

ANNUAL REPORT OF 2008-09 STUDENT ASSESSMENT ACTIVITY
Narrative Questions

Section 1 - Entry Level

Administering Assessment

I-1. How were instruments administered?

The "secondary test" instruments are administered by the Office of First Year Experience/Enrollment Services. Those students whose ACT subscores are less than 19 are identified by the Enrollment Services Office and the actual instruments are administered during one of many new/transfer seminars held on our campus or by student appointment. Beginning with spring 2001, students began using College Board's CPT *AccuPlacer* version for placement. Students are notified of any "secondary testing" prior to their on-campus enrollment session. Many students take advantage of testing early, thus facilitating enrolling on-site.

I-2. Which students were assessed?

Students whose ACT subscores are less than 19 and who score at or above a defined "secondary test" criterion score are permitted to enroll in college level course work. Students who scored below the respective criterion scores on the second test were required to enroll in remedial course work. Refer to Table A. Students scoring 80 or above on the CPT - Sentence Skills test are placed in English 1113, Freshman Comp I, and students scoring below 80 are placed in English 0123, Writing Enhancement. Select students who score between 70 and 80 on the English CPT may take an English writing test. If the students score an 8 or higher on the Writeplacer test, they are placed in English 1113. Students scoring 75 or above on the CPT-Elementary Algebra test are placed in Math 1513, College Algebra, or Math 1473, Math Structures I; students scoring between 44 and 74 on the CPT are placed in Math 0133, Intermediate Algebra; and those scoring below 44 are placed in Math 0123, Elementary Algebra. Students scoring below 75 on the CPT - Reading Comprehension are required to complete ENGL 0113, Reading Enhancement, during the first semester of enrollment. Students who score below 19 on the Natural Science section of the ACT may enroll in college level science classes only if they meet one of the following criteria: 1) English and Mathematics ACT sub-scores total 34, 2) ACT Mathematics and Reading sub-scores total 34, or 3) CPT Math is 44 or above and CPT Reading comprehension is 75 or above. Students who have a reading, mathematics and science deficiency must complete the reading and mathematics deficiency before enrolling in the zero level science class.

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

Students not meeting the required ACT score are assessed by the First Year Experience/Enrollment Services department. This assessment is done with the AccuPlacer and includes English, mathematics and reading. This office does testing on a daily basis by appointment. Most activity takes place during the spring and summer semesters. Test results are generated and proper enrollment is done at the same time in the First Year Experience counselor's office. Tutoring is provided for the students who have difficulty in the zero level course work. Progress of first time full time students is now monitored at mid semester and grades are posted electronically on Blackboard by the tenth week. Students are allowed to re-test one time after 30 days have elapsed.

Analyses and Findings

I-4. What were the analyses and findings from the 2008-09 entry-level assessment?

A total of 2,060 students participated in some form of entry level assessment. Refer to Table G. The students who were administered entry-level assessments during new/transfer seminars throughout the fall and spring are reflected below:

ENGLISH	476
MATH	797
SCIENCE	396
READING	389

Refer to Table D describing all NSU assessment instruments.

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

After placement, students must complete each of the zero-level (C required) and freshman level courses (D or better), or with a grade of P in English 0123. Refer to Table C for placement numbers.

I-5. How was student progress tracked?

Student progress is tracked through the First Year Experience/Enrollment Services and the Office of Academic Affairs. Once students have been placed in any level of remedial work, they are not able to withdraw unless approved by academic advisement services. Students in any level of remedial work are allowed to enroll in the next level pending a C or better in the current course or successfully passing the post-test. Not being successful in any remedial course is defined by a W or F grade and by failing the post test, and the students are re-enrolled in the same course for the ensuing semester. Student progress in zero level mathematics is tracked in both courses each semester by a pre/post- CPT test. The CPT pre score is the "secondary test" used during enrollment and a post-test is administered at the end of each semester.

The 2008-2009 pass rates are similar to 2007-2008. Refer to Table C for specific semester success rates.

Northeastern State University will continue to track future students to determine if the success rate in college-level work is higher for those students who underwent remediation. Cut-scores will be continually reviewed for appropriate placement.

First Year Experience/Enrollment Services has taken over the tutoring aspect of the freshman experience and has increased this service dramatically.

I-6. Describe analyses of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process as a result of findings.

The analysis of zero level math and English remains fairly consistent from year to year. Spring percentage pass rates are usually lower than the preceding fall. Pass rates in mathematics in the fall are usually between 60 and 65% and between 45 and 65% in the spring. English pass rates are usually between 65 and 75% in any given fall and lower in any given spring. Overall, the pass rates have remained the same over the past two years. NSU feels that the method and effectiveness of placement decisions are valid. Cut scores have changed very little in the past several years.

Other Assessment Plans

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

Northeastern State University continues to seek improvement in the success rate in all remedial work by looking at alternate means of instructional delivery. Mathematics now offers an algebra tutorial on the NSU network that is available from all campus and residence computer laboratories. The mathematics faculty who deliver zero level instruction meet each month to monitor progress. Further, the Office of Academic Affairs has instituted a zero-level committee which monitors all remedial instruction.

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

The College of Education is using the OGET test as a method of allowing students to matriculate through the EDUC 3313 Clinical Teaching course. Not passing the OGET results in a U grade and those students are prohibited from further College of Education core courses. The University Writing Center undertook a recent study to determine its effectiveness.

I-8. Describe results.

In a study done with Institutional Research and the Registrar's Office, it was determined that the change between pre and post CPT scores correlated well with the individual course grades. This was demonstrated in a stair step fashion and indicated that the students were properly placed.

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

The results of the OGET scores, as used by the College of Education, does preclude a small number of students gaining access to the College of Education.

I-9. What instructional changes occurred or are planned due to entry-level assessment?

