

ANNUAL REPORT OF 2011-12 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 enrollment sessions 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. Students scoring 75 or above on the CPT-Elementary Algebra test are placed in college level mathematics classes; students scoring between 44 and 74 on the CPT are placed in Math 0133, Intermediate Algebra; and those scoring below 44 are placed in Math 0123, Elementary Algebra. Students 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 or until remediation is complete. Students who have a reading, mathematics and science deficiency must complete the reading and mathematics deficiency before enrolling in the 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 2011-2012 entry-level assessment?

A total of 1,956 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	442
MATH	742
SCIENCE	390
READING	382

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. There were 762 fewer students who took entry-level assessments during 2011-2012 compared to the previous year.

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 2011-2012 pass rates are similar to 2010-2011. 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 begun the use of a tutorial/retention service utilizing MapWorks and tutorial called Smart Thinking.

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 80% 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 an ongoing study done with Institutional Research and the Registrar's Office, it was determined that the change between pre and post CPT scores correlated well with the individual course grades. This 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 has rethought the use of College Algebra as a General Education requirement.

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 Enrollment Management Committee has looked at the writing issue as well. 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. As a result of General Education review, science has added a laboratory to the GE offerings. Biology and Physical science use response "clickers" in delivering instruction.

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.

As a result of a Title III grant, NSU has developed the Student Academic Success Center and hired six employees. The SASC is designed to enhance the academic performance of students. Its stated mission is “to create an environment where each individual student is positively embraced and develops the connections necessary to thrive in the college community and in life following graduation.” The Center was created from a five-year Title III grant which supplies federal funds through the Department of Education. Its primary goal is to increase student retention and graduation rates by providing academic services and advisement. The Athletic Department has retained a third Assistant Director who is responsible for seeing the athletes are in compliance with the NCAA rules and regulations.

Section II - Mid-Level/General Education

Administering Assessment

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

NSU had been using the College Base as the instrument of choice for about 10 years but began using ETS MAPPs in 2009. In part, the change was based upon choices articulated with use of the VSA. MAPPs changed names to the Proficiency Profile. In preparation for the HLC visit, the Provost formed a General Education Committee to revisit the total General Education program. This included evaluation. A General Education Capstone course has been approved by the Provost and the Board of Regent’s. General Education assessment will now be administered through a newly designed Capstone Course that became effective with the passage of NSU’s new GE requirements. The College of Education continues to administer the OGET as a prerequisite to program admission. ETS Proficiency Profile was used in the spring and summer of 2011.

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

NSU utilized the ETS Proficiency Profile in spring 2012 and summer 2012 to 114 students who were between 45 and 70 hours. Students were assessed through enrollment in the new Capstone Course. See table E for results.

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

NSU used the Proficiency Profile in spring 2012 and summer 2012 and continues to be under review by the General Education Committee. With the new GE program comes the GE Capstone course in which assessment of GE takes place. The new GE Coordinator has been hired and assessment is part of that experience. The new Capstone course was designed to “blend” the GE experience from beginning to end. The new Capstone Course with a Coordinator may solve several assessment issues. The Provost has retained the General Education Committee as a standing committee and will provide a filter through which new and existing course recommendations will flow. This committee will continue to make recommendations as to assessment as well. As the Proficiency Profile serves as a

“snapshot” at the end of the General Education experience, the GE committee is piloting individual courses to determine the effectiveness of the student learning objectives (SLO’s) in any GE category.

Analyses and Findings

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

The Proficiency Profile did not provide a basis for identifying individual student results from beginning to the end of the GE experience, thus making tracking difficult. The mean scores on the NSU Proficiency Profile are very close to the National average. GE assessment at the course level where artifacts may be housed in portfolios will lead to better tracking.

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 15-20% increase in pass rate from remediation to college level work and mathematics a 5-10% increase. College Algebra pass rates are about 70% and English Composition pass rates about 74% during 2010-2011. NSU has implemented BANNER and that should assist in the tracking process.

II-5. What were the analyses and findings from the 2011-2012 mid-level/general education assessment?

NSU had not engaged in GE assessment for several years because we had been involved with a total revision of that curriculum. Because we are currently participating in the Voluntary System of Accountability (VSA) we chose the ETS Proficiency Profile as our current GE assessment tool. Twenty six students participated in summer of 2012 and there were 88 students who participated in that activity during spring 2012. Reports are developed for cohorts of at least 50 students. Individual results for summer were not available. The combined mean score for spring and summer 2012 for 114 students was 439 with a standard deviation of 19.15. This is very close to the national mean. Due to low participation, those data are being used as “baseline” at this time. With the new Capstone course, we will be able to generate a higher participation rate.

The General Education Committee, along with the NSU Assessment Committee, and the HLC Academy project will continue to develop the mid-level assessment program and include assessment at the course level as well as a benchmark activity at the conclusion of their coursework.

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. Below is a table listing all undergraduate and graduate degrees with required assessment information.

CAPSTONE 2011-12							
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 results reported
004	Health Care Adm - BS	HCA 4952	Business core HCA Pre/Post test	22			
005	Art - BA		Pre-Post Test-Art History			Pre/Post Art Portfolio	No results reported
006	Art Education - BA/ED		State Teacher Cert Test GPA	0/0		Pre/Post Art Portfolio	
012	Business Adm - BBA		Portfolio	-		Yes	
014	Chemistry - BS	CHEM 4921	ETS - Major Field Chemistry	9/14			
018	School Counseling MEd	PSYC 5621 or options	CPCE	17/19			Written and A/V tapes
019	Counseling Psych - MS		CPCE	18/28			Written and A/V Tapes
020	Criminal Just - BS	CRJ 4233 & CRJ 4593	ACAT Homeland Legal	*			No report 2012
023	Early Child Ed - BS-ED		State Teacher Cert Test	31/47		Yes	
025	Elem Educ - BS/ED		State Teacher Cert Subtest 1 State Teacher Cert Subtest 2 Dept. Pre/Post test	129/236 IP		Yes	
027	Eng Phys - BS		Faculty test and OSAT	*			In abeyance/no report
028	English - BA		Capstone	27/33			
029	English - BA/ED		State Teacher Cert Test	20/20		Yes	
030	Finance - BBA	MGMT 4213	ETS	No results	See Business Core		No results reported

