Reading Enhancement |
| **English** | ≥ 19 | ≥ 480 | | | ENGL 1113 Freshman Comp I |
| | 17 or 18 | | ≥ 3.25* | | ENGL 1113 Freshman Comp I |
| | | | < 3.25* | ≥ 5 | ENGL 1113 Freshman Comp I |
| | | | | 4 | ENGL 0123 Writing Enhancement **OR** ENGL 1113 with ENGL 1111 co-req lab |
| | | | | < 4 | ENGL 0123 - Writing Enhancement |
| | < 17 | < 480 | | ≥ 5 | ENGL 1113 Freshman Comp I |
| | | | | 4 | ENGL 0123 Writing Enhancement **OR** ENGL 1113 with ENGL 1111 co-req lab |
| | | | | < 4 | ENGL 0123 - Writing Enhancement |
| **Mathematics** | ≥ 19 | ≥ 530 | | | MATH 1473 Applied Mathematics **OR** MATH 1513 College Algebra |

| | | | | 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* | ≥ 90 | MATH 1473 Applied Mathematics **OR** MATH 1513 College Algebra |
| | | | < 90 | MATH 0133 Intermediate Algebra **OR** MATH 1473 with MATH 1471 co-req lab **OR** MATH 1513 with MATH 1511 co-req lab |
| < 17 | < 530 | | ≥ 90 | MATH 1473 Applied Mathematics **OR** MATH 1513 College Algebra |
| | | | 60 to 89 | MATH 0133 Intermediate Algebra **OR** MATH 1473 with MATH 1471 co-req lab **OR** MATH 1513 with MATH 1511 co-req lab |
| | | | < 60 | MATH 0123 Elementary Algebra |

*^Placement is based on either ACT or SAT; students are not required to meet both cut scores*
*\*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 251 on the Accuplacer Next Generation Reading test 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's partnership with Complete College America led 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.  This model is now fully implemented.  The percent of the first-time full-time entering class enrolled in remedial courses has decreased from 42% in fall 2013 to 20% in fall 2018 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 placement tests which include exams for 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 of the need to test 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 1,342 tests and 619 students participated in some form of entry-level assessment. The data provided in Table B, below, includes entering undergraduate students who were enrolled at NSU for the first time during the Summer 2018, Fall 2018, or Spring 2019 terms. The percentage in each category represents the percentage of secondary placement participants at either the college or remedial level for that subject matter.

**Table B: Placement Results, 2018-2019**

|  | College Courses | | Remediation | | Total |
|---|---|---|---|---|---|
|  | # Tests | % | # Tests | % | # Tests |
| ENGLISH | 139 | 40.9 | 201 | 59.1 | 340 |
| MATH | 97 | 18.2 | 435 | 81.8 | 532 |
| READING | 138 | 57.3 | 103 | 42.7 | 241 |
| SCIENCE | 126 | 55.0 | 103 | 45.0 | 229 |
| **TOTAL** | 500 | 37.3 | 842 | 62.7 | 1342 |

*Developmental, Co-requisite and College-Level Course Data*

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 placement test is re-administered at the end of the semester in developmental courses and co-req labs to determine

competency. Table C refers to post-course test and grade data. The table identifies the total number enrolled and the total number completing the post-test with the grouping score. For example, in academic year 2018-19, 83 students were enrolled in ENGL 0113, Reading Enhancement. Of those, 57 took the end of semester placement exam. Ten (33.6%) of the students scored at or above the cut-score ($\geq 251$) and 66.4% (n = 47) scored below. However, 98.3% of the students who completed the course earned a passing grade. Review Table C for course completion for post-test score groups 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 the analogous remedial courses for the same semester.

**Table C: Course Data for Reading, English, and Math**

| Course | Semester | Enrolled | N for Test | Test Scores | | | Passing Grade | |
|---|---|---|---|---|---|---|---|---|
| | | | | Group | n | %* | n | %** |
| **ENGL 0113 Reading Enhancement** | Fall 2018 | 64 | 44 | < 251 | 36 | 81.8 | 36 | 100.0 |
| | | | | ≥ 251 | 8 | 18.2 | 7 | 87.5 |
| | Spring 2019 | 19 | 13 | < 251 | 11 | 84.6 | 11 | 100.0 |
| | | | | ≥ 251 | 2 | 15.4 | 2 | 100.0 |
| **ENGL 0123 Writing Enhancement** | Fall 2018 | 66 | 46 | < 5 | 19 | 41.3 | 14 | 73.7 |
| | | | | ≥ 5 | 27 | 58.7 | 25 | 92.6 |
| | Spring 2019 | 18 | 12 | < 5 | 4 | 33.3 | 3 | 75.0 |
| | | | | ≥ 5 | 8 | 66.7 | 7 | 87.5 |
| **ENGL 1111 (ENGL 1113 Co-requisite Lab)** | Fall 2018 | 80 | 63 | < 5 | 31 | 49.2 | 26 | 83.9 |
| | | | | ≥ 5 | 32 | 50.8 | 31 | 96.9 |
| | Spring 2019 | 30 | 22 | < 5 | 12 | 54.5 | 7 | 58.3 |
| | | | | ≥ 5 | 10 | 45.5 | 10 | 100.0 |
| **MATH 0123 Elementary Algebra** | Fall 2018 | 101 | 70 | < 60 | 22 | 31.4 | 10 | 45.5 |
| | | | | 60 - 89 | 39 | 55.7 | 39 | 100.0 |
| | | | | ≥ 90 | 9 | 12.9 | 9 | 100.0 |
| | Spring 2019 | 36 | 25 | < 60 | 8 | 32.0 | 8 | 100.0 |
| | | | | 60 - 89 | 15 | 60.0 | 15 | 100.0 |
| | | | | ≥ 90 | 2 | 8.0 | 2 | 100.0 |
| **MATH 0133 Intermediate Algebra** | Fall 2018 | 35 | 27 | < 60 | 8 | 29.6 | 5 | 62.5 |
| | | | | 60 - 89 | 15 | 55.6 | 15 | 100.0 |
| | | | | ≥ 90 | 4 | 14.8 | 4 | 100.0 |
| | Spring 2019 | 14 | 10 | < 60 | 5 | 50.0 | 5 | 100.0 |
| | | | | 60 - 89 | 3 | 30.0 | 3 | 100.0 |
| | | | | ≥ 90 | 2 | 20.0 | 2 | 100.0 |
| **MATH 1471** | Fall 2018 | 22 | 14 | < 60 | 6 | 42.9 | 5 | 83.3 |

| | | | | | | * | | ** |
|---|---|---|---|---|---|---|---|---|
| **Applied Mathematics** | | | | 60 - 89 | 7 | 50.0 | 7 | 100.0 |
| | | | | ≥ 90 | 1 | 7.1 | 1 | 100.0 |
| | Spring 2019 | 14 | 12 | < 60 | 6 | 50.0 | 2 | 33.3 |
| | | | | 60 - 89 | 6 | 50.0 | 6 | 100.0 |
| | | | | ≥ 90 | 0 | 0.0 | | |
| **MATH 1511 (MATH 1513 Co-requisite Lab)** | Fall 2018 | 208 | 142 | < 60 | 41 | 28.9 | 39 | 95.1 |
| | | | | 60 - 89 | 86 | 60.6 | 84 | 97.7 |
| | | | | ≥ 90 | 15 | 10.6 | 15 | 100.0 |
| | Spring 2019 | 87 | 60 | < 60 | 12 | 20.0 | 12 | 100.0 |
| | | | | 60 - 89 | 33 | 55.0 | 31 | 93.9 |
| | | | | ≥ 90 | 15 | 25.0 | 15 | 100.0 |

\* % is number of students in group divided by number with post-test 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, students can "pass" by earning a passing grade in the course or by posting a passing score on the placement test.  In either case, the deficiency is considered remediated.

Fall 2018 math pass rates were 57.4% and 68.6% for MATH 0123, Elementary Algebra and MATH 0133, Intermediate Algebra, respectively.  Spring 2019 pass rates were 69.4% and 71.4% for 0123 and 0133, respectively.  Fall 2018 English pass rates were 62.1% for ENGL 0123, Writing Enhancement, and 66.7% in spring 2019. Pass rates for ENGL 0133, Reading Enhancement, were 64.1% and 73.7% for fall 2018 and spring 2019, respectively.

Table D includes co-requisite course data.  As noted earlier, students scoring appropriately 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.  Seventy-five percent of the students enrolled in the fall 2018 ENGL 1113 and ENGL 1111 co-req combination passed the course while 63.3% of the students enrolled in the spring 2019 sections passed the course.  The math co-requisite course options include MATH 1473 Applied Math along with MATH 1471.  In fall 2018, 54.5% of the students enrolled passed the course.  In spring 2019, the pass rate was 71.4%.  The alternative math co-requisite option, chosen by most students, is MATH 1513 College Algebra along with MATH 1511.  The pass rate was 64.4% for fall 2017, and 64.4% for spring 2018.

Pass rates for the college level courses for non-remedial students were as follows (course, fall 2018, spring 2019):

ENGL 1113, Freshman Composition I, 80.1%, 76.3%
MATH 1473, Applied Mathematics, 65.7%, 68.0%
MATH 1513, College Algebra, 72.2%, 77.3%

**Table D: Overall Success Rates, Fall 2018 and Spring 2019**

| Course | Semester | Enrolled | I and AU | N for Pass Rate | Passed | | Failed | |
|---|---|---|---|---|---|---|---|---|
| | | | | | n | % | n | % |
| ENGL 0113 | Fall 2018 | 64 | 0 | 64 | 41 | 64.1 | 23 | 35.9 |
| | Spring 2019 | 19 | 0 | 19 | 14 | 73.7 | 5 | 26.3 |
| ENGL 0123 | Fall 2018 | 66 | 0 | 66 | 41 | 62.1 | 25 | 37.9 |
| | Spring 2019 | 18 | 0 | 18 | 12 | 66.7 | 6 | 33.3 |
| ENGL 1111 | Fall 2018 | 80 | 0 | 80 | 58 | 72.5 | 22 | 27.5 |
| | Spring 2019 | 30 | 0 | 30 | 17 | 56.7 | 13 | 43.3 |
| ENGL 1113 w 1111 | Fall 2018 | 80 | 0 | 80 | 60 | 75.0 | 20 | 25.0 |
| | Spring 2019 | 30 | 0 | 30 | 19 | 63.3 | 11 | 36.7 |
| ENGL 1113 ONLY | Fall 2018 | 562 | 0 | 562 | 450 | 80.1 | 112 | 19.9 |
| | Spring 2019 | 132 | 1 | 131 | 100 | 76.3 | 31 | 23.7 |
| ENGL 1113 TOTAL | Fall 2018 | 642 | 0 | 642 | 510 | 79.4 | 132 | 20.6 |
| | Spring 2019 | 162 | 1 | 161 | 119 | 73.9 | 42 | 26.1 |
| MATH 0123 | Fall 2018 | 101 | 0 | 101 | 58 | 57.4 | 43 | 42.6 |
| | Spring 2019 | 36 | 0 | 36 | 25 | 69.4 | 11 | 30.6 |
| MATH 0133 | Fall 2018 | 35 | 0 | 35 | 24 | 68.6 | 11 | 31.4 |
| | Spring 2019 | 14 | 0 | 14 | 10 | 71.4 | 4 | 28.6 |
| MATH 1471 | Fall 2018 | 22 | 0 | 22 | 13 | 59.1 | 9 | 40.9 |
| | Spring 2019 | 14 | 0 | 14 | 8 | 57.1 | 6 | 42.9 |
| MATH 1473 w 1471 | Fall 2018 | 22 | 0 | 22 | 12 | 54.5 | 10 | 45.5 |
| | Spring 2019 | 14 | 0 | 14 | 10 | 71.4 | 4 | 28.6 |
| MATH 1473 ONLY | Fall 2018 | 67 | 0 | 67 | 44 | 65.7 | 23 | 34.3 |
| | Spring 2019 | 50 | 0 | 50 | 34 | 68.0 | 16 | 32.0 |
| MATH 1473 TOTAL | Fall 2018 | 89 | 0 | 89 | 56 | 62.9 | 33 | 37.1 |
| | Spring 2019 | 64 | 0 | 64 | 44 | 68.8 | 20 | 31.3 |
| MATH 1511 | Fall 2018 | 208 | 0 | 208 | 139 | 66.8 | 69 | 33.2 |
| | Spring 2019 | 87 | 1 | 86 | 58 | 67.4 | 28 | 32.6 |
| MATH 1513 w 1511 | Fall 2018 | 208 | 0 | 208 | 134 | 64.4 | 74 | 35.6 |
| | Spring 2019 | 87 | 0 | 87 | 56 | 64.4 | 31 | 35.6 |
| MATH 1513 ONLY | Fall 2018 | 467 | 0 | 467 | 337 | 72.2 | 130 | 27.8 |
| | Spring 2019 | 172 | 0 | 172 | 133 | 77.3 | 39 | 22.7 |
| MATH 1513 TOTAL | Fall 2018 | 675 | 0 | 675 | 471 | 69.8 | 204 | 30.2 |
| | Spring 2019 | 259 | 0 | 259 | 189 | 73.0 | 70 | 27.0 |

*Student Progress*
Student progress is tracked through the University Advisement Center, overseen by the Office of Academic Affairs. As noted, students in any 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 withdrawal or an 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 pre/post-placement testing.  The placement exam pre-score is the "secondary test" used prior to 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 English classes are passing the college-level coursework at similar rates to non-deficient students, more eligible students are being encouraged to select the co-req option in place of developmental classes.  The placement test for English will change to the Accuplacer Next Generation Writing exam for the 2019-2020 academic year.  Although pass rates for students in co-requisite math courses are somewhat less than the rate for non-remedial students, two -thirds of the students taking the MATH 1513/MATH 1511 combination passed the course.  Therefore, students are still being advised to select the co-req option when eligible.

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 pre/post-test scores and grades and shares the data with the Developmental Education committee.

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.  With the implementation the state's Math Pathways initiative, two new courses co-requisite course combinations - MATH 1313 Introduction to Statistics with MATH 1311 Introduction to Statistics Lab as well as MATH 1523 Functions and Change

with MATH 1521 Functions and Change Lab launched this Fall 2019. The co-req option for College Algebra is no longer be available.

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.


## Section II - Mid-Level/General Education

## 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. That data is compiled into Table G for review.

**II-2. Describe how the instruments 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 continues to implement an assessment protocol, entitled Degrees of Excellence that will track student performance over time. NSU approved institutional learning outcomes. See Appendix 1 for a comprehensive outcome list. The Executive Director for Planning and Assessment is collaborating with the General Education committee to align the general education outcomes to the Degrees of Excellence. Similar to the general education assessment strategy, the 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.

Additionally, degree programs are currently revising or developing assessment plans that align program student learning outcomes to the Degrees of Excellence. NSU would like to establish benchmark data for the Degrees of Excellence in the 2020-21 assessment cycle.

**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. Chalk and Wire will be introduced campus wide to allow for consistent data collection and reporting.

**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 Outcome Assessed | General Education Student Learning Outcome | Degrees of Excellence Student Learning Outcome | Assessment Measure (include description of how the tool was administered) | Performance Target | Number of students assessed | Results |
|---|---|---|---|---|---|---|---|
| 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. | Specifically, in Art Appreciation they should develop and improve their analytical abilities of Intellectual Skills: Analytic Inquiry, Engaging diverse perspectives, and Communication fluency | | Four written assignments requiring the student to demonstrate mastery of the outcomes | 60% or better | 71 | 69% on day 1 passed with 60% or better, average score of 70%<br><br>100% passed with 60% or better on the final assignment, average score of 95% |
| BIOL 1011 | Generate and test hypotheses | Generate and test hypotheses | Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency. | Students produce a poster suitable for presentation at a scientific conference describing their semester-long research project | Score/grade of 60% or higher for poster | 285 | 272 students met expectations<br><br>13 students did not meet expectations |

| BIOL 1011 cont. | Use the scientific method to evaluate hypotheses and conclusions | Use the scientific method to evaluate hypotheses and conclusions | Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency. | Students produce a poster suitable for presentation at a scientific conference describing their semester-long research project | Score/grade of 60% or higher for poster | 285 | 272 students met expectations<br><br>13 students did not meet expectations |
|---|---|---|---|---|---|---|---|
| BIOL 1011 cont. | Demonstrate skills in making measurements and analyzing data | Demonstrate skills in making measurements and analyzing data | Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency. | Students produce a poster suitable for presentation at a scientific conference describing their semester-long research project | Score/grade of 60% or higher for poster | 285 | 272 students met expectations<br><br>13 students did not meet expectations |
| BIOL 1013 | | Understanding the methodology and facts of biological science | | Comparison of Post-test Scores to Pre-test Scores (series of multiple-choice questions) | 1) Statistically significant improvement from Pre- to Post-test scores 2) Average score of 60% or better on Post-test | 69 | 1) ACHIEVED 2) 42/69 (61%) of students reached criterion |
| BIOL 1013 cont. | | Understanding the scientific nature of living organisms | | Comparison of Post-test Scores to Pre-test Scores (series of multiple-choice questions) | 1) Statistically significant improvement from Pre- to Post-test scores 2) Average score of 60% or better on Post-test | 69 | 1) ACHIEVED 2) 42/69 (61%) of students reached criterion |

| BIOL 1111 | Generate and test hypotheses | Generate and test hypotheses | Intellectual skills – emphasizing analytic inquiry and quantitative fluency. | Five final exam questions related to this SLO | If a student got 60% of the questions correct, this was considered successful. | 134 | 120/134 students were successful |
|---|---|---|---|---|---|---|---|
| BIOL 1111 cont. | Use the scientific method to evaluate hypotheses and conclusions | Use the scientific method to evaluate hypotheses and conclusions | Intellectual skills – emphasizing analytic inquiry and quantitative fluency. | Five final exam questions related to this SLO | If a student got 60% of the questions correct, this was considered successful | 134 | 133/134 students were successful |
| BIOL 1111 cont. | Establish causal relationships | Establish causal relationships | Intellectual skills – emphasizing analytic inquiry and quantitative fluency. | Five final exam questions related to this SLO | If a student got 60% of the questions correct, this was considered successful | 134 | 127/134 students were successful |
| BIOL 1111 cont. | Demonstrate skills in making measurements and analyzing data | Demonstrate skills in making measurements and analyzing data | Intellectual skills – emphasizing analytic inquiry and quantitative fluency. | Five final exam questions related to this SLO | If a student got 60% of the questions correct, this was considered successful | 134 | 112/134 students were successful |
| BIOL 1113 | CRN: 31269 | 80 students assessed | Average outcome 70% | Assessment Exam & Final Exam | Asse. Exa. 39%. FIN. 70% | 80 | Achieved goals of Dept. and School. |
| BIOL 1113 cont. | CRN: 31270 | 80 students assessed | Average outcome 70% | Assessment Exam & Final Exam | Asse. Exa. 39% FIN. 70% | 80 | Achieved goals of Dept. and School. |

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| BIOL 1114 | Apply principles of scientific inquiry, differentiate a theory from a hypothesis, and differentiate fact from opinion in regard to biological sciences. | Use the scientific method to evaluate hypotheses and conclusions | Integrative knowledge | Students complete a laboratory assignment and develop a written lab report reflecting their understanding of scientific method.<br><br>Each lab report is graded out of a score of 30 points. | Students are provided with a rubric that helps them determine what is considered to be a clear demonstration of mastery of the area. Success is indicated by including each of the required elements in the lab report. | 42 | • By the end of the course 80% of students can articulate the scientific method in lab reports.<br>• By the end of the course 80% of students can write a hypothesis, conduct and experiment, gather data and write conclusions effectively.<br>• 20% of students at the end of the course were not able to write a hypothesis, gather data, and write conclusions effectively. |
| BIOL 1114 cont. | Apply principles of scientific inquiry, differentiate a theory from a hypothesis, and differentiate fact from opinion in regard to biological sciences. | Demonstrate skills in making measurements and analyzing data | Intellectual Skills | Students complete a laboratory assignment and develop a written lab report reflecting their understanding of the measurements taken, the tools used and analysis of the resultant data. | Students are provided with a rubric that helps them determine what is considered to be a clear demonstration of mastery of the area. Success is | 42 | • By the end of the course most students write clear, comprehensive lab reports<br>• Students show an understanding of being able to measure results, |

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| | | | | Each lab report is graded out of a score of 30 points. | indicated by including each of the required elements in the lab report. | | analyze the data and write conclusions that relate to the hypothesis and the experimental aspects of the laboratory exercise<br>• Most students indicate that this has helped their critical thinking skills which can be used as transferrable skills in other courses<br>• Most students have a much better understanding of the science they encounter in their day-to-day lives through media and personal experiences<br>• On average 80% of all students in the course met expectations |

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| BIOL 1114 cont. | Describe and practice laboratory safety guidelines relating to working with chemicals, microorganisms, body fluids and/or dissection | Establish causal relationships | Integrative knowledge – emphasizing the ability to produce, independently or collaboratively, an investigative, creative, or practical work that draws on specific theories, evidence, tools, and methods from diverse perspectives. | Each student completes a laboratory assignment and develop a lab report that includes a discussion about the relationships between the experiments performed and the outcomes from these experiments. Each lab is graded out of 60 points | Students are provided with a rubric that helps them determine what is considered to be a clear demonstration of mastery of the area. Success is indicated by including each of the required elements in the lab report. | 42 | • By the end of the course students are better able to explain the links between cause and effect and to isolate a variable to be tested. <br>• On average 80% of all students in the course met expectations. |
| BIOL 1114 cont. | | List the common characteristics of living organisms | Integrative knowledge – emphasizing the ability to produce, independently or collaboratively, an investigative, creative, or practical work that draws on specific theories, evidence, tools, and methods from diverse perspectives. | Students complete an exam based on the hierarchy of living things with specific discussions about the common themes of life. The exam is worth 100 points | Students must master material that highlights these elements in the chapter outline as evidenced by the scores they receive on the exam on this topic. | 42 | • By the end of the course most students are able clearly identify the common characteristics of living organisms during the final exam. <br>• The average final class number is around 45 students per semester <br>• On average 75% of all students in the course meet expectations |

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| BIOL 3414 | Describe several important environmental problems facing the world. | 2 Describe the scientific nature of the physical world and of living organisms | 3 Specialized knowledge in the major | Selected Final Exam Questions | 3/5 Answered Correctly | 97 | 91 Successful 94% |
| BIOL 3414 cont. | Explain why critical thinking is important in environmental science. | 4 Use the scientific method to evaluate hypotheses and conclusions | 3 Specialized knowledge in the major | Selected Final Exam Questions | 3/5 Answered Correctly | 97 | 83 Successful 86% |
| BIOL 3414 cont. | Interpret graphs and data to answer questions in science. | 6 Demonstrate skills in making measurements and analyzing data | 3 Specialized knowledge in the major | Mid Term Exam Question | 3/4 Matching Correctly | 95 | 25 Successful 26% |
| COMM 1113, COMM 2213, COMM 3223, COMM 2543 | Develop and deliver different types of assessed oral presentations. | Communicate effectively through writing, listening, speaking, and reading | 5.1 | Informative Speech; Persuasive Speech *These data collected as a pilot study of this assessment measure in spring 2019 and should be treated as such. | 3 or higher on rubric | Informative Speech: 209; Persuasive Speech: 209 | Informative Speech score of 2 or below: 90; score of 3 or higher: 119 Persuasive Speech score of 2 or below: 77; score of 3 or higher: 132 |
| COMM 1113, COMM 2213, COMM 3223, COMM 2543 cont. | Reduce the level of speech anxiety. | Communicate effectively through writing, listening, speaking, and reading | All additional program outcomes are not yet aligned to the DOE outcomes; our program is developing this alignment for the 2019-2020 year. | Personal Report of Public Speaking Anxiety Scale (PRPSA) pre/posttests; McCroskey's Personal Report of Communication Apprehension (PRCA) pre/post | PRPSA: Lower score on post-test PRCA: Lower score on post-test on a 0-80 scale where lower scores indicate less communication apprehension | PRPSA: 698 PRCA: Pre = 24; Post = 21 | PRPSA: mean scores of all student results indicate a drop from pre-test scores average of 114.23 to a post-test average score of 96.43. PRCA: Student |

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| | | | | tests | | | scores decreased from an average of 62.2 on the pre-test to an average of 57.6 on the post-test. |
| COMM 1113, COMM 2213, COMM 3223, COMM 2543 cont. | Formulate communication strategies that acknowledge the diverse characteristics within a global society. | Become globally-aware citizens through an understanding and appreciation of human and cultural diversity | | Assessment of Intercultural Competence (AIC) pre/post tests | Higher score on post-test on a 0-10 scale where higher scores indicate more intercultural competence | Pre = 51; Post = 34 | Student scores rose in each of the 4 sub-scale areas of intercultural knowledge (4.5 to 7.6), intercultural attitude (7.99 to 8.99), intercultural skills (6.3 to 8.3), and intercultural awareness (6.5 to 8.54). |
| COMM 3303 | | | | McCroskey's Personal Report of Communication Apprehension (PRCA–24; 1982), is a widely administered test for people to indicate their fear of communicating in different contexts (Richmond & McCroskey, 1998). The PRCA–24 was intended to measure trait-like apprehension in four oral communication contexts: group | Scores can range from 24-120. Scores below 51 represent people who have very low Communication Anxiety. Scores between 51-80 represent people with average Communication Anxiety. Scores above 80 represent people who | | Our program has moved our students beyond the national averages in all the measured categories. Pre to Post (Norm): Total 62.12 to 57.59 (65.6) Group 14.68 to 13.36 (15.4) Meetings 14.88 to 14.41 (16.4) Interpersonal 15.12 to 13.73 (14.2) Public Speaking |

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| | | | | discussions, meetings, dyadic interactions, and public speaking. A Pre/Posttest of the PRCA-24 competence measure was employed to determine effectiveness of the course. | have high levels of trait Communicatio n Anxiety. | | 17.52 to 16.1 (19.3) |
| CS 1003 | Learn the basics of computer hardware including how computers work and current terminology. | | 1, 2 | 20 question End of Instruction assessment given as either zero credit assessment or the last standard assignment.  Each SLO Outcome was incorporated into these questions. | For each question, demonstration of a correct response of 70% content knowledge a success. | 213 | 175 students meet expectations 82% |
| CS 1003 cont. | Develop a basic understanding of what computer software is: applications and operating systems. | | 1,2 | 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment.  Each SLO was incorporated into these questions. | For each question, demonstration of a correct response of 70% content knowledge a success. | 213 | 121 students meet expectations 57% |
| CS 1003 cont. | Learn to effectively use the Microsoft Windows operating system; understand how to run | Apply technological tools and resources for lifelong learning | 1,2 | 20 question End of Instruction assessment that was given as either zero credit assessment or | For each question, demonstration of a correct response of | 213 | 182 students meet expectations 85% |

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| | application programs (including multitasking) and how to manage files, and folders, and drives. | | | the last standard assignment. Each SLO was incorporated into these questions. | 70% content knowledge a success. | | |
| CS 1003 cont. | Develop a basic understanding of networks and how networked systems operate. | Apply technological tools and resources for lifelong learning | 1, 2 | 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each SLO was incorporated into these questions. | For each question, demonstration of a correct response of 70% content knowledge a success. | 213 | 175 students meet expectations 82% |
| CS 1003 cont. | 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. | Apply technological tools and resources for lifelong learning | 1, 2 | 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each SLO was incorporated into these questions. | For each question, demonstration of a correct response of 70% content knowledge a success. | 213 | 162 students meet expectations 76% |
| CS 1003 cont. | 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 | Apply technological tools and resources for lifelong learning | 1, 2 | 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each SLO was incorporated into these questions. | For each question, demonstration of a correct response of 70% content knowledge a success. | 213 | 164 students meet expectations 77% |