Mathematics revised the two remedial courses and are now using different text/materials as a result of recent data and student performance. The same text is being used for both MATH 0123 and MATH 0133. There have been additional sections of Mathematics 0123 added to keep class size at a reasonable number. There has been an attempt by several mathematics instructors to pilot a zero level algebra course that is somewhat self-paced and where students are allowed to proceed at a benchmark (criteria driven) level. Faculty with public school experience are being hired as adjuncts. Administrative withdrawal is being used in all zero level classes for students not attending. Both English and mathematics faculty teaching zero level classes have made adjustments and are using a common syllabi. Mathematics is rethinking the use of College Algebra as a General Education offering.

A policy regarding retesting in zero level classes was developed and a statement placed in the college catalog. Students are encouraged to take the placement tests early, well before classes begin so they can study and retest if necessary. Students must wait a minimum of 30 days after taking the placement tests before they are eligible to retest. Only one opportunity for a retest will be allowed to each student.

Discussion occurred relative to changing all grading of remedial classes to Pass/Fail or Pass/No Pass. There was reluctance on the part of some faculty teaching the zero level classes to do this for fear that this would further decrease the incentive for students to do their best in the classes. For the time being, NSU will continue to grade each subject area as we have in the past. However, each area (mathematics, science, reading (P/F) and English (P/F) must be consistent with the grading in all sections of the same course. Consistent with Regents' policy, students must achieve a "C" or better in order to pass the remedial class. A statement to this effect was placed in the NSU catalog.

The English faculty have changed textbooks and continue to utilize a multi-station writing laboratory for those in all zero level and beginning English course work. A writing laboratory director is now in place at the NSU and Broken Arrow campuses and the computers in the writing lab have been upgraded in number and quality. The office of Assessment and Institutional Research is cooperating with the Writing Laboratory to determine the effect of laboratory time on student writing abilities.

Science continues to look for a different placement test and Northeastern State University will post-test English, mathematics and reading each semester in zero-level course work using the CPT format. The post test CPT score is part of the final grade.

The reading course structure has been tightened and students are required to attend class at a designated time rather than entirely self-paced. Students may still work at their own pace during the designated time. This will hopefully eliminate student procrastination and last minute attempts to catch up on course material. Once a successful score has been attained, the student receives a pass grade. Students can be tutored in the Writing Center.

Section II - Mid-Level/General Education

Administering Assessment

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

NSU has determined Riverside's College Base matches well with the goals of General Education as described by the university. College Base does not assess every facet of the general education curriculum. To that end, institutionally developed instruments were utilized to assess humanities, speech, and health/nutrition. During 2008-2009, NSU did not use the College Base because the NSU Assessment Committee was looking for more effective ways to determine GE effectiveness. The Vice President for Academic Affairs formed a General Education Committee to revisit the total General Education program to include evaluation. A General Education Capstone course has been proposed and accepted by the Vice President for Academic Affairs. Education continues to administer the OGET as a prerequisite to program admission

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

College Base was not used during 2008-2009 nor was the Speech, Health/Nutrition or Humanities assessment. The NSU Assessment Committee looked at the possibility of a Capstone GE experience and this course has become a university recommendation.

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

Northeastern State is not satisfied with using College Base as the tool to assess our general education program. Our results on the College Base have both been above and below the national average. In the past, NSU offered a fifty dollar tuition fee waiver to students for participation. The Assessment Committee will continue looking at other methods of assessment of general education. Colleges that offer general education have developed questions within each general education category which will be essay style.

Analyses and Findings

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

College Base did provide a basis for identifying individual student results thus making future tracking possible.

The College of Education is currently using a database where mid-level scores can be added.

In general, the introductory mathematics and English composition success rates are higher as the remediation gets better. English demonstrated a 6-7% increase in pass rate from remediation to college level work and mathematics a 3-5% increase. College Algebra pass rates are about 66% and English Composition pass rates about 70% over any given academic year. Tracking could take place with a "data warehouse" concept using new NSU software.

II-5. What were the analyses and findings from the 2008-09 mid-level/general education assessment?

Units that offer general education courses were encouraged to reevaluate course objectives and develop tests that would best measure these objectives. Meetings between the office of the Vice President for Academic Affairs and faculty were held to discuss the variance that exists between instructors and sections of the same offerings. The Vice President for Academic Affairs has commissioned a new General Education Taskforce to review all current offerings and a Capstone Experience was a committee recommendation. The General Education Committee along with the NSU Assessment Committee will continue to develop the mid-level assessment program.

Section III - Program Outcomes

Analyses and Findings

III-1 Administering Assessment

Graduate and undergraduate program curricular coordinators are expected to complete a standardized assessment in the major form and turn that form into the Office of Institutional Research by June 15th. The numbers of students being assessed, the assessment instrument itself, along with request for institutional services were included in this report. The actual assessment report has been refined during the last several years to include student learning outcomes for each major.

CAPSTONE							
2008-09							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
001	Accounting - BBA	ACCT 4503	ETS Financial Accounting Core	-	See Business Core	No	
004	Health Care Adm - BS	SOC 4951	Faculty Developed Test	16	Alumni Survey		New coordinator next year
005	Art - BA		Pre-Post Test-Art History	17		Pre/Post Art Portfolio	No report
006	Art Education - BA/ED		State Teacher Cert Test	11/8		Pre/Post Art Portfolio	
012	Business Adm - BBA		ETS Business	-	Alumni Survey		No report
014	Chemistry - BS	CHEM 4921	ETS - Major Field Chemistry	11			No report
018	Counseling MEd	PSYC 5621 or options	CPCE	19	Alumni Survey		Written and A/V Tapes
019	Counseling Psych - MS		CPCE	29	Alumni Survey		Written and A/V Tapes
020	Criminal Just - BS	CRJ 4233 & CRJ 4593	ACAT	30	Alumni Survey		No report
023	Early Child Ed - BS-ED		State Teacher Cert Test	75		Yes	No report
025	Elem Educ - BS/ED		State Teacher Cert Test	341		Yes	Dept. developed pre/post
027	Eng Phys - BS		Faculty test and OSAT	-			In abeyance/no report
028	English - BA		Capstone	26			
029	English - BA/ED		State Teacher Cert Test			Yes	No report
030	Finance - BBA	MGMT 4213	ETS	-	See Business Core	No	
036	Geography - BA	GEOG 1113	Faculty Developed pre-test (GE)	1	Alumni Survey		
	Business Core	MGMT 4213	ETS	-			
040	HLth & Hum Perf - BS	PED 4312	Faculty Developed Test/	24			