CAPSTONE 2011-12							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
036	Geography - BA		Faculty Developed pre-test (GE)	None			No results reported
	Business Core	MGMT 4213	ETS	-			No results reported.
040	HLth & Hum Perf - BS	PED 4816	Faculty Developed Test/ Interview	None 30/30			Test under revision
041	Health & PE - BS/ED	PED 4312	State Teacher Cert Test/Teacher Faculty Developed test	12/13 -		Yes	Test under revision
042	History - BA	HIST 4951	ACAT-Major Field History Test	23			
045	Human & Family Science	HFS 4792	Capstone	81/84		Yes	
047	American Indian Studies - BA		Faculty Developed Test	3			
050	Mass Comm - BA		Broadcasting GPA Public Relations	8/8 9/9		Portfolio	Uses GPA as success measure
054	Management - BBA	MGMT 4213	No data provided	-			No Report 2012
055	Marketing - BBA		No data provided	-			No Report 2012
056	Masters Bus Adm - MBA		Oral Presentation/Case Analysis/Simulation/SL	20/28			
057	Mathematics - BS	Math 4721	ETS Sr. Exit Test	9/12 4/17			Exit test now used
058	Mathematics - BS/ED	MATH 4713	State Teacher Cert Test	4/13		Yes	Exit test now used
147	Laboratory Science - BS		ASCP	4/4			Uses graduation as success
060	Music - BA		Faculty Developed Test in Music History & Theory. Recitals Required	12/12			Tests all students in classes

CAPSTONE 2011-12							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
062	Music-Education - BME		State Teacher Cert Test Recitals Required	5		Yes	
069	Political Science - BA		PACAT-Pol Sci Test plus Faculty Developed Test	8			
072	Psychology - BA		ACAT	77	See Psyc. Core		
075	Reading - MEd	Action Paper		0/0		Yes	No results provided
076	Env. Hlth and SAFM - BS	Sr. Seminar		8/9	Program Review		
080	Social Studies(History) - BS/ED		State Teacher Cert Test	7/12		Yes	
081	Sociology - BA	SOC 4951	Faculty Developed Test	8			
082	Spanish - BA		Speaking asst.	0/3			
083	Spanish - BA/ED		ACTFL/State Teacher Cert Test	0/2			
084	Spec Ed-Mild/Mod Disorders BS/ED		State Teacher Cert Test	15/27		Yes	
085	Criminal Justice - MS		Program completion	-			No report for 2012
087	Spec Ed-Spch & Lng Path - BS		State Teacher Cert Test	-			Still a UG degree?
089	Spec Educ, MEd		National Test	-			In Abeyance
090	Communication Studies - BA	SPCH 4993	Uses student GPA	30			Uses student GPA
093	Hospit&Tourism Mgmt - BBA		?		Employer Survey		No data reported
096	Indus Mgmt - MS		-				No report 2012
097	Optometry - OD		Optometry National Board	27/27			
100	Computer Sciences - BS	CS 4233	ETS-Major	19	None		Exit Survey

CAPSTONE 2011-12							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
			Field Exam/capstone				
102	Social Work - BSW	SOC 4962	CSWE 3013 4313	- 55% 71%			
103	School Admin MEd		State Teacher Cert Test Portfolio Exit Exam	43/57 35/35 56/56		Yes	
104	Nursing (RN- BSN)	Nurs 4293	NLNAC (TPO)	41	Alumni & Employer Surveys	Yes	Exit Survey Systematic Eval Plan & Outcomes per NWNAC Criteria
106	Communication Arts - MA		Research paper	7/7			
107	Optometry - OD	OPT 6261, 7162, 7261	Nat=l Bd of Examination in Optometry	28			State Boards as required
112	American Studies - MA		Thesis/ Internships/Seminars				No data reported
115	Biology - BS	BIOL 4622	ETS-Major Field Achiev Test- Biology	109			Laboratory & Research Skills
117	Early Childhood Ed - MEd		Portfolio rubric Reflection form	4/4		Yes	
120	Science Ed - BS/Sci ED	SCI 4513	State Teacher Cert Test	3/3		Yes	
123	Information Systems - BBA	MIS 4003	IS 4313	3/11			
124	Teaching - MEd	ED 5731	Portfolio	16/17		Yes	
126	International Business, BBA	IBUS 4843	Faculty Developed Test	18			
128	Theater, BA		Capstone	8/8			
129	Library Media & Information Technology, MS		Portfolio, State Certification Exam	11/12			
130	Accounting & Financial Analysis,	ACFN 5363	Professional exams	3			

CAPSTONE 2011-12							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
	(MAFA)						
131	English, MA		Thesis	10			
132	General Studies		Satisfaction Survey	21			Will change assessment as per Program Review
133	Technology, BT		NAIT	7/9			
135	Environmental Science, BS		Internship				Recommended deletion
136	Entrepreneurship, BBA		K-1-K-4,S-3-S-5?	16			
137	Speech, Language, Pathology, MS		ASHA	21/21			Separated from SPED 02/03
138	Mathematics Education, MEd		Capstone Project	4/4			New Program 03/04
139	Science Education, MEd		Rubric / Capstone	3/3			New Program 03/04
142	Health & Kinesiology MS	PED 5812	Written composition/thesis	8/8			Oral presentation
141	Cherokee Education	ACTFL	Oral conversation	9/9			
146	Substance Abuse Counseling MS		MSAE	6/11			
052	Higher Education and Leadership MS		Uses graduates	8			
144	Visual Communication		Uses student GPA Photo Computer	17/17 42/44			Uses students grades
????	Master's of Science in Nursing		New Program	24 IP			

III-2 What were the analysis and findings in the 2011-2012 program outcomes assessment?