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| | average, and move and manipulate existing spreadsheets. | | | | | | |
| CS 1003 cont. | Create a presentation (Microsoft PowerPoint) using design templates. | Apply technological tools and resources for lifelong learning | 1, 2 | 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each SLO was incorporated into these questions. | For each question, demonstration of a correct response of 70% content knowledge a success. | 213 | 197 students meet expectations 93% |
| CS 1003 cont. | Introduction to relational database programs with Microsoft Access. | | 1, 2 | 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each SLO was incorporated into these questions. | For each question, demonstration of a correct response of 70% content knowledge a success. | 213 | 116 students meet expectations 55% |
| CS 1003 cont. | Become aware of professional, personal, social, and legal issues that are involved in using computers and the Internet. | | 1, 2, 5 | 20 question End of Instruction assessment that was given as either zero credit assessment or the last standard assignment. Each SLO was incorporated into these questions. | For each question, demonstration of a correct response of 70% content knowledge a success. | 213 | 154 students meet expectations 72% |

| DRAM 2763 | Connect theatrical activity and innovation to relevant social issues. | Demonstrate observational and critical thinking abilities | 1.2.d) use information effectively to accomplish a specific purpose; | In-class writing prompts. Students spend 5 minutes at the beginning of each class completing a writing prompt which asks them to provide their own observations about topics recently covered in class. | All students that are present completing assignment to a satisfactory level, receiving 5/5 points. | 24 | 20 writing prompts were assigned over the course of the 16-week course. Of the total 480 submissions by students, 91 received less than full credit. This is 18.9% failure to reach the target. |
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| DRAM 2763 cont. | Describe the cultural beliefs and practices associated with particular eras of theatre history. | Describe the beliefs, achievements, customs, and values of different cultures in varying times and places | 5.1.b) identify the connectedness of culture and society; | Traditional exam over theatre history. Students complete an exam including multiple choice, true/false, and short answer questions over eras of theatre history covered in class. | Student average on exam at 80% or above | 24 | Of the 24 students, 21 completed the assessment tool. Of the 21 completions, 6 did not meet the 80% or above target score. |
| DRAM 2763 cont. | Demonstrate the ability to observe a performance and critically analyze that performance. | Produce written or oral communication that demonstrates audience analysis | 5.1.b) identify the connectedness of culture and society; | Production review assignment. Students attend a live production and then write a response to the production in which they critically analyze the aspects of theatrical production discussed in class. | Of the students who complete and submit the assessment, 90% receive full credit | 24 | Of the 24 students, 22 submitted the assessment and of the 22 submitted, 100% received full credit. |

| DRAM 2843 | employ terms and techniques of cinema such as cinematography, editing, mise en scene, genre criticism, etc. | Communicate effectively through writing, listening, speaking, and reading; | Intellectual skills | Analysis Projects Discussion Posts | A passing grade on analysis; discussion posts | Data not yet collected for all below outcomes | |
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| DRAM 2843 cont. | explain how cinematic devices are employed in films to reinforce the story, reveal characters, or arouse emotional reactions | Recognize and analyze works in the humanities (literature, art, music, philosophy, and religion) as expressions used to communicate perspectives on the human condition | Intellectual skills | Tests and quizzes Analysis Projects Discussion Posts | A passing grade on analysis; discussion posts; tests and quizzes | | |
| DRAM 2843 cont. | enhance visual literacy by viewing, discussing and analyzing both classic and contemporary film | Describe various expressions of emotion, intellect, and imagination | Intellectual skills | Tests and quizzes Analysis Projects Discussion Posts | A passing grade on analysis; discussion posts; tests and quizzes | | |
| DRAM 2843 cont. | address cultural, historical, global, and aesthetic movements that influence films and genres through their journal writing and essays. | Analyze different cultures from a comparative perspective | Engaging diverse perspectives Integrative Knowledge | Analysis Projects Discussion Posts | A passing grade on analysis; discussion posts; | | |

| DRAM 2843 cont. | identify formal elements that compose specific film form through formal analysis. | Demonstrate observational and critical thinking abilities | Engaging diverse perspectives<br><br>Intellectual skills Integrative Knowledge | Analysis Projects<br><br>Discussion Posts | A passing grade on analysis; discussion posts; | | |
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| ECON 2213 | Apply graphical analysis and solve linear equations as applicable for basic microeconomics | Quantitative fluency | Intellectual skills | 5 multiple choice questions on graphical analysis in economics | (0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations;<br><br>5 Correct = Exceeds expectations) | 101 | Median score =2 out of 3 total points; 50% of students exceeded target expectation; 50% met or were below target expectation |
| ECON 2213 cont. | Explain the concepts of scarcity, opportunity costs, circular flow of income and their importance in microeconomic decision making | Information Literacy | Integrative knowledge | 5 multiple choice questions on each topic | (0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations;<br><br>5 Correct = Exceeds expectations) | 101 | Median score =2 out of 3 total points; 50% of students exceeded target expectation; 50% met or were below target expectation |
| ECON 2213 cont. | Apply the theory of supply and demand as applicable to microeconomics and in general to economic issues and contemporary events | Information Literacy | Integrative knowledge | 5 multiple choice questions on demand and supply theory | (0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations;<br><br>5 Correct = Exceeds expectations) | 101 | Median score =2 out of 3 total points; 50% of students exceeded target expectation; 50% met or were below target expectation |

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| ECON 2213 cont. | Calculate prices, profits and economic efficiency for various microeconomic product markets, including perfectly competitive and imperfectly competitive markets | Quantitative fluency | Intellectual skills | 5 multiple choice questions on profit maximization and price determination in perfectly and imperfectly competitive markets | (0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations) | 101 | Median score =2 out of 3 total points; 50% of students exceeded target expectation; 50% met or were below target expectation |
| ECON 2213 cont. | Examine and interpret basic economic data and procedures for calculating price elasticities, profit maximizing prices and output and economic surpluses | Quantitative fluency | Intellectual skills | 5 multiple choice questions on the concepts of economic surplus, price and output and including numerical problems on price elasticities | (0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations) | 101 | Median score =2 out of 3 total points; 50% of students exceeded target expectation; 50% met or were below target expectation |
| ECON 2313 | Use and interpret graphs as used in basic macroeconomics | Quantitative fluency | Intellectual skills | 5 multiple choice questions on graphical analysis in economics utilizing Chalk and Wire assessment tool | (0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations) | 12 | Median score =3 out of 3 total points; mean or average was 2.58 implying that students on average scored 86% on the SLO |
| ECON 32313 cont. | Interpret basic economic data, including unemployment, inflation, and GDP and how they are measured | Information Literacy | Integrative knowledge | 5 multiple choice questions on how to calculate and interpret GDP, unemployment and inflation using macroeconomic data | (0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; | 12 | Median score =3 out of 3 total points; mean or average was 2.58 implying that students on average scored |

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| | | | | utilizing Chalk and Wire assessment tool | 5 Correct = Exceeds expectations) | | 86% on the SLO |
| ECON 32313 cont. | Apply the Keynesian and the aggregate demand and supply models to determine economic outcomes in the short run and in the long run | Information Literacy | Integrative knowledge | 5 multiple choice questions on the use of Keynesian model and the AD AS model in macroeconomics to determine price and output, utilizing Chalk and Wire assessment tool | (0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations) | 12 | Median score =3 out of 3 total points; mean or average was 2.58 implying that students on average scored 86% on the SLO |
| ECON 32313 cont. | Identify the role of the Federal Reserve System and of financial intermediaries in relation to money supply of the economy | Analytic Inquiry | Intellectual skills | 5 multiple choice questions on monetary policies and money supply as governed by the Federal Reserve System, utilizing Chalk and Wire assessment tool | (0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations) | 12 | Median score =3 out of 3 total points; mean or average was 2.58 implying that students on average scored 86%on the SLO |
| ECON 32313 cont. | Compare and contrast fiscal and monetary policies | Analytic Inquiry | Integrative knowledge | 5 multiple choice questions to assess students understanding of fiscal and monetary policies, utilizing Chalk and Wire assessment tool | (0– 2 Correct = Does not meet expectations; 3– 4 Correct = Meets expectations; 5 Correct = Exceeds expectations) | 12 | Median score =3 out of 3 total points; mean or average was 2.58 implying that students on average scored 86%on the SLO |

| EDUC 4823 | Identify and apply emerging technologies | Apply technological tools and resources for lifelong learning | 1.2.D. use information effectively to accomplish a specific purpose; | Writing Assignment: *Digital Responsibility Policy* This assignment requires students to develop a Digital Responsibility policy which applies the concepts to their future classroom. | 80% or above | Fall 2018: 106 Spring 2019: 133 --------------- 239, 2018-19 AY total | Assessment scores averages: Fall 2018: 88.44% Spring 2019: 81.08% ------------------- 84.67%, average for 2018-19AY |
|---|---|---|---|---|---|---|---|
| EDUC 4823 cont. | Model digital citizenship and responsibility | Apply technological tools and resources for lifelong learning | 1.1.B. evaluates approaches to address complex problems; | Writing Assignment: *Digital Responsibility Policy* This assignment requires students to develop a Digital Responsibility policy which applies the concepts to their future classroom. | 80% or above | Fall 2018: 106 Spring 2019: 133 --------------- 239, 2018-19 AY total | Assessment scores averages: Fall 2018: 88.44% Spring 2019: 81.08% ------------------- 84.67%, average for 2018-19AY |
| ENGL 1113 1213 | Focus on the purpose for writing in different genres and respond appropriately to different kinds of rhetorical situations and audiences with suitable conventions, voice, tone, and level of formality. | Produce written or oral communication that demonstrates audience analysis; Communicate effectively with people from other cultures and backgrounds | Intellectual Skills: Information Literacy | Blind evaluation of reflection essays on a 1-4 scale based on the course outcomes with 1 as does not meet expectations, 2 as partially meets expectations, 3 as meets expectations, and 4 as exceeds expectations. The score represents an average for each criterion. | 3 | 522 | 2.26 |

| ENGL 1113 1213 cont. | Use writing and reading for critical inquiry, learning, thinking, and communicating; and approach a writing assignment as a series of tasks, including finding, evaluating, analyzing, synthesizing appropriate sources, and integrating personal ideas with those of others. | Practice reading closely, noting agreements and disagreements, and making application in their own work | Intellectual Skills: Information Literacy | Blind evaluation of reflection essays on a 1-4 scale based on the course outcomes with 1 as does not meet expectations, 2 as partially meets expectations, 3 as meets expectations, and 4 as exceeds expectations. The score represents an average for each criterion. | 3 | 522 | 2.11 |
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| ENGL 1113 1213 cont. | Use various rhetorical models to analyze existing written or visual texts, and use such models to create written texts. | | Intellectual Skills: Information Literacy | Blind evaluation of reflection essays on a 1-4 scale based on the course outcomes with 1 as does not meet expectations, 2 as partially meets expectations, 3 as meets expectations, and 4 as exceeds expectations. The score represents an average for each criterion. | 3 | 522 | 2.0 |
| ENGL 1113 1213 cont. | Recognize that writing is a process that encourages re-invention and rethinking; develop flexible strategies for generating, revising, editing, and proof- | Write a research essay; Employ one's own writing or speaking voice effectively | Intellectual Skills: Information Literacy | Blind evaluation of reflection essays on a 1-4 scale based on the course outcomes with 1 as does not meet expectations, 2 as partially meets expectations, 3 as | 3 | 522 | 2.24 |

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| | reading; and understand the collaborative and social aspects of writing processes. | | | meets expectations, and 4 as exceeds expectations. The score represents an average for each criterion. | | | |
| ENGL 1113 1213 cont. | Identify and use common formats for different kinds of texts; develop knowledge of genre conventions, such as structure and tone; and use appropriate syntax, grammar, punctuation, and spelling. | Use standard vocabulary, punctuation, and grammatical constructions | Intellectual Skills: Information Literacy | Blind evaluation of reflection essays on a 1-4 scale based on the course outcomes with 1 as does not meet expectations, 2 as partially meets expectations, 3 as meets expectations, and 4 as exceeds expectations. The score represents an average for each criterion. | 3 | 522 | 2.09 |
| ENGL 1113 1213 cont. | Demonstrate the ability to conduct primary and secondary research to explore issues; evaluate sources for credibility and timelines, and identify and incorporate source information into his/her own texts. | Demonstrate basic research skills | Intellectual Skills: Information Literacy | Blind evaluation of reflection essays on a 1-4 scale based on the course outcomes with 1 as does not meet expectations, 2 as partially meets expectations, 3 as meets expectations, and 4 as exceeds expectations. The score represents an average for each criterion. | 3 | 522 | 2.11 |

| ENGL 2113 | Humanities Cat. 1 | Describe various expressions of emotion, intellect, and imagination | 1.3- Engaging diverse perspectives | Paper 1 | 80% | 25 | 23 |
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| ENGL 2113 cont. | Humanities Cat. 2 | Describe the beliefs, achievements, customs, and values of different cultures in varying times and places | 1.3- Engaging diverse perspectives | Paper 1 | 80% | 25 | 23 |
| ENGL 2113 cont. | Humanities Cat. 3 | Demonstrate a command of critical reading with writing insightful, thoughtful analyses | 2- Integrative knowledge | Final Essay | 80% | 25 | 23 |
| ENGL 2113 cont. | Humanities Cat. 4 | Demonstrate approaches to literary analyses, utilizing an exceptional understanding of the themes and concepts in literature. | | Final Essay | 80% | 25 | 23 |
| ENGL 2113 cont. | Humanities Cat. 5 | Evaluative Presentation | 1.2.D. use information effectively to accomplish a specific purpose | Final Essay | 80% | 25 | 25 |

| ENGL 3413 | World Literature (ENGL 3413) | Describe various expressions of emotion, intellect, and imagination | See "Plans for the Future" below | Written reading quizzes and short-essay examinations, and class discussion | See "Plans for the Future" below | Approximately 20 in Fall 2018 and 20 in Spring 2019 (see "Plans for the Future" below) | Access to Fall 2018 and Spring 2019 class rolls and grades is currently unavailable. |
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| ENGL 3413 cont. | World Literature (ENGL 3413) | Describe the beliefs, achievements, customs, and values of different cultures in varying times and places | See "Plans for the Future" below | Written reading quizzes and short-essay examinations, and class discussion | See "Plans for the Future" below | Approximately 20 in Fall 2018 and 20 in Spring 2019 (see "Plans for the Future" below) | Access to Fall 2018 and Spring 2019 class rolls and grades is currently unavailable. |
| ENGL 3413 cont. | World Literature (ENGL 3413) | Demonstrate observational and critical thinking abilities | See "Plans for the Future" below | Written reading quizzes and short-essay examinations, and class discussion | See "Plans for the Future" below | Approximately 20 in Fall 2018 and 20 in Spring 2019 (see "Plans for the Future" below) | Access to Fall 2018 and Spring 2019 class rolls and grades is currently unavailable. |
| ENGL 3413 cont. | World Literature (ENGL 3413) | Apply historical knowledge to contemporary issues and problems | See "Plans for the Future" below | Written reading quizzes and short-essay examinations, and class discussion | See "Plans for the Future" below | Approximately 20 in Fall 2018 and 20 in Spring 2019 (see | Access to Fall 2018 and Spring 2019 class rolls and grades is currently unavailable. |

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| | | | | | | "Plans for the Future" below) | |
| ENGL 3413 cont. | World Literature (ENGL 3413) | Define, discuss, and articulate one's own values | See "Plans for the Future" below | Written reading quizzes and short-essay examinations, and class discussion | See "Plans for the Future" below | Approximately 20 in Fall 2018 and 20 in Spring 2019 (see "Plans for the Future" below) | Access to Fall 2018 and Spring 2019 class rolls and grades is currently unavailable. |
| FIN 2113 | Describe how lifestyle choices affect psychosocial, and emotional health | Describe how lifestyle choices affect physical, psychosocial, and emotional health | Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.<br><br>Integrative knowledge – emphasizing the ability to produce, independently or collaboratively, an investigative, creative, or practical work that draws on specific theories, evidence, tools, and methods from diverse perspectives. | Quizzes, texts, projects and discussions. Calculated, assessed analyzed and interpreted how the students own financial actions affected their own well-being. They also discussed these results with others in both essay and discussion formats. | 70% | 75 | 71/75 attained a 70%+ score |

| FIN 2113 cont. | Understand personal finance and associated consumer issues | • Describe how lifestyle choices affect physical, psychosocial, and emotional health<br>• Explain personal finance and associated consumer issues<br>• Explain the effect of decision-making on lifestyle outcomes<br>• Apply technological tools and resources for lifelong learning | Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.<br><br>Integrative knowledge – emphasizing the ability to produce, independently or collaboratively, an investigative, creative, or practical work that draws on specific theories, evidence, tools, and methods from diverse perspectives. | Quizzes, texts, projects and discussions. Calculated, assessed analyzed and interpreted how the students own financial actions affected their own well-being.  They also discussed these results with others in both essay and discussion formats. | 70% | 75 | 71/75 attained a 70%+ score |
| FIN 2113 cont. | Understand the effect of decision-making on lifestyle outcomes | • Describe how lifestyle choices affect physical, psychosocial, and emotional health<br>• Explain personal finance and associated consumer issues<br>• Explain the effect of decision-making on lifestyle outcomes | Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.<br><br>Integrative knowledge – emphasizing the ability to produce, independently or | Quizzes, texts, projects and discussions. Calculated, assessed analyzed and interpreted how the students own financial actions affected their own well-being.  They also discussed these results with others in both essay and discussion formats. | 70% | 71 | 71/75 attained a 70%+ score |

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| | | | • Apply technological tools and resources for lifelong learning | collaboratively, an investigative, creative, or practical work that draws on specific theories, evidence, tools, and methods from diverse perspectives. | | | |
| FIN 2113 cont. | Use computer technologies | The Quantitative Analysis category: • Solve problems using basic arithmetic and algebra • Use logical reasoning • Creatively apply known results to new situations | Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.  Integrative knowledge – emphasizing the ability to produce, independently or collaboratively, an investigative, creative, or practical work that draws on specific theories, evidence, tools, and methods from diverse perspectives. | Quizzes, texts, projects and discussions. Showed their understanding by doing a 401k analysis project using attained knowledge to invest their future 401k savings given their risk tolerance, time horizon and goals and objectives. | 70% | 71 | 71/75 attained a 70%+ score |
| GEOG 2003 | | Value human and cultural diversity | Outcome #5: Citizenship; 5.1.C Discuss how culture influences one's perspective | Two quizzes on food cultures in different world regions administered during Weeks 6 and 7 | Greater than 70% on the quizzes | 120 students; | Qz1 = 72% and Qz2 = 75.375% portion of the survey. |

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| GEOG 2243 | | Describe the processes used by historians, social scientists, and behavioral scientists to explain human behavior and social systems | Outcome 5: Citizenship 5.1.c Discuss how culture influences one's perspective | Pre-and-post skills surveys administered (approximately) during Week 2 and Week 12 of the course. | Improvement in responses on post survey | 48 (pre) and 30 (post) students | Improvement was seen between pre/post surveys for multiple choice portion of assessment. 5 of the questions were qualitative using a Likert scale to measure how confident students were in several ideas. Of those, all confidence rose from unaware / slightly aware to aware / extremely aware. There was improvement seen between pre and post surveys for the multiple-choice portion of the survey. |
| GEOG 2253 | | Analyze different cultures from a comparative perspective | Outcome #5: Citizenship; 5.1.B Identify the connectedness of culture and society | Pre-survey given in the first 2 weeks of course and post-survey given in weeks 13 and 14. | Improved responses on post-survey | Pre-survey completed by 212 students; post completed by 159 | 8 of 17 questions were qualitative using a Likert scale 1 to 5 to measure how confident students were in several ideas. Of those, all confidence rose from slightly aware to fairly/aware/extremely aware. |

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| | | | | | | | The remaining questions related to map reading skills and content. Of the 3 map skills questions, all showed marked improvement. All of the remaining questions, showed slight to moderate improvement. Surveys for fall, spring, and summer were combined. |
| GEOL 1114 | Recognize connections among the geosphere, biosphere, atmosphere and hydrosphere. | 2 Describe the scientific nature of the physical world and of living organisms | 3 Specialized knowledge in the major | Final Essay question | Score 6/10 points on this question | 30 | 27 Successful 90% |
| GEOL 1114 cont. | Interpret geologic charts, maps and photos. | 4 Use the scientific method to evaluate hypotheses and conclusions | 3 Specialized knowledge in the major | Selected Final Exam Questions | 3/5 Answered Correctly | 30 | 26 Successful 87% |
| H ED 1113 | Describe how lifestyle choices affect physical, psychological, and emotional health | Describe how lifestyle choices affect physical, psychological, and emotional health | Intellectual skills | Grade analysis | **80% of the total grade** as illume course analysis indicates that if students enrolling in HED 1113 earn a B or | 899 | 69% of students achieved the target performance |

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| | | | | | higher, they have an above average likelihood of persistence (i.e., retention) compared to other students in this course | | |
| H ED 1113 cont. | Understand the effect of decision-making on lifestyle outcomes | Understand the effect of decision-making on lifestyle outcomes | Intellectual skills | Grade analysis | **80% of the total grade** as illume course analysis indicates that if students enrolling in HED 1113 earn a B or higher, they have an above average likelihood of persistence (i.e., retention) compared to other students in this course | 899 | 69% of students achieved the target performance |
| H ED 2212 | Explain the EMS system and the citizen responder's role in the EMS system. | | Intellectual skills | Quiz 1 _Item analysis | 80% of total score and 70% of each item. | 74 | Overall, students achieved 96% of total score in the quiz 1. All the items (i.e., 10 items) in the quiz 1 are above 70%, ranging from 80.33% (i.e., the lowest item) to |

| | | | | | | | 100% (i.e., the highest item). |
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| H ED 2212 cont. | Recognize the signals of a possible heart attack, and describe how to care for someone who is experiencing persistent chest pain. | | Intellectual skills | Quiz 2_Item analysis | 80% of total score and 70% of each item. | 74 | Overall, students achieved 93.8% of total score in the quiz 2. All the items (i.e., 10 items) in the quiz 1 are above 70%, ranging from 80% (i.e., the lowest item) to 100% (i.e., the highest item). |
| H ED 2212 cont. | Identify the signals of cardiac arrest, and demonstrate how to provide cardiopulmonary resuscitation (C.P.R.) until advanced emergency medical care arrives | | Intellectual skills | Midterm _ grade analysis | 70% of total midterm score | 74 | 92% of students (i.e., 68 out of 74) in the courses achieved more than 70% of the total midterm score. Furthermore, the average midterm score for all students is 84.76 |
| H ED 2212 cont. | Identify the signals of various soft tissue and musculoskeletal injuries, and demonstrate how to care for them. | | Intellectual skills | Final Exam _ grade analysis | 70% of total score | 74 | 93% of students (i.e., 69 out of 74) in the courses achieved 70% of the total final exam score. Furthermore, the average final exam score for all students is 84.24 |

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| H ED 2212 cont. | Identify the signals of medical emergencies, including poisoning and heat and cold related emergencies, and describe both general and specific care for medical emergencies. | | Intellectual skills | Quiz 5 (i.e., item analysis) and Final exam (i.e., grade analysis) | 1. 80% of total score and 70% of each item in the quiz 5. 2. 70% of total final exam score | 74 | 1. Overall, students achieved 96.5% of total score in the quiz 5. All the items (i.e., 10 items) in the quiz 5 are above 70%, ranging from 88% (i.e., the lowest item) to 100% (i.e., the highest item).

2. 93% of students (i.e., 69 out of 74) in the courses achieved 70% of the total final exam score. Furthermore, the average final exam score for all students is 84.24. |
| H ED 2212 cont. | Apply Knowledge by recognizing emergency situations and providing proper initial care for injuries should they care | | Intellectual skills | Practical application assignment | 70% of total assignment score | 74 | Overall performance score (i.e., seven areas) is 84.95 out of 100. |
| HFS 3113 | Analyze and describe personal finance associated with consumerism | Explain personal finance and associated consumer issues | Intellectual skills – emphasizing analytic inquiry | Writing assignment (Creating a Living Budget) with a rubric | 90% of the students to successfully complete the assignment | 4 enrolled in course (due to the teach-out of this program) | 100% of the students were successful at completing the assignment |

| HFS 3113 cont. | Explain how financial decisions directly impact lifestyle outcomes | Explain the effect of decision-making on lifestyle outcomes | Intellectual skills – quantitative fluency | Writing Assignment (Analyzed how personal consumer purchases affect credit worthiness which directly and indirectly affects housing choices, transportation choices, and employment opportunities) | 90% of the students to successfully complete the assignment | 4 enrolled in course (due to the teach-out of this program) | 100% of the students were successful at completing the assignment |
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| HFS 3113 cont. | Compare and contrast how financial management impact the health and well-being of the individual and family in the early years and later years of life | Describe how lifestyle choices affect physical, psychosocial, and emotional health | Integrative knowledge – emphasizing the ability to produce, independently or collaboratively, an investigative, creative, or practical work that draws on specific theories, evidence, tools, and methods from diverse perspectives. | Video Assessment (Compare and contrast differing investment vehicles along with average financial earning levels with the current cost of the living along with the estimated future cost of living 40 years from now) | 90% of the students to successfully complete the assignment | 4 enrolled in course (due to the teach-out of this program) | 100% of the students were successful at completing the assignment |
| HIST 1113 | | The Humanities category: • Exploring the beliefs, achievements, customs, and values of different cultures in varying times and places • Applying historical | | A 50-question multiple choice test that covers Early Western Civilization was developed from the list of student learning outcomes outlined in the course syllabus. | A grade of 70% on the post-test and/or significant improvement on the post-test | 141 students were assessed (those who took both parts of the test) | Only 7 students (5%) scored 70% or above on the pre-test; 113 students (80%) scored 70% or above on the post-test  Average scores increased by 37% |

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| | | knowledge to contemporary issues and problems | | | | from the pre-test to the post-test Only 8 students showed no improvement |
| HIST 1213 | | The Humanities category: • Exploring the beliefs, achievements, customs, and values of different cultures in varying times and places • Applying historical knowledge to contemporary issues and problems | | A 50-question multiple choice test that covers Modern Western Civilization from the list of student learning outcomes outlined in the course syllabus. | A grade of 70% on the post-test and/or significant improvement on the post-test | 95 students were assessed | Only 6 students (6.3%) scored 70% or above on the pre-test; 84 students (88.4%) scored 70% or above on the post-test<br><br>Scores increased by 36.7% from the pre-test to the post-test<br><br>88 students improved their scores on the post-test; only 7 students showed no improvement |
| HIST 1483 | | The Humanities category: • Applying historical knowledge to contemporary issues and problems The Social and Behavioral Sciences category: • Understanding | | A 50-question multiple choice test that covers American history to 1877 from the list of student learning outcomes outlined in the course syllabus. | A grade of 70% on the post-test and/or significant improvement on the post-test | 246 students were assessed | 34 students (14%) scored 70% or above on the pre-test; 134 students (55%) scored 70% or above on the post-test<br><br>Average scores increased by 17% from the pre-test to the post-test |

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| | | the historical experience, legacy, political institutions, and systems of the U.S. | | | | | 194 students improved their scores on the post-test; 52 students showed no improvement |
| HIST 1493 | | The Humanities category: • Applying historical knowledge to contemporary issues and problems The Social and Behavioral Sciences category: • Understanding the historical experience, legacy, political institutions, and systems of the U.S. | | A 50-question multiple choice test that covers American history from 1877 to the present from the list of student learning outcomes outlined in the course syllabus. | A grade of 70% on the post-test and/or significant improvement on the post-test | 338 students were assessed | 36 students (10.4%) scored 70% or above on the pre-test; 116 students (34.3%) scored 70% or above on the post-test  Scores increased by 12.5% from the pre-test to the post-test  286 students improved their scores on the post-test; 52 students showed no improvement |
| HIST 3723 | | The Global Perspectives category:  Demonstrate an awareness and understanding of different cultures in a comparative perspective. | | An essay pre-test and post-test that examines students' abilities to comprehend and address comparative perspectives of diverse Native American histories from 1400 to the | A grade of 70% on the post-test and/or substantial improvement on the post-test | 26 students were assessed in two different sections (HIST 3723 and AIS | 8 students scored 70% or above on the pre-test; all 26 students scored 70% or above on the post-test  All 26 students showed improvement |