CAPSTONE							
2008-09							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
			Interview				
041	Health & PE - BS/ED	PED 4312	State Teacher Cert Test/Teacher	30/28		Yes	
042	History - BA	HIST 4951	ACAT-Major Field History Test	19	Alumni Survey		
045	Human & Family Science		Portfolio / Project	32		Yes	
047	American Indian Studies - BA		Faculty Developed Test	5	Alumni Survey		
050	Mass Comm - BA		GPA	91		Portfolio	Uses GPA as success measure
054	Management - BBA	MGMT 4213	Business Core	-	Alumni Survey		No report
055	Marketing - BBA	MKT 4333 MKT 4543	Business Core/Faculty	-	Alumni Survey		No report
056	Masters Bus Adm - MBA	MGMT 5863	Oral Presentation	-			No report
057	Mathematics - BS	Sr. Seminar	ETS	10			Exit Survey
058	Mathematics - BS/ED	MATH 4713	State Teacher Cert Test	10/4		Yes	Exit Survey
059	Medical Technology - BS		National Registry Exam (NAACLS) ??	6			
060	Music - BA		Faculty Developed Test in Music History & Theory. Recitals Required	-			No report
062	Music-Education - BME		State Teacher Cert Test Recitals Required			Yes	No report
069	Political Science - BA		PACAT-Pol Sci Test plus Faculty Developed Test		Alumni survey		No report
072	Psychology - BA		Assess GE (faculty developed)	676	See Psyc. Core		
075	Reading - MEd	Action Paper N=43	State Teacher Cert Test	10/10			Portfolio

CAPSTONE							
2008-09							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
076	Safety Mgmt - BS		Faculty Developed Test	12	Program Review Survey		
080	Social Studies(History) - BS/ED		State Teacher Cert Test	17	Alumni Survey	Yes	Pre/post dept. assessment
081	Sociology - BA	SOC 4951	Faculty Developed Test	14	Alumni Survey		
082	Spanish - BA		ACTFL/NCATE	2			No majors assessed
083	Spanish - BA/ED		SOPI / State Teacher Cert Test	3/2			Pre/post assessment
084	Spec Ed-Mild/Mod Disorders BS/ED		State Teacher Cert Test	23/18		Yes	
085	Criminal Justice - MS		Program completion	-	Alumni Survey		No report
087	Spec Ed-Spch & Lng Path - BS		State Teacher Cert Test	19/19			
089	Spec Educ, MEd		National Test	-			In Abeyance
090	Communication Studies - BA	SPCH 4993	Uses student GPA				Uses student GPA
091	Communication Education - BA/ED		State Teacher Cert Test	5		Yes	Uses student GPA
093	Hospit&Tourism Mgmt - BBA		Business Core; Teacher Made Exam; Simulation (CMP)	-	Employer Survey	Senior Project	No report
096	Indus Mgmt - MS		Faculty Developed Test	-	Program Reiew Survey		No report
097	Vision Science - BS		Optometry National Board	28			
100	Computer Sciences - BS	CS 4233	Science Option - ETS-Major Field Exam	11	None	No	Exit Survey
102	Social Work - BSW	SOC 4962	PACAT-Soc work Curric C	50	Alumni Survey		
103	School Admin MEd		State Teacher Cert Test	-		Yes	No report
104	Nursing - BSN		NLN-Comprehensive Basic	26	Alumni &	Yes	Exit Survey

CAPSTONE							
2008-09							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
		Nurs 4293	Nursing Test (TPO)		Employer Surveys		Systematic Eval Plan & Outcomes per NWNAC Criteria
106	Communication Arts - MA		GPA & Conference Attendance	13			
107	Optometry - OD	OPT 6261, 7162, 7261	Nat=I Bd of Examination in Optometry	-			State Bds as required
112	American Studies - MA		Faculty Developed Test/Oral Exam	5	Alumni Survey		Written, Oral Exam
115	Biology - BS	BIOL 4622	ETS-Major Field Achiev Test-Biology	63	Alumni Survey Senior Exit Survey		Laboratory & Research Skills
117	Early Childhood Ed - MEd		ECED or Capstone	-			No report
120	Science Ed - BS/Sci ED		State Teacher Cert Test	4	Alumni Survey	Yes	
123	Information Sci - BBA	MIS 4003	Faculty Developed Test	-	None	No	
124	Teaching - MEd	ED 5731	MAT	29		Yes	
125	Environmental Mgmt- BS		P/P Faculty Developed	12			
126	International Business, BBA		Faculty Developed Test	-			No report
128	Theater, BA		Faculty Assessment, Capstone	4			
129	Library Media & Information Technology, MS		Portfolio, State Certification Exam	-			No report
130	Accounting & Financial Analysis, MS			-			No report
131	English, MA			-			No report
132	General Studies		Satisfaction Survey	28			
133	Technology, BT		NAIT	-			No report
135	Environmental Science, BS		To Be Determined	0			New Program 01/02

CAPSTONE 2008-09							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
136	Entrepreneurship, BBA		Self Assessment	-			No report
137	Speech, Language, Pathology, MS		ASHA	17			Separated from SPED 02/03
138	Mathematics Education, MEd		Capstone Project	4			New Program 03/04
139	Science Education, MEd		Rubric / Capstone	1			New Program 03/04
142	Health & Kinesiology MS	PED 5812	Written Composition/thesis	18			Oral presentation
141	Cherokee Education		CE - IC	-			No report
146	Substance Abuse Counseling MS		LADC/CACREP	-			No data yet
052	Higher Education Admin & Services MS		Revised Program	-			No data yet
144	Visual Communication		Uses student GA	33			Student=s grades
130	MAFA	ACFN 5363	GMAT/Grades	-			No report

III-2 What were the analysis and findings in the 2008-2009 program outcomes assessment?