In general, most programs are measuring student learning gains in the major. Similar syllabi for multiple sections are required. In some colleges, grades are used as a measure of success in programs and this use is being discouraged. There has been a great deal of effort spent in assisting each college with pre/post self developed instruments. As a result of pre and post assessment, each major will be able to determine not only know how well their students did at completion (benchmark), but the effect of the program on the student learning objectives. 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. The Provost has created four Student Learning Coordinators, one in each of our four colleges. These coordinators receive one quarter release time and function as faculty/department facilitators. They assist programs with developing goals, writing and measuring student learning objectives and interpreting the results. A new Vice President for Teaching and Learning was added to Academic Affairs and will assist faculty in preparing course and program objectives.

III-3 Other Assessment Plans

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

Early Childhood

- Place additional emphasis on writing and organizational skills needed (classroom assignments) for constructed response in order to bring up the OSAT pass rate to 80%.
- When advising, stress the importance of taking the OSAT when the majority of required coursework has already been successfully completed.
- Redesign assessment rubrics for Lesson Plan, ECERS, ITERS, Thematic Unit, and Inquiry Approach, Family Involvement Project, Involvement in Early Childhood Field, Internship Evaluation Addendum to meet new NAEYC program standards.
- Implement new assessment rubrics for Lesson Plan, ECERS, ITERS, Thematic Unit, and Inquiry Approach, Family Involvement Project, Involvement in Early Childhood Field, Internship Evaluation Addendum to meet new NAEYC program standard.

Health and Human Performance

Internship programs (Clinical Wellness & Recreation) will collaborate for internship cohesiveness; a rubric will be created for assessment purposes for each internship program.

Recreation Internship will begin using a workbook (Internships in Recreation & Leisure Services: A Practical Guide for Students, 4th Ed., by Seagle, & Smith. Therefore, assessment/criteria will change. This manual “reviews the steps of the internship selection process, including: conducting a thorough self-assessment; determining direction; setting internship goals; searching for appropriate agencies; preparing to contact agencies; writing cover letters, preparing resumes; preparing for and participating in interviews; and deciding which internship site is the best for the student”.

American Indian Studies

Coordinating with history, literature and criminal justice faculty to implement a new exam that also covers their courses will be helpful. The death of Dr. Rader and the retirement of Dr. Baker have disrupted the continuity of the program over the last two years. Two new faculty members are now teaching the core literature classes, and the AIS core is once again stable, excepting that one of the four literature classes is no longer offered, and Dr. Rader’s political science class is not being taught.

M Ed in School Counseling

Students will continue to be compared to the national average on the CPCE. The area of “Social & Cultural Foundations” will continue to be targeted from last year due to a lower than average score compared to the national mean. It was also the second lowest subject area score for NSU students (Mean score of 10.6 out of 17). Different faculty will be assigned to teach the Diversity Issues in Counseling course that addresses “Social & Cultural Foundations.” The area of “Appraisal” will also be targeted next year due to that score being the lowest subject area score for NSU students (Mean score of 9.9 out of 17). The content

and structure of related courses to the “Appraisal” subject area will be reviewed and modified.

Accounting

1. Develop the Auditing Assessment exam.
2. Analyze CPA exam results
3. Develop the list of portfolio activities

M ED in Science Education

Action plan for next year

Continue to focus on recruitment.
Focus on retention through the use of an online Blackboard advising system.
Advertise the program nationally as an online program (We have received permission from the OSRHE).

Do differently, stop doing, or continue to do in the same way?

We will advertise the program nationally through the National Science Teacher Association as an online program.

We will continue to advertise that the TEACH Grant is now available for program participants.

We will make use of Blackboard to provide additional advisement for students and to maintain contact with those who are enrolled in the program.

We will begin to review online courses for quality using the Quality Matters standards. The Program chair is a trained Quality Matters reviewer and has reviewed a course. All instructors will have passed the Quality Matters online teaching course by the end of summer 2012.

Medical Laboratory Science

The curriculum for the 2+2 has been revised and will take effect in fall, 2012.

The curriculum for the 3+1 program has not changed and those students are evaluated during their internship rotations at the School of Medical Technology.

Students will receive additional information regarding applications for the Board of Certification as well as information regarding practice exams and review sessions.

Employers will be surveyed to determine the employer's requirements for Board of Certification completion

BS in Mathematics

The Senior Exit Survey will be revised to improve its value in the assessment of the learning outcome "Students will be academically prepared for careers involving mathematics, or graduate study."

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

BSN

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

Human and Family Science

The portfolio will continue to be the tool used to assess the Student Learning Outcomes. Additional emphasis will be given regarding timely submission of assignments. In-depth information will be presented on what information is to be submitted to demonstrate achievement of objectives.

Electronic submission of portfolio will be

implemented for online students.

BSED in Health and Physical Education

The portfolio will continue to be the tool used to assess the Student Learning Outcomes. Additional emphasis will be given regarding timely submission of assignments. In-depth information will be presented on what information is to be submitted to demonstrate achievement of objectives.

Electronic submission of portfolio will be implemented for online students.

MED in Teaching

Portfolio requirements are being re-evaluated based upon qualitative data received in exit survey.

MS in School Administration

Certification Test: We plan to continue the new seminar, at the least, before the first certification test of each semester. Then monitor the test results and see if the this type of intervention is being successful. Further, we will be looking at the expansion of case studies being utilized in each course during each semester. Further study needs to be done at raising the requirements of entrance and staying in the program along recruiting efforts to get the best and brightest of the teachers in the various school districts to come into the program.

Portfolio: The portfolio process, in conjunction with the required two internships, seems to be providing our students with field based experiences that allow them to experience the role of an administrator in a school setting. We now require the portfolio to be on-line, and are looking at ways to make this process more affordable. The scores

indicate that the professors are helping the candidates to be successful and no significant actions need to be introduced at this time other than a continuation of what is working.

Comprehensive Exam: The two lowest areas from the test are Element 5.2, Acts Fairly, with an 87% pass rate and Element 3.2, Manage Operations, with an 89% pass rate. When looking deeper into the test results at the individual level, the people who scored low on Element 3.2 are not the same who scored low on Element 5.2. The candidates that scored low on Element 3.2 averaged 2.5 on Element 5.2 and the candidates who had low scores on Element 5.2 averaged 2.2 on Element 3.2. There is no specific plan of action necessary at this time.