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| | | | | present. | | 3723). | and/or success by scoring above 70% on the post-test |
| HUM 2113 | Describe the beliefs, achievements, customs, and values of different cultures in varying times and places. | Same | | Pre-test/Post-Test | | Pre-Test: 69 students<br><br>Post-Test: 65 Students | Pre-Test: 5/69 received a passing score. Average Score: 1.79<br><br>Post-Test: 54/65 received a passing score. Average Score: 3.22<br><br>Students passing the exam increased from 7.2% in Pre-Test to 83% in Post-Test. |
| HUM 2223 | Describe the beliefs, achievements, customs, and values of different cultures in varying times and places. | Same | | Pre-test/Post-Test | | Pre-Test: 55 students<br><br>Post-Test: 61 Students | Pre-Test: 5/55 received a passing score. Average Score: 1.68<br><br>Post-Test: 52/65 received a passing score. Average Score: 3.12<br><br>Students passing the exam increased from 9% |

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| | | | | | | | in Pre-Test to 80% in Post-Test. |
| LIBM 4611 | The goals of the course include the students as educational leaders demonstrating a deep understanding of subject matter relative to their area of preparation by being able to: 1. explain the need for information, 2. evaluate information sources critically, 3. participate in collaborative learning with classmates, 4. apply technological tools and resources for lifelong learning | Apply technological tools and resources for lifelong learning | Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency. | Writing assignment with rubric: Annotated Bibliography | Yes, this assignment was met. | 7 | 7/7 students completed the assignment = 100%. 5 received an A; 2 received a B |
| MATH 1473 | Use properties of exponents to investigate topics of personal finance. | Solve problems using basic arithmetic and algebra | Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency. | One problem with two parts administered during an exam. It involved a calculation on personal finance. | A student's response was considered successful if the response provided the correct answer. | 57 students were assessed in an online course. 35 face to face students were assessed. | 43/57 = 75% hit the target. 17/35 = 49% hit the target. |

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| MATH 1473 cont. | Create and analyze graphs including pie charts, histograms, box and whisker plots, rectangular functions graphs. | Draw valid inferences from data presented in the form of a graph | Intellectual skills – emphasizing analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency. | One problem with two parts administered during an exam. It involved the display and interpretation of data in the form of a histogram. | A student's response was considered successful if the response provided the correct answer. | 57 students were assessed in an online course.<br><br>35 face to face students were assessed. | 50/57 = 88% hit the target.<br><br>33/35 = 94% hit the target. |
| MATH 1513 | | Solve problems using basic arithmetic and algebra | Outcome #1 Intellectual Skills 4.Quantitative Fluency b) Perform arithmetic operations on algebraic expressions and solve linear equations | Test Question on an Exam | Demonstrate 75% of content knowledge | Online: 60<br><br>Face-to-Face: 509 | Students meeting the performance target:<br><br>Online: 70% 42/60<br><br>Face-to-Face: 66%   334/509 |
| MATH 1513 cont. | Identify and sketch graphs of functions including linear, polynomial, absolute value, rational, radical, piecewise functions, exponential, logarithmic, and use transformations of basic graphs. | Draw valid inferences from data presented in the form of a graph | Outcome #1 Intellectual Skills 4. Quantitative Fluency d) Interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them. | Test Question on an Exam | Demonstrate 100% of content knowledge | Online: 60<br><br>F-to-F: 509 | Online:  67% 40/60<br><br>F-to-F:  90% 460/509 |

| MATH 1513 cont. | *Algebraically solve equations including linear, quadratic, polynomial, rational, radical, absolute value, exponential, and logarithmic. | Creatively apply known results to new situations - also covers Like Skills 2. Analyze and describe personal finance and associated consumer issues. | Outcome #1 Intellectual Skills 4. Quantitative Fluency c) Evaluate the validity of procedures in solving a mathematical problem | Test Question on an Exam | Demonstrate 75% of content knowledge | Online: 60 F-to-F: 509 | Online: 68% 41/60 F-to-F: 52% 263/509 |
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| MUS 2533 | Draw conclusions on the influences that various artists, songwriters, and producers had on the development of rock music. | 1. a 2. a,b,c,d,e 3. a 5. a,b,c | DOE outcome 1 & 2 | Writing assignment with rubric | Students should score a 70 or higher on the written assignment rubric | 119 | 115 Students met expectations An average of 85 points on a 0-100 scale |
| MUS 2543 | Demonstrate the ability to identify styles, music, and composers from each period. | 1. a 2. a,b,c,d,e 3. a 5. a,b,c | DOE outcome 1 & 2 | Pre/Post Essay | Students should score of 2 or higher on the written assignment rubric | 60 | 52 Students Scored an average of 3 points on a 0-5 scale |
| MUS 2733 | Identify the major artists and creators of jazz music. | 1. a 2. a,b,c,d,e 3. a 5. a,b,c | DOE outcome 1 & 2 | Test | Students should score a 70 or higher on the written assignment rubric | 12 | 10 Students Scored an average of 75 points on a 0-100 scale |
| MUS 2863 | Becoming globally-aware citizens through an understanding and appreciation of human and cultural | 1. a 2. a,b,c,d,e 3. a 5. a,b,c | DOE outcome 1 & 2 | Listening Project with rubric | Students should score a 70 or higher on the written assignment rubric | 55 | 52 Students Scored an average of 75 points on a 0-100 scale |

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| | diversity through exposure to different musical styles, musical instruments, and performance practices. | | | | | |
| NUTR 1653 | Develop understanding of the basic principles of human nutrition by explaining the relationship of nutrition to overall health. | Evaluate and describe the effects of decision-making on lifestyle outcomes. | Intellectual Knowledge | Comprehensive Dietary Analysis | 70% of students will score 80% or greater. | F18 155 S19 73 | AY 217/228= 95% |
| NUTR 1653 cont. | Identify reliable nutrition information sources. | Evaluate and describe the effects of decision-making on lifestyle outcomes. | Integrative Knowledge | Comprehensive Dietary Analysis | 70% of students will score 80% or greater. | F18 155 S19 73 | AY 217/228= 95% |
| NUTR 1653 cont. | Describe how the body uses food. | Describe how lifestyle choices affect physical, psychosocial, and emotional health. | Intellectual Knowledge | Diabetes Knowledge Quiz | 70% of students will score 80% or greater. | F18 149 S19 57 | AY 186/206= 90% |
| NUTR 1653 cont. | Apply food recommendation principles. | Evaluate and describe the effects of decision-making on lifestyle outcomes. | Integrative Knowledge | Comprehensive Dietary Analysis | 70% of students will score 80% or greater. | F18 155 S19 73 | AY 217/228= 95% |

| NUTR 1653 cont. | Evaluate and compare foods based on nutrition labels. | Evaluate and describe the effects of decision-making on lifestyle outcomes. | Integrative Knowledge | Comprehensive Dietary Analysis | 70% of students will score 80% or greater. | F18 155 S19 73 | AY 217/228= 95% |
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| NUTR 1653 cont. | Identify sources, characteristics and functions of macronutrients, micronutrients and water. | Describe how lifestyle choices affect physical, psychosocial, and emotional health. | Intellectual Knowledge | Protein Knowledge Quiz | 70% of students will score 80% or greater. | F18 131 S19 57 | AY 187/188 = 99% |
| NUTR 1653 cont. | Determine individual needs for energy, protein, and fluids. | Evaluate and describe the effects of decision-making on lifestyle outcomes. | Integrative Knowledge | Comprehensive Dietary Analysis | 70% of students will score 80% or greater. | F18 155 S19 73 | AY 217/228= 95% |
| NUTR 1653 cont. | Identify key components and their role for obtaining and maintaining desirable body weight, personal food habits and eating behaviors. | Evaluate and describe the effects of decision-making on lifestyle outcomes. | Integrative Knowledge | Comprehensive Dietary Analysis | 70% of students will score 80% or greater. | F18 155 S19 73 | AY 217/228= 95% |
| NUTR 1653 cont. | Discuss current food technology issues and food consumption trends. | Describe how lifestyle choices affect physical, psychosocial, and emotional health. | Integrative Knowledge | Diabetes Knowledge Quiz | 70% of students will score 80% or greater. | F18 149 S19 57 | AY 186/206= 90% |
| NUTR 1653 cont. | Describe food safety principles | Evaluate and describe the effects of decision-making | Intellectual Knowledge | Comprehensive Dietary Analysis | 70% of students will score 80% or greater. | F18 155 S19 73 | AY 217/228= 95% |

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| | | on lifestyle outcomes. | | | | | |
| NUTR 3653 | Distinguish social factors that are relevant to a variety of cultures. | Recognizing cultural influences on their own values and assumptions. | Citizenship | Food and Think Assignment | 70% of students will score 80% or greater. | F18 59 S19 67 | AY 126/126 = 100% |
| NUTR 3653 cont. | Distinguish social factors that are relevant to a variety of cultures. | Developing an awareness and understanding of different cultures in a comparative perspective. | Intellectual Skills | Food, Faith, and Culture Assignment | 70% of students will score 80% or greater. | F18 57 S19 61 | AY 109/118 = 92% |
| PHIL 1013 | Demonstrate knowledge of major arguments, problems, and terminology in philosophy. | Describe various expressions of emotion, intellect, and imagination | | Pre-Test And Post-Test | | 27 | 2/27 Pre-test Passing Score increased to 21/27 Post-Test Passing Score 38 average became 64 average |
| PHIL 1013 cont. | Articulate key conceptual distinctions in philosophy. | Describe the beliefs, achievements, customs, and values of different cultures in varying times and places | | Pre-Test and Post-Test | | 27 | 2/27 Pre-test Passing Score increased to 21/27 Post-Test Passing Score 38 average became 64 average |
| POLS 1113 | Identify American democratic principles and procedures, and | Social & Behavioral #3: Describe the | #5 | Pre- and Post- Test Same 50 questions each time taken | Better than 80% | 510/640 Took both Pre- and | Fall: 88% of 245 (216) |

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| | the ways in which these are embodied in the U.S. Constitution. | historical experience, legacy, political institutions, and systems of the U.S. | | | from the U.S. Citizenship Test. Administered on Blackboard or in class on paper. | | Post-Tests | Spring: 93% of 265 (246) |
| POLS 2313 | Understand relationships between international actors, and cooperation and conflict in the international arena. | Developing an analytical understanding of the content and processes used by historians, social scientists, and behavioral scientists to explain human behavior and social systems | #1 | Pre- and Post- Test | 80% | (2018) 25 students<br><br>(2019) 13 students | (Spring 2018) 17 / 25 students (68%) were 80% or better on the post-test 10 / 17 students (59%) scored at or above 90% on the post-test<br><br>(Spring 2019) 9 / 13 students (69%) scored 80% or better on the post-test. 4 / 13 students (31%) scored 90% or better. |
| POLS 2353 | **Students will be able to construct** a comparative study between two states using a comparative method: Most Similar Systems or Most Different Systems, Theory, Cases, and Data. | Developing an awareness and understanding of different cultures in a comparative perspective | #2 | Competency Case Study with Rubric. In which the students are given a selection of topics with which they must: 1.Write a research question, 2. apply theory, 3. apply method, 4. choose evidence from cases, 5. choose data, 6. | 80% Competency | (2017) 18 Students (2018) 14 Students | (2017)<br>9 were Excellent<br>6 Competent<br>3 Fair<br>Class Competency Average 92%<br>83% Competent or<br><br>(2018)<br>4 Excellent<br>7 Competent |

| | | | | analyze 7. draw a conclusion.<br>The rubric was scaled as "Excellent", "Competent", "Fair", "Poor" (and Fail if 0) | | | 2 Fair<br><br>1 Poor<br>Class Competency Average 88%<br><br>80% Competent or Excellent |
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| PSYC 1003 | | • Describe how lifestyle choices affect physical, psychosocial, and emotional health<br>• Explain personal finance and associated consumer issues<br>• Explain the effect of decision-making on lifestyle outcomes<br>• Apply technological tools and resources for lifelong learning | Outcome #1 – intellectual skills<br>1. ANALYTIC INQUIRY<br>1a) raises vital questions and problems, formulating them clearly and precisely;<br>1b)evaluates approaches to address complex problems;<br>1c)tests proposed solutions to complex problems.<br><br>3. ENGAGING DIVERSE PESPECTIVES<br>3a) explain alternative systems of thought, including their assumptions, implications, and practical consequences | 13 multiple choice (4-option) items on core course topics (self-image and - esteem, integrity, goal-setting, attitude, critical thinking, motivation, com-munication, respect and appreciation for diversity, stress, and money management) were administered as part of the regular exams given during the class.<br>These items were embedded into regular exams given in each section of the course. | Average correct over all items : 70% (based on letter grade "C") | Data was reported for 37 students enrolled in 2 sections. | The average correct across all items was 80.50% (SD=16.25). |

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| | | | Outcome #5 - Citizenship 1. CULTURAL FOUNDATIONS 1b) identify the connectedness of culture and society; 1c) discuss how culture influences one's perspective; 1d) define one's identity in relation to cultural differences | | | | |
| PSYC 1113 | | • Explain the methods of science as applied to human behavior • Describe the processes used by historians, social scientists, and behavioral scientists to explain human behavior and social systems • Describe the historical experience, legacy, political institutions, and systems of the U.S. | Outcome #1 – intellectual skills 1. ANALYTIC INQUIRY 1a) raises vital questions and problems, formulating them clearly and precisely; 1b) evaluates approaches to address complex problems; 1c) tests proposed solutions to complex problems. 3. ENGAGING DIVERSE PESPECTIVES 3a) explain | 15 multiple choice (4-option) items on core course topics: the scientific foundations and questions of the discipline, its research methods, physiological bases of behavior, human development, learning, memory, intelligence and cognition, motivation, and disorders and treatment . These items were embedded into regular exams given in each section of the course. | Average correct over all items : 70% (based on letter grade "C") | Data was reported for 166 students enrolled in 7 sections. | The average correct across all items was 70.62% (SD=8.74). |

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| | | | alternative systems of thought, including their assumptions, implications, and practical consequences<br><br>Outcome #5 - Citizenship<br>1. CULTURAL FOUNDATIONS<br>1b) identify the connectedness of culture and society;<br><br>1c) discuss how culture influences one's perspective;<br><br>1d) define one's identity in relation to cultural differences | | | | |
| REL 2553 | Demonstrate knowledge of beliefs, practices, and values of major world religions. | Same | | Pre-test/Post-Test | | Pre-Test: 23 students<br><br>Post-Test: 22 Students | Pre-Test: 2/23 received a passing score.<br>Average Score: 1.47<br><br>Post-Test: 21/22 received a passing score.<br>Average Score: 3.78<br><br>Students passing the exam |

| | | | | | | | increased from 8.7% in Pre-Test to 95% in Post-Test. |
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| SCI 1111 | Students will describe the free fall motion of objects | Explain the methodology and facts of both biological and physical science | Intellectual skills | Pre- and post-test | Passing grade | 68 | Pre- 22%<br>Post- 41% |
| SCI 1111 cont. | Students will predict the outcome of an experiment | Use the scientific method to evaluate hypotheses and conclusions | Intellectual skills | Pre- and post-test | Passing grade | 68 | Pre- 16%<br>Post- 45% |
| SCI 1111 cont. | Students will convert numbers between measurement systems | Demonstrate skills in making measurements and analyzing data | Integrative knowledge | Pre- and post-test | Passing grade | 68 | Pre- 38%<br>Post- 54% |
| SCI 1113 | Students will write an equation using mathematical symbols that expresses a relationship | Solve problems using basic arithmetic and algebra | Intellectual skills | Pre- and post-test | Passing grade on post test | 215 | Pre-test: 64%<br>Post-test: 72% |
| SCI 1113 cont. | Students will perform arithmetic operations on algebraic expressions and solve linear equations | Solve problems using basic arithmetic and algebra | Intellectual skills | Pre- and post-test | Successfully solve a problem involving an equation | 215 | Pre-test: 53%<br>Post-test: 58% |
| SCI 1113 cont. | Students will interpret mathematical models, such as formulas, graphs, tables and | Demonstrate skills in making measurements and analyzing data | Integrative knowledge | Pre- and post-test | Successfully determine a mathematical model | 215 | Pre-test: 59%<br>Post-test: 64% |

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| | schematics, and draw inferences from them. | | | | | | |
| SCI 1114 | Students will write an equation using mathematical symbols that expresses a relationship | Solve problems using basic arithmetic and algebra | Intellectual skills | Subset of questions from quizzes spanning the entire course | Passing grade | 122 | 109 of students were successful |
| SCI 1114 cont. | Students will perform arithmetic operations on algebraic expressions and solve linear equations | Solve problems using basic arithmetic and algebra | Intellectual skills | Homework question | Successfully solve a problem involving an equation | 122 | 93 students were successful |
| SCI 1114 cont. | Students will interpret mathematical models, such as formulas, graphs, tables and schematics, and draw inferences from them. | Demonstrate skills in making measurements and analyzing data | Integrative knowledge | Lab assignment | Successfully determine a mathematical model | 122 | 102 students were successful |
| SOC 1113 | #1: Ability to view the world from a sociological perspective within the framework of the three major perspectives. | #2: Describe the process used by historians, social scientists, and behavioral scientists to explain human behavior and social systems. | DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences. | Sociology objective #1, general education objective #2, and NSU DOE 1.3 was measured using objective exams. Students were evaluated using a common scale: 4 = Exceeds expectations; few errors; 90% or above on exams 3 = Meets expectations; average to above | A value of 3 or above; a score of at least 70% in the course (the overall course grade is based on exam scores). | Traditional face-to-face = 75 Online = 81 | In the traditional face-to-face sections, a total of 70 students scored 70% or above in the course. In the online sections, a total of 75 students scored 70% or above in the course. |

| | | | | average comprehension; 70%-89% on exams<br>2 = Needs improvement; below average comprehension; 60%-69% on exams<br>1 = Does not meet expectations; poor comprehension; below 60% on exams | | | |
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| SOC 1113 cont. | #2: Demonstrate a general understanding of various types of scientific research, its purpose and methods, and the ethics involved. | #1: Explain the methods of science as applied to human behavior. | DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences. | Sociology objective #2, general education objective #1, and NSU DOE 1.3 was measured using objective exams. Students were evaluated using a common scale:<br>4 = Exceeds expectations; few errors; 90% or above on exams<br>3 = Meets expectations; average to above average comprehension; 70%-89% on exams<br>2 = Needs improvement; below average comprehension; 60%-69% on exams<br>1 = Does not meet | A value of 3 or above; a score of at least 70% in the course (the overall course grade is based on exam scores). | Traditional face-to-face = 75<br><br>Online = 81 | In the traditional face-to-face sections, a total of 70 students scored 70% or above in the course. In the online sections, a total of 75 students scored 70% or above in the course. |

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| | | | | expectations; poor comprehension; below 60% on exams | | | |
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| SOC 1113 cont. | #3: Demonstrate an understanding of the sociological imagination, the ability to make a connection between personal problems and societal issues. | #2: Describe the process used by historians, social scientists, and behavioral scientists to explain human behavior and social systems. | DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences. | Sociology objective #3, general education objective #2, and NSU DOE 1.3 was measured using objective exams. Students were evaluated using a common scale: 4 = Exceeds expectations; few errors; 90% or above on exams 3 = Meets expectations; average to above average comprehension; 70%-89% on exams 2 = Needs improvement; below average comprehension; 60%-69% on exams 1 = Does not meet expectations; poor comprehension; below 60% on exams | A value of 3 or above; a score of at least 70% in the course (the overall course grade is based on exam scores). | Traditional face-to-face = 75 Online = 81 | In the traditional face-to-face sections, a total of 70 students scored 70% or above in the course. In the online sections, a total of 75 students scored 70% or above in the course. |
| SOC 1113 cont. | #4: Demonstrate an understanding of the value of critical thinking skills | #2: Describe the process used by historians, social scientists, and | DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, | Sociology objective #4, general education objective #2, and NSU DOE | A value of 3 or above; a score of at least 70% in the course | Traditional face-to-face = 75 | In the traditional face-to-face sections, a total of 70 students scored |

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| | | behavioral scientists to explain human behavior and social systems. | including their assumptions, implications, and practical consequences. | 1.3 was measured using objective exams. Students were evaluated using a common scale: 4 = Exceeds expectations; few errors; 90% or above on exams 3 = Meets expectations; average to above average comprehension; 70%-89% on exams 2 = Needs improvement; below average comprehension; 60%-69% on exams 1 = Does not meet expectations; poor comprehension; below 60% on exams | (the overall course grade is based on exam scores). | Online = 81 | 70% or above in the course. In the online sections, a total of 75 students scored 70% or above in the course. |
| SOC 1113 cont. | #5: Demonstrate an understanding of the sources and consequences of social diversity (race/ethnicity, gender, social class, etc.) | #2: Describe the process used by historians, social scientists, and behavioral scientists to explain human behavior and social systems. | DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences. | Sociology objective #5, general education objective #2, and NSU DOE 1.3 was measured using objective exams. Students were evaluated using a common scale: 4 = Exceeds expectations; few errors; 90% or above on exams | A value of 3 or above; a score of at least 70% in the course (the overall course grade is based on exam scores). | Traditional face-to-face = 75 Online = 81 | In the traditional face-to-face sections, a total of 70 students scored 70% or above in the course. In the online sections, a total of 75 students scored 70% or above in the course. |

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| | | | | 3 = Meets expectations; average to above average comprehension; 70%-89% on exams<br>2 = Needs improvement; below average comprehension; 60%-69% on exams<br>1 = Does not meet expectations; poor comprehension; below 60% on exams | | | |
| SOC 1113 cont. | #6: Demonstrate an ability to define, give examples, and interpret situations using sociological concepts and terminology provided in class lectures, discussions, assignments, and the text. | #2: Describe the process used by historians, social scientists, and behavioral scientists to explain human behavior and social systems. | #2: Describe the process used by historians, social scientists, and behavioral scientists to explain human behavior and social systems. | For sociology objective #6, general education objective #2, and NSU DOE 1.3, students were assessed using objective exams and class discussions. | 70% or higher in the course, based on exam scores. Demonstration of an understanding of sociological concepts through class discussion. | Traditional face-to-face = 75<br><br>Online = 81 | In the traditional face-to-face sections, a total of 70 students scored 70% or above in the course. In the online sections, a total of 75 students scored 70% or above in the course. The majority of students demonstrated an understanding of sociological concepts through class discussion. |

| SPAN 1113 | 5. Present in spoken and written form basic information about themselves, their daily activities, and familiar items and places. | The Spanish Program switched to using the Degrees of Excellence SLO's in Spring 2018, per the Gen. Ed. committee's directive. | Outcome 1: Intellectual Skills 5.b. Communication fluency: construct coherent written and oral narratives for general and specific audiences | In-class composition with a shared writing prompt and rubric across the sections. The composition prompt asks students to write an 150-200-word message to a friend with detailed information about daily life as a university student. Thus, it asks students to construct a coherent written narrative in Spanish. Syllabus— Composition: Toward the end of the semester, students will write an in-class composition to assess their ability to write a coherent narrative in Spanish and their presentational writing proficiency level. Students will be asked to write about one or more topics studied during the course of the semester. Grades will be based on content, | 70% | Summer 2018: 5 Fall 2018: 119, Spring 2019: 83 | Ninety percent of students performed at or above the performance target of 70% with 47% Exceeding Expectations at Intermediate Low writing proficiency in Spanish, 30% Meeting Expectations at Novice High, and 13% Meeting Expectations at Novice Mid. |
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| | | | | comprehensibility, language control, and vocabulary use. Complete instructions and a grading rubric will be provided. The composition is worth 100 possible points. | | | |
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| SPAN 1123 | 5. Present in spoken and written form basic information about themselves, their daily activities, and familiar items and places. | The Spanish Program switched to using the Degrees of Excellence SLO's in Spring 2018, per the Gen. Ed. committee's directive. | Outcome 1: Intellectual Skills 5.b. Communication fluency: construct coherent written and oral narratives for general and specific audiences | In-class composition with a shared writing prompt and rubric across the sections. The composition prompt asks students to write a 200-250-word message to a friend in which they summarize a recent trip they have taken. Thus, it asks students to construct a written narrative in Spanish using the past tenses. Syllabus—Composition: Toward the end of the semester, students will write an in-class composition to assess their ability to write a coherent narrative in Spanish and their presentational | 70% | Fall 2018: 10, Spring 2019: 14 | Ninety-three percent of students performed at or above the performance target of 70% with 52% Exceeding Expectations at Intermediate Mid writing proficiency, 31% Meeting Expectations at Intermediate Mid, and 10% Meeting Expectations at Novice High. |

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| | | | | writing proficiency level. Students will be asked to write about one or more topics studied during the course of the semester. Grades will be based on content, comprehensibility, language control, and vocabulary use. Complete instructions and a grading rubric will be provided. The composition is worth 100 possible points. | | | |
| TECH 3023 | | Recognize cultural influences on their own values and assumptions | 1,2,5 | Post-Test | 80% | 91 | 79 |
| TECH 3023 cont. | | Developing an awareness and understanding of different cultures in a comparative perspective. | 1,2,5 | Post-Test | 80% | 91 | 79 |
| TECH 3023 cont. | | Interacting and communicating with members of different cultural groups with respect and maturity. | 1,2,5 | Post-Test | 80% | 91 | 79 |

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| TECH 3023 cont. | | Becoming global-aware citizens through an understanding and appreciation of human and cultural diversity. | 1,2,5 | Post-Test | 80% | 91 | 79 |
| WGS 2123 | Define feminism, gender socialization, and other theoretical concepts related to the study of gender and related social justice movements | Apply historical knowledge to contemporary issues and problems; Describe the beliefs, achievements, customs, and values of different cultures in varying times and places | DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences. | Objective exams are used to assess this SLO throughout the semester. Exams are given in a mixed format of multiple choice, matching, true/false and short answers. | The performance target is for the majority of students to score 70% or higher on the exams. | Online: 86 Blended: 60 | 83% of students in the online and blended sections passed the objective exams with a 70% or higher. |
| WGS 2123 cont. | Identify both historical and contemporary debates taking place within the field of women's and gender studies | Apply historical knowledge to contemporary issues and problems; Describe the beliefs, achievements, customs, and values of different cultures in varying times and places | DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences. | Objective exams are used to assess this SLO throughout the semester. Exams are given in a mixed format of multiple choice, matching, true/false and short answers. | The performance target is for the majority of students to score 70% or higher on the exams. | Online: 86 Blended: 60 | 83% of students in the online and blended sections passed the objective exams with a 70% or higher. |
| WGS 2123 cont. | Identify key historical and cultural world events in women's struggle for equality | Apply historical knowledge to contemporary issues and problems; | DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their | Objective exams are used to assess this SLO throughout the semester. Exams are given in a mixed | The performance target is for the majority of students to | Online: 86 Blended: 60 | 83% of students in the online and blended sections passed the objective exams |

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| | | Describe the beliefs, achievements, customs, and values of different cultures in varying times and places | assumptions, implications, and practical consequences. | format of multiple choice, matching, true/false and short answers. | score 70% or higher on the exams. | | with a 70% or higher. |
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| WGS 2123 cont. | Indicate the social, cultural, political, and economic forces that shape gender and roles construct both nationally and globally | Apply historical knowledge to contemporary issues and problems; Describe the beliefs, achievements, customs, and values of different cultures in varying times and places | DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences. | Objective exams are used to assess this SLO throughout the semester. Exams are given in a mixed format of multiple choice, matching, true/false and short answers. | The performance target is for the majority of students to score 70% or higher on the exams. | Online: 86 Blended: 60 | 83% of students in the online and blended sections passed the objective exams with a 70% or higher. |
| WGS 2123 cont. | Summarize the social, political, economic, and intellectual contributions that culturally diverse and under-represented populations have made | Apply historical knowledge to contemporary issues and problems; Describe the beliefs, achievements, customs, and values of different cultures in varying times and places | DOE 1.3: Engaging diverse perspectives; explain alternative systems of thought, including their assumptions, implications, and practical consequences. | Objective exams are used to assess this SLO throughout the semester. Exams are given in a mixed format of multiple choice, matching, true/false and short answers. | The performance target is for the majority of students to score 70% or higher on the exams. | Online: 86 Blended: 60 | 83% of students in the online and blended sections passed the objective exams with a 70% or higher. |
| WGS 2123 cont. | Explain and analyze the social construction of gender and its intersections with | Demonstrate observational and critical thinking abilities | DOE 5.1: Cultural Foundations, a-e | Required discussions and journaling based on readings assigned in the class. | The performance target is for the majority of students to | Online: 86 Blended: 60 | 86% of the students in the online and blended sections made a 70% or |