In general, programs were measuring student learning gains in the major. There has been a great deal of effort spent in assisting each college with pre/post self developed instruments so each major will not only know how well their students did at benchmark upon completion, but the amount of knowledge gain as a result of the pre/post major assessment. The Office of Academic Affairs continues to assist each college with the identification of proper learning outcomes for each program and assists them in tracking student success. Several departments are using GPA or program completers as a measure of success. We are stressing using measurable student outcomes in place of these measures.

III-3 Other Assessment Plans

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

Counseling Psychology, M.S. (019)	Two courses, statistics and a course emphasizing analytical reasoning such as Experimental Psychology, Research Methods, Analytical Geometry or logic were deleted from the undergraduate pre-requisites for admission to the program.
Higher Ed. Adm. and Services, M.S. (052)	Recommended a new degree structure to more appropriately serve the needs of students who want to work in a higher education setting.
Speech Language Pathology, B.S. (087)	SLP 4213, Language Disorders in Adolescents was added to the undergraduate curriculum and SLP 4313, Diagnosis of Speech & Language Disorders was deleted.
Environmental Science, B.S. (135)	GEOL 4113, Oceanography was added to the Geosciences track course options.
Health and Kinesiology, M.S. (142)	P ED 5803, Curriculum Construction in Health, Physical Education and Human Performance became P ED 5803, Current Research Issues in Physical Activity and Health.
Management, B.B.A. (054)	The proposed change allowed students to choose 9 hours from a list of 4 courses.
Music, B.A. (060)	Jazz Studies option A new course HUM 2443, Humanities in African American Culture replaced a humanities

seminar HUM 2403, Global Humanities (African American Arts).

- Business Administration, B.B.A. (012) General Business Option
Two courses are required rather than all 12 hours selected through approval by the department chair. Students must take 6 hours to include IBUS 4843, International Business and one of the following: MGMT 4103, Business Decision Analysis or MKT 4333, Marketing Research.
- Counseling Psychology, M.S. (019) PSYC 5743, Intellectual Assessment is being dropped from the major and replaced by PSYC 5693, Psychopharmacology. This will bring us in line with accreditation standards and will also provide students with a much needed understanding of the relationship between mental illness and legal and illegal substance use.
- Early Childhood Education, B.S.Ed. (023) HFS 4293, Health and Nutrition of Young Children was replaced with HFS 3223, Infant/Toddler Development and PSYC 4133, Psychology of the Young Child is being replaced with HFS 4213, Child Guidance.
- Human and Family Science, B.S. (045) Added an option in Early Care.
- International Business, B.B.A. (126) The degree was changed to 12 hours of international business courses which include an experiential learning component (study abroad, internship, or independent study), and 12 hours in one of four structured options (finance/economics, information systems, marketing, or global strategies).
- Music, B.M.E. (062) A second course in Vocal Diction, as recommended by the NASM accrediting body, was added to the degree.
- Professional Education Core EDUC 4172, Assessment and Evaluation will be added to the full internship block of 12 hours. As a result, EDUC 4056, Elementary Intern Teaching and EDUC 4066, Secondary Intern Teaching will be reduced by 2 hours each.

Bachelor of Business Administration Core

BADM 3963, Quantitative Methods in Business was added to the Business Core.

Social Studies Education, B.A. Ed. (080)

Six hours of World History survey classes were added to the curriculum. These changes will boost the world history curriculum content and prepare students better for taking the state certification exams.

Biology, B.S. (115)

The Biology program went through a major curriculum revision based upon recommendations of their last program review consultant. The consultant specifically recommended looking at course redundancy in the curriculum and advised against continuing with an older curricula, but rather to modernize the curriculum to keep content current with modern biology.

Section IV- Student Satisfaction

Administration of Assessment

IV-1. How were the students selected?

Northeastern State University uses Student Evaluation of Classes, the Freshman Inventory, the UCLA Freshman Survey, the Senior Survey, the ACT Student Opinion Survey, and the CSEQ as measures of student satisfaction. Beginning in spring 2009, NSSE will be administered as well. Until fall 2002, each of these surveys was rotated throughout the years and not necessarily used each semester (refer to Table D for the number of students being assessed in each area of student satisfaction for each semester). The Freshman Survey, Senior Survey and NSSE are the national satisfaction instruments used at this time.

Student evaluation of classes is an ongoing process. NSU conforms to the Regents' policies and guidelines and has additional campus policies as well. These policies/procedures were approved September 8, 2005 and are published in the faculty handbook. Both tenured and non-tenured faculty are evaluated after being selected by the individual deans. The results of the assessment are tabulated by the Center for Teaching and Learning and Office of Assessment and Institutional Research and forwarded to the respective Deans. Deans review and distribute the evaluations to the chairs who, in turn, review the results with individual faculty. Course changes are continually being made as a result of ongoing feedback from student evaluations.

As a result of NCA recommendations, NSU elected to reduce the frequency of assessment activities and rotate the student satisfaction instruments. Since the Senior Survey was produced on-line, it will be administered each semester. Every

third year, a standardized national assessment measure is administered to a representative sample of NSU students to determine their satisfaction with institutional effectiveness.