BS in Social Work

We will continue to evaluate and assess the core competencies and student course self-assessments. We also plan to incorporate the results of assessment tool named “Baccalaureate Education Assessment Project” (BEAP) in the future.

MA in English

Based on assessment of student learning outcomes, as well as a program self-study, the following changes to the curriculum will be implemented in 2012-2013:

1. The number of hours in the "Required Core" will be reduced from 15 to 12 hours.

Rhetorical Theory I or II and Literary Theory, currently part of the required core, will be moved to their respective areas of concentration (Rhetoric and Literature).

Currently, students in both areas of concentration are required to take courses in both rhetoric and literature. The proposed change would require only Literature track students to take English 5823, Literary Theory, and rhetoric track students to take both rhetoric courses (see #5 below), now with different titles.

2. Within the literature area of concentration, at least 3 credit hours will be dedicated to British literature and American literature respectively (at least 3 hours in American literature, and at least 3 hours in British literature).

This change will give literature track students greater breadth of knowledge and coverage of the field, and is more in keeping with coverage requirements in other MA in English programs.

3. The number of hours in the areas of concentrations will be increased from 12 to 18 hours.

This proposed increase will allow students to take more hours in the area of concentration, allowing them to better focus their study on their areas of research interest and ultimately help them more effectively complete the thesis.

4. Students will take 6 hours of thesis, instead of 3 hours.

This proposed change better reflects the amount of contact hours students spend with first and second readers to complete the thesis. It will also allow students to focus an entire semester solely on the thesis, without having to enroll in another course to maintain full-time status for financial aid purposes.

5. Rhetoric track students will be required to

take two courses within the area of concentration, English 5203, Histories of Rhetoric and English 5173, Cultural Rhetorics.

Currently, there are no required courses within the rhetoric area of concentration. This part of the proposal would assure rhetoric track students have a breadth of knowledge, including an historical overview of the field as well as recent developments.

6. All courses for the Writing Program Administration Certificate will be offered as electives in the rhetoric area of concentration.

Currently, only one of the courses offered for the WPA Certificate is offered as an elective for the MA. This is an oversight, having to do with requirement changes to the certificate program occurring after the most recent MA in English degree plan revisions (2006).

7. Students will have to complete 36 hours for the degree.

Currently, 33 hours are required. The extra three hours will allow students to take more hours in their area of concentration and better develop and focus their research interests.

8. English 5033, Graduate Research and Writing, will be required of students their first semester in the program.

This proposed change will better serve students entering the program, as the course introduces them to the kinds of research and writing associated with the field. Currently it is recommended the semester before the student enrolled in thesis hours, to help him or her begin the thesis. This change will still allow for that preparation, but also prepare students for their graduate course work in general.

With regard to this proposed change to English 5033, the department will consider a revised course description early Fall 2012 and vote on the revision.

Also under consideration will likely be the issue of forming a graduate committee within the department to review applications for the MA in English degree; this may entail changes to admission requirements, including the requirement of a writing sample (up to this point in the history of the program, a writing sample has only been required for purposes of assessment).

MS in Counseling Psychology

Students will continue to be compared to the national average on the Counselor Preparation Comprehensive Examination (CPCE). The Appraisal section and the Research & Program Development section will be targeted for the upcoming academic year to determine any areas of improvement in the curriculum and/or instruction. We will continue to use the exit exam to assess the students in the M.S. in Counseling Psychology master's program. We will continue to use mean scores and standard deviations to assess how our students perform compared to the national average when the CPCE is used as an exit exam.

Chemistry

The ETS and DUCK exams were factored into each student's grade in the seminar/research course. The mean score for NSU was 157 compared to the national mean of 147 for the ETS Major Field Exam for exams administered August 2006-June 2010. These results show a substantial increase from previous years. The ETS exam results will continue to be weighted in the student's grades for the seminar/research course and the chemistry program has decided to implement a minimum score that the student would need in order to pass the course. The substantial increase in the scores was most probably

the result of having a few exceptional students this year that increased our average (three students scored above the 95th percentile; one scored at the 90th percentile and another at the 85th percentile). Without these students, the average would have been 145 which is close to the national average and still an increase over previous years but just not a dramatic increase. The increase in the overall average of the ETS exam scores provides evidence that the revamped curriculum is providing an impact on the success of our students in the chemistry major.

The Diagnostic of Undergraduate Chemistry Knowledge (DUCK) is a fundamentally interdisciplinary exam built on scenarios. Each scenario has four items associated with it and most involve interpretation of data presented in the scenario. This exam is used as a pre- and post- test with incoming general chemistry students taking the exam during the laboratory portion of the course and helps the chemistry program assess the problem solving skills that were developed by the student in their undergraduate career. The mean for students taking general chemistry was 15.0 demonstrating a marked improvement from students beginning the chemistry curriculum compared to students that have completed the curriculum (average score increased from 15.0 to 31.6). This result is comparable to students taking the exam nationwide (national mean = 31.5).

The laboratory experience for the students will stay much the same including the presentation of results in both oral and written reports. There will be a continued emphasis on the use of computer assisted technology (i.e. molecular modeling programs) in the laboratory curriculum.

MBA

We will develop and collect data on course-embedded assessments for #1, #5, #6, #7 and continue to develop current assessment instruments for more comprehensive reporting.

Case analysis will need to be more detailed for students and examples potentially provided. Practice sessions, as suggested last year, were not implemented. Will attempt to do so this academic year.

BS in Math Education

The Senior Seminar Course (Math 4723) is now a three hour course. The Department plans to continue to use the same four assessment tools during the next academic year.

Finance

Our next step will be combining those questions with the existing common comprehensive final to ensure the matching of objectives, their relative significance and time devotion to those topics. We began using this comprehensive final for all sections of Fin 3213 at the end spring 2012 semester. Results of exams will be analyzed to identify areas for improvement.

Higher Education Leadership

Attempts to employ further assessment criteria will be identified.

Modifying Thesis/Capstone class (requiring attendance for an introductory class) and syllabus.