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| | other socially constructed categories of difference (such as race, ethnicity, nationality, class, sexuality, ability, appearance, age, and others) and how such intersections have been articulated | | | | score 70% or higher on discussions and journaling. | | higher on their discussions and journaling. |
| WGS 2123 cont. | Explain one's personal assumptions and views regarding gender relations in our own society and in other global communities | Demonstrate observational and critical thinking abilities; Define, discuss, and articulate one's own values | DOE 5.1: Cultural Foundations, a-e | This course requires discussions and journaling based on readings assigned in the class. | The performance target is for the majority of students to score 70% or higher on discussions and journaling. | Online: 86 <br><br> Blended: 60 | 88% of the students in the online and blended sections made a 70% or higher on their discussions and journaling. |
| WGS 2123 cont. | Create a service-learning project as a mechanism for enacting feminism in our spheres of influence | Demonstrate observational and critical thinking abilities | DOE 1.2 Information Literacy, a-e | Students conduct a final project that is service-learning oriented and write a research paper explaining not only the scope of the project but how the project could benefit the university and/or community. Students seek out information regarding a prevalent societal problem and develop a plan for how to | The performance target is for the majority of students to score 70% on their final projects | Online: 86 <br><br> Blended: 60 | 87% of the students in the online and blended sections made a 70% or higher on their final projects. |

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| | | | | address it in their own communities. | | | |
| WGS 2123 cont. | Develop critical thinking, listening, presentation, and writing skills | Demonstrate observational and critical thinking abilities | DOE 1.5 Communication Fluency, a-c | Students are required to conduct a research project throughout the semester. The final product of the research project is a written paper and oral presentation. | The performance target is for the majority of the students to score a 70% or higher on the research paper and oral presentation. | Online: 86 Blended: 60 | 89% of students in the online and blended class made a 70% or higher on their research paper and oral presentation. |

**Section III - Program Outcomes**

**Analyses and Findings**

**III-1  Administering Assessment**
Graduate and undergraduate program curricular coordinators are expected to complete a standardized form reporting assessment in the major and turn that form into the Office of Institutional Effectiveness by September 1.  The numbers of students being assessed, the assessment instrument itself, along with request for institutional services were included in this report.  The actual assessment report has been refined during the last several years to include student learning outcomes for each major. Below, Table F lists all undergraduate and graduate degrees with required assessment information.

| | CAPSTONE | | | | | | |
|---|---|---|---|---|---|---|---|
| CODE | PROGRAM | COURSE | STANDARDIZED TESTS | # STUD. SUR. | ALUMNI/ EMP. SUR. | PORTFOLIO | OTHER |
| 001 | Accounting - BBA | | | PLO1: 102 PLO2: 58 PLO3: 31 PLO4: 74 PLO5: 103 | | Yes | Test that includes task-oriented problems and multiple choice. |
| 004 | Health Organization Admin. - BS | HCA 4950 | | 20 | | Yes | Exit Interview |
| 005 | Art - BA | ART 4801 | | 14 | | Yes | Senior Exhibition and/or Portfolio |
| 006 | Art Education - BA/ED | ART 4801 | | 14 | | Yes | Senior Exhibition and/or Portfolio |
| 012 | Business Admin. - BBA | MGMT 4213 | | PLO1: 81 PLO2: 14 PLO3: 24 PLO4: 43 PLO5: 122 | | Yes | Multiple Choice Tests, Internal Exams, Simulation, Portfolio |
| 014 | Chemistry - BS | CHEM 4911 | ETS - Major Field Chemistry DUCK | PLO1: ETS 20; DUCK 20 PLO2: 7 PLO3: CHEM4412: 7; CHEM3315: 16; CHEM4714: 6; CHEM4911: 18; CHEM4911: 18 PLO4: 23; 7 PLO5: 33 PLO6: CHEM3315: 16; CHEM4313: 8; CHEM4524: 13; CHEM4624: 11 | | | Research Project/Presentation Syllabi review |
| 019 | Counseling - MS | | CPCE total & Cultural Diversity section | 43/30 | | | |
| 020 | Criminal Justice - BS | CR J 4233 | ACAT; MFT | 110 | | | Numerous assignment rubrics Senior Capstone |

| 023 | Early Child Ed - BS-ED | EDUC 4252 | OSAT (20/55) | PLO1: 94<br>PLO2: 80<br>PLO3: 88<br>PLO4: 58<br>PLO5: 79<br>PLO6: 49 | | Yes | ITERS; PDHI; ECERS; IPGRIE; Internship;<br>Professional Involvement Check List:<br>Internship Evaluation Addendum<br>Family Involvement Plan |
|---|---|---|---|---|---|---|---|
| 025 | Elem Education - BS/ED | EDUC 4252 | OSAT | PLO1: 37<br>PLO2: 34<br>PLO3: 32<br>PLO4: 30<br>PLO5: 47<br>PLO6: 37<br>PLO7: 36<br>PLO8: 38 | | Yes | ELED 4563 Pre-II Lesson Plan Development and Teaching Experiences, READ 4063 Introduction to Reading and Writing Assessment, ELED 4343 Social Studies Strategies for the Elementary & Middle Grades Social Studies Lesson Plan, Internship, EDUC 3113 Educational Psychology Designing Instruction, ELED 4563 Management of the Elementary Classroom and Curriculum Classroom Learning Environment, ELED 4313 Integrated Art Strategies for Elementary & Middle Grades Art and Music Integration Activity, EDUC 3313 Pre-I Internship & Clinical Teaching Contextual Factors and Resources, Elem Ed Pre/Post test |
| 028 | English - BA | ENGL 4992 | | 25 | | Yes | Capstone project |
| 029 | English - BA/ED | ENGL 4501 | OSAT | PLO1: 143<br>PLO2: 9<br>PLO3: 17<br>PLO4: 13<br>PLO5: N/A<br>PLO6: 29<br>PLO7: N/A | | Yes | Work samples, NCTE Plans, Assessment, Projects, Field Observations, COE Learning Project |
| 030 | Finance - BBA | FIN 4433 | | PLO1: 117<br>PLO2: 17<br>PLO3: 13<br>PLO4: 65<br>PLO5: 65<br>PLO6: 35 | | Yes | Numerous Assignments |
| 036 | Geography - BA | | | PLO1: 2<br>PLO2: 2<br>PLO3: 0<br>PLO4: 0 | | | Embedded Course Assessments |
| 040 | Health & Hum Perform - BS | P ED 4810<br>REC 4500 | | PLO1: 79<br>PLO2: 352 | | | Grade Analyses<br>Internship evaluation |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | PLO3: 19<br>PLO4: 107<br>PLO5: 64 | | Capstone Writing |
| 041 | Health & PE - BS/ED | EDUC 4252 | OSAT | PLO1: 8<br>PLO2: 11<br>PLO3: 4<br>PLO4: 4<br>PLO5: 4<br>PLO6: 4 | Yes | Specific Sport Skill Rubrics designed to assess TC's personal competence in motor skill performance for a variety of physical activities and performance concepts related to skillful movement in a variety of physical activities. TC's fitness level is assessed using the Fitnessgram. Portfolio. |
| 042 | History - BA | HIST 4951 | | | Yes | Course Embedded Assessments |
| 047 | American Indian Studies - BA | | | 1 | | Outcome assessment test of 50 multiple-choice questions. |
| 050 | Media Studies - BA | MS 4983 | | PLO1: 73 PLO2: 107 PLO3: 90<br>PLO4: 117<br>PLO4: 584<br>PLO5: N/A<br>PLO6: 350<br>PLO7: 61 | Yes | Various Assignments, Discussion Boards, In-Class Discussion, Assignments in basic writing, multimedia writing, and digital media production, Case Studies, E-Portfolio, and Internships. |
| 052 | Leadership MS | | | PLO1: 13 PLO2: 7 PLO3: 8<br>PLO4: 18<br>PLO5: 13<br>PLO6: 14<br>PLO7: 8<br>PLO8: 15<br>PLO9: 13<br>PLO10: 6<br>PLO11: 6 | | Embedded Course Projects/Thesis or Capstone |
| 054 | Management - BBA | | | PLO1: 81<br>PLO2: 11<br>PLO3: 68<br>PLO4: 25<br>PLO5: 122 | Yes | Course Embedded Assessments |
| 055 | Marketing - BBA | | | PLO1: 267<br>PLO2: 45<br>PLO3: 49<br>PLO4: 41<br>PLO5: 36 | Yes | Course Embedded Assessments |
| 056 | Masters Bus Admin - MBA | | | PLO1: 15<br>PLO2: 17 | | Course Embedded Assessments |

| | | | | PLO3: NA | | | |
|---|---|---|---|---|---|---|---|
| | | | | PLO4: NA | | | |
| | | | | PLO5 NA | | | |
| | | | | PLO6: 18 | | | |
| | | | | PLO7: 4 | | | |
| 057 | Mathematics - BS | Math 4723 | | 1 | | | Content competency exam<br>Senior Exit Survey<br>Sr. Seminar |
| 058 | Mathematics - BS/ED | Math 4723 | OSAT | 9 | | | Department test<br>Sr. Seminar |
| 060 | Music - BA | -Music Theory<br>-Music History<br>-Music Performance | | PLO1: 36<br>PLO2: 5<br>PLO3:<br>- 4 THQ students<br>- 1 BA student | | | Course Embedded Assessments, Music theory, Aural skills, Recitals |
| 062 | Music-Education - BME | - Music Theory<br>- Music History<br>- Music Performance | Written Exam CEOE (1/1) | PLO1:<br>- 36 students<br>- 2 (CEOE students)<br>PLO2: 2<br>PLO3:<br>- 6 junior performances<br>- 6 BME senior performances<br>- 2 CEOE students | | Yes | Music theory, Aural skills, Recitals |
| 069 | Political Science - BA | | | 4 | | | Multiple choice exam |
| 072 | Psychology - BA | Yes | ACAT | 53 | | | |
| 075 | Reading – Med | | OSAT | | Employer Survey | Yes | Numerous assignment rubrics |
| 076 | Env. Hlth and SAFM - BS | | | | | | Entrance/Exit Exam |
| 080 | Social Studies - BS/ED | | OSAT | 7 | | Yes | Grades<br>Full Intern Teaching |
| 081 | Sociology - BA | | | 8/18 | | | Faculty Developed Test |
| 082 | Spanish - BA | | ACTFL OPIc | 6 | | Yes | Numerous assignment rubrics |
| 083 | Spanish - BA/ED | | OSAT | | | Yes | Numerous assignment rubrics |
| 084 | Spec Ed-Mild/Mod Disorders - BS/ED | | OSAT | 13 | | Yes | Numerous assignment rubrics |
| 085 | Criminal Justice - MS | | | 14 | | | Core Courses |

| | | | | | | Thesis or Comp Exam (4/6) |
|---|---|---|---|---|---|---|
| 087 | Speech & Lang Path - BS | | | 57 | | Yes | Numerous assignment rubrics Praxis Exam |
| 090 | Communication Studies - BA | | | PLO1 : <br> -Informative Speech: 209 - Persuasive Speech: 209 <br> PLO2: -PRPSA: 698 <br> -PRCA: <br> Pre = 24 <br> Post = 21 <br> PLO3: <br> -Pre: 51 <br> -Post: 34 | | | Pre/Post Tests <br> Informative Speech <br> Persuasive Speech |
| 093 | Hospit.&Tourism Mgmt - BBA | | | PLO1: 60 <br> PLO2: 12 <br> PLO3: 43 <br> PLO4: 51 | | Yes | Embedded Course Assessments |
| 097 | Vision Science, BS | | | | | | No report |
| 100 | Computer Sciences - BS | CS 4233 | ETS (Fall) | 32 | | | Dept Exam (Spring) <br> Capstone Project |
| 102 | Social Work - BSW | | | PLO1: 215 <br> PLO2: 242 <br> PLO3: 225 <br> PLO4: 242 <br> PLO5: 271 <br> PLO6: 225 <br> PLO7: 279 <br> PLO8: 215 <br> PLO9: 213 | | | Course Core Competency Evaluations, Student Course Self-Assessment |
| 103 | School Admin MEd | | | ELOC 5.1, 5.3, and 5.4: 46 <br> ELCC 2.2 and 2.3: 4 <br> ELCC 4.1; 4.2; and 4.3: 1 <br> ELCC 6.1, 6.2, and 6.3: 10 <br> ELCC 4.1; 1.1; | | Yes | Course Embedded Projects |

| | | | | 1.2; 2.1; 2.3; 3.2; 4.1; 1.4; 4.3; 4.4; 5.1; 5.2; 5.3; and 5.4.: 51 | | | |
|---|---|---|---|---|---|---|---|
| 104 | Nursing (RN- BSN) | | | 90 | | | Course Embedded Assessments |
| 106 | Communication- MA | | | PLO1: 61 students submitted writing assignments<br><br>PLO2:<br><br>- 61 students submitted writing assignments.<br><br>- 8 took APA tests<br><br>PLO3:<br><br>-35 gave in-class presentations<br><br>- 4 presented in CSCA conferences<br><br>PLO4: N/A<br><br>PLO5:<br><br>-61 writing assignments<br><br>-35 presentations<br><br>PLO6: 62 writing assignments<br><br>PLO7: 1 internship | | | Essays, Research papers, APA Test, in-class presentations, conference presentations, Internship |
| 107 | Optometry - OD | | National Board of Examination in Optometry | 112 | | | State Boards<br>Course grades<br>Clinical Practical Exams |
| 112 | American Studies - MA | | | 5 | | | Thesis, or Comprehensive Exams and Internship |
| 115 | Integrative Biology - BS | BIOL 4622 | ETS-Biology | 53 | | | |
| 117 | Early Childhood Ed - MEd | | | 4 | | Yes | Portfolio / Embedded Projects |
| 120 | Science Ed – BS. ED | SCI 4513 | OSAT | 7 | | | Sci Course GPA and OSAT<br>Unit Plan Assessment |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | Intern Observation and Interview Safety Module |
| 123 | Information Systems - BBA | | | 7 | | Yes | Course Embedded Assessments |
| 124 | Instructional Leadership - MEd | | | 17 | | Yes | Multiple core assessments, Stand and Deliver, End of Program survey |
| 128 | Drama, BA | | | 6 | | | Final Project in Adv Directing |
| 129 | Library Media & Information Technology, MS | | OSAT (7/9) | | | Yes | Numerous assignment rubrics |
| 130 | Accounting & Financial Analysis, (MS) | | | | | | No report |
| 131 | English, MA | | | BA: 8 / TQ: 7 | | | Thesis or Capstone |
| 132 | General Studies, BGS | | | | | | No Report |
| 133 | Technology, BT | Tech 4043 | | 0 | | | Exit exam |
| 136 | Entrepreneurship, BBA | | | | | | No report – program suspended |
| 137 | Speech, Language, Pathology, MS | | | 88 | | | Course Embedded Assessments |
| 138 | Mathematics Education, MEd | Math 5992 | | 21 | | | Capstone Exam<br>Lesson Plan Design<br>Capstone Project<br>Teaching Evaluation<br>Educ 5103 |
| 139 | Science Education, MEd | SCI 5983 &5993 | | 21 | | | Unit Plan assessment<br>Equity Discussion assessment<br>Capstone |
| 141 | Cherokee Education | | | | | | No report |
| 142 | Health & Kinesiology MS | PED 5812 | | PLO1: 10<br>PLO2: 5<br>PLO3: 5<br>PLO4: 29 | | | Oral defense & essay for capstone, and GPAs |
| 145 | Supply Chain Management | | | | | Yes | Course Embedded Assessments |
| 147 | Laboratory Science - BS | | ASCP BOC (2+2) (1/1) | 2+2 = 15<br>3+1 = 3 | | | Embedded Course Assessments and Clinical competencies |
| 148 | Cherokee Cultural Studies | | | | | | No report |
| 149 | Nursing, MSN | NURS 5993 | | Yes | | | Capstone |
| 150 | Natural Science, MS | | | 14 | | | GPAs<br>Thesis or Capstone |
| 151 | Occupational Therapy, MS | | Certification exam) | 20 | Graduate | | Instructor Evaluations |

| | | | | | survey tool (3/3) | | Student Retention/Progression Level II Fieldwork |
|---|---|---|---|---|---|---|---|
| 153 | Nutritional Sciences, BS | | | PLO1: 15<br>PLO2: 14<br>PLO3: 29<br>PLO4: 31<br>PLO5: 19<br>PLO6: 14<br>PLO7: 17<br>PLO8: 19 | | | KRD Standards 1.1, 2.3, 3.3, 4.5 assignments |
| 154 | SPED-ASD, MSED | SPED 5901 | | 20 | | | Numerous assignment rubrics |
| 155 | Physician Assistant Studies, MS | | | | | | New Program – no enrollment |
| 156 | Homeland Security, BS | Yes | | | | | Numerous assignment rubrics |
| 157 | Professional MBA | | | 11 | | | Embedded Course Assessments |
| 158 | Legal Studies, BS | Cr J 4593 | | 17 | | | Course Embedded Exams |
| 159 | Applied Physics, BS | | | 1 | | | Research paper and presentation |
| 160 | Cyber Security, BS | Cr J 4903 | | 9 | | | Numerous assignment rubrics |
| 161 | Cellular & Molecular Biology, BS | BIOL 4621 | ETS | 53 (duplicated number - all BIOL majors) | | | Note: All BIOL majors received the assessment during the capstone course. |
| 162 | Creative Writing, BA | ENGL 4853 | | 4 | | | Creative writing project |
| 775 | Organizational Leadership, BS | | | | | | No report |
| 164 | Social Work, MSW | | | PLO1: 54<br>PLO2: 84<br>PLO3: 48<br>PLO4: 83<br>PLO5: 48<br>PLO6: 56<br>PLO7: 87<br>PLO8: 53<br>PLO9: 55 | | | Course Embedded Assessments |

**Analyses and Findings**

**III-2   What were the analysis and findings in the 2018-2019 program outcomes assessment?**

Academic programs measure student learning gains in the major. Similar syllabi for multiple sections are required. Academic Affairs provides release time for a student learning assessment coordinator in each academic college. These coordinators receive release time and function as faculty/department facilitators. The coordinators work closely with the Executive Director of Planning and Assessment and their respective college faculty to facilitate improved student learning assessment strategies. Each major program is in the process of developing an assessment plan to better guide their assessment strategy. The student learning assessment coordinators assist programs with developing and revising their student learning goals and outcomes, ensuring alignment between measurements and learning outcomes, and providing guidance on interpreting the results. The Student Learning Assessment Committee (SLAC) is reviewing best practices for providing programs with feedback on their plans and assessment reports.

Additionally, the student learning assessment committee, Executive Director for Planning and Assessment, the Center for Teaching and Learning, and Academic Affairs hosted an Assessment Day at the beginning of the fall 2019 semester. While this event occurred during the 19-20 reporting cycle, it was offered prior to the current program report submission. After listening to an experienced assessment speaker, Dr. Marie Baehr, programs spent several hours collaborating and discussing their program outcomes, assessment instruments, assessment strategies, and assessment results. Future assessment events and professional development are being planned.

**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**
The ability to apply principles of taxation contained in the Internal Revenue Code is an area of continuing weakness. It is particularly evident when questions focus on the distinction between deductions and adjustments and where the computation of cost recovery is required. Seventy-nine percent (79%) to 84% of students met or exceeded expectations set for understanding the accounting cycle, having the ability to apply generally accepted accounting principles, having knowledge of cost accounting methods used to evaluate business performance, and understand the functions of accounting information systems. Forty-nine percent (49%) of students met or exceeded expectations set for understanding the principles of taxation in the Internal Revenue Code. The inability of a significant percentage of students to recognize and apply the principles of taxation has been a serious problem. The syllabus and text for ACCT 3003 will be reviewed to make sure enough emphasis is placed on tax

compliance, including work with tax forms.


**Accounting and Finance, MS**
No report


**American Indian Studies, BA**
Students complete an assessment exam comprised of 50 questions and must score a minimum of 70% (30/50) to pass. This year the AIS program only had one student, and that student did not pass, having scored a 54% on the assessment exam. However, there were extenuating circumstances that faculty believe affected her ability to take the exam.

Although changes to the American Indian Studies curriculum were started in the 2014-2015 academic year, the assessment measure remains the same. As of now, the program has three core courses in common. Program faculty have noticed that students take the core AIS courses required three semesters prior to taking the assessment exams. As the AIS major grows, faculty will continue to revise the curriculum to reflect the students' need for more common core courses. Once the curriculum has been revised, the assessment exam will reflect the AIS program beyond the anthropology core.


**American Studies, MA**
Owing to the small number of M. A. students in American Studies graduating each year, it is difficult to establish any meaningful data patterns. The relatively small size of the program allows faculty to work with students until they meet the requirements of the program, ensuring that most years there is a 100% pass rate on thesis and comprehensive exams.

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, but more nuanced assessment of individual outcomes, involving assessment of the two required courses, will be discussed in the coming year as the second required course (AMST 5833 American Studies in Perspective) is offered under a new permanent instructor.


**Applied Physics, BS**
There is only one data point in this year's assessment, which makes it difficult to analyze. However, this can be attributed to the development of the assessment plan for the Applied Physics program. A more in-depth program assessment is planned which will assess students more comprehensively. Based on the single student assessed and the Excellent score on the research project assessment, the data suggest that the program has been successful. It would be more useful to have a larger portfolio of student presentations to draw from for the assessment (a plan for the future). Other useful data would be pre- and post- test comparisons in several of the core physics courses. The physics faculty agree concerning the data. Due to the small size of the program, all physics faculty work closely with the students involved in research projects and presentations.

The program faculty plans to implement several more assessment protocols. Students will be required to give presentations in five core physics courses, which will be used to build a

research portfolio. The student learning outcomes will be assessed (in part) by the overall evaluation of the students' portfolios. Students in Engineering Physics I and II, the introductory physics courses, will be assessed using standard physics diagnostic instruments (Force Concept Inventory and Brief Electricity and Magnetism Assessment). These data will allow the program to compare results with other physics programs. Further, it will identify areas where students need assistance and these needs can be individually addressed as they move forward in the program. This assessment will start in the spring 2020 semester when Engineering Physics I will be offered next. The following program student learning outcomes will be assessed in the next program assessment: Students will solve quantitative problems in classical mechanics, electricity & magnetism and modern physics. At the end of each of the following courses (PHYS 3004, PHYS 3413, PHYS 4114 and PHYS 4503) the faculty members will assess the students' progress using a standardized rubric. Students will present research in a form consistent with the AIP style manual. Students will relate their research to a general audience. Students will apply appropriate mathematical concepts and models for solving problems in classical and modern physics. Students will interpret experimental data to make meaningful comparisons between experiment and theory.

### Art, BFA
Fourteen students passed (14 A's). Overall, students demonstrated exhibit the skills and knowledge necessary to achieve the SLO's. The faculty are looking at the new assessment maps to determine where particular assessments occur in individual courses. They already occur, just not in a formal map.

### Art Education, BA
In the Fall 2017 Art 4803 Senior Exhibition course, 5 students completed the objective at a 100% rate. Of the 6 students enrolled, 5 passed the course. In the Spring 2018 Art 4803 Senior Exhibition course, 1 student was enrolled and completed the objective at a 100% rate.

In the Spring 2018 ART 4973 Portfolio course, 3 students completed the objective at a 100% rate. Of the 3 students enrolled, 3 passed the course.
   Total students assessed: 10
   Number of students passed: 9
The students clearly had the opportunity and the skills to successfully complete the objective.

### Biology - Integrative/Cellular and Molecular, BS
- Assessment 1-emphasizing student competency of biological concepts: National mean = 152 NSU's mean = 154 Performance target was achieved.
- Assessment 2-emphasizing student competency of cellular biology: National mean = 51.7 NSU's mean = 54.8 Performance target was achieved.
- Assessment 3-emphasizing student competency of molecular biology and genetics: National mean - 52.7 NSU's mean = 56.8 Performance target was achieved.
- Assessment 4-emphasizing student competency of organismal biology: National mean = 51.6 NSU's mean = 51.8 Performance target was achieved.

- Assessment 5-emphasizing student competency of population biology, evolution and ecology: National mean = 51.0 NSU's mean = 50.2 Performance target was not achieved.

The overall score of the students in the major fields test in Biology was above the national mean. The subject specific scores in the fields of Cell Biology, Molecular Biology and Genetics, and Organismal Biology were also above the national mean. The scores for Population Biology, Evolution and Ecology are slightly below the national mean (50.2 vs 51). The overall students' performance was better than last year. Last year, with the exception of Molecular Biology and Genetics, all the other scores were lower than the national mean. While the current assessment data obtained and analyzed reflects a student's knowledge in the field of Biology, it does not measure other skills like public speaking and presentation of scientific information to their peers or other people. The faculty will create additional learning outcomes to address these skills.

The faculty will continue to train students in all fields of Biology by providing a variety of resources that will allow students to be successful biologists. The faculty will monitor the performance of students in the fields of Population Biology, Evolution and Ecology to determine if the students are consistently scoring below the national mean. Additionally, the faculty will explore different strategies to improve the understanding of Population Biology, Evolution and Ecology related concepts. Finally, the faculty will work on creating additional learning outcomes and assessment strategies to test other skills of students that include public speaking and critical analysis of scientific data.

**Business Administration, BBA**
**Core Classes:** The assessments of communication skills show a small increase in the number of students who were classified as ineffective in the Fall of 2018. This can probably be attributed to major changes in the way the course was delivered. The curriculum was formatted so the course could be completed entirely online. Previously, the course was offered either face-to-face or blended/partial. In order to accomplish this task and still meet the written, oral, and technology assessments, presentations were performed via Zoom meeting place instead of in the classroom setting in front of a live audience. Lecture videos were created to guide students through the assignments, provide training content, and detailed assignment expectations and rubrics. Thus, a student taking business communications online had written instructions as well as visual training guidance. Blended classes had access to the written and visual instructions in addition to in-class instruction and lecture.

With respect to the development of citizenship knowledge and dispositions, the data for the two most recent semesters are consistent with the results observed in earlier semesters; business majors are developing the ability to identify and evaluate ethical dilemmas, although they are not always able to identify stakeholder interests. On the other hand, measures of students' ability to recognize and analyze the ecological, social and economic implications of business have continued the pattern of decline that was evident in earlier years has continued. Students continue to meet or exceed expectations on measures of global orientation. However, the number of students completing this assessment has declined. The

lead instructor and department chair need to ensure that all faculty teaching this class are assigning the assessment exercise. It was reported that 71%-98% of students met or exceeded expectations in their core classes for

**Business Administration overall.** Our general conclusion is that core classes are effective in achieving their learning objectives. The percentage of students whose scores placed them in the ineffective category has increased in some areas. However, we believe much of this can be attributed to the increasing number of sections that are offered online. As is indicated above, extensive efforts are being made to use the available technology to make online delivery more effective, and we expect to see improvements in these areas in the future.

- Major: SLO 1 – This result is consistent with the last 4 years results. We are satisfied that our current program is adequately covering this SLO.
- SLO 2 – This result is very close to our target but a big drop of 13% points from the results of the past 4 years.
- SLO 3 – This result is very exciting as it is a big improvement (7% points) from the average of the last 4 years.
- SLO 4 – This result is a marked improvement from the average of the last 4 years. The improvement is 15% points.
- SLO 5 – This result is also a marked improvement form the average of the last 4 years as it is a 13% increase in scores. Since this is an external and nationally normed score, we believe the change is a solid indication of the improvements we have been making recently.

It was reported that 78%-96% of students met or exceeded expectations in their major classes for Business Administration. The average score across all semesters for operations management was 60 percent and for strategic planning management was 65 percent. Overall, we are very pleased with the results of this year's assessment. All SLO's saw significant improvements in student scores but two and one of those was a consistent (and acceptable) finding. Only SLO 2 was problematic. There was a change in faculty and textbooks in the class and we need to review the new course to assure its rigor. We also need to consider a like change in measurement instruments.