The Senior Survey was administered to 40 students in fall 2008. There were 90 participants in spring 2009. The results of the Senior Survey are very consistent from year to year. The Senior Survey is an online instrument. The Graduate Survey was refined in 2004-2005 and placed online as well. In prior years, this survey was mailed.

IV-2. What were the analyses and findings from the 2008-09 student satisfaction assessment?

Student evaluations of courses/instructors show overall satisfaction. Over the years, NSU has taken great pride in the quality of instruction that occurs within our classrooms. During the fall 2008, 13,317 evaluations of faculty teaching were collected. A total of 799 evaluation packets were administered representing 386 different faculty members.

Student Evaluations of the Faculty Teaching Effectiveness
Fall 2008

	Number of Classes Evaluated	Number of Faculty Evaluated	Number of Students Evaluated
Liberal Arts	253	126	3,680
Business & Technology	174	64	3,128
Education	253	136	4,045
Optometry	21	18	527
Science & Health Professions	98	48	1,937
Total	799	386	13,317

- Six faculty members were evaluated in two different colleges

During the spring 2009, 11,584 evaluations of faculty teaching were collected. A total of 763 evaluation packets were administered representing 381 different faculty members. The specific number of faculty and classes are depicted in the chart below:

Student Evaluations of the Faculty Teaching Effectiveness
Spring 2009

	Number of Classes Evaluated	Number of Faculty Evaluated	Number of Students Evaluated
Liberal Arts	237	120	3,276
Business & Technology	169	62	2,687
Education	239	133	3,337
Optometry	19	17	485
Science & Health Professions	99	50	1,799
Total	763	381*	11,584

- One faculty member was evaluated in two colleges

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

	Fall 08	Spr 09
The course objectives were clearly presented.	4.33	4.38
The instructor had high expectations of student learning.	4.43	4.44
The instructor treated each student fairly and with respect.	4.49	4.50
The instructor seemed genuinely concerned with helping students.	4.43	4.45
The instructor maintained an atmosphere conducive to learning.	4.36	4.39
Overall, this instructor was an effective teacher.	4.37	4.42

The Senior Survey was administered to 40 students in fall 2008. Seventy-three percent were white and 13% were American Indian; 78% transferred seven or more hours while 38% transferred between 31-70 hours; and 38% were traditional age students (21-24 years old). Eighty-three percent were female and 17% were male. The majority of the respondents were from Business and Technology (33%).

The spring 2009 results were determined from 90 responses. Sixty-six percent of the students were white and 21% American Indian; 81% were transfer students; and 39% were traditional age students (21-24 years old). Sixty-four percent were female and 36% were male. The majority of the respondents were from the College of Education (32%). Graduating students report overall satisfaction with their experiences at NSU and rate transcript services, admission, and official publications as the highest student services. They are least satisfied with parking services, degree checks, and classroom facilities. The Senior Survey is being administered online each semester and beginning fall 2005, the Graduate Survey is being administered online each semester as well. The Graduate College has made the survey a check point during the final degree check. The Alumni Survey will be administered in the spring of 2010.

The NSSE was administered during fall/spring 2009. This was the first time NSU has used this engagement instrument. The overall response rate was 14% based upon 10% of the freshman and 17% of the seniors. These percentages translate into 113 freshman and 369 seniors. Ninety-three percent of the freshman were full-time and 79% of the seniors indicated they attended full-time. Seventy-one percent of the freshman were female and 29% male whereas 69% of the seniors were female and 21% male. Thirty-one percent of the freshman and 20% of the seniors were Native American. Fifty-five percent of the freshman and 9% of the seniors lived on campus. Twenty-one percent of the freshman and 63% of the seniors were non-traditional (24 or older). Very few of the freshman were transfers (6%) but by the time they were seniors, 69% designated themselves as transfer students. The NSSE student profile will be posted on the IR homepage for future reference.

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

As a result of these surveys, additional parking, changes in student meal plans, and revised Sodexo services were implemented. The Office of Academic Affairs is working on implementing DARS to address issues with degree checks. Administration is interested in having more students engaged in service projects and to that end, are encouraging participation in a Regent's effort called "Making Place Matter" and encouraging more undergraduate and graduate faculty/student scholarly research.

Section V- Graduate Student Assessment

Administration of Assessment

V-1. Describe how many and which students were assessed, the measures used, and how they were selected?

Graduate level assessments are completed in the same manner as all undergraduate programs. Assessment instruments from national examinations to exit interviews are used. These instruments are faculty selected. There is an attempt to test one-half of any group of graduate students in a given program. In programs that require certain types of certification, assessment numbers near 100%. The College of Business has a refined assessment for the MBA. The Masters of Education programs in Educational Administration and Teaching are now utilizing the WritePlacer as a program admission requirement. Cut scores have been determined for these degrees. Several degrees are using portfolio assessment. Each graduate degree has some form of capstone project or thesis. The Graduate Dean has implemented a new student database and tracking system for all graduate programs. All graduate forms have been placed on the NSU web site.

Analysis and Findings

V-2. What were the analysis and findings from the 2008-09 graduate student assessment?

In general, the graduate faculty is supportive and comfortable with instruments chosen and test results. Graduate assessment is relatively new and changes in outcomes and expectations are ever changing.

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

The Graduate Council is currently looking at requiring course embedded assessment within the specific degrees. Most graduate degrees are considering pre-program assessment and a similar post program assessment in addition to any certificate exit only requirements.

The Graduate Council is suggesting “benefits” to being a full-time graduate faculty member.