International Business

Faculty will continue the process of implementing the assessment system. Given the results listed in this table, faculty will look at the way the material was presented, the exam questions themselves, and whether learning objectives should be revised.

MS in Health and Kinesiology

Continue to refine the new courses added this fall.

Continue with the blended format for all eight graduate courses.

The HK Department will refine and administer pre assessment at the time of a degree plan and a similar post assessment during the final semester beginning with fall 2012.

Continue to refine or redesign the coursework.

Develop a grading rubric for the Thesis defense exercise.

Nursing MSN

Assessment and evaluation measures will continue each semester. A graduate baseline survey and employer survey will be pilot implemented in August 2012, when the first students complete the program and graduate (N=2). A formal Systematic Review Plan will be finalized and included in the self study for the initial accreditation site visit.

BS in Special Education

Assessment 1—OSAT Exam The program is working to incorporate more assignments into classes that more closely align with OSAT format and content. OSAT review sessions for the test and specifically the constructed response portion of the exam were held. These review sessions will be updated based on scores from 2011-2012 OSAT Scores.

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 GPA's are true reflections of student work.

Assessment 3 – This assessment was revised. Clearer directions to teacher candidates and a more specific rubric aligned to CEC standards were utilized. Based on this years data additional revisions will be considered. A more understandable rubric will be designed after additional information is gathered and data is analyzed for more than just one semester to make reliable changes to the assessment.

Assessment 4 - A new addendum was written and added to the full internship addendum. Doing so allowed for more specific information to be evaluated for the special education program. The addition of the addendum will remain the same for the 2012-2013 school year.

Assessment 6— This assessment was revised. Clearer directions to teacher candidates and a more specific rubric aligned to CEC standards were utilized. More background knowledge to teacher candidates on literature reviews and behavior modifications will be provided during the first two weeks of the course to assist in preparing for this assignment.

Assessment 7— This assessment was revised. Clearer directions to teacher candidates and a more specific rubric aligned to CEC standards were utilized. This assessment will remain the same to provided data for comparison in the 2012-2013 school year.

MS in Early Childhood

Embed a requirement for graduate candidates to select two artifacts for their portfolio and write a reflection for both within each course. Doing so will ensure that candidates begin their portfolio early in their graduate studies rather than waiting until they get to the end of the program.

Given the strong support of both EC and

Reading majors, the program will continue to offer hybrid courses.

Continue the process of gathering information about moving the graduate portfolio to the Chalk and Wire on-line management system.

Supply Chain Management

We will be centralizing monitoring of student internships by getting a supply chain management internship in the catalogue instead of using the current TECH 4696 Industrial Internship.

In addition, we will develop a more formal method of tracking progress of student interns.

BS ED in Science Education

Continue to focus on retention and recruitment.

Continue to encourage appropriate Internship placements. We seem to be making progress in this regard for Final Internships. However, many of the Pre II Internships are still inappropriate.

An Earth Space Science Option has been approved by the OSRHE. This option may attract more students to the program who are interested in teaching at the middle school level.

2. What will you do differently, stop doing, or continue to do in the same way?

Advertise the new Earth Space Option.

Locate teacher candidates earlier in their program so that we can provide them more support and encouragement. This will be accomplished through a Blackboard advisement site.

Realign program rubrics with the new NSTA Teacher Preparation Standards that are due to come out in fall 2012.

Revitalize the Student Chapter of the National Science Teacher Association

Better advertise the financial benefits of the program over alternative certification (Teacher Employment Incentive Program and the new TEACH Grant Program which began in fall 2008).

MS in Substance Abuse

1. Students will continue to be assessed by administering the MSAE exam. The Pharmacology, Drug Terminology, and the Assessment sections will be targeted for the upcoming academic year to determine any areas of improvement in the curriculum and/or instruction. We will continue to use the exit exam to assess the students in the M.S. in Substance Abuse master's program. We will continue to use mean scores and standard deviations to assess how our students perform.
2. NSU's Department of Psychology & Counseling representative will continue to attend recruiting events for the 2012-2013 academic year to increase enrollment in M.S. in Substance Abuse program.
3. NSU's Department of Psychology & Counseling will continue to offer courses during the 2012-2013 academic year to students enrolled in the M.S. in Substance Abuse Counseling program utilizing current technology via online, blended, ITV, etc. to provide flexibility for working students in the field.

4. NSU's Department of Psychology & Counseling will continue during the 2012-2013 academic year to assess the needs of students and the field of Substance Abuse Counseling to provide best practice model for the goals and objectives in the M.S. in Substance Counseling Program.

Political Science

A new Senior Seminar course has been approved for political science majors. It will play an important role in assessing our majors. Because the requirement is new, however, it will not affect our majors for the next year. The senior seminar course will focus on the research process and so it will not only provide the program with a more convenient method of administering assessment, but also bolster students' capacity in the Research Methods and Statistical Analysis field.

In addition, the political science program is initiating a portfolio system for collecting artifacts that will track student progress through the program's curriculum. A rubric will be used to establish a standard of performance within a number of expected learning outcomes. Dr. Cheryl Van Den Handel, who is working with the Red Balloon Committee, will be in charge of the political science program's assessment activities in the future.

Computer Science

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

Environmental Health and Safety Management

The Environmental Management and Safety Management programs were combined into a single, Environmental, Health and Safety Management major at the beginning of the 2008/2009 academic year. Dr. Turner and Ms. Ellis are working to develop a joint assessment instrument during academic year 2012/2013. The entry/exit test format will still be used. The new combined test will be used starting academic year 2012/2013 as there should no longer be any students still enrolled in the previous degree programs.

Health Care Administration

Gradually implement previously mentioned strategy of benchmarks/outcomes assessments to all faculty which will include curriculum modifications to make sure all outcomes are being met through course projects.

2. Create an assessment tool that measures each HCA outcome and identifies the HCA and Business core course that outcomes are being met and match to curriculum.

Continue to inform HCA and Business Faculty about the HCA professional portfolio and HCA outcomes to increase number of Business courses meeting the HCA outcomes so students include more items from these courses.

Continue to provide more students training sessions to teach the creation of the professional portfolio.