**Business Administration, MBA**
Generally, the MBA students are performing on these instruments fairly well. Any points such as the Spring 2019 for the SLO 1 that was 1.93, i.e. those that are on top of the requirement suggest that more examination could be done. It was reported that students achieved between 1.93 and 2.26 overall average on a 3-point scale for showing competency in quantitative techniques for decision making. It was reported that students met or exceeded the performance target of 2.5 overall average on a 3-point scale with a 2.59-3 overall average in demonstrating critical analysis of business situations, effective verbal communication, utilizing information technologies for data organizations, and applying integration of concepts to business situations. As we look at the results, it is clear that more assessments must be completed and turned in. At this point, on the assessments currently in effect, we are maintaining the level of completion. In addition, professors need to "grade" the assessments

much sooner than have been.

**(Professional) Business Administration, PMBA**

The PMBA program generally has students with years of work experience. Therefore, we would expect higher skills on the assessments than the MBA. The scores for SLO 6 are very good. One of the biggest concerns is the 1.5 for the quantitative methods course. We definitely need to take a look at what is occurring there given that these students should be better than the regular MBA students. We do believe that the scores reflect what the majority of the faculty believe the students can perform however. All measured SLO's have exceeded the performance target of an average of 2.25 on a 3-point scale with the exception of SLO1-1.5 overall average which measures competency in quantitative techniques for decision making. We need to get several of these components into Chalk and Wire. Plans to discuss the need for getting this accomplished is scheduled for later Fall 2019. Also, there is a need to introduce something for the two SLOs not measured, or determine if they truly are important outcomes for the program.

**Chemistry, BS**

The chemistry program developed new learning outcomes in fall 2019 at the NSU Community Collaboration Day. Thus, many of the learning outcomes cited below lack historical data for comparison since the need data sets are not available. When appropriate, comparisons are made against past student performance.

Learning Outcome 1-apply principles of analytic, inorganic, organic, biochemistry, and physical chemistry: 1. ETS Exam results. 80% of students meet the minimum score total ETS score. Percentage of students meeting criteria in each chemistry subcategory tested: a) Physical = 80% b) Organic = 85% c) Inorganic = 70% d) Analytical = 80% 2. DUCK Exam Results. 70% of students meet the minimum criteria for the DUCK exam. Student scores for the ETS exams are higher than the national norms in all subcategories. Therefore, student performance on this exam meets the performance target. Exam results for 2018-19 are comparable to the previous year. Comparative data from the past 10 years is provided below along with the national norm data evaluated from data collected between 2016 and 2019. The average score in 2018-19 is slightly improved from 2018-19.

| Academic Year | Total Raw Score |
| --- | --- |
| 2008-09 | 141.2 |
| 2009-10 | 148.0 |
| 2010-11 | 143.9 |
| 2011-12 | 157.0 |
| 2012-13 | 151.2 |
| 2013-14 | 152.2 |
| 2014-15 | 150.9 |

| | |
|---|---|
| 2015-16 | 142.2 |
| 2016-17 | 142.5 |
| 2018-19 | 141.3 |
| 2018-19 | 141.6 |
| **2016-19 National Norm** | **148.6 ± 14.3** |

The table below shows the 2018-19 average raw score on the Diagnostic of Undergraduate Chemistry Knowledge (DUCK) exam along with historical performance of chemistry students. While the minimum performance criterion for the DUCK exam is satisfied (70% of students are within one standard deviation of the national norm), student scores are lower in 2018-19 than in previous years.

| Academic Year | Total Raw Score | Percentile Rank |
|---|---|---|
| 2009-10 | 28.5 | 38 |
| 2010-11 | 26.9 | 30 |
| 2011-12 | 31.6 | 52 |
| 2012-13 | 33.4 | 59 |
| 2013-14 | 30.8 | 47 |
| 2014-15 | 34.7 | 66 |
| 2015-16 | 22.5 | 19 |
| 2016-17 | 27.2 | 30 |
| 2018-19 | 26.5 | 30 |
| 2018-19 | 25.3 | 24 |
| **National Norm for 2008 Exam** | **31.5 ± 8.4** | **--** |

Learning Outcome 2-employ laboratory skills: 100% of students meet the performance target. Laboratory skills are assessed in CHEM 4412 because all chemistry majors are required to take these courses during their last two semesters in the program. An assessment of laboratory work by the faculty mentor assigned to the student shows 100% of students meet the performance criterion.

Learning Outcome 3-communicate the results of experimental investigation in technical reports, laboratory notebooks, and presentations: 1. The following are the percent of students meeting the performance target:
CHEM 4412 = 85.7%

CHEM 3315 = 87.5%
CHEM 4714 = 83.3%
2. 100% of students meet the performance target.
3. 100% of students meet the performance target.

The chemistry program assessed communication skills in Research in Chemistry I (CHEM 4412), Seminar (CHEM 4911), Quantitative Analysis (CHEM 3315), and Instrumental Analysis (CHEM 4714). Performance metrics are calculated from grades assigned to the quality of the laboratory notebook, technical report writing, and presentations (oral and poster). All students assessed met the performance criteria for technical report writing, oral presentations, and poster presentations. Student performance on laboratory notebook writing was lower, ranging from 83.3 to 87.5%. Nonetheless, the performance metric was satisfied.

Learning Outcome 4-conduct independent laboratory research: 1. 100% of chemistry graduates meet the performance target. 2. 85% of students meet the performance target. Independent laboratory research is one of the primary goals of Research in Chemistry I (CHEM 4412) and Seminar (CHEM 4911), and all students participating in the course are required to conduct research. Transcripts are checked for the 23 students who completed their B.S. Chemistry degree in 2018-19. All of the students evaluated passed the courses with a grade of "C" or higher. Therefore, the performance goal for this learning outcome is met.

In Physical Chemistry II (CHEM 4624), students are required to identify a journal article, propose a computational experiment to extend the study, perform the computational experiment, analyze the results, and present the results in the form of a poster. The average score for the assignment was 86.5%. Of the 7 students assessed, 85% met the performance goal.

Learning Outcome 5-dissect chemical literature: 97.3% of students meet the performance target. Literature assignments in Organic Chemistry I lab (CHEM 3132) require students to interact with the primary chemical literature and dissect the articles. A total of 110 students were assessed and 90.9% of the students met the performance metric. The total number of students assessed include non-chemistry majors. Since all students majoring in chemistry are required to take CHEM 3132, this performance metric is met for the major.

Learning Outcome 6-implement problem solving skills: The following are the percent of students meeting the performance target:
CHEM 3315 = 100%
CHEM 4313 = 83.3%
CHEM 4524 = 100%
CHEM 4624 = 90.1%

Problem solving skills are necessary to complete homework sets in upper division chemistry courses. This includes, manipulating equations to achieve a desired goal, analyzing data sets, and drawing inferences based on data. The chemistry program assessed student performance in Quantitative Chemistry (CHEM 3315), Biophysical chemistry (CHEM 4313), Physical Chemistry I (CHEM 4524), and Physical Chemistry II (CHEM 4624). The lowest performing course was biophysical chemistry (83.3% of students met the performance criterion).

However, this course also had the lowest number of students, and the 83.3% success represents 7 of the 8 students in the class.

The chemistry program is pleased with the overall performance of our majors. The program has presented evidence that performance metrics are met for all learning outcomes. The program is slightly concerned with the downward trend in the DUCK exam scores over the past few years. However, the ETS scores are well above average. According to the American Chemical Society, which publishes the exam, "The Diagnostic of Undergraduate Chemistry Knowledge (DUCK) exam is designed to be taken at or near the end of a four-year undergraduate curriculum. All items on the exam are part of scenarios that require knowledge from more than one traditional area of chemistry, so students are less likely to segment their knowledge into such areas and be successful on this exam." The chemistry program will continue to monitor the performance on this exam and discuss ways that encourage students to integrate their knowledge across the traditional subfields of chemistry. The learning outcomes presented in this report were developed during the fall 2019 NSU Community and Collaboration Day. A goal for the chemistry program is to refine the assessment tools for these new learning outcomes. An additional goal for the chemistry program is to fill two open faculty positions. Lack of full-time faculty results in a greater number of courses being taught by adjunct faculty. The chemistry program desires the enthusiasm and long-term commitment that comes from junior, tenure-track faculty members. We view this as an essential step in retaining the good performance of our chemistry students and the number of students in the major. As such, conducting a nation-wide search for qualified faculty is a high priority.

**Cherokee Cultural Studies, BA**
No report

**Cherokee Education, BAE**
One student took the Cherokee OSAT. No further assessment data reported.

**Communication, MA**
The department focused on writing training more than presentation training. There were 61 opportunities for students to write papers, but there were only 35 opportunities to give presentations. The results are similar to past results, with 95.1% passing rate in writing and 94.3% passing rate in presentations. There were more students presented in a regional communication conference than before. We aim to reach 100% passing rate in these learning outcomes next year. (1) Increase more presentation opportunities. (2) Encourage students to meet with faculty members if the course is taught online. (3) Maintain the same rigor in grading students' performance. (4) Encourage students to practice their communication knowledge outside of the classroom, such as conference participation. (5) Consider how to measure the objective 4. If we are unable to measure it, maybe we should consider deleting it from the program learning outcomes.

The Communication Arts MA program assessed 61 students from 9 graduate classes with the writing assignments they submitted. Of the 61 who submitted, only 3 of them failed, providing us with a 95.1% pass rate. There were also 61 students in 9 graduate courses who submitted writing assignments, and 8 students in intro courses that took APA tests. Of the 61 students, only 3 failed the writing assignments, providing us with a 95.1% pass rate.

**Communication Studies, BA**
Data show a reasonable level of inter-sectoral consistency over time, within datasets and across datasets. One notable aspect revealed in the data was a certain level of inter-instructor variability that could inform the development of targeted teacher training or discretionary classroom adjustment. Many of the self-report measurements are seen as reliable because they are based on external models and methods that also provide benchmarks for comparison with national norms. This self-report data also avoids the filtering that can occur via instructional assessment that inevitably reflect a degree of intersubjectivity of evaluation (despite the 5 use of a common rubric). The faculty do seem to enjoy a consensus regarding the interpretation of the self-report data (thanks to the national benchmarks that have been already established). However, the evaluative benchmarks based on instructional assessment are difficult to assess across faculty. Although the common rubrics employed do have faculty support, differences in grading paradigms can impact the extent of shared understanding between and across instructors (and the students themselves) in regard to a consistent application of standards when grading academic work. Different instructors will inevitably have variances in perception and weighting. Many times, students may "grade" themselves more harshly than an instructor based on their own internal standards relative to the contextual competencies they may hope to achieve. In addition, students enter a course with individual baselines in regard to skill level and perceived competence. Thus, the impact of a course itself is based on the variability of the students themselves before the course treatment. This variability would be similar to legal paradigms that inherently have a degree of variability, as witnessed every time a panel of judges fail to reach a unanimous decision regarding a particular legal argument.

The Communication Studies department has recently done international recruitment and are prepared for the use of specialized survey instruments for ESL students. The Foreign Language Classroom Anxiety Scale (FLCAS) and the Public Speaking Class Anxiety Scale (PSCAS) have 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 to produce future recruitment data evidence at NSU. In addition, access to the raw AIC survey data could allow greater detailed statistical analysis in the future.  To examine the program as a whole, faculty plan to review program outcomes, align program outcomes to DOE outcomes, and review assessment methods for the 2019-2020 school year to collect data in the spring 2020 semester.


**Computer Science, BS**
There are no specific points of data that stand out, the results are consistent with previous results. Even when students completed the ETS exam they performed similarly. The results represent a wider-range sores on the department exam as more students completed the assessment exam in 2018/2019. However, the results need to be examined further by the faculty to identify any specific plans to reflect on the low overall score on the department test. The data do not appear to be adequate to assess student learning in the program even though the department exam covers a large array of topics that should be learned in computer science.

- Assessment 1-demonstrate competency in multiple modern programming languages: Median score 52%.
- Assessment 2-demonstrate knowledge and understanding of the theory in core areas of computer science: 52% score on the department Test.
- Assessment 3-demonstrate critical thinking and problem-solving skills through the application of software development process: 52% score on the department Test.
- Assessment 4-demonstrate the ability to design and implement a computer system project: 100% of the students are performing up to expectations.
- Assessment 5-demonstrate the ability to use current techniques, skills, and tools necessary in the computing practice:100% of the students are performing up to expectations.
- Assessment 6-demonstrate the ability to learn new programming languages and acquire new skills independently: N/A

- Assessment 7-demonstrate effective written and oral communication skills:100% of the students are performing up to expectations.
- Assessment 8-demonstrate the ability to collaborate effectively as a member of a team:100% of the students are performing up to expectations.

The Department plans to continue to use the same assessment tools during the next academic year. However, there is a need to continually review/revise the departmental exam in light of the Computer Science program outcomes.

**Counseling, MS**
Assessment 1-Portfolio-students complete a case conceptualization which integrates learning about professional boundaries and identity; Counseling tapes-students submit counseling tapes demonstrating skills and methodology for clinical application: Portfolio M=3.41 and Counseling tapes M=3.60; the performance target was a 3 or higher on the SLO rubric, therefore the performance target was achieved.

Assessment 2-Emerging theories paper-students integrate knowledge of professional identity development vocabulary to diversity, culture, values, biases, and related areas of self-exploration. The performance target was a 3 or higher on SLO rubric and the results were M=3.59, therefore the performance target was achieved; Bridge activity-students complete a summative diversity project drawing on cultural research and scholarship. The performance target was a 3 or higher on the SLO rubric, and the results were M=4.03, therefore the performance target was achieved.

Assessment 3-Emerging theory paper-students explore individualized and evidence-based approaches for working with differing abilities. The performance target was a 3 or higher on the SLO rubric, and the results were M=3.59, therefore the performance target was achieved; Interview and application paper-students evaluate and demonstrate understanding of various lifespan perspectives and theories as applied to specific interviewees. The performance target

was a 3 or higher on the SLO rubric, and the results were M=3.59, therefore the

Assessment 4-Emerging theory paper-students demonstrate complex understanding of wellness and optimum development in a culmination project integrating research. the performance target was a 3 or higher on the SLO rubric, and the result was M=3.59, therefore the performance target was achieved; Consultation spectrum-students complete a final consultation project demonstrating knowledge of scholarship and current techniques of child and adolescent counseling. The performance target was a 3 or higher on the SLO rubric, and the result was a M=3.19, therefore the performance target was achieved.

Assessment 5-program proposal activity-students complete a final project focus on assessment and specialization of career counseling and development. The performance target was a 3 or higher on the SLO rubric, and the result was a M=3.93, and therefore the performance target was achieved. Interview and application paper-students evaluate and demonstrate understanding of career lifespan perspectives and theories as applied to specific interviewees. The performance target was a 3 or higher on the SLO rubric, and the result was M=3.59, and therefore the performance target was achieved.

Assessment 6-Counseling tapes-students submit counseling tapes demonstrating skills and methodology for clinical application. The performance target was a 3 or higher on the SLO rubric, and the result was M=4.08, therefore the performance target was achieved. Personal theory paper-students utilize language and vocabulary specific to marriage and family theories to demonstrate understanding of their own personal systems theory. The performance target was a 3 or higher on the SLO rubric, and the result was M=3.59, therefore the performance target was achieved.

Assessment 7-Group proposal-students create a group proposal that draws on current research, scholarship, and application in their varied counseling settings. The performance target was a 3 or higher on the SLO rubric, the result was M=3.85, and therefore the performance target was achieved. Counseling tapes-students submit counseling tapes demonstrating skills and methodology for school counseling group intervention and application. The performance target was a 3 or higher on the SLO rubric, and the result was M=3.83, and therefore the performance target was achieved.

Assessment 8-Intake interview-students demonstrate ability to conduct an effective intake using appropriate counseling methodology. The performance target was a 3 or higher on the SLO rubric, and the result was M=3.52, therefore the performance target was achieved. Consultation project-students integrate knowledge of assessment and intervention through consultation services in a school setting. The performance target was a 3 or higher on the SLO rubric, and the result was M=3.63, therefore the performance target was achieved.

Assessment 9-Article reviews- students utilize current research and scholarship to individually evaluate quality and integrity and merit in research. The performance target was a 3 or higher on the SLO rubric, the result was M=4.18, and therefore the performance target was achieved. Impact of trauma research paper-students demonstrate a critical ability to evaluate and integrate current research into a trauma-informed paper. The performance target was a 3 or higher on the SLO rubric, and the result was M=3.51, therefore the performance

target was achieved.

All Student Learning Outcomes (SLOs) and Key Performance Indicators (KPIs), which are linked to the mission and objectives of the Counseling program, are being met (as evidenced by an average score of 3 or higher on a 5-point grading rubric). Interestingly, one of the areas that is highlighted as greatest in student learning (IIF2d, COUN 5543, Bridge Activities, $M = 4.03$), is also reflected as one of the lowest areas of learning when triangulating data with the Counselor Preparation Comprehensive Exam (CPCE). In Fall 2018, NSU Counseling students scored $M = 9.8$ ($SD = 2.2$) while national data indicated higher scores ($M = 10.1$, $SD = 2.5$). Similarly, in Spring 2019, NSU Counseling students scored $M = 9.2$ ($SD = 1.7$) while national data indicated higher scores ($M = 9.4$, $SD = 1.9$). Scoring below the national average while also demonstrating some of the highest SLO scores ($M = 4.08$) has led the COUN 5443 Diversity Issues in Counseling course to be a targeted area for improvement in 2019.

These results are consistent with past program evaluations, in which all learning objectives are at or above 3 (on a 5-point grading rubric). We believe that the disconnect in the data, pertaining to COUN 5443 Bridge Activities, is that this course is taught experientially, with a primary focus being on counselor growth, development, self-awareness of biases, reflexivity, and advocacy. The CPCE measures more didactic learning, with emphasis on client trends. Beyond the Diversity Issues in Counseling (COUN 5443) course, we believe that these findings in other classes are accurate measures of student learning. When triangulating SLO data with CPCE data each year, the vast majority of students score within one standard deviation of the national average (e.g., 2018, $N = 41/45$; 2017, $N = 45/48$; 2016, $N = 27/30$). The results confirm the faculty beliefs about student learning. The SLO data offers a meaningful glimpse into student learning trends, and comparing student learning in these eight (8) core areas again national data offers an even broader perspective to data analysis and trends. The Counselor Preparation Comprehensive Exam (CPCE) is our primary data triangulation source as it aligns with these eight (8) core program objectives while also offering national data for these content areas.

Core faculty for Counseling Diversity (COUN 5443) reformulated SLO objectives and developed targeted activities and outcomes to address gaps they perceived as limited experiential learning and outcomes for this course. Specifically: a. reading materials were modified to engage students toward case phenomenology pertaining to diversity coping and resiliency; b. assignments were modified to augment changes in reading materials; and c. objectives within SLO recording were modified. SLO data will be reassessed next year to examine if student learning improvements were evidenced within the data.

**Creative Writing, BA**
As this is both a small and new program, the data set is relatively limited. We had no students complete their Portfolio in 18-19, and only two students in one of the assessed classes. Taking those limitations into account, the results track with expectations for students in the major. Due to the small size of both the major and the creative writing classes, Dr. de Vaul and Mr. Murphy had first-hand knowledge with most of the students and were able to check how students were progressing in their coursework and to offer guidance when applicable. In general, the results point to the vast majority of students moving successfully through their coursework, and those students in the upper-level classes consistently demonstrate the skill

sets and knowledge base that track with DoE SLOs. It will be interesting to track the major through its formative years. A current accounting of majors shows a good number expected to finish their coursework in the next year or two, as well as a good number of transfer students who completed some portion of their coursework at another institution. The increase in graduating majors will provide insight into how well the major shepherds students from the introductory classes to completion of the Portfolio. The transfer students will illustrate how well students were prepared by other institutions to do the coursework expected of the major here as well as any issues integrating those students into the major. There are some changes in what the major allows for completion of core coursework--namely substituting Screenwriting for Playwriting in order to streamline students' paths through the major. On the whole, the current major faculty (consisting largely of one faculty member) plans to keep the existing major design, assessment tools, and level of engagement on a one-to-one basis. Once the data has accumulated for a few years, faculty may take steps to improve upon either the delivery of the major or of assessing it.

### Criminal Justice, BS

The data points that stood out in this year's assessment include the number of students who graduated (93). Some students enrolled in the capstone and completed the major field test. In fact, these students passed the course; however, they have not yet graduated. The outcome is essentially the same as 2018-2019. The scores on the major field test have improved over time. We believe the MFT is an accurate measure of our students. Important to note, our course grade distribution is higher than normal. Other data that is used to support this outcome are assignments and internal exams in the core areas of the criminal justice bachelor's degree program. 85% of students successfully met the requirements needed to pass the comprehensive exam or thesis. The faculty will examine our internal exam areas that measure the same external exam areas. For example, the internal exam scores that measure criminology should be the same as the external exam that measures the same area. Specifically, a student who scores 90% in criminology (internal) should score (90%) in the external MFT.

### Criminal Justice, MS

The data points that stood out in this year's assessment include the number of students who successfully completed the comprehensive exam. A total of 12 students took the exam at the end of the spring, 2019 semester. Eleven students passed the exam. This is a success rate of 91.7%. This result is much higher than the previous year's success rate. Faculty believe this is an accurate measure. Other data that can be used to support this analysis include the assignment and exam results within the core courses of the criminal justice master's degree program. Students who demonstrated proficiency in core areas were the same students who passed the comprehensive exam. The faculty who teach within the criminal justice master's program will review the comprehensive exam structure and grading methods to ensure that we maintain high standards. Additionally, the thesis option will be scrutinized in order to bring consistency to thesis procedures.

### Cyber Security, BS

The data points that stood out in this year's assessment include the number of students who passed the very first capstone course. The outcome is new as this course has never been taught before. The scores in this course are excellent, however this course is still being

developed. The final project and assignments are an accurate measure of our students learning. Other data that is used to support this outcome is assignments and exams in the required core areas of the cyber security bachelor's degree program. 100% students successfully met the requirements needed to pass the course. Faculty will examine the capstone internal major project. The cyber faculty need to develop an exam that measures all three areas (CRJ, CS and IS). The goal is to teach the course in 1/3 segments.

**Drama, BA**
The results show that the Program Learning Objective in question was clearly met. The ability of the students to not only successfully complete the written requirements, but also to engage in a professional-level discussion about the topic is a good measure of the goal being met, rather than only a written assessment. We plan to continue utilizing this assessment measure, however, we will be revising the evaluation to include not only one but all three full-time faculty members in the discussion and consequently acquire evaluation results from them as well. This will ensure that the objective is being met.

**Early Childhood Education, BS Ed**
Assessment 1-Teacher candidates identify children's characteristics and needs and candidates identify multiple interacting influences on children's development and learning. The performance target for the infant-toddler rating scale was a 3+ on the rubric, and the result was 3.19 in the Fall and 3.84 for the spring, therefore the performance target was achieved. The performance target for the inquiry project grading rubric was a 3+ on the rubric, and the result in the Fall was 3.57 and 3.26 in the Spring, therefore the performance target was achieved.

Assessment 2-Teacher candidates identify diverse family and community characteristics and ways of supporting and engaging families. The performance target for the Professional Dispositions and Habits Inventory (PDHI) was a 3+ on the rubric, the results for Fall 2018 were 3.00, and for Spring 2019 was 3.40, therefore the performance target was achieved. The performance target for the Family Engagement Plan was a 3+ on the rubric. The results for Fall 2018 was 3.11, and for Spring 2019 was 3.24, therefore the performance target was achieved.

Assessment 3-Teacher candidates use developmentally appropriate assessment strategies in ways that promote positive outcomes for each child. For the Early Childhood Environmental Rating, the performance target was 3+ on the rubric. The results for Fall 2018 was 3.79, and for Spring 2019 was 3.78, therefore the performance target was achieved. The performance target for the Lesson Plan was a 3+ on the rubric, the results for Fall 2018 was 3.41, and for Spring 2019 was 3.54, therefore the performance target was achieved.

Assessment 4-Teacher candidates use a wide array of instructional strategies and tools that positively influence each child's development and learning. The performance target for the Inquiry Project was a 3+ on the rubric. The results for Fall 2018 was 3.57, and for Spring 2019 was 3.26, therefore the performance target was achieved. The performance target for the Internship Evaluation was a 3+ on the rubric. The results for Fall 2018 was 3.45, and the results for Spring 2019 was not available. Therefore, the performance target for the Inquiry Project was achieved. The performance target for the Internship Evaluation was not available

for analysis.

Assessment 5-Teacher candidates use content knowledge to design and implement meaningful and challenging curriculum that promotes development and learning for each child. The performance target for the Inquiry Project was a 3+ on the rubric. The results for Fall 2018 was 3.57, and for Spring 2019 was 3.26. Therefore, the performance target was achieved. The performance target for the Lesson Plan was a 3+ on the rubric. The results for Fall 2018 was 3.41, and for Spring 2019 was 3.54. Therefore, the performance target was achieved.

Assessment 6-Teacher candidates identify and conduct themselves as members of the early childhood profession who use ethical guidelines and other standards related to early childhood practice. The performance target for the Involvement in Early Childhood Field Checklist Reflection was a 3+ on the rubric. the results for Fall 2018 was 3.77, and for Spring 2019 was 3.74. Therefore, the performance target was achieved. The performance target for the Internship Evaluation was a 3+ on the rubric. The results for Fall 2018 was 3.61, and for Spring 2019 were not yet available. Therefore, the performance target for the Field Checklist was achieved, and the target for the Internship Evaluation was not yet available for analysis.

Analysis of assessment data indicate that all Early Childhood teacher candidates meet Program Student Learning Outcomes and Degrees of Excellence Student Learning Outcomes expectations for the assessment period. Faculty are sensitive to the fact that candidates' acquisition of content knowledge, professional and pedagogical knowledge, skills, and dispositions, and their effect on student learning are complex and evolving processes and difficult to view in isolation. Data from the Internship Evaluation is viewed as particularly meaningful because it comes from professionals outside of the teacher education program and demonstrates that our candidates are successfully applying specific early childhood knowledge, skills, and dispositions they have learned to their teaching practice.

A new assessment instrument has been added for Fall 2019. A Child Study Report assignment has been embedded in ECED 4313, Development of Early Childhood Programs. Candidates will conduct an in-depth observation of a young child and identify specific characteristics and needs of the child based on normative child development. Faculty believe this assignment will strengthen candidates' core knowledge of early childhood development. All early childhood faculty agree with this report.

**Early Childhood Education, MS Ed**
In 2018-19, the Graduate Early Childhood program converted the assessment process from artifact evaluation in the graduate portfolio to assessment of a specific assignment in certain graduate courses using a rubric. The scores reflected in this report come primarily from graduate portfolios that were completed in Spring 2019 and the ITERS which was completed in Summer 2019. Although this is a year of intense change for the program and our students, it is gratifying to see that students are meeting program criteria.

Assessment 1-Advanced candidates identify children's characteristics and needs to promote development and learning. The performance target for the Inquiry Project was a 3+ on the

rubric, and the results were 3.18, therefore the performance target was achieved. For the Case Study the performance target was 3+ on the rubric, but the assessment will not be implemented until Fall 2019, the results were not available.

Assessment 2-Advanced candidates use cultural competence and effective collaboration to involve families and communities in their children's development and learning. The performance target for the Inquiry Project was a 3+ on the rubric, and the results were 3.18, therefore the performance target was achieved. The performance target for the Anti-Bias Curriculum Plan was a 3+ on the rubric. The results were 3.00, therefore just achieving the performance target.

Assessment 3-Advanced candidates use content knowledge to design and implement meaningful and challenging curriculum that promotes development and learning for each child. The performance target for the Inquiry Project was a 3+ on the rubric. The result was 3.87, therefore the performance target was achieved. The performance target for the Action Research was a 3+ on the rubric, and the result was 3.33, therefore the performance target was achieved.

Assessment 4-Advanced candidates use a wide array of instructional strategies and tools that positively influence each child's development and learning. The performance target for the Inquiry Project was a 3+ on the rubric. The results were 3.17, therefore the performance target was achieved. The performance target for the Action Research was a 3+ on the rubric. The result was 3.33, therefore the performance target was achieved.