Other Assessment Plans

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

- | | |
|--|---|
| Counseling Psychology, M.S. (019) | Two courses, statistics and a course emphasizing analytical reasoning such as Experimental Psychology, Research Methods, Analytical Geometry or logic were deleted from the undergraduate pre-requisites for admission to the program. |
| Hither Ed. Adm. and Services, M.S. (052) | Recommended a new degree structure to more appropriately serve the needs of students who want to work in a higher education setting. |
| Health and Kinesiology, M.S. (142) | P ED 5803, Curriculum Construction in Health, Physical Education and Human Performance became P ED 5803, Current Research Issues in Physical Activity and Health. |
| Counseling Psychology, M.S. (019) | PSYC 5743, Intellectual Assessment is being dropped from the major and replaced by PSYC 5693, Psychopharmacology. This will bring us in line with accreditation standards and will also provide students with a much needed understanding of the relationship between mental illness and legal and illegal substance use. |

Graduate Admission Policy

V-4. How many students who enrolled in graduate school scored below the minimum admission standard?

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

Northeastern State University

Assessment Report - December 4, 2009 Executive Summary

Northeastern State University (NSU) believes that the assessment process serves as the basis for program and curricular review and improvement of instruction. Thus, the development of an assessment plan for NSU began during the 1988-89 academic year. An assessment planning committee composed of faculty and staff spent 14 months finalizing an institutional assessment proposal. During the 1989-1990 academic year, pilot investigations were conducted with entry-level and mid-level assessment instruments. During 1992, NSU refined and added to the original assessment plan. Graduate level assessment was added in 1993. The assessment objectives remain consistent with the institutional mission of providing quality undergraduate education and graduate education in selected disciplines. The 2008-2009 report remains consistent with the Regent's mission in both practice and spirit. NSU takes the assessment effort seriously and truly attempts to include those persons who will be impacted by program and curricular review. Clearly, one of the best things Academic Affairs attempts to do is return assessment to faculty for their review and to serve as a basis for changes in curriculum. During the 2008-2009 year, a different method of using assessment results in future planning was devised.

Entry-Level Assessment:

Since Fall 2001, NSU had utilized the online AccuPlacer tests for placement assessment of entering students. Students scoring 80 or above on the CPT - Sentence Skills test are placed in English 1113 and students scoring below 80 are placed in English 0123. Select students who score below 80 on the English CPT may take an English written test. If the students are successful in this writing event, they are allowed to enroll in English 1113. Students scoring 75 or above on the CPT-Elementary Algebra test are placed in Math 1513, College Algebra, or Math 1473, Math Structures 1; students scoring between 44 and 74 on the CPT are placed in Math 0133, Intermediate Algebra; and those scoring below 44 are placed in Math 0123, Elementary Algebra. Students scoring below 75 on the CPT - Reading Comprehension are required to complete ENGL 0113, Reading Enhancement, during the first semester of enrollment. Students who score below 19 on the Natural Science section of the ACT, but whose English and Mathematics ACT sub-scores average 34, or ACT Mathematics and Reading sub-scores average 34, or CPT Math is 44 or above and CPT Reading comprehension is 75 or above, are allowed to enroll in college level science classes. Students not meeting this standard must remediate all deficiencies prior to enrolling in college-level science classes. Refer to Table A for CPT cut scores and placement scenarios.

During the fall 2008 semester, students who were enrolled in Mathematics 0123 and 0133 demonstrated a pass rate of 60.8% and 63.4% respectively. Math 1513 had a pass rate of 65.9%. English 0123 had a pass rate of 64.7% and English 1113 showed a pass rate of 75%. For spring 2009, the pass rates were 44.5% for Mathematics 0123, 58.4% for Mathematics 0133, and 66% for Mathematics 1513. English 0123 had a pass rate of 43.3% in the spring of 2009 and English 1113 has a pass rate of 69.2%. These pass rates were generally lower than 2007-2008 and include students who have withdrawn sometime during the semester. Students scoring below the

designated cut-scores for each test are required to participate in remediation before enrolling in college-level courses. Students who complete remedial courses were re-tested using the CPT. Students who do not score above the cut-score on the post-test are encouraged to participate in further remediation.

Mid-Level Assessment:

Until 2007, NSU utilized the College Base Academic Subjects Examination (BASE) as the primary assessment instrument for general education. The College BASE test is a criterion-referenced test that determines the degree to which student mastery has been attained on particular skills. A locally developed instrument is used to assess the content areas not measured on the College BASE test: humanities, speech, and health/nutrition. NSU administers the test to students who have taken between 45 and 70 credit hours. Any student who has transferred six or more hours to NSU does not take the test. Because of difficulties in gathering valid and reliable information on General Education using College Base and three institutionally developed instruments, it was not used since 2006-2007. A general education task force has been appointed by the Vice President of Academic Affairs to study and make recommendations regarding the General Education curriculum. This task force has made recommendations regarding assessment of the general education curriculum at Northeastern State University.

Program Outcomes Assessment:

The first step in program assessment is to prepare and annually update the objectives in all academic majors. The objectives were reviewed by the faculty in each discipline for consistency and format. During the Spring of 2002, the form for reporting assessment outcome measures was revised and explained to all faculty/administrators. This revision took place at the academic affairs level with input from the newly formed NSU assessment committee. This new form allows departments (academic majors) to state future goals based upon assessment results. This document also includes the NSU and college's mission statements. Recent emphasis has been to assess fewer outcomes but to assess ones that are critical to the academic unit. This newly revised form also includes assessment tools, criteria for success, results, plans for action, future objectives and requested resources. This revised form was presented to faculty as a template and an interactive report can be stored in a retrievable file and accessed by interested persons. As a result of assessment, the program reporting form was revised for 2007-2008. This electronic copy allows for easy storage, retrieval and access. Several significant institutional successes/changes have resulted from assessment in the academic major.

Counseling Psychology, M.S. (019)

Two courses, statistics and a course emphasizing analytical reasoning such as Experimental Psychology, Research Methods, Analytical Geometry or logic were deleted from the undergraduate pre-requisites for admission to the program.