History

Generally, the Senior Seminar had until this year appeared to be working for our assessment purposes. Because of the radically changed test, however, the seminar cannot continue operating as it is now. Furthermore, the ACAT does not test over the world history now required for our majors and so this part of

the course will be modified in future years. Changes have already been put in place for this, with the history program developing an in-house examination better tailored to our curriculum.

MS in Library Media

The program will begin to address the new AASL standards in the fall 2012 semester. Candidates will have assistance in making changes to existing rationale statements and selection of artifacts to address the new standards. Assignments have been revised to address the changes in program standards. Pre- and post- assessments continue to be administered at the beginning and end of candidates' coursework. Faculty will continue to address the connection between assignments/artifacts and the AASL standards.

Separate from the AASL standards, as part of the NCATE review, candidate field experiences were increased significantly, and a disposition assessment was created to better measure the attitudes and behaviors consistent with the profession of school librarianship. These were implemented fully in the spring 2012 semester.

MS in Reading

1. Finalize uploading all rubrics, graduate manual, and other materials to reflect that new *IRA Professional Standards for Reading Specialists* to Chalk and Wire.
2. Open and begin offering clinical services at the NSU-Tahlequah Reading Clinic.
3. Explore options for recruitment in the graduate reading program.
4. Bring at least one reading speaker to the Tulsa-Metro area for graduate reading students to experience.

Once results are available on August 1, 2012 for the 'response to conditions' from IRA/NCATE, either accept the positive reply or answer the continued questions.

BA in Psychology

The 2012 assessment reveals strengths and weaknesses in the NSU Psychology Undergraduate Program. The Curriculum and Assessment Committee is developing strategies to support and expand the strengths, address needs for improvement, and set vision for the future.

Curriculum Issues and Planning

We need to strengthen instruction in specific core topics and to target essential skills across more courses. Particular areas include research methods (Experimental Psychology), statistics, written and oral communication, and electronic database use. All are objectives defined in the American Psychological Association (APA) Guidelines for Undergraduate Psychology Programs, affirmed in 2010 by our faculty for the program.

According to the NSU course catalog, Algebra (or now Math Structures) is a prerequisite for Statistics, Statistics is a prerequisite for Experimental Psychology, and Experimental Lab is taken concurrently with the Experimental lecture course – policies standing for an unknown number of years. However, until recent semesters department administration deemed those rules overridden by another: Students are responsible for appropriate selection and completion of courses. Beginning fall 2010 department faculty were allowed to insist students follow the prerequisite and concurrent enrollment rules, and beginning fall 2011 the university's new enrollment system enforced those rules. Appropriate course sequencing should result

in better preparation and learning among students. Over time program scores should improve as more students who began the major under the old practices complete their degrees and leave the program.

Other changes in departmental policies and practices target continuous improvement. Model syllabi were developed for every course in Psychology in 2010-11. Enhanced uniformity of resources and objectives across sections of each course should result in more consistency in student experience and learning.

Spring 2012 faculty approved proposals to expect, implement, and evaluate (a) formal and/or informal writing, speaking, and listening opportunities for students in every Psychology course and (b) use of electronic databases and the scientific literature of our field in sophomore through senior courses. A developmental approach must be anticipated; that is, extent of assignments and criteria for grading should increase in complexity as students progress toward 4000-level (senior) coursework. Activities are to be planned with the intent to aid students in processing information, reinforcing learning, thinking critically about course content, and making authentic connections. In writing assignments – however informal they may be – appropriate grammar, syntax, spelling, and use of complete sentences are to be required.

The Curriculum and Assessment Committee is laying the foundation for further program enhancements. Review of the entire Psychology curriculum is in progress: core requirements, electives, and prerequisites as well as minor structuring. We are considering ways to better structure effective sequencing of coursework, too. We anticipate presenting proposals to department faculty for vote next fall.

Advising Issues and Planning

Consistency and excellence in advising are essential. Our undergraduate advisors need professional development in order to improve academic advising. A departmental academic advising guide was produced and distributed this year; improvements to this work-in-process are ongoing. It will be used to design an advising workshop for delivery to faculty August 2012.

Students need reliable resources for personal, career, and professional planning and development, too. This need is considered not only an advising issue but also a curriculum issue.

A new course, Psychology As A Career & Profession, was piloted spring 2012. From the catalog description, the course is “an exploration of careers, graduate study, and professions in Psychology and related fields. Topics emphasized include how to learn about opportunities; make informed decisions regarding possible futures with a bachelors, masters, or doctoral degree; and prepare now to enhance options for life after graduation.” The course is intended ultimately for second-semester sophomores and first-semester juniors. Included in performance activities are design of a semester-by-semester plan with the advisor for completing the degree, strategies for undergraduate success, self-assessments and reflection, a service learning experience, GRE exam lessons, and a portfolio with professional documents (resume, vita, statement of professional goals and interests, and cover letter for applications). Student response to the initial offering of the course is positive, and a proposal to make it a core requirement will be presented to department faculty fall 2012.

Psychology & Counseling faculty also approved the concept of a capstone course

spring 2012 to target our overall goal for our seniors: finishing our program prepared to apply their knowledge of psychology and the skills they acquired as they pursue their future careers and/or continue their education. The Curriculum and Assessment Committee proposal suggested initial development of a “Transitions” model, which might evolve over time into thesis, research, and fieldwork options as more students complete the career and profession course. Priorities are:

- an e-portfolio of professional documents and samples of products of undergraduate work;
- ethics training to foster academic, professional, and personal integrity;
- professional development with exercises focused on personal accountability, appropriate on-the-job/grad school behaviors and attitudes, and understanding of and respect for hierarchy and politics in the environments students will soon enter;
- a project to demonstrate critical and analytical thinking skills, understanding of psychological theories and concepts, appreciation for diversity, effective communication in written and oral formats, and competency with technology and library research; and
- reflection on accomplishments in the course and in the college experience.

The capstone course eventually would enable the department to more effectively produce one component of program assessment through administration of the nationally standardized exam and perception survey to all seniors. Pending pilot-testing as an elective spring 2013, we plan to route the decision on making the course a core requirement to department faculty and then to college, university, and state levels during the 2013-14 academic year.