Assessment 5-Advanced candidates use developmentally appropriate assessment strategies in ways that promote positive outcomes for each child. The performance target for the ITERS Written Report was 3+ on the rubric. The result was 3.86, therefore the performance target was achieved. The performance target for the PAS Written Report was a 3+ on the rubric. The assessment will be implemented Fall 2019, and the results were not yet available.

Assessment 6-Advanced candidates use professional resources, inquiry skills and research methods to engage in continuous learning. The performance target for the Action Research was a 3+ on the rubric. The result was 3.33, therefore the performance target was achieved. The performance target for the Involvement in Early Childhood Field Checklist Reflection was 3+ on the rubric. The result was 3.00, therefore the performance target was achieved.

Assessment 7-Advanced candidates have opportunities to observe and practice in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8) and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs). The performance target for the Action Research was a 3+ on the rubric. The results were 3.33, therefore the performance target was achieved. The performance target for the Project Approach was a 3+ on the rubric. The result was 3.33, therefore the performance target was achieved.

Graduate Early Childhood faculty are reevaluating all assessment rubrics to ensure that they meet current SPA and university standards. Once two cycles of data have been collected, we

can begin the process of seeking CAEP accreditation for the Master's in Early Childhood program.

**Elementary Education, BS Ed**

The 2018-2019 ELED data assessment results indicate that students need more practice in differentiating instruction, exploring ways to be educational leaders, creation of flexible learning environments, and their overall content knowledge applied within lesson plans. These areas are not new to the ELED faculty. We have proposed to split the math/science course to allow for more content applied with strategies for each of these content areas. Our program has also worked hard to develop more social studies content within the ELED 4343 course. The data collection measures are limited in the number of students assessed, but the data is clear to share students' knowledge and skills. As we move to new ways to prepare teachers, we will continue to collect content data and continue to determine the best ways for teacher candidates to obtain knowledge in order to pass the OGET, OSAT, and PPAT while also being prepared for the classroom.

Our ELED faculty agree concerning the need to focus on differentiation and determine new ways to explore content and strategies without our courses. Each faculty member has areas of focus based on their passion and advocacy focus. This provides new ways of seeing each course and allows each faculty member ways to stretch professionally. Beginning the semester, fall 2019, we have developed a more comprehensive data collection pieces to be placed on chalk and wire. This method of gaining information will eliminate any confusion and will support the overarching data driven decision making process. The main change for the coming academic year is planning to split the math and science course into two courses. We just voted to also add an additional classroom management course (with trauma informed instruction) and dyslexia course in the fall 2020. these changes will enhance our program and continue to develop teacher candidates to be excellent Oklahoma educators. Our faculty has also worked hard to develop a set of student learning goals based off our spa assessment standards for ELED. This process in conjunction with new data collection pieces will inform our future decisions making in our program. We have also been very deliberate in selecting strategies to share in each class to not overlap with other faculty. We want to provide teacher candidates with a vast number of ways to facilitate learning with future students. The pieces of our program that will remain intact have been shown through data and personal narrative to be powerful learning processes for teacher candidates.

**English BA**

The data collected for AY 18-19 emphasizes an issue that has been raised in the department previously that established student assessment protocols limit the number of usable contact points for collecting data and reflects student learning only at the end of their academic program. They are accurate measures of holistic success in delivering content adjacent to the SLOs for the university and the program, but provide minimum indication of possible curriculum adjustments while the student is in the major or the potential weaknesses that may contribute to low performance in summative assessment for specific students (see the two students performing below the 80% threshold and shifted the data pool—one underperformed and the other did not complete the assessment). Overall, this sampling set is consistent with previous years in terms of outcomes and suggest success for the program overall. The lack of active data points from throughout the student's academic career has led the department to

both revise and streamline the major for greater standardization of student progress (cohort model) and active assessment at a variety of points in the major for a more accurate assessment of active student learning. The revised assessment matrix, submitted earlier this term, which utilizes introductory/reinforcement/mastery contact points for all outcomes is being implemented now and will be the standard for data aggregation moving forward.

Beginning FA 19, the revised English major curriculum (mentioned above) is in effect. This includes a required Intro to the English Major course (ENGL 2001), which has twelve students enrolled for FA 19 (representing +/- 10% of the total headcount as a baseline sampling with additional validity building each semester as cohorts are constructed) with a second section being offered SP 20 for late-declare students or those who could not schedule the intro class this fall. This will provide a baseline performance indicator of 15-20% of the total major enrollment and building toward 100% participation for all incoming majors (artifact driven), which has been missing from student assessment to this point, that can then be used to gauge student progress at the subsequent assessment points to allow for early intervention for students who are struggling or to realign materials and methods to improve student learning. Additional assessment points for each of the program SLOs and their paired DOE outcomes have been added to the assessment matrix and the program has moved to a professional development/career readiness portfolio model for the Capstone project to further improve student outcomes after graduation. This should provide a much richer data set for future assessment and allow for more effective remediation where called for and program modifications as needed to better integrate the program and university outcomes at all levels of the major moving forward.

**English, MA**
The data, based on previous year collection models, indicates that the program overall is healthy and meeting the general program SLOs in a consistent way. The number of students completing the thesis (BA-3, TQ-6) is generally in keeping with the cyclical nature of the graduate program at NSU overall and represents stable performance over time. The number of students carrying the (X- incomplete/in progress) from one term to the next also indicates an improvement in sequencing of the six hours of required thesis work rather than students attempting to complete the thesis in one semester. Best practices, per our guiding bodies, indicate that the thesis should be a sustained project spanning two or more semesters, which is the model we have been guiding our students toward more consistently in the past academic year. Continued improvements in advising will address the issue of students planning ahead for the thesis, arranging first and second readers early in their graduate study, and developing a thesis proposal (in some form to be determined by thesis readers and student) so that they are better prepared to complete the thesis in a timely manner.
Based on previous program reviews and self-study, the program needed additional data collection points throughout the program experience to better indicate student performance and to measure specific outcomes in context. To this end, beginning FA 19 faculty will be collecting data on core courses throughout the student's career in the program at the Introduction/Reinforcement/Mastery levels to better represent real-time student performance in the program and address issues which may arise requiring shifts in course content or methods to better meet the SLOs prior to programmatic completion. This is the last year that the Thesis (4993) will be the primary collection point for data related to student learning outcomes.

**English Education, BA Ed**

The Oklahoma Subject Area Test (OSAT- English107) stands out the most as the Assessment that needs the most focus. Generally, it is recommended that candidates take the OSAT during their Pre-II semester (the semester before their full internship/graduation) during ENGL4133- Teaching English in Secondary Schools-- however, some opt to take it earlier. Due to College of Education unit policies, all candidates must pass the OSAT prior to admission to the full internship (student teaching) semester; therefore, candidates are able to re-take the test until they achieve a passing score. However, it should be noted that with the redevelopment of the new test (English107), pass rates have been on the decline and candidates are having to attempt the test multiple times. Due to this, there have been several exceptions (starting in Spring 2017 to present) where candidates have started their full internship before passing the test. Candidates who do not pass the test before the full internship fill out a Statement of Understanding and request continued enrollment from the College of Education Review and Retention Committee. Candidates who are awarded an exemption (all were) continue to attempt passing the test during their full internship and before graduation. The College of Education is currently reviewing this policy.

Due to this, the program passing rate for all test-takers is 48%. It should be noted that there is no feedback on the Constructed Response (Competency 20) and it is one of the lowest scaled subareas. Since candidates score highly in Subarea II- Writing Processes and Applications, but poorly in answering the Constructed Response, candidates may need more practice in establishing purpose in their writing, demonstrating subject matter knowledge, providing support, and/or supplying a rationale when applying Content Pedagogical Knowledge that aligns to NCTE Standards III, IV, and V. In the constructed response, candidates must apply knowledge to design (plan and assess) developmentally appropriate instruction to help students achieve a specific, standards-based learning goal in English language arts that promotes learning for all students through a response that incorporates standards, learning outcomes, student samples, and curriculum resources, rather than the previous more literary analysis approach to the prompt.

To address these needs based on assessment results, the program has made course modifications to ENGL4123- Advanced Composition for Teachers to include three additional opportunities for candidates to practice "applying pedagogical content knowledge to design developmentally appropriate instruction to help students achieve a specific, standards-based learning goal in English language arts that promotes learning for all students." Students also receive explicit instruction on testing strategies in ENGL 4133- Teaching English in Secondary Schools. Students who are English majors seeking Alternative Certification must also take and pass this test (though not part of their program requirements), so these course modifications serve a larger audience as well.

In addition, Dr. Searcy has initiated contact with several English Language Arts Teacher Educators in Oklahoma to solicit feedback from OEQA and Pearson regarding testing policies and review. Therefore, the faculty and state stakeholders are not in agreement that the test accurately reflects candidate content pedagogical knowledge. This is a continued discussion and field testing for English107 was recently initiated by Pearson. Dr. Searcy has also collaborated with the College of Education to aid in Constructed Response review and

the College of Continuing Education to provide trainings to the community. Data from other assessments, especially field observations, also inform program decisions, as well as course evaluations and student reflections. We also recently met with stakeholders (ELA Department at Tahlequah High School) to assess K-12 needs.

The English Education program is currently seeking to address a larger need and audience with English majors seeking Alternative Certification. It is also working to cross-list more content pedagogical coursework into the M.A. English program that will help meeting Oklahoma State Department of Education requirements. The following are current program changes:

1) Updated Proposed Alternative Certification Plan for English Majors
2) Create M.A. English Embedded Certificate: Secondary ELA Teaching (12hrs)
3) Update Graduate Work for Secondary English Education Emphasis (to meet OSDE Requirements):

    a) Change ENGL 4133- Teaching English in Secondary Schools Course Description:
        ● OLD: Students will learn philosophies, objectives, and methodologies of teaching English with emphasis on the responsibilities of the English teacher, preparation and evaluation of materials, oral activities and media for the English class, and application of instructional methods.
        ● NEW: Students will engage in content knowledge in literature and composition; content pedagogy in planning and assessment; and knowledge of learners and learning.

    b) Create Cross-Listed ENGL5XX3 Section of ENGL 4133- Teaching English in Secondary Schools
        ● ENGL 4133: (see above changes)
        ● ENGL 5133: Students will engage in content knowledge in literature and composition; content pedagogy; and knowledge of learners and learning. Emphasis will be placed upon the implementation of instruction and assessment, as well as teaching reflections and additional scholarly work in the field.

    c) Create Cross-Listed ENGL5XX3 Section of ENGL4123- Advanced Composition for Teachers
        ● ENGL 4123: Students learn different modes of composition, how to approach writing as a recursive process, and how adolescents compose texts.
        ● ENGL 5123: Students learn different modes of composition, how to approach writing as a recursive process, and how adolescents compose texts. Emphasis will be placed upon planning instruction and designing assessments for composing texts, as well as additional scholarly work in the field.

    d) Update ENGL5993- Thesis: Teaching Portfolio Directions
        ● OLD: The teaching portfolio focuses on classroom praxis and some topic in literature, theory, or rhetoric/composition.

● NEW: The ENGL 5993- Thesis: Teaching Portfolio is designed as a
summative assessment for M.A. English students who are current or
potential secondary English language arts teachers (especially those seeking
Emergency/Alternative Certification) to create and compile
artifacts from their M.A. English coursework AND classroom teaching.
Students will enroll in ENGL5993 co-currently with ENGL5XX3-
Applied Secondary ELA Teaching Practicum (either together as 1 semester or
separately as 2 semesters) to complete 6 hours of Thesis work
which will be supervised by the English Education Specialist. The Teaching
Portfolio & Practicum are comprised of seven (7) assessments
aligned to state and national standards that showcase content knowledge in
literature and composition; content pedagogy; knowledge of
learners and learning; and professional knowledge and skills. The Teaching
Portfolio is similar to the undergraduate English Education NCTE
SPA Assessment requirements but will include increased scholarly activity,
summative coursework review, application/reflections to classroom
teaching, and field experiences in a secondary English language arts
classroom.

e) Create NEW Course- ENGL5XX3: Applied Secondary ELA Teaching Practicum
● ENGL 5XX3: Students will engage in field experiences in a secondary
English language arts classroom that focus on content knowledge in
literature and composition; content pedagogy; knowledge of learners and
learning; and professional knowledge and skills.
● Taking during ENGL5993- Thesis: Teaching Portfolio
● OBJECTIVES:
○ Students are prepared to interact knowledgeably with students,
families, and colleagues based on social needs and institutional roles,
engage in leadership and/or collaborative roles in English Language
Arts professional learning communities, and actively develop as
professional educators (NCTE VII)
○ Students engage in and reflect on a variety of experiences related to
ELA that demonstrate understanding of and readiness for
leadership, collaboration, ongoing professional development, and
community engagement (NCTE VII.2)
f) Create Professional Enhancement Cognate Partnership with M.Ed. Instructional
Leadership
● 9hrs M.A. English= ENGL5XX3- Teaching English in Secondary Schools,
ENGL5XX3- Advanced Composition for Teachers, ENGL5xx3-
(Elective)

4) Propose Living Literature Seminar Topic: Social Justice Literacies (to help meet NCTE
Standard VI)
● ENGL 4xx1: Students will learn research about social justice and explore
how various literacies affect our interactions with and knowledge of the
classroom/community in order to be critical consumers of the world. This
class is multidisciplinary and allows for students to cultivate their own critical

stances and enactment of social justice.
● ENGL 5xx1: Students will learn research about social justice and explore how various literacies affect our interactions with and knowledge of the classroom/community in order to be critical consumers of the world. This class is multidisciplinary and allows for students to cultivate their own critical stances and enactment of social justice. Emphasis will be placed upon leadership in helping to apply social change and additional scholarly work in the field.

**Environmental Health and Safety Management BS**
Due to ongoing curriculum changes related to an effort to achieve ABET accreditation for the program an assessment test (pre and post) has been developed for the program and administered once on a trial basis in the spring of 2019, but only at the Tahlequah campus. In order to achieve meaningful results, this test will have to be mapped to these outcomes and both the pre and posttest will need to be conducted at both Tahlequah and at Broken Arrow.

The department cannot provide individual detailed results at this time. However, an estimate of 95% or better of all students enrolled in the program successfully complete it. The program will continue efforts to work with administration and industry to secure ABET accreditation, make any necessary changes to the current curriculum based on ABET requirements, map, and possibly adjust the assessment tool to the student outcomes and new curriculum, administer the assessment, and calculate performance.

**Financial Management, BBA**
The results were similar to past results. The questions with higher failure rate were reviewed. The assessment committee decided no change of assessment questions were needed. The concept with a higher failure rate is a harder concept for students to grasp. However, the sample size for that class was too small for the result to be significantly different from the previous results. The instructor teaching Fin 4233 in Fall 2018 was reminded to conduct the Chalk and Wire assessment exam. That was the first time he taught that class. All new instructors will be informed about Chalk and Wire assessment.

**Financial Planning, BBA**
The spring 2019 success rate of 61.5% is not satisfactory. However, it is a considerable improvement over the 45.4% that was reported for spring 2018. Retirement planning is a particularly weak area. Since students in this field will become trusted financial advisors the financial planning faculty are committed to improving these results. The Financial Planning program is in a period of transition as existing faculty are being replaced by new hires, and more of the courses are being offered online. The required classes will be reviewed to ensure that critical material is receiving adequate coverage, and efforts to improve online delivery are ongoing.

**General Studies, BGS**
No report

**Geography, BA**
During the 2018-19 academic year, the Geography program completely overhauled their assessment strategy and instruments. Data will be available in the next assessment cycle.

**Health Organizations Administration, BS**
20 students passed in the Fall and Spring semesters of the 2018-2019 year. No further assessment data reported.

**Health and Human Performance, BS**
Learning Outcome 1-Demonstrate proficiency in health and fitness assessment.
1. HED 4503: 97% of students (i.e., 77 out of 79) in the courses achieved a minimum grade of C. Furthermore, the average GPA of the courses is 3.293.

Learning Outcome 2-Demonstrate knowledge about fundamental human movement principles in the areas of anatomy, physiology, and biomechanics to a variety of exercise/fitness contexts and populations.
1. HED 2254: 90% of students (i.e., 86 out of 95) in the courses achieved a minimum grade of C. Furthermore, the average GPA of the courses is 2.654.
2. HED 4503: 97% of students (i.e., 77 out of 79) in the courses achieved a minimum grade of C. Furthermore, the average GPA of the courses is 3.293.
3. HED 4333: 98% of students (i.e., 92 out of 93) in the courses achieved a minimum grade of C. Furthermore, the average GPA of the courses is 3.292.
4. HED 4363: 96% of students (i.e., 82 out of 85) in the courses achieved a minimum grade of C. Furthermore, the average GPA of the courses is 3.528.

Learning Outcome 3-Apply knowledge of behavioral strategies for exercise adherence. Overall performance score (i.e., five areas) is 43.37 out of 50, which is 86%. According to the rubric analysis, average scores in the area of introduction, scenario, rationale, and strategies are 9.89, 9.74, 8.11, and 8.05 respectively. However, the area of research is 7.58, which is below the criteria.

Learning Outcome 4-Demonstrate knowledge and process in addressing emergency procedures and individual injury in health and fitness settings. HED 4383: 91% of students (i.e., 98 out of 107) in the courses achieved a minimum grade of C. Furthermore, the average GPA of the courses is 3.40.

Learning Outcome 5-Develop critical-thinking skills necessary to understand, analyze, and produce knowledge specific to health and fitness. Overall performance score (i.e., seven areas) is 58.21 out of 70, which is 83%. For assessing SLOs, the program used scores in four areas (i.e., Introduction, Reflection, Literature review, and Conclusion). According to the rubric analysis, average scores in the area of Introduction, reflection, literature review, and conclusion are 9.11, 8.65, 7.72, and 9.15 respectively.

Overall, these results are similar to the past results. Student learning outcomes in each area showed that most of HHP students meet the criteria for the performance target. However, these results might have some limitations as data collected was not specific in terms of

reflecting different levels of SLOs. H & K department is in the process of organizing SLOs aligning with the accreditation agency (i.e., CAAHEP) and select appropriate assessment tools reflecting SLOs at different levels. In spite of limitations of the assessment tools, we think that these results would support our faculty' beliefs about SLOs.

Based on the results from this report, the program needs to help students enhance their abilities for research-related works. Specifically, the program plans to provide students with opportunities to learn more about how to use library resources for research related work. For this, the program and faculty can partner with the Library to enhance students' ability for utilizing research-related resources.  In addition to this, the program should complete to organize SLOs at the program levels and select appropriate assessment tools reflecting SLOs at different levels. This will allow the program to have more specific SLOs outcomes and provide more valuable insights about the SLOs outcomes.

**Health and Kinesiology, MS**
Overall, these results are similar to the past results. Student learning outcomes in each area showed that most of H & K graduate students meet the criteria for the performance target. However, these results might have some limitations as data collected was not specific in terms of reflecting different levels of SLOs. In spite of the limitations of the assessment tools, we think that these results would support our faculty' beliefs about SLOs.
Based on the results from this report, we need to help students enhance their abilities for data analysis and interpretation. Specifically, the course (i.e., P ED 5443 Statistical Analysis of Motor Activity) needs to provide students with opportunities to utilize more technologies in analyzing and interpreting data. For this, we will plan to integrate computer lab session (i.e., SPSS) to the course.  In addition to this, as the program is in the process of modification, we should complete to organize new SLOs at the program and option levels. Furthermore, we will select appropriate assessment tools reflecting changed SLOs at different levels. This will allow the program to have more specific SLOs outcomes and provide more valuable insights about the SLOs outcomes.

**Health and Physical Education, BS Ed**
Passing rate on the OSAT has improved to 100%, up from 94% AY 2018-2019. With the addition of PED 2212, 2222, 2252, our methods and techniques of teaching classes our candidates have improved our sub scores in subarea 7, the constructed response on the OSAT. Our average scores on that subarea was 163, looking at the data of students that have completed those classes has improved to scores of at least 231 up to 300. The average score for subarea 7 in AY 2018-2019 was 253. Faculty believe these are accurate measures of the candidate's knowledge and skills. These results confirm the candidate's knowledge and ability. The faculty agrees about what the data suggest. Course grades would inform this analysis. Unfortunately, our intern numbers were very low with a total of 4 completing our program in AY 2018-2019. All of the results were in the "Acceptable" or "Target" range.

Our plans for the future are to continue improving our methods and techniques of teaching courses. Candidates are provided opportunities to teach skills in the physical education setting and in the health classroom. Faculty is in the process of creating opportunities for our candidates to experience a K-12 adapted physical education setting with Tahlequah Public School.  Faculty have begun discussions to separate the HED 2254 Human Anatomy and

Physiology section to two separate classes. Applied Anatomy and Applied Physiology. This course is extremely intensive information that candidates need going forward into the discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

**Higher Education Leadership, MS**
The courses listed under the new HIED option are 5 out of 5.
- EDUC 5543 - Resource Acquisition, Development, and Utilization (5 out of 5).
- EDUC 5263 - Individual and Group Interventions (5 out of 5).
- EDUC 5533 - Foundations of College Student Personnel Services (5 out of 5).
- EDUC 5643 - Program Development, Assessment and Evaluation (5 out of 5).

The results support the revamp of the HIED program. The program shifted from HIED Leadership to Leadership - there will be new alignment for 2019-2020. The following questions will be addressed during the academic year 2019-2020"
- Do these results confirm or challenge faculty beliefs about what students know and are able to do?
- Are the faculty in agreement with one another about what the data suggest?
- What other data would inform this analysis?

During the academic year 2019-2020, the program faculty will be eliminating the visual impairment cognate and adding a STEM cognate based upon student need. Two 12-hour graduate certificates will be developed in the area of Online Teaching and Classroom Teaching (pedagogy and management). We will be aligning learning outcomes and goals and assess at the end of the academic year. Adjustments will be made based upon the data for the 2020-2021 academic year.

**History BA**
Student outcomes on the Post-Tests for HIST 1483 and HIST 1493 are significantly lower than on the Post-Tests for HIST 1113 and HIST 1213. While the proportion of students scoring over 70% on the 1113 and 1213 Post-Tests is slightly higher this year, the disparity between student outcomes in these classes and those in 1483 and 1493 goes back at least three years, with students across sections of 1483 and 1493 frequently passing the Post-Test (not the course) at a 50-60% rate. Faculty teaching American History will meet during Fall 2019 to address whether 1) the test assesses learning outcomes accurately across sections and 2) students are incentivized to take the test seriously.

**Homeland Security, BS**
The data points that stood out in this year's assessment include the number of students who successfully completed the exam. A total of 14 students took the exam and 13 passed. This is a success rate of 93%. This result is approximate to the previous year's success rate. We believe this is an accurate measure. Other data that can be used to support this analysis include the assignment and exam results within the eleven (11) core courses of the homeland security bachelor's degree program. Students who demonstrated proficiency in core areas were the same students who passed the comprehensive exam.

There were 13 students that successfully met the requirements needed to pass the course. The

faculty who teach homeland security will review the exit exam structure and grading methods to ensure that we maintain high standards. Additionally, the thesis option will be scrutinized in order to bring consistency to thesis procedures.

**Hospitality and Tourism Management, BBA**
Overall, our students have been consistent. Most of our students do well in our courses. We have had anecdotal support from employers who appreciate the training they receive in our program. The mandatory internships keep the students focused on the skills they need to survive in the industry. All students were able to score above 70. There were 10 out of 12 students that were able to meet the minimum requirements set for demonstrating an understanding of tourism as it relates to the hospitality field. All students were able to meet the median score of 2. There were more students that had trouble with the overall formatting in the spring. We did have Blackboard issues in the spring that may have caused this trouble. There were 11 out of the 12 students that were able to meet the requirements set for demonstrating an understanding of gaming as it relates to the hospitality field. A meeting planning project placed in Chalk and Wire was used to assess the following: write the purpose and objectives for a meeting, use the internet to facilitate site selection, identify different types of food service, and plan a basic three-day conference. In HTM 4113 (offered spring only), all students were able to get 2 or 3 (on a 3-point scale) on the following places: create a master list and weekly schedule, identify appropriate business table etiquette, create a resume and cover letter, and select appropriate negotiating strategies. All students were able to complete all 5 facets of service. We are at a point where we need to develop our own Advisory board and check the relevance of our curriculum. As for the assessment in our classes, we feel that what we are doing now is appropriate.

**Information Systems, BBA**
The average score on the IS Assessment Exam was 59.7%. Only 1 student scored about the 75% acceptance level. The IS faculty will be meeting to discuss these results and adjust the exam itself and quite possibly the timing of administration.

**Instructional Leadership, MEd**
Building the program has been a focus and changes to the program have improved the numbers and will hopefully continue to improve. Improving the presentation of critical thinking has strengthened the delivery of the courses as well as improved student understanding of the importance of teaching critical thinking at all levels of education. It is difficult at this time to determine if the results and improvements are limited by outside influences. The faculty agrees with one another about what the data suggest. As a program we are reaching our 8% goal. The current results are similar to past results. The results are an accurate measure. The following questions will be addressed during the academic year 2019-2020: (1) Do these results confirm or challenge faculty beliefs about what students know and are able to do? (2) Are faculty in agreement with one another about what the data suggests? (3) What other data would inform this analysis? It was reported that 100% of students reached 80% or higher. It was also reported that 100% of students passed their Capstone or Thesis. During the academic year 2019-2020, the program faculty will be eliminating the visual impairment cognate and adding a STEM cognate based upon student need. Two 12-hour graduate certificates will be developed in the area of Online Teaching and Classroom Teaching (pedagogy and management). We will be aligning learning outcomes and goals and

assess at the end of the academic year. Adjustments will be made based upon the data for the 2020-2021 academic year.

**Legal Studies, BS**
The outcome in this course is not new. The capstone traditionally has a good success rate. This capstone needs advancing and restructuring. Currently, legal studies treat this course as a stand-alone course. This course is not being used to measure all required courses or the overall student success. Before the next assessment, we are going to correct this. There was a 100% pass rate. It was reported that 17 students successfully met the requirements needed to pass the course. We are going to examine this course and restructure the student learning objectives and assessments.

**Library Media & Information Technology, MS**

Data points that stand out:  The Lesson Plan Remodel project measures Outcome 1, and this data stands out due to the low percentage meeting the performance target.  This is a new assignment first administered in Fall 18  but the data were similar to Spring 19. After two cycles of data, the faculty revisited and revised the instructions and rubric to clear up some confusion and remove vague terms.  Since this is administered in a course most students take early in the program, they may not have yet acquired the necessary knowledge of the areas of specialization within the program to successfully complete the assignment.  This assignment is part of an ongoing research study between library media faculty and undergraduate teacher candidates.  The teacher candidates submit a lesson plan they create in their pre-II internship, and the library media candidates remodel it to incorporate teacher-librarian collaboration components.  The project received IRB approval in the middle of the fall semester, so data collection was slow in the beginning.  The spring semester data collection (lesson plans submitted by the teacher candidates) was also slow because many teacher candidates did not receive their pre-II internship placements as early as usual.  This resulted in a minimal turnaround time for completing the assignment, which may not be an accurate measure of students' knowledge and skills.  The faculty agree on what the data suggests. A disaggregation of the data from the rubric would show the faculty specific areas of concern, which would further inform the analysis.

For the 2020-2021 academic year, the faculty plans to move the Lesson Plan Remodel project to LIBM 5901/2 (Practicum), which is the last course students take to complete the program. By the time the students take the Practicum course, they should have gained the necessary knowledge and skills to more successfully complete the Lesson Plan Remodel project. This move would also provide an opportunity for richer data from the research project. This assignment would replace another project in the Practicum course that the faculty intend to move to a new technology course within the program.
The program has new standards that will be released in spring 2020. In order to collect data in a timely manner for the SPA accreditation report due fall 2022, the faculty has one year to make changes to planned assessments based on the new standards. The faculty will continue to analyze data and adjust as needed.

**Management, BBA**
SLO 1 – This result is consistent with the last 4 years results. We are satisfied that our

current program is adequately covering this SLO.

SLO 2 – This result is slightly higher than we have experienced in the last 4 years. However, it is a satisfactory result. Curriculum recently was approved to remove this course from the degree. Therefore, faculty will need to rethink the assessment and consider new instruments in the next year or so as students on the current degree plan to graduate.