Higher Ed. Adm.and Services, M.S. (052)	Recommended a new degree structure to more appropriately serve the needs of students who want to work in a higher education setting.
Speech Language Pathology, B.S. (087)	SLP 4213, Language Disorders in Adolescents was added to the undergraduate curriculum and SLP 4313, Diagnosis of Speech & Language Disorders was deleted.
Environmental Science, B.S. (135)	GEOL 4113, Oceanography was added to the Geosciences track course options.
Health and Kinesiology, M.S. (142)	P ED 5803, Curriculum Construction in Health, Physical Education and Human Performance became P ED 5803, Current Research Issues in Physical Activity and Health.
Management, B.B.A. (054)	The proposed change allowed students to choose 9 hours from a list of 4 courses.
Music, B.A. (060)	Jazz Studies option A new course HUM 2443, Humanities in African American Culture replaced a humanities seminar HUM 2403, Global Humanities (African American Arts).
Business Administration, B.B.A. (012)	General Business Option Two courses are required rather than all 12 hours selected through approval by the department chair. Students must take 6 hours to include IBUS 4843, International Business and one of the following: MGMT 4103, Business Decision Analysis <u>or</u> MKT 4333, Marketing Research.
Counseling Psychology, M.S. (019)	PSYC 5743, Intellectual Assessment is being dropped from the major and replaced by PSYC 5693, Psychopharmacology. This will bring us in line with accreditation standards and will also provide students with a much needed understanding of the relationship between mental illness and legal and illegal substance use.
Early Childhood Education, B.S.Ed. (023)	HFS 4293, Health and Nutrition of Young Children was replaced with HFS 3223, Infant/Toddler Development and PSYC 4133, Psychology of the Young Child is being replaced with HFS4213, Child Guidance.
Human and Family Science, B.S. (045)	Added an option in Early Care.

International Business, B.B.A. (126)	The degree was changed to 12 hours of international business courses which include an experiential learning component (study abroad, internship, or independent study), and 12 hours in one of four structured options (finance/economics, information systems, marketing, or global strategies).
Music, B.M.E. (062)	A second course in Vocal Diction, as recommended by the NASM accrediting body, was added to the degree.
Professional Education Core	EDUC 4172, Assessment and Evaluation will be added to the full internship block of 12 hours. As a result, EDUC 4056, Elementary Intern Teaching and EDUC 4066, Secondary Intern Teaching will be reduced by 2 hours each.
Bachelor of Business Administration Core	BADM 3963, Quantitative Methods in Business was added to the Business Core.
Social Studies Education, B.A. Ed. (080)	Six hours of World History survey classes were added to the curriculum. These changes will boost the world history curriculum content and prepare students better for taking the state certification exams.
Biology, B.S. (115)	The Biology program went through a major curriculum revision based upon recommendations of their last program review consultant. The consultant specifically recommended looking at course redundancy in the curriculum and advised against continuing with an older curricula, but rather to modernize the curriculum to keep content current with modern biology.

Student Satisfaction:

As per suggestions from NCA review, NSU is administering many of its assessments of institutional effectiveness every three years on a rotational basis. The Senior Survey and Alumni Survey will be the only assessment other than the Student/Faculty evaluations.

The Senior Survey was administered to 33 students in fall 2008. Seventy-three percent were white and 13% were American Indian; 78% transferred seven or more hours while 38% transferred between 31-70 hours; and 38% were traditional age students (21-24 years old). Eighty-three percent were female and 17% were male. The majority of the respondents were from Business and Technology (33%).

The spring 2009 results were determined from 58 responses. Sixty-six percent of the students were white and 21% American Indian; 81% were transfer students; and 39% were traditional age students (21-24 years old). Sixty-four percent were female and 36% were male. The majority of the respondents were from the College of Education (32%). Graduating students report overall satisfaction with their experiences at NSU and rate transcript services, admission, and official

publications as the highest student services. They are least satisfied with parking services, degree checks, and classroom facilities. The Senior Survey is being administered online each semester and beginning fall 2005, the Graduate Survey is being administered online each semester as well. The Graduate College has made the survey a check point during the final degree check. The Alumni Survey will be administered in the spring of 2010.

The NSSE was administered during fall/spring 2009. This was the first time NSU has used this engagement instrument. The overall response rate was 14% based upon 10% of the freshman and 17% of the seniors. These percentages translate into 113 freshman and 369 seniors. Ninety three percent of the freshman were full-time and 79% of the seniors indicated they attended full-time. Seventy- one percent of the freshman were female and 29% male whereas 69% of the seniors were female and 21% male. Thirty one percent of the freshman and 20% of the seniors were Native American. Fifty- five percent of the freshman and 9% of the seniors lived on campus. Twenty- one percent of the freshman and 63% of the seniors were non-traditional (24 or older). Very few of the freshman were transfers (6%) but by the time they were seniors, 69% designated themselves as transfer students. The NSSE student profile will be posted on the IR homepage for future reference.

Graduate Student Assessment

Graduate assessment is a requirement of both the graduate college and individual departments awarding graduate degrees. Assessments range from written compositions, capstone experiences, national/state certification test results, and in some cases, oral examinations. Comparison of graduate student performance, based upon national and state testing, reflects that NSU graduate students perform at or above these national and state norms.

- | | |
|---|---|
| Counseling Psychology, M.S. (019) | Two courses, statistics and a course emphasizing analytical reasoning such as Experimental Psychology, Research Methods, Analytical Geometry or logic were deleted from the undergraduate pre-requisites for admission to the program. |
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between mental illness and legal and illegal substance use

Administration:

The Vice President for Academic Affairs has administrative responsibility for student assessment. Coordination of assessment activities is the responsibility of the Associate Vice President for Academic Affairs. A General Education Assessment Task Force, composed primarily of general education faculty, has recently been formed to review and update general education objectives and review the general education assessment instruments. Assessment committees composed exclusively of faculty exist for every academic major field of study within each college. In many cases, these are the department curriculum committees as well. These committees review and update objectives associated with their respective fields of study. A zero level standing committee, formed in 2000, made numerous recommendations regarding remedial placement and course work. The form for reporting assessment results leading to planning decisions was rewritten in 2002. Northeastern State University feels that by communicating assessment results directly with the faculty and middle level administration, the academic circle becomes complete and faculty generally use these data in meaningful curricular review.