The Curriculum and Assessment Committee recognizes other advising challenges to be addressed as we implement new vision for the program. For example, improvements in

Transfer Day advising are needed. In addition, how to best motivate students to consult advisors – on entry to the major and ideally at least once each semester – remains a question. We plan work on procedures for declaring the major and for communicating with all of our students (e.g., through group email, in-class announcements, and the department newsletter) during the coming year.

Assessment Issues and Planning

Past annual assessment included administration of a locally designed content area instrument to not only seniors but also students in the introductory-level courses (Introduction to Psychology and Introduction to Human Behavior). The stated purpose was to measure knowledge of Psychology at the beginning and end of the experience in the major for comparison and evidence of knowledge gains. However, data was recorded without student identification; a true and meaningful pretest-posttest design to evaluate knowledge gains among majors was not possible. In addition, many NSU students take the introductory courses to fulfill a General Education requirement and never become Psychology majors. For these reasons, measurement of content area knowledge in introductory courses was abandoned this year.

Use of the ACAT examination designed to assess broad knowledge of material covered in the core courses, begun this year, will continue at the end of our undergraduates' experience in the major. Future assessment also will include the instrument designed to measure seniors' perceived levels of their knowledge and skill in selected areas as well as perceptions of their experiences in the program; enhancements to this instrument will be considered.

Moreover, the Psychology Undergraduate Curriculum and Assessment Committee will explore new and additional methods for

evaluating student learning outcomes, for example, through use of student work produced to meet course-level requirements as well as a survey of alumni. Emphasis will be placed, too, on improving assessment communication and administration procedures to increase student recognition of the requirement for assessment and the number of Psychology seniors completing it. Proposals for enhancements will be based on APA best practice recommendations.

Section IV- Student Satisfaction

Administration of Assessment

IV-1. How were the students selected?

Northeastern State University uses Student Evaluation of Classes, the UCLA Freshman Survey, Senior Survey, and the NSSE as measures of student satisfaction (refer to table D). Until fall 2002, several additional surveys were 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 opinion/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 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. See the table in IV-2 for student satisfaction evaluation data.

As a result of NCA recommendations (last accreditation visit), NSU elected to reduce the frequency of assessment activities and rotate the student satisfaction instruments.

The Freshman Survey is administered to all new freshmen each semester in the Freshman Orientation class.

The Senior Survey is an on-line instrument and we recruit these students through email. The results of the Senior Survey are very consistent from year to year. The NSSE recruitment is done through the company and students are contacted by an email as if it came from the NSU Provost. Each student receives up to five emails.

IV-2. What were the analyses and findings from the 2010-2011 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 2011, 17,760 evaluations of faculty teaching were collected. A total of 1,182 evaluation packets were administered representing 433 different faculty members.

Student Evaluations of the Faculty Teaching Effectiveness
Fall 2011

	Number of Classes Evaluated	Number of Faculty Evaluated	Number of Students Evaluated
Liberal Arts	433	164	6,334
Business & Technology	141	58	2,376
Education	269	129	4,548
Optometry	22	19	631
Science & Health Professions	153	63	2,989
Online Classes	164	99	882
Total	1,182	433	17,760

Faculty members may be evaluated in two different colleges

During the spring 2012, 15,852 evaluations of faculty teaching were collected. A total of 1181 evaluation packets were administered representing 472 different faculty members. The specific number of faculty and classes are depicted in the chart below:

Student Evaluations of the Faculty Teaching Effectiveness
Spring 2012

	Number of Classes Evaluated	Number of Faculty Evaluated	Number of Students Evaluated
Liberal Arts	472	160	5913
Business & Technology	190	81	2129
Education	300	135	4069
Optometry	21	15	529
Science & Health Professions	198	81	3212
Online Classes			
Total	1181	472	15,852

Faculty members may be evaluated in two colleges

For Question 20, the overall rating allows the student to “agree” or “disagree” with the statement that the instructor was an effective teacher. The average rating of item 20 for all faculty was 4.42/5.0 in fall of 2011 and 4.44/5.0 in spring 2012. This value was consistent across academic units depicted in the list below:

	Fall 11	Sp 12
Liberal Arts	4.48	4.50
Business and Technology	4.26	4.31
Education	4.47	4.49
Optometry	4.50	4.50
Science and Health Professions	4.39	4.31
Online Classes	4.13	

The Freshman Survey was administered to 839 students (371 men and 468 women) during fall 2011 through their College Strategies class. Seventy-six percent identified as White and 42% as American Indian (students could check more than one race on the survey). Eighty-eight percent lived within 100 miles of their home, 92% indicated that their grade point in high school was a 3.0 or higher, and 94% graduated from a public high school. Fifty-six percent planned to live in a residence hall and 48% did not apply to any other college. Ninety-nine percent indicated they are US citizens’ and 37% believe they will need tutoring or remedial work in mathematics. Sixty-six percent plan to receive either a bachelor’s or master’s degree from NSU. These students seemed to come from high schools and neighborhoods that were somewhat racially diverse. Forty-one percent indicate that their parent’s income was between 30K-100K and 42% indentified as Baptist. Fifteen percent indicated that they had no religious preference and 19% did not attend any religious services in the past year. Seventy-six percent did not smoke and 62% did not drink. Only 15% felt that their writing ability was below average. Thirty-six percent were first generation in college and 18% indicated they may have a probable career in Health professions and 10% in education while 16% were undecided.

The Senior Survey was administered to 38 students in fall 2011. Sixty-six percent were white and 16% were American Indian; 76% transferred seven or more hours; and 37% were traditional age students (21-24 years old). Seventy-four percent were female and 26% were male. The majority of the respondents were from Education (34%).

The spring 2012 results were determined from 164 responses. Sixty-five percent of the students were white and 20% American Indian; 74% were transfer students; and 46% were traditional age students (21-24 years old). Seventy-two percent were female and 26% were male. The majority of the respondents were from the College of Education (27%). 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 had been administered online each semester as well and is in the process of revision. The Graduate College has made the survey a check point during the final degree check. The Alumni Association administers a survey to its membership but is not the standard Alumni Survey from ETS.