SLO 3 – This result is still problematic. However, it has improved over time and this AY is a 3%-point improvement over the average of the last 4 years. Although the results are an improvement, faculty need to continue to pursue new teaching methods to meet this outcome.

SLO 4 – This result is a marked improvement from the average of the last 4 years. The improvement is 27% points. The concern is the small N. The faculty member teaching this class retired in Spring 2019 and some adjustments will be made as new faculty take over the class.

SLO 5 – This result is also a marked improvement form the average of the last 4 years as it is a 45% increase in scores! Action was taken two years ago to correct this outcome and it looks like it is working. It was reported that 91% of students met or exceeded expectations set for demonstrating knowledge and understanding of the application of management concepts, theories and processes to selected management problem situations. It was reported that 71% of students met or exceeded expectations set for demonstrating an ability to apply relevant management concepts, theories, and processes to making effective decisions for organizations. It was reported that 100% of students met or exceeded expectations set for demonstrating knowledge and understanding of the application of quantitative models and techniques to decision making and demonstrating a knowledge and understanding of how team and group effectiveness are related to proper functioning of activities within the organization. The average score across all semesters for collaboration and teamwork was 67 percent and for human resource management was 48 percent.  First, it is expected that a changeover in faculty members will breathe new life into the courses and bring important outside ideas to the degree. Further, curriculum changes made effective for AY 2019-2020 will have a big impact on the student and faculty enthusiasm for the degree. Changes will need to be made to the program SLO's to reflect the curriculum changes. In addition, measures will be updated as new faculty give input and share ideas from other universities.

**Marketing, BBA**
In reference to the item number 1 in the tabulation, the weakest areas are (a) demonstrating an understanding of marketing opportunities and (b) differentiating between characteristics of goods and services. While these are the 'weakest' areas, performance on the assessment is exceptionally good, so these are actually not a reason for concern. In reference to the item number 2 in the tabulation, the weakest areas are (a) understanding the concept of IMC as distinct from advertising and (b) the area of personal selling. The scores however do not reflect any historical pattern. In reference to the item number 3 in the tabulation, all areas assessed are fairly balanced and the results reflect correct teaching and learning in this area. The area that may still be focused on for improvement is the area in pricing and this has also been observed in some previous semesters. In reference to the item number 4 in the tabulation, all areas assessed are balanced and the results reflect correct teaching and learning in this area. In reference to the item number 5 in the tabulation, the weakest areas are differentiating and applying (a) Ranking vs. Scaling and (b) developing and analyzing null and alternative hypotheses. The latter has been a weak area in some previous semesters as well but seems to have been remedied in Spring 2019. In reference to item number 1 in the

table it is possible that the assessment instrument has been overused or become public. It is suggested that in subsequent semesters, additions to the questions or an alternative assessment instrument be developed. Areas of concern and weak performance as listed in the Data Analysis of the Assessment section have been conveyed to faculty teaching the relevant courses and additional time for weak areas, and the use of exercises and cases to strengthen these areas has been suggested.

### Mathematics, BS
None of the data points stand out, the results are similar to past results with the exception that there is less variation in the results. The results are limited due to a small sample size. The results neither confirm nor challenge faculty beliefs about what students know due to the small sample size. The data is adequate to assess student learning in the program since the content competency exam covers a large array of topics that should be learned in the mathematics undergraduate courses. 100% of the students are performing up to expectations. The Department plans to continue to use the same assessment tools during the next academic year.

### Mathematics Education, BS Ed
The only data point that stands out is the one student not passing the Math OSAT. This is not dissimilar from past results. The standout result is an indicator that this one students content knowledge was deficient enough to not pass the OSAT. However, this student did pass the Senior Seminar Competency Exam, which indicates adequate student knowledge. The results neither confirm nor challenge faculty beliefs about what students know due to the small sample size. The data is adequate to assess student learning in the program since the content competency exam and OSAT cover a large array of topics, which should be learned in the mathematics and math education undergraduate courses. The report shows that 100% of the students are performing up to expectations on the Competency Exam.  It was reported that 88.9% of the students are performing up to expectations on the OSAT. 100% of the students are performing up to expectations. The Department plans to continue to use the same assessment tools during the next academic year.

### Mathematics Education, M Ed
Assessment results appear to be consistent over time and accurate measure of students' knowledge and skills. One change that we are seeing is more diversity with regard to type of capstone project selected by individual students with more taking on an action research project than in the past. Even yet, the majority of graduate students continue to select the instructional design capstone as their culminating work. What we are observing is that choice is powerful in our program when it comes to capstone type so that students are able to flexibly consider what capstone direction is a best fit for their professional practice and passions. 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 8-15-19 to plan and guide for fall 2019.

Action Plan:

1) The math content capstone exam has been revised for fall 2019 as well as review materials now posted for student review. Exam revisions are the results of ensuring that text items continue to be aligned well with the course experiences. Beginning fall 2019, students will only be required to answer items taken from courses they have completed. This will require individualizing the assessment to some degree for each student. We have also added some essay questions taken from Math 5523 Mathematical Pedagogy now required of all students and formerly just an elective course choice on the plan of study.

2) Program faculty collaborated to incorporate some revisions to the instructional design capstone. In order to encourage deeper and more reflective thought and application, expectations for the literature review have been enhanced. In lieu of four weeks of "lesson plans" that often did not have a connection to the literature review, students are now expected to incorporate a lesser number of model lessons that demonstrate important ideas regarding best practices for teaching and learning mathematics that they discuss in their literature review.  3) Program faculty collaborated to design a 12 graduate hours STEM Education Certificate.  Having received approval to begin the program, the STEM Education Certificate will be available to students fall 2019.

**Media Studies, BA**
Learning Outcome 1-A Media Studies major at Northeastern State University will be able to develop an awareness and appreciation of the foundations of the structure, practices, procedures, history, theory and effects of mass media. We want to see passing grades with objectives #1, 3, 4, 5, 6, 7 and 8.  We want every student to publish or air media stories. We require individual and group presentations throughout the entire curriculum. In AY 2018-2019, 72 of 73 students passed MS 1103.

Learning Outcome 2-demonstrate the ability to think critically, creatively and independently. Online discussion boards in crisis communication and basic public relations. Ninety-four out of approx. 101 (93%) crisis communication and basic public relations students completed the assignments.

Learning Outcome 3-demonstrate the ability to write correctly and clearly for the appropriate media outlet. Assignments in basic writing, multimedia writing, and digital media production. Thirty of 30 (100%) multimedia writing students completed the timely news story assignment. Thirty-three of 35 (93%) basic writing students completed story assignments. Thirty-three of 35 (93%) basic writing students were published online at www.nsunews.com. Twenty of 25 (80%) students passed newspaper production.

Learning Outcome 4-develop an awareness of the diversity of a global society. Case Studies in basic public relations, public relations writing and crisis communication. Fifty-one of 54 (94%) students successfully passed the case study assignment in basic public relations. Sixteen of 16 (100%) students successfully passed the writing case studies, readings and presentations. Forty-two of 47 (89%) students successfully passed crisis communication case studies.

Learning Outcome 5-demonstrate the ability to gather and critically evaluate information from sources. Assignments in all media studies courses. Estimated more than 546 of 584 (93%) students passed media studies courses successfully during AY 2018-2019.  Not all students were majors; some took the courses as electives, as minors or as digital marketing majors.

Learning Outcome 6-develop an understanding of the history and development of media technologies and processes and the ways in which this history has affected the industry, individuals and society. Intro to MS 1103, assignments, inquiry and discussion; continues through assignments in upper division courses. All students enrolled in media studies courses utilized new technologies for assignment completion. Students successfully utilized social media to complete course assignments.  About 15 courses are taught each fall and spring. Every course utilizes a social media component.

Learning Outcome 7-demonstrate the ability to produce news stories for print and/or broadcast, public relations materials, advertising campaigns or media analyses that are clear, accurate, thorough and fair.  All upper division courses include hands-on components. Digital media production publication deadlines encompass all aspects of the learning outcome. Estimated 325 of 350 (93%) students passed requirements in upper division courses.

Learning Outcome 8-demonstrate an understanding of current media technologies and their capabilities, limitations and implications from multiple perspectives, including that of producer and consumer. Students will end their curriculum by taking three "capstone" courses, digital media production, media campaigns and events and media internship. These courses are the culmination of all criteria for a successful media studies graduate. 15 of 20 (75%) students passed newspaper production. Twenty-four of 24 (96%) students passed media campaigns and events. Seventeen of 17 (100%) students passed media internship.

Media studies faculty continue to update curriculum to meet industry standards. All students are 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. Media studies faculty are working to implement more 8-week course options for the fall and spring semesters. Faculty continue to advise students to take courses in sequence. Almost all students in the media studies program see the media studies faculty adviser for enrollment guidance. Media studies continues to utilize our annual Media Day event as a recruitment tool.  All faculty participate in professional development throughout the year.

**Medical Laboratory Science, BS**
These data points correlate to NAACLS standards that prepare students for a Board of Certification (BOC) exam and a subsequent entry level position as a Medical Laboratory Scientist. These results are similar to past results and are accurate measures, comparable across programs nationwide. These results confirm faculty beliefs and faculty agree about what students know and are able to do- students are able to pass the BOC after completion of this program. Other data that inform this analysis are BOC scores and job placement surveys. The action plan for next year will be to continue to implement current strategies for student

success- Respondus monitoring, MLS review course at the end of the program, increased timeline for Immunohematology course, etc, while exploring new areas for improvement.

**Music, BA / Music Education, BME**
Learning Outcome 1-Music theory, entering Students were tested in music theory and aural skills. The theory (harmony) portion was in the form of a written exam. Aural skills were tested aurally. 25 passed. 11 failed (D or below). 56% pass rate.

Learning Outcome 2-Music history, MUS 3752 Music History I final exam. Pass rate at a score of 70% or above on exam. 3 passed at 70% or above. 81% mean score.

Learning Outcome 3-Music performance, entering students played a performance audition. They are also assessed at the end of every semester by a means of a jury in the major instrument played before the appropriate faculty members. In addition, students must pass a junior standing jury before they can register in 4000 level applied lessons. They must also perform the appropriate recital(s), and must pass a hearing 30 days prior to the date of the recital. 85% junior standing pass rate. 4 students performed upper division (junior standing) juries (Paul Cristiano; Timothy Caputo, Jacob Martin, Jackson Washburn). 4 passed. 100% pass rate

Students in the BA Performance and Jazz Studies tracks are assessed in the performance of recitals. BA Performance and Jazz Studies students perform a 25-min junior recital and a 50-min senior recital. 1 BA students performed a senior recital (Margaret Michka). All passed, 100% pass rate.

In Music Theory, students are assessed upon audition and entry into the program. The results indicate that students are unprepared with rudimentary music theory knowledge upon entering the program. MUS 1003 Introduction to Music, a fundamentals course, is advised for students who score poorly on the diagnostic theory exam before enrolling in the theory sequence. The audition and assessment results for incoming students work best as a guide to placing students directly into the theory sequence or recommending taking the remedial theory course first. It also shows whether the student has the ability to master his/her instrument.

We are pleased with the results of the junior standing and recital assessments.

Assessment methods are appropriate, align with industry and accreditation standards. 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.

**Natural Science, MS**
Learning Outcome 1: All 14 students analyzed maintained an overall graduate GPA of $>$ 3.000 (average = $3.637 \pm 0.278$). Therefore, we assess this learning outcome as a 100% success rate for this academic year. Acceptable coursework in the M.S. Natural Sciences is defined as grades higher than "C." 92% of students assessed have not earned a grade of C or lower. The program committee agrees that the cited criteria for success are passed for this

learning outcome.

Learning Outcome 2: No students attempted a thesis or capstone defense in 2018-19; therefore, this learning outcome is not evaluated.

The data presented indicates that the majority of students in our program are able to handle the rigors of graduate coursework at NSU. The primary challenges facing the program are increasing enrollment and increasing the graduation rate. The program committee will explore the feasibility of a graduate certificate option to increase the number of graduate students in the pipeline for this program. In addition, the program committee will work with current students to identify roadblocks to graduating and help students to resolve these difficulties. This includes targeted communication with graduate students in their penultimate semester, outreach to students that fail to defend in their desired semester, and dialog with faculty advisors.

**Nursing, BSN**
The assessment data demonstrates RN to BSN students are exceeding expected levels of the program outcomes. Students tend to partner well within the discipline of nursing, but fall short of interdisciplinary collaboration. The Accreditation Commission for Education in Nursing (ACEN) is increasingly encouraging assessment of interprofessional education (IPE) and collaboration. The Department of Health Professions plans for an IPE Committee and the RN
to BSN Program should be represented on this committee.

100% of the students scored moderate to high proficiency in the area of collaborative partnerships. Rubrics need to be updated to reflect more consistent measurement of the following two outcomes.

Outcome #1 Partner with patients and other health care professionals to provide primary health care through health promotion, protection, and restoration, and end of life care.

Outcome #3 Manage information, technology and other resources effectively.  The following outcome will be revised during the next curricular change cycle.  Although responsibility and accountability can be indirectly measured in the online course through timeliness of submissions of work and capstone drafts, lifelong learning cannot be measured at the point of program completion.  Initiating accountability for lifelong learning could be measured by the quality and timeliness of assignment completion, for example:

Outcome #7 Demonstrate responsibility and accountability for professional nursing practice and lifelong learning.

**Nursing, MSN**
The assessment data demonstrates students are exceeding expected levels of the program outcomes. Students tend to partner well within the discipline of nursing, but fall short of interdisciplinary collaboration. As graduate numbers grow, more detailed information will be available.

100% of the students scored moderate to high proficiency in the area of collaborative partnerships 4.0. 100% of the students scored 3.5 or higher on all competencies. With only three graduates during this evaluation cycle, it is difficult to make curricular decisions based on low numbers. However, in looking at the 3-year trends, the data is reflective of what larger cohorts have scored.

Outcome #1 Create collaborative partnerships with health care colleagues in selected nursing roles. Will be serving on a committee for interprofessional education. Students need to be encouraged to do capstone projects which involve interdisciplinary collaboration.

Outcome #6 Manage information, technology, and resources effectively. The Capstone Presentation Rubric and the Capstone Rubric needs to be redesigned to collect better data points on this outcome.

Outcome # 7 Demonstrate responsibility and accountability for professional nursing practice and lifelong learning will be revised during the next curricular change cycle. Although responsibility and accountability can be indirectly measured in the online course through timeliness of submissions of work and capstone drafts, lifelong learning cannot be measured at the point of program completion.

**Nutritional Sciences, BS**
Data points are similar to all past outcomes. The program has met goals consistently in previous academic years. There are no indications that the outcomes are coincidental; strictly based upon the development of student knowledge/skill. As the report was prepared by majority of the Nutritional Sciences faculty, the faculty are obviously in agreement of the aforementioned findings. As all goals have been met, there is currently no change in plan.

**Occupational Therapy, MS**
The data points indicate the NSU OT program is sufficiently educating students to develop professional behaviors and entry-level practice competencies. NSU OT students consistently receive positive feedback from fieldwork educators regarding their professional behaviors. This is reflected in the data on Performance Evaluation Form which is completed by fieldwork educators at the conclusion of the student's 12-week fieldwork experience. Additionally, the 100% pass rate in 2018 from the NBCOT national certification exam demonstrates the NSU OT students possess entry-level practice competencies.

NSU OT faculty agree that the OT students possess necessary entry-level practice competencies and professional behaviors when graduating from the NSU OT Program. The faculty updated student learning objectives this year; therefore, some objectives are lacking substantial data. Plans for additional data from an internal review of professional behaviors will supplement the existing data. The community advisory panel will inform faculty on necessary rural practice competencies and possible methods of measurement.
100% pass for class of 2019

First, the NSU OT program faculty are adopting a new method of professional development. In the past, student professional development has taken place in a 2-1 or 3-1 faculty to student ratio. The meetings consisted of students sharing 1-3 professional development goals

followed by a brief evaluation of student performance from faculty. Faculty recognized a lack of "development" with this method but rather a static snapshot of student performance. The new method includes a faculty mentor model. Each faculty is assigned to 10-15 students they will mentor throughout the program. Students are responsible for meeting with their faculty mentor at least one time each semester. Sessions will consist of coaching students to recognize strengths and weaknesses, developing professional development goals, and developing an action plan to achieve those goals. The new method includes a more interpersonal approach between the student and faculty mentor and is consistent with current best practice methods. Second, the NSU OT program developed a community advisory committee set to meet in October 2019. This committee will provide external perspectives for the program to meet the program mission of meeting the community's needs. The committee consists of former students now actively practicing as OTs, OTs that partner with NSU as fieldwork educators, and NSU faculty from other health profession programs. The committee will provide input on rural practice skills in order to create a formal assessment to measure SLO#5. Additionally, the committee will provide vital input on the future direction of the program including curriculum and education delivery changes. Lastly, the faculty will assess the current program structure using data from the Student Exit Survey and input from the community advisory committee and NSU administration. Necessary changes to the curriculum will be made. This includes but is not limited to blended course delivery, length of the program, curriculum design and mapping, and the admission process. Faculty will strive to keep the program's best interest in mind. Faculty will keep up with their own professional development and continue to show sufficient teaching competencies in their assigned teaching areas. Faculty will continue to use innovative teaching methods including experiential learning opportunities consistent with best practices.

**Optometry, OD**
March 2019 NBEO Part I exam pass rates were lower than in past years. NBEO Part II results were overall much better than Part I. Faculty and administration met for the annual optometry faculty retreat on August 15, 2019 and reviewed NBEO board exam performance, trends, and other observations. In depth discussion surrounded identifying struggling students, correlation of board results to GPA, availability of tutors, assisting students with board exam preparation, stressing using their own course notes for board exam prep and not relying solely on KMK review. Discussed the possibility of raising the GPA for academic probation, red flagging struggling students, helping them make a study plan for their board exams. Discussed newly proposed series of Professionalism seminars for students, modeling professionalism in clinic and class. Nineteen highly qualified applicants turned NSUOCO down and opted to attend other schools. Many choose schools with better facilities and lower out of state tuition rates. Discussed need to allocate space for a NBEO designated test prep exam lane for fourth year students for part III of the board exams. This was delegated to Space Committee to decide on location and Equipment Committee to discuss the purchase of new equipment for said exam lane.

The annual student meeting held by the Director of Student & Alumni Affairs re: NBEO studying strategies now includes first, second, and third year students and places more emphasis on performing well in optometry courses as preparation for the NBEO examination.  We will continue to stress early board exam preparation and use of courses notes in board studies.  We will pursue holding a Biochemistry review for students preparing

for NBEO Part I with the assistance of NSU Biochemistry faculty. We will pursue the NBEO Part II dedicated exam lane for fourth year students. We will begin a series of Professionalism seminars for students and will model professionalism in clinic and class. We will provide new facility exterior renderings to the President and NSU Foundation so fundraising for the new optometry facility can commence.

**Political Science, BA**
The lowest level of knowledge was in regard to program SLO # 4: "Demonstrates knowledge of the investigative methods used in political science." Faculty are agreed that this is because majors only take a single course in this subject matter: POLS 3083 Scope & Methods of Political Science. We plan to address this issue by requiring students to use statistical analysis in other upper division courses such as POLS 4253 Public Opinion and Political Behavior. The new Math Pathways, which will require social science majors to take a course in statistics, should also help. Faculty are agreed that our current assessment regime is not very helpful and so we have revamped the entire process. We are moving to a portfolio-based assessment, and we are changing our program SLOs to reflect skills rather than specialized knowledge in the major. While specialized knowledge in the major is still important, we want to focus on helping students to develop analytical skills, critical reading and writing skills, quantitative reasoning skills, and civic engagement skills. Because this new assessment regime will consist of collecting and reworking artifacts over the students' Sophomore through Senior years it will be at least three years before we have complete data.

**Psychology, BA**
89 students were assessed. Local ACAT scores are compared with a national reference group of other students taking the same content areas (The number of students in each reference group are shown in the tables above). As shown in the table above, the average z-scores for each content area and the overall total were within .5 standard deviations of the mean (represented by a z-score of +/- .50). The overall z- score for all 6 areas was -.45 which represents a percentile score of 33%. This means that based on the reference group of 5840 graduating seniors taking an ACAT in Psychology with these six areas, our students' scores were higher than 33% of the students.

Overall, 21 students (24%) had z-scores below -1.0 which means that their scores were more than 1 standard deviation below the average score for the reference group. Of these students, only 3 had z-scores below -2.0 (3%). 7 students had a z-score above +1.0 (8%) which means that their scores were more than 1 standard deviation above the average score for the reference group. Of these 7 students, 1 student had a s-score above +2.0. Thus, 60 students (67%) had scores between 400 and 600 (+/- 1.00 Standard Deviation).

Based on the data 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. We plan to continue assessing graduating seniors enrolled in the History & Systems course using the ACAT. 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 implementing any needed improvements. We are also currently discussing ways to expand our assessment efforts in order to collect more useful data.

**Reading, M Ed**
The data reveal that classroom assignments and their corresponding rubrics, along with the employer survey, indicate that the majority (97% or higher) of students demonstrate mastery of each learning outcome. However, data findings from the Reading Specialist OSAT (015) reveal that our students do not perform as well in some subareas. Subarea 4, the role of the reading specialist, is the area where our students scored the lowest with only 40% meeting criteria during the 18-19 AY. Subarea 2, instruction, was the next lowest score with only 50% of our students meeting the criteria during the 18-19 AY. Subarea 1, foundational knowledge, revealed that 70% of our students demonstrated mastery of this content. Subarea 3, assessment, diagnosis, and evaluation, proved to be our candidate's greatest area of strength with 100% demonstrating mastery. This could be attributed to the numerous practical experiences requiring assessments, diagnoses, and plans for instruction embedded within 4 out of the 7 core reading classes. However, even with several candidates scoring below a scaled score of 240 in three of the four subareas, only one student tested during the 18-19 AY did not achieve an overall passing score on the Reading Specialist OSAT (015) indicating that 90% of candidates who took the test during the 18-19 AY achieved a passing overall score. We understand that many factors are involved during standardized tests and they are only one indicator of a candidate's knowledge and potential, as evidenced through embedded assessments and the employer survey. Faculty believe, in general, our candidates leave the program with a strong concept of the role of the reading professional and are qualified to serve in this capacity, as indicated by the employer surveys. In reflection, faculty have agreed to work on strengthening the subareas of foundational knowledge and instruction through modified or additional coursework and multiple opportunities to think critically and plan appropriate, effective literacy instruction.

When comparing 18-19 AY data with 17-18 AY data, we determined that our candidates, overall, performed better during the 18-19 AY in all indicators.  Results from the employer survey were as high or higher than in 17-18 AY, OSAT scores were higher during the 18-19 AY with 90% of students passing compared to 83% during the 17-18 AY, and scores on embedded assignments were as high or higher during the 18-19 AY.  Our action plan for the 19-20 AY includes course alignment with ILA standards and OSAT competencies as well as alignment of all assignments with program outcomes.  Additionally, we will review best practices in using rubrics to score assessments and projects and revise scoring scales to reflect the appropriate expectations.  We will continue to collect data through the employer survey to ensure area school administrators are satisfied with our graduates and we will continue to

regularly analyze OSAT data for any indicators that we need to modify courses or assignments in order to best prepare candidates to be successful on the OSAT.

**School Administration, M Ed**
The data points indicate that students are understanding the information and doing well on their projects. The overall goal of the program is to get students to the point where they are able to pass the state licensure exam for building principal at any level. The percentage of candidates passing the licensure exams is not as high as the scores would indicate with averages for passing the state licensure exams in the 70% range overall for principals. There are three exams from which to choose depending on building level: elementary, middle school, high school. These data suggest that the projects are either not aligned directly to the standards as the same level of alignment the state licensure exam is or the projects do not actually reflect the material supported by the standard.

Currently there are two program faculty in the M.Ed. in School Administration Program. We will be advertising for a new position during Fall 2019 to begin in Spring 2020. Once the new faculty member is in place, faculty will then begin the process to examine current projects and their alignment to the ELCC standards. Faculty recently learned OEQA provides data on specific ELCC standards and faculty will examine those to see how candidates are performing on the licensure exam by individual standard. This will be the alignment faculty examine in great detail. Once conclusions are made about deep alignment, faculty will work toward incorporating the new SPA standards into the program. New standards will be in place for Fall 2021 and the new state licensure exams based on the new standards will also begin in Fall 2021. When the program is redone, D.O.E. standards will be applied as well. As the data are currently, the alignment between course assessments and the state licensure exam is not aligned as well as faculty would like to see as is evident by the high scores on course projects, but pass rates in the 70% range on the state licensure exams.

**Science Education, BS Ed.**
Learning Outcome 1-Demonstrate depth and breadth of understanding of fundamental concepts of science. Candidates develop a science teaching module that demonstrates knowledge of the important concepts in field of licensure, scientific and engineering practices, technology applications of science, inquiry and science issues, lesson planning, and the incorporation of community science resources as part of their final internship, which is assessed using a rubric developed from the Specialized Professional Association, the National Science Teaching Association standards. Students post their module in Chalk and Wire. Each student's GPA will be calculated for their hours of science content courses in their major field in which they were enrolled.

Criteria for success is indicated by a minimum score of "acceptable" of teaching/assessment module. Each student's GPA will be calculated for their hours of science content courses in their major field in which they were enrolled. All science courses must have a minimum grade of C (70%).

Students performed to expectations. All students earned the minimum level of "effective" on all rubrics. Each student's GPA will be calculated for their hours of science content courses in their major field in which they were enrolled. Students must score a minimum of 70% in

each course.

Learning Outcome 2-Plan standards-based science instruction. Candidates develop a unit plan that demonstrates knowledge of effective planning and assessment of a science teaching and that includes a variety of teaching methods, including inquiry and science issues and technology applications. The unit lessons are correlated with the Oklahoma Academic Standards for Science and the Next Generation of Science Standards. It is submitted while taking the SCI 4513 Methods of Teaching Secondary Science and the assessment rubric has been developed from the Specialized Professional Association, the National Science Teaching Association standards. Students post their module on Chalk and Wire. Criteria for success is indicated by a minimum score of "acceptable" the unit plan rubric. Students performed to expectations. All students earned the minimum level of "effective" on all rubrics.

Learning Outcome 3-Teach effective science lessons that can lead learners to a deep understanding of science concepts. Candidates are required to develop and teach an inquiry-based instructional lesson to be taught and evaluated through observation and an inquiry rubric.

SCI 4513 Methods of Teaching Secondary Science: They will also develop a demonstration lesson and a human values lesson plan and each will be taught and reflected upon. The rubrics have been developed from the Specialized Professional Association, the National Science Teaching Association standards. Students post their module on Chalk and Wire. Criteria for success is indicated by a minimum score of "acceptable" on the rubrics. Students performed to expectations. All students earned the minimum level of "effective" on all rubrics.

Learning Outcome 4-Apply appropriate safety rules in science teaching. Candidates are required to develop and teach an inquiry-based instructional lesson to be taught in SCI 4513 Methods of Teaching Secondary Science and evaluated through observation and an inquiry rubric, which also evaluates their understanding of appropriate safety rules in science teaching. The rubric has been developed from the Specialized Professional Association, the National Science Teaching Association standards. Students post the inquiry lesson plan on Chalk and Wire. Candidates also develop a safety module that demonstrates understanding of safety and ethical issues in the science classroom and using laboratory equipment commonly found in the middle school of high school classroom in a safe and reliable manner. The rubric has been developed from the Specialized Professional Association, the National Science Teaching Association standards. Students post the inquiry lesson plan on Chalk and Wire. Criteria for success is indicated by a minimum score of "acceptable" on the rubrics. Students performed to expectations. All students earned the minimum level of "effective" on all rubrics.

Students performed to expectations. All students earned the minimum level of "effective" on all rubrics. Each student's GPA will be calculated for their hours of science content courses in their major field in which they were enrolled. Students must score a minimum of 70% in each course. Assessment reports appear to be consistently accurate over time.

Modifications are being considered based on the updated CAEP accreditation process. We will continue to work diligently to address the criteria related to accreditation.