12-2-09 3:00pm

Table A

ACCUPLACER - PLACEMENT SCORES

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

Table B

PLACEMENT TEST DATA FOR MATH AND ENGLISH

Course	Semester	Enrolled	N for CPT	CPT Scores			Passing Grade	
				Group	n	%*	n	%**
ENGL 0123	Fall 2008	201	154	< 80	76	49.4	53	69.7
				≥ 80	78	50.6	77	98.7
	Spring 2009	67	34	< 80	21	61.8	16	76.2
				≥ 80	13	38.2	13	100.0
MATH 0123	Fall 2008	251	169	< 44	67	39.6	53	79.1
				44 - 74	91	53.8	88	96.7
				> 74	11	6.5	11	100.0
	Spring 2009	128	70	< 44	33	47.1	21	63.6
				44 - 74	31	44.3	30	96.8
				> 74	6	8.6	6	100.0
MATH 0133	Fall 2008	372	269	< 44	30	11.2	14	46.7
				44 - 74	128	47.6	111	86.7
				> 74	111	41.3	109	98.2
	Spring 2009	243	170	< 44	19	11.2	10	52.6
				44 - 74	98	57.6	79	80.6
				> 74	53	31.2	53	100.0

* % is number of students in group divided by number with CPT score

** % is number of students passing in group divided by number of students in group

Table C

**OVERALL SUCCESS RATES
FALL 2008 AND SPRING 2009**

Course	Semester	Enrolled	I and AU	N for Pass Rate	Passed		Failed	
					n	%	n	%
ENGL 0123	Fall 2008	201	0	201	130	64.7	71	35.3
	Spring 2009	67	0	67	29	43.3	38	56.7
ENGL 1113	Fall 2008	855	6	849	637	75.0	212	25.0
	Spring 2009	321	3	318	220	69.2	98	30.8
MATH 0123	Fall 2008	251	1	250	152	60.8	98	39.2
	Spring 2009	128	0	128	57	44.5	71	55.5
MATH 0133	Fall 2008	372	3	369	234	63.4	135	36.6
	Spring 2009	243	0	243	142	58.4	101	41.6
MATH 1513	Fall 2008	721	0	721	475	65.9	246	34.1
	Spring 2009	497	0	497	328	66.0	169	34.0

Table D

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

TYPE	INVENTORY	SEMESTER								
		Summer 2006	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009
PLACEMENT	CPT - Sentence Skills*	20	433	82	10	400	71	7	391	78
	CPT - Elementary Algebra*	30	681	119	16	661	133	15	646	136
	CPT - Reading Comprehension*	17	358	74	9	374	74	7	303	79
MID-LEVEL	College Base		32	31						
	Humanities		4	4						
	Health/Nutrition		4	4						
	Speech		4	4						
INSTITUTIONAL EFFECTIVENESS/ STUDENT PERCEPTIONS	Senior Survey	14	73	81	9	44	69	15	40	90
	Alumni Survey									
	UCLA Freshman Survey								847	
	NSSE									482
	Graduate College Survey									

* Or other assessment process

Table E

COLLEGE BASE COMPARISON – OVERALL INSTITUTIONAL AVERAGES

AREA	SEMESTER									
	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
	n = 25	n = 36	n = 18	n = 32	n = 32	n = 31	n = 0	n = 0	n = 0	n = 0
I. ENGLISH	232	287	264	285	298	318				
A. Reading & Literature	248	281	268	272	285	317				
B. Writing	260	317	243	298	308	307				
II. MATHEMATICS	352	324	356	333	283	325				
A. General Mathematics	341	288	333	320	297	337				
B. Algebra	337	344	355	350	318	339				
C. Geometry	315	301	340	324	286	324				
III. SCIENCE	357	314	338	307	312	282				
A. Laboratory & Field Work	338	311	312	292	325	280				
B. Fundamental Concepts	343	316	359	327	289	293				
IV. SOCIAL STUDIES	306	316	248	255	267	250				
A. History	313	336	266	271	257	252				
B. Social Sciences	300	293	255	269	290	266				
V. COMPOSITE SCORE	312	310	302	295	290	294				

Table F₁

FREQUENCIES FOR MID-LEVEL ASSESSMENT

Fall 2008

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

Spring 2009

Group		0 to 9	10 to 19	20 to 29	30 to 39	40 to 45	TOTAL
HED	N	NO MID-LEVEL ASSESSMENT SPRING 2009					
	%						
HUM	N						
	%						
SPCH	N						
	%						

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

Table F₂

Summary Statistics for Mid-Level Assessment

Fall 2008

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

Spring 2009

Test	N	Mean	Min	Max	SD	Percentiles		
						25th	50th	75th
HED	<i>NO MID-LEVEL ASSESSMENT SPRING 2009</i>							
HUM								
SPCH								

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

Table G

REMEDIATION REPORT 2008 - 2009

The numbers listed below include individuals who were admitted, regardless of whether they enrolled, started class, or paid tuition (per regents' request).

A total of 905 individuals participated in some type of assessment process for placement purposes.

	College Courses		Remediation		Total
	# Tests	%	# Tests	%	# Tests
ENGLISH	260	54.6	216	45.4	476
MATH	146	18.3	651	81.7	797
SCIENCE	224	56.3	174	43.7	398
READING	218	56.0	171	44.0	389
TOTAL	848	41.2	1212	58.8	2060