**Science Education, MS Ed**
Learning Outcome 1-Apply strategies to address a diversity of PreK-12 learners' needs and how to engage them in effective instruction that includes inquiry-based teaching methods. Program assessments are embedded in required courses and rubrics aligned with the program standards, the National Board for Professional Teaching Standards (NBPTS). The assessment data is collected from assignments in SCI 5443 Trends and Issues in Science Education, SCI 5513 Inquiry- Based Instruction in Science Education, and the final capstone project. Students must earn at least "acceptable" in each aspect of the assessment rubrics in order to receive credit in SCI 5443 and SCI 5513. All students must earn the level of "acceptable" on all rubrics in order to pass the courses.

Criteria for success is indicated by a minimum score of "acceptable" on all rubrics embedded in the SCI 5443 and SCI 5513 courses.
Students are required to complete a five-chapter culminating capstone project through two courses taken during the final two semesters of their program: Capstone I (SCI 5983) and II (SCI 5993). The capstone evaluation is conducted by the First and Second Readers as well as the Graduate College Dean. They must approve the projects before they are accepted by the program as satisfactorily completed. Candidates must also score a minimum of "acceptable" on the unit plan, inquiry paper and inquiry demonstration (SCI 5513 Inquiry-based Instruction in Science Education).

All students performed to expectations. All students earned the minimum level of "acceptable" on all rubrics. Students also successfully completed capstone projects through assessment from the first and second readers and the Graduate College Dean (100% agreement by the first reader, who is the program chair, the second reader, who is a content specialist, and the Graduate College Dean that the capstone meets the minimum expectations).

Learning Outcome 2-Demonstrate depth and breadth of understanding of fundamental concepts of science. All candidates must take SCI 5513 Inquiry- Based Instruction in Science Education and submit a unit plan embedded with a variety of inquiry-based instructional strategies reflective of an understanding of pedagogy designed to teach science content. Furthermore, each student's GPA will be calculated for the 15 hours of science content courses in which they were enrolled.

Criteria for success involves making a minimum score of "Acceptable" on the unit plan, inquiry paper and inquiry demonstration. Criteria for success is also indicated by a minimum science content GPA of 3.00 upon graduation and a minimum Capstone score of 100% in order to pass the Capstone I and II courses. All students performed to expectations and met the minimum grade point average of 3.0. All students earned the minimum level of "acceptable" on all rubrics.

Learning Outcome 3-Create safe and supportive learning environments that promote equity and equal participation in the learning process. Assessment data is collected from SCI 5443

Trends and Issues in Science Education from an equity paper and presentation project that demonstrates knowledge concerning diversity, equity and fairness issues in science education. Candidates must meet a minimum score of "Acceptable" on the equity paper rubric and the equity/fairness/diversity presentation. (SCI 5443 Trends and Issued in Science Education). All students earned the minimum level of "acceptable" on all rubrics.

Learning Outcome 4-Assess student learning and use the results to reflect upon practice and improve student achievement. All candidates must take SCI 5513 Inquiry- Based Instruction in Science Education in which students are required to develop an inquiry-based lesson, teach the lesson to their students and reflect on their teaching through a presentation. Criteria for success involves earning a minimum score of "Acceptable" on the inquiry lesson plan, inquiry paper and inquiry demonstration. All students earned the minimum level of "acceptable" on all rubrics.

Learning Outcome 5-Demonstrate collegiality and leadership within the profession. Candidates are required to take a leadership position and lead an equity discussion to their peers in SCI 5443 Trends and Issues course. All candidates are required to consistently engage in online discourse through discussion forums on Blackboard. Candidates also have the option of completing a leadership capstone project in which a curriculum project is developed and used in professional development trainings in the candidate's school district, thereby serving as an educational leader in their districts. Criteria for success includes making a minimum score of "Acceptable" on the discussion forum rubric in the SCI 5443 and SCI 5513 courses.

Criteria for success also includes successful completion (at 100%) of a capstone project with embedded professional development trainings led by the candidates. All students earned the minimum level of "acceptable" on the discussion forum rubric.
Criteria for success also includes successful completion (at 100%) of a capstone leadership project with embedded professional development trainings led by the candidates. Assessment reports appear to be consistently accurate over time.

Through collaborations among faculty in three graduate programs, Instructional Leadership, Science Education and Math Education, a 12-hour graduate level STEM Education Certificate was developed and embedded into the three programs. It is available to students beginning in the fall of 2019.

**Social Studies Education, BA Ed**
Because only a small number of social studies ed majors are at the point in the program where these assessments are completed during a given semester, it is difficult to establish any meaningful data patterns. The small size of the program allows faculty to work with students until they meet the requirements of the program and for teacher certification, ensuring that most years there is a 100% pass rate on all major assessments. In the 2018-2019 school year the new coordinator introduced two new assessments to provide better gauges of student skill and to more closely align with the expectations of accreditation bodies. These assessments, a unit plan and a social studies-specific student teaching observation rubric, may be refined in future years, though the coordinator is pleased with student performance on them thus far.

A new social studies coordinator was hired in 2018 and spend the 2018-19 school year gaining familiarity with the college and the social studies program established by previous coordinators. The new coordinator arrived at a time when the program had recently been updated to align with new teacher preparation standards established by NCSS. In addition, the educator preparation programs at NSU were preparing to transition to new key assessments (PPAT). The coordinator has identified the following areas as of focus for the program:

1) **Continue to adapt the program to align with the revised NCSS standards** – the previous coordinator had accomplished most of the transition to the new standards, but a few remaining tweaks needed to be made during the 2018-19 school year. The coordinator will continue to evaluate whether the program adequately meets these standards and will gather data in anticipation of the next round of accreditation.

2) **Improve recruitment and retention of social studies teacher candidates**. In the years prior to the new coordinator's arrival, there has been a declining enrollment in the social studies education program. The coordinator has been working on identifying the causes of this decline, and has come up with short-term and long-term action items.

A. In the short term, improve communication with current students with the goal of retaining them in the program. As it stands, social studies education majors do not have to formally interact with the program coordinator or anybody specializing in social studies education until their final year in the program. This prevents the establishment of any sort of sense of community or common purpose. The lack of any social studies specific mentorship also makes it easy to lose students to alternative certification routes. Thus, the coordinator will attempt to compensate for these weaknesses with increased attempts at informal communication, such as reaching out to schedule extra advisory meetings and perhaps organizing social studies social gatherings.

B. In the long-term, develop and submit ideas for course offerings (either under the HIST or SOSC label) that can appeal to current social studies education majors and spark interest in the major among other students.

3) **Continue to improve communication with the College of Education and work with them to adapt the program to meet the challenges at the local and state levels.** In particular, the coordinator will participate in conversations about how to meet the demands of the market and new state policies (particularly surrounding new legislation allowing for licensure of a number of alternative teacher preparation programs).

**Social Work, BSW**
According to our data analysis, the results indicate student assessment outcome exceeded (range from 94% to 98%) the benchmark of 80% in all competency areas across all coursework and field courses. All course assessments were modified in the beginning of 2018-2019 to be consistent with the 2015 Educational Policy and Accreditation Standards (EPAS) issued by CSWE and it seems that the updated assessment method is effective in measuring student's competencies/performance. The results will be shared with our social

work faculty during a faculty meeting in fall 2019. The faculty will discuss possible changes to improve student learning based on the assessment results.

Based on the guidelines of Council of Social Work Education, we will measure student performance using CSWE competencies, and the analysis of assessment data to curriculum revision in AY 2019-2020.

**Social Work, MSW**
The benchmark of 80% was met for both non-advanced and advanced practice on all competencies. All course assessments were modified in the beginning of 2018-2019 to be consistent with the 2015 Educational Policy and Accreditation Standards (EPAS) issued by CSWE and it seems that the updated assessment method is effective in measuring student's competencies/performance. The results will be shared with our social work faculty during a faculty meeting in fall 2019. The faculty will discuss possible changes to improve student learning based on the assessment results. Based on the guidelines of Council of Social Work Education, we will measure student performance using CSWE competencies, and the analysis of assessment data to curriculum revision in AY 2019-2020.

**Sociology, BA**
For the 2018-2019 academic year, 20 students were assessed through the professional seminar course. Data points that stood out include the number of students who scored above 70% on the comprehensive assessment exam. During the 2018/2019 assessment, a total of 13 students scored 70% or above on the exam. A total of 4 students scored between 60 and 69% and three students scored below 60%. These scores are higher than last year's assessment results. The sociology faculty believe these to be accurate scores. Although we consider the exam to be an important measure, we do not consider it the only reflection of students' sociological knowledge. That is, while we would like students to achieve a score of 70% on the assessment exam, there is no minimum score required for students to complete the professional seminar and earn a sociology degree. Rather, we use the exam to determine student strengths and weaknesses in regard to each core area. We then use that information to assess various learning outcomes and create new strategies for teaching core courses, when necessary. Thus, although the exam provides a quantitative measure of student success, the most important component of the professional seminar is the use of the book: Ten Questions by Joel Charon. This book focuses on each key area of sociology covered in the core courses. Upon reading the book, students must demonstrate knowledge (via discussion board assignments) of these key components within the discipline. Further, students must demonstrate the ability to engage in critical thinking and objective reasoning. While the assessment exam provides a tool for analyzing student success, it should not be the only component considered. Students who successfully complete each core class (along with electives) demonstrate the knowledge necessary for a B.A. in sociology.

Our plan for the next academic year is to change the professional seminar course to include more elements of a capstone class, such as requiring students to complete a project. We also plan to change the format of the course from fully online to blended so that students may participate in face-to-face discussion.

**Spanish B.A.**
In general, our Spanish students are meeting general expectations in their abilities to demonstrate the interpretation of a variety of texts (2), understanding of cultures (4), and understanding of literary and cultural texts (6). It is concerning that some students are not participating in some assessments by not completing or not turning in major course assignments, especially evident in program outcomes 4 and 5. Overall the faculty consider these results to be accurate measures of our students' knowledge and skills, and the results confirm faculty beliefs about what our students know and are able to do.

There are two outcome areas that should receive specific attention.

- SLO 1. Interpersonal Speaking: The two students who received the rating of Advanced Mid speaking proficiency on the OPIc, surpassing the target of Advanced Low, are native speakers. The two students who were rated at Intermediate High are non-
  native speakers of Spanish. This division in speaking proficiency between native speakers and non-native speakers has been a consistent trend among NSU Spanish BA and BAEd over the past six years. Non-native speakers have difficulty reaching the target of Advanced Low without significant practice outside of the classroom. They often need a long immersion experience in a Spanish-speaking country to gain the desired speaking proficiency. Elvira Swender's research conducted on the OPI indicates that most undergraduates fall in the Intermediate High and Advanced Low categories. Even so, the Spanish faculty agree that we need to find ways to help all our students, especially non-native speakers, improve in their oral proficiency in Spanish.
  - Swender, Elvira. "Oral Proficiency Testing in the Real World: Answers to Frequently
      Asked Questions." Foreign Language Annals, vol. 36, no. 4, 2003, pp. 520–526

- SLO 3. Presentational Speaking and Writing: For the formal presentation in Span 4503, all six students met the general target of 80%, but specific data was not available to determine if all the students met the target of Advanced Low speaking proficiency.
  For the Span 4503 Semester Paper, two students received Superior ratings for the three language-specific criteria, Control & Accuracy, Vocabulary, and Discourse Type. This strength in writing is consistent with the ACTFL description of Advanced Low
  proficiency in writing. Three students received Superior Ratings in Control &amp; Accuracy and Vocabulary, but did not consistently write with paragraph level discourse and received a "Target (80-89%)" rating for Discourse Type. This indicates an inconsistency in writing ability and a weakness in paragraph formation. One student received a "Target (80-89%)" level rating in Control & Accuracy, Vocabulary, and Discourse Type which indicates weaker writing skills and writing proficiency due to errors in vocabulary and grammar. The Spanish faculty agree

about the need to help students improve their writing proficiency in Spanish and continue to focus on writing at all levels of the program.

Based on these known trends in our students' performance, we are taking several steps to help our students. These include the following: We have begun organizing structured opportunities outside of class for our students to practice conversing in Spanish. We are encouraging Spanish majors to study abroad either for a semester or a summer or to travel. We also have planned and are planning short-term faculty-led study abroad trips to Spanish-speaking countries. We are beginning efforts to identify lagging students earlier in each semester and in the program, and directing them to the resources that will help them remediate their Spanish speaking proficiency.

**Spanish Education, BA Ed**
Most of the assessment results are very good, with most students that take the assessments meeting the threshold. The notable exception is 1.3, the Oral Proficiency Interview (OPIc), which only two of the four students passed at the threshold of Advanced-Low speaking proficiency. These results are similar to past results. The indications are that these results are accurate measures of our students' knowledge and skills, and the results confirm faculty beliefs about what our students know and are able to do. The faculty for the Spanish program agrees that the data suggests that we need to find ways to help our students improve in their oral proficiency in Spanish.

Based on this known trend in our students' performance, we are taking several steps to help our students. These include the following: - We have recently begun organizing structured opportunities outside of class for our students to practice conversing in Spanish. - We are beginning efforts to identify lagging students earlier in each semester and in the program, and directing them to the resources that will help them remediate their Spanish speaking proficiency.

**Special Education, BS Ed**
Assessment: While 100% of program completers have to pass the test prior to admission to their full internship, the unit still reviews OSAT data carefully for use in program improvement decisions. Although overall student scores increased by 14%, there are improvement efforts that need to continue. SPED OSAT Review is offered each semester; however, not many students elect to enroll in this course as it is optional. SPED program will continue to embed OSAT review into current courses. The Special Education program has completely incorporated more comprehensive assignments into the SPED program that closely align 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. Review books for the new SPED Mild/Moderate Disabilities OSAT (129) have been purchased to loan to teacher candidates for OSAT study purposes, as of the Fall 2019 semester there are 2 books available on each campus.

Assessment 2: 95% of the teacher candidates received a grade of 'C' or better with only 5% of the teacher candidates receiving a score lower than a 'C'. The overall GPA score for all

SPED courses was 3.41. Please note that results are not disaggregated between campuses due to
the fact that all SPED courses are offered either online or blended instructional delivery methods. To meet the needs of our students and the teacher shortage, we utilize Zoom for teacher candidates to participate in class virtually. It must also be taken into consideration that not all students enrolled in the courses are Special Education majors.

Assessment 3: The criterion for success was met. In Fall of 2018, 97% of SPED teacher education candidates passed with a minimum composite score of 3 or higher. The program will go back and analyze the criterion requirement and enable changes as necessary. Please note that this course is on rotation and is only offered in the Fall semesters. Therefore, data is not collected during the Spring semesters since the course is not offered in the Spring.

Assessment 4: Criterion was met for all areas with the average mean of 3.995 and an overall percentage of 100% of the students receiving a score of 3 or higher. Therefore, the goal was met for assessment #4.

Assessment 5: SPED Learning Project incorporates aspects of all seven Initial CEC Standards. Criterion for success was met. 100% of SPED teacher candidates surpassed this goal by achieving a level 3 or higher, mean was 3.5. It should be noted that students are not disaggregated amongst campuses because all SPED teacher candidates take the same section, therefore they receive the same rigorous content.

Assessment 6: The data above indicates that the criterion was met and teacher candidates surpassed criteria. 100% of teacher candidates received a score of 3 or higher. Please note, data was not collected for the Fall 2018 semester because the course was not offered.

Assessment 7: Through the use of descriptive statistics for assessment 7 we infer that all standards assessed in Assessment 7 were well perceived. The data above indicates that a criterion was met and teacher candidates surpassed criteria with approximately 95% of teacher
candidates receiving a score of 3 or higher. It should be noted that this course is available online every semester, therefore students from different campuses receive the same rigorous content considering they are enrolled in the same section.

Assessment 8: The criterion for success was met. Overall, 99% of the teacher candidates scored at a level 3 or above. This data expresses the fulfillment of CEC standards for this area. It should be noted that the course in which this assessment is implemented in is an online
course and the data are not disaggregated amongst campuses due to the fact that all the students are enrolled in the same course thus receiving the same rigorous instruction.

Plans for the future:

Assessment 1: The Special Education program has completely incorporated more comprehensive assignments into the SPED program that closely align 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 have been purchased and are available for teacher candidates to check out for OSAT study purposes and many students, there are two books
on each campus. 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 started embedding these study strategies into current courses and will continue to do so.

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.

Assessment 3: Concise directions for teacher candidates were revamped. The SPED faculty is monitoring and will revise all forms as necessary.

Assessment 4: 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 will be revised based on this year's data. All assessment rubrics have been revised to reflect a 4-point scale.

Assessment 6: Clearer directions to teacher candidates and a more specific rubric aligned to CEC Standards are utilized.

Assessment 7: 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 will continue to be implemented and altered based on data analysis and teacher candidate progress monitoring.

**Special Education – Autism Spectrum Disorder, MS Ed**
Assessment 1: Graduate students are considered mastering the content at a grade of C or better. After analyzing the data for the 2018-2019 academic year, the data collection indicates that approximately 97% of the graduate students mastered the content of their courses by receiving a grade of C or higher.

Assessment 2: SPED 5323 was only offered in Spring 2019. Therefore, data for this past year was only collected during the Spring 2019 semester considering the course was not offered in Fall 2018. After analyzing the data from Spring 2019, the criterion was met with 93% of graduate students mastering the content with a score of 3 or higher.

Assessment 3: 90% of the graduate students passed the UDL Lesson Plan with a minimum composite score of 3 or higher, the criterion for success was met. Please note that data is not disaggregated amongst campuses considering this course is offered online and all graduate students are receiving the same rigorous content.

Assessment 4: 100% of the graduate students passed the Practicum Observation Evaluation with a minimum composite score of 3 or higher, the criterion for success was met. Please note that data is not disaggregated amongst campuses considering this course is offered online and all graduate students are receiving the same rigorous content.

Assessment 5: 83% of the graduate students passed the FBA/BIP with a minimum composite score of 3 or higher, the criterion for success was met. Please note that data is not disaggregated amongst campuses considering this course is offered online and all graduate students are receiving the same rigorous content.

Assessment 6: SPED 5323 was offered in Spring 2019. SPED 5323 was not offered in the Fall of 2018. Data for this past year was collected during Spring 2019 semester. After analyzing the data from Spring 2019, the criterion was met with 100% of graduate students mastering the content with a score of 3 or higher.

Assessment 7: One rubric assessment was used to assess Initial CEC standards 1, 2, & 5. Through the use of descriptive statistics for assessment 7 we infer that standard 1, 2, and 5 were well perceived by the teacher candidates during the Fall of 2018 and Spring of 2019. The data above indicates that a criterion was met. Teacher candidates surpassed criteria with 90% of graduate students received a score of 3 or higher. It should be noted that this course is available online every semester, therefore students from different campuses receive the same rigorous content considering they are enrolled in the same section.

With the Master of Special Education-Autism Spectrum Disorder program completing the 2018-2019 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, knowledge of general and specialized curricula, 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 the development of Functional Behavior Assessment and Behavior Intervention Plans. More explicit instruction in this area 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**
Learning Outcome 1-Demonstrate depth and breadth of understanding of fundamental concepts of Speech-Language Pathology. Formative/summative assessment through class examinations & projects. Performing task at 80% criterion. The results were 24 preSLP students met target; 4  preSLP students did not achieve 80% criterion; 31 Senior level students graduated meeting criteria.

Learning Outcome 2-Prepare students to make decisions and to take appropriate, thoughtful action to identify and to meet the communication needs of individuals and families. Formative/summative assessment through class examinations & projects. Performing task at 80% criterion. The results were 24 preSLP students met target; 4  preSLP students did not

achieve 80% criterion; 31 Senior level students graduated meeting criteria.

Learning Outcome 3-Focus on the academic, clinical, and research foundations needed for a career in communication disorders. Formative/summative assessment through class examinations & projects. Performing task at 80% criterion. The results were 24 preSLP students met target; 4 preSLP students did not achieve 80% criterion; 31 Senior level students graduated meeting criteria.

55 students met 80% pass rate for overall program criterion. Two preSLP students received below 80% criterion pass rate in one class but could be admitted on a probationary status in the program. They must maintain 80% pass rate in further classes. The results are similar to past results. All senior level students met the criterion and graduated.

The plans for the future are to continue as the types of assessments which are currently used are prescribed by certification and accreditation standards. Continue instruction to teach content covered by national examinations.

**Speech & Language Pathology MS**
All students met criterion or were at expected levels. The Praxis pass rate Pass rate exceeds 80% average required by accreditation standards. Pass rates should continue or increase in the future. All students were at expected levels. It was reported that 45 second year graduate students met target and that 43 first year students are in progress toward meeting target. There were 35 students that passed their Praxis Exam or capstone experience with a total pass rate of 87.5% and 5 students haven't taken the exam yet.

The programs will continue to use the assessments which are currently prescribed by certification and accreditation standards. We will continue instruction to teach content covered by national examinations.

**Supply Chain Management, BBA**
The Department is revising their assessment procedure to ensure the assessment instrument is timely administered.

**Technology BT**
The Department is revising their assessment procedure to ensure the assessment instrument timely administered.

**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 Evaluation of Classes and the NSSE as measures of student satisfaction.  The NSSE is the national opinion/satisfaction instrument used at this time.  Three additional internal surveys were added in the 2017-2018 academic year and administered in 2018-19 regarding student expectations and definitions of success.

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.

The internal freshman surveys are administered to students enrolled in UNIV 1003, University Strategies course.  The internal transfer surveys are administered as part of new transfer intake.

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

*Student Course Evaluations*

Student evaluations of courses/instructors show overall satisfaction.  During the fall 2018, 4,921 evaluations of faculty instructors were collected.  A total of 1,145 classes were evaluated representing 393 different faculty members.  During the spring 2019, 4,985 evaluations of faculty instructors were collected.  A total of 1,096 classes were evaluated representing 374 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 4.27/5.0 in fall of 2018 and 4.27/5.0 in spring 2019. Course evaluation data are reported in Table G.

*NSSE*

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 2019, 179 first-year students and 497 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=96), and Oklahoma public institutions (N=8).

The overall response rate was 28% of the freshman and 32% of the seniors. Ninety-six percent (96%) of the freshmen respondents were full-time and 76% of the seniors indicated they attended full-time. Fifty-seven percent (57%) of the freshman were female and 43% male whereas 52% of the seniors were female and 48% male. Fifteen percent (15%) of the freshmen and 15% of the seniors were American Indian. Ten percent (10%) of the freshman and 76% of the seniors responded that they were transfers.

**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 or equal to 0.3.

The first-year students scored lower than the IPEDS comparison group on "Providing support to help students succeed academically." This group also scored lower than the Oklahoma Public comparison group on "Explained course material to one or more students," "Prepared for exams by discussing or working through course material with other students," "Applying facts, theories, or methods to practical problems or new situations," and "Evaluated what others have concluded from numerical information."

The first-year students scored lower than both the Oklahoma Public and IPEDS comparison groups on "Working effectively with other," "Developing or clarifying a personal code of values and ethics," "Solving complex real-world problems," and "Being an informed and active citizen." They also scored lower than both the IPEDS and Public 5-10K comparison groups on "Attending events that address important social, economic, or political issues."

The NSU first-year students scored lower than all three comparison groups on "Spending significant amounts of time studying and on academic work" and "Encouraging contact among students from different backgrounds (social, race/ethnic, religious, etc.)."

The first-year students scored higher than all three comparison groups on "Providing care for dependents (children, parents, etc.)."

The senior students scored higher than the Oklahoma Public comparison group on "Come to class without completing readings or assignments" and "Working for pay off campus" as well as higher than all three comparison groups on "Providing care for dependents (children, parents, etc.)."

The senior students scored lower than the Oklahoma Public comparison group on "Hold a formal leadership role in a student organization or group" and "Participate in a study abroad program."

The NSSE report compared NSU Freshman and Seniors to the IPEDS comparison group over four Themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. Each of these categories have multiple Engagement Indicators. NSU first-year students scored lower than the Oklahoma Public comparison group on the Collaborative Learning indicator in the Learning with Peers theme. They also scored lower than both the IPEDS and Oklahoma Public comparison groups on the Supportive Environment indicator in the Campus Environment them. There were no differences with an effect size of .3 or greater for the seniors.

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, seniors scored lower on "Voting in campus, local, state, or national elections." In the Global Learning module, freshmen scored lower on "Complete a course that focuses on global trends or issues (human rights, international relations, world health, climate, etc.)" and on "Discussed international or global topics and issues with others."

*Student Defined Success Survey*

The responses from the Student Defined Success surveys administered in 2017-18 and 2018-19 were aggregated and summarized. These results were presented at the HLC annual conference in April 2019. Highlights include the following:

Freshmen (1119 respondents)
- 91.0% responded that they plan to complete a bachelor's degree at NSU while 26.4% indicated they plan to complete basics at NSU then transfer
- The top three factors selected relative to a successful overall university experience were "Graduating" (81.3%), "Being successful after college" (48.2%), and "Challenging myself" (38.0%).
- The top three university services identified as important by the freshmen were "Professional skills development" (55.5%), "Tutoring and mentoring" (54.6%), "Money management and financial literacy" (53.3%).
- Fewer Native Americans than non-Native Americans (by at least 5 percentage points) selected challenging me and broadening my horizons and new interests as important.

New Transfers (752 respondents)
- 96.8% responded that they plan to complete a bachelor's degree at NSU, and 18.9% indicated that they plan to take classes at NSU then transfer again.
- The top two reasons for choosing NSU were "Classes/programs/degrees to improve my employment opportunities" (74.8% first or second choice) and "Close to my home/family" (58.9% first or second choice).
- The top three factors selected relative to a success overall university experience were "Getting or advancing a job within my field" (69.4% first, second or third choice), "Being successful after college" (57.4% first, second or third choice), and "Getting good grades" (33.6% first, second or third choice).

- The top three university services identified as important by seniors were "Professional skills development" (54.3% first, second or third choice), "Academic skills training" (40.4% first, second or third choice), and "Advisement and financial aid information" (44.7% first, second or third choice).

Analysis of the results with respect to retention disaggregated by gender and Native American/non-Native American have begun and will be supplemented by the new data from the fall 2019 students.

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

The NSSE data informed development of the internal surveys and are connected with the NSU HLC Quality Initiative: Sustaining Student Success as well as the Tulsa Transfer Project. The surveys were administered for the first time during the 2017-18 academic year and repeated in 2018-19.

Data from each survey will be reviewed, in addition to institutional data from the student information system and the predicative analytics program, to help guide retention programming. A new position, Retention Specialist, was added in the University Advising area effective fall 2019 to assist in the coordination of retention initiatives in conjunction with the university's Retention Committee.

The preliminary data from the Student Defined Success surveys were reviewed by the steering committee of the Foundations of Excellent Project (Tulsa Transfer Project) prior to developing goals for the improvement of transfer processes and services.

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 student 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 consider 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 2018 | Number of classes evaluated | Number of faculty evaluated | Number of surveys completed |
|---|---|---|---|
| Business & Technology | 212 | 71 | 1,141 |
| Education | 261 | 88 | 1,063 |
| Liberal Arts | 405 | 157 | 1,557 |
| Optometry | 18 | 16 | 118 |
| Science & Health Prof. | 249 | 84 | 1,142 |
| **TOTAL** | **1,145** | **393** | **4,921** |

*Faculty members may be evaluated in two different colleges

| SPRING 2019 | Number of classes evaluated | Number of faculty evaluated | Number of surveys completed |
|---|---|---|---|
| Business & Technology | 224 | 71 | 1,040 |
| Education | 267 | 84 | 1,214 |
| Liberal Arts | 361 | 130 | 1,451 |
| Optometry | 19 | 17 | 197 |
| Science & Health Prof. | 225 | 72 | 1,083 |
| **TOTAL** | **1,096** | **374** | **4,985** |

*Faculty members may be evaluated in two different colleges

**Question 21: Instructor was an Effective Teacher**

| Question 21 | Fall 2018 | Spring 2019 |
|---|---|---|
| Business & Technology | 4.25 | 4.22 |
| Education | 4.42 | 4.35 |
| Liberal Arts | 4.31 | 4.36 |
| Optometry | 4.48 | 4.33 |
| Science & Health Prof. | 4.09 | 4.08 |

**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 |
| Graduate Assistants (4) | 36,000 |
| | |
| Distributed to other departments (*enhancement fees)* | 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 | 666,971 |

*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**

       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.