The NSSE was administered during spring 2012. This was the sixth year NSU has used this engagement instrument. The overall response rate was 20% based upon 12% of the freshman and 24% of the seniors. These percentages translate into 138 freshman and 570 seniors. Ninety-four percent of the freshman were full-time and 75% of the seniors indicated they attended full-time. Seventy-two percent of the freshman were female and 28% male whereas 75% of the seniors were female and 25% male. Forty-nine percent of the freshman and 21% of the seniors were Native American. Forty-six percent of the freshman and 7% of the seniors lived on campus. Twenty-four percent of the freshman and 68% of the seniors were non-traditional (24 or older). Very few of the freshman were transfers (12%) but by the time they were seniors, 75% designated themselves as transfer students. The NSSE student profile is posted on the IR homepage for future reference. 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.

The survey consists of 29 questions, many of which have imbedded sub-questions. During spring 2012, 138 first-year students and 570 seniors took the assessment. Both of these groups were compared to institutions in the Southwest (N=7,800), Carnegie (N=40,000), and all NSSE respondents (N=161,000).

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. The first-year students had eight questions that had effect sizes of greater than .3 as compared to all test takers (N=161,000).

Talked about career plans with a faculty member or advisor -.43

Number of books read on your own (not assigned) for personal enjoyment or academic enrichment .33

Number of written papers or reports of fewer than 5 pages -.36

Exercised or participated in physical fitness activities -.34

Working for pay off campus .33

Working for pay on campus .32

Providing care of dependents living with you (parents, children, spouse, etc.) .58
Voted in local, state, or national elections .32

The seniors had four questions with effect sizes greater than .3 compared to all test takers (N=161,000).

Exercise or participated in physical fitness activities -.34

Working on campus for pay off campus .33

Participated in co-curricular activities (organizations, campus publications, student government, Greek life, intramurals or varsity sports) -.32

Providing care of dependents living with you (parents, children, spouse, etc.) .66

Summary

Compared with students around the country, NSU first- year students tend to talk less with faculty and advisors about career plans, read more non assigned books, write fewer short papers, and exercise less when compared with other NSSE first-year students. They work on and off campus and take care of dependents more than similar students across the United States. Compared with seniors across the country, the NSU students exercise less, worked more off campus, participated in co-curricular activities less, and provided cares of dependents living with them. These results were similar to NSSE reports from the past two years.

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. We are looking at how we can meet the needs of self-identified "caretakers" and meet their educational needs.

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 2011-2012 graduate student assessment?

In general, the graduate faculty is supportive and comfortable with instruments chosen and test results. Most faculty continue to be concerned about student writing. 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 has recommend “perks” for being considered Graduate Faculty. During spring 2012, it was recommended that regular graduate faculty receive four hours teaching credit for each three hours of graduate coursework taught. This was approved by the Provost. Graduate Teaching Assistantships have been standardized according to hours worked and outstanding graduate student awards have been instigated.

Other Assessment Plans

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

Graduate changes are found in the section on Assessment in the Major.

Graduate Admission Policy

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

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

Northeastern State University

Assessment Report for 2011-2012 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 2011-2012 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. Table F lists the various assessments used at NSU

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 2011 semester, students who were enrolled in Mathematics 0123 and 0133 demonstrated a pass rate of 64% and 66% respectively. Math 1513 had a pass rate of 65%. English 0123 had a pass rate of 67% and English 1113 showed a pass rate of 80%. For spring 2012, the pass rates were 60% for Mathematics 0123, 65% for Mathematics 0133, and 61% for Mathematics 1513. English 0123 had a pass rate of 55% in the spring of 2012 and English

1113 had a pass rate of 75%. These pass rates were mostly higher than the 2010-2011 (refer table C). These pass rates 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, as well as the university undergoing a major General Education revision, assessment has been limited. A new GE curriculum began in fall 2010 and will include a Capstone Course that will blend the experience together and serve as a vehicle for assessment. A Coordinator of this Capstone experience is now in place and administers the ETS Proficiency Profile to the students each semester. NSU is part of the Voluntary System of Accountability (VSA) and as part of this effort chose the ETS MAPPS (now the Proficiency Profile) assessment and began administering it in spring 2009. The Proficiency Profile was not administered in the fall of 2011. The NSU mean for spring 2012 was 438.10 with 88 students participating. The Proficiency Profile was administered in the summer of 2012 to 26 students however, ETS results do not produce results unless the population pool is at least 50. In these cases, results are hand calculated. The combined score for spring and summer 2012 with an N of 114 was 439.18, slightly higher than the spring alone. NSU has recently been admitted into the HLC Academy and as part of that process, has dedicated their first project to comparing the “old” GE program to our “new” program that began in fall 2011.

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. This revision took place again in 2010 at the academic affairs level with input from the newly formed NSU assessment committee. This new form allows departments (academic majors) to state student learning outcomes 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. The Provost has awarded each of the four colleges a

Coordinator of Student Learning position that comes with three hours of release time. The Coordinator is to work with faculty and chairs within their respective college to develop/refine student learning outcomes, choose instruments, and interpret the results. The Office of Institutional Research now provides feedback to each of the programs regarding the quality and intent of their annual program report.

All but five undergraduate programs and one graduate program provided substantial curricular changes as a result of assessment activities during 2011-2012. The response rate of these programs was much better than the previous year. A complete accounting of these changes/modifications may be found within the body of the report.

Student Satisfaction:

NSU continues to use student evaluations, the Freshman Survey, Senior Survey, and the NSSE each year.

During fall 2011 and spring 2012 respectively, 433 and 472 faculty members were evaluated with a high degree of student satisfaction. See pages 36 and 37 in the body of the report.

The Freshman Survey was administered to 839 students (371 men and 468 women) during fall 2011 through their College Strategies class. Seventy-six percent identified as White and 42% as American Indian (students could check more than one race on the survey). Eighty-eight percent lived within 100 miles of their home, 92% indicated that their grade point in high school was a 3.0 or higher, and 94% graduated from a public high school. Fifty-six percent planned to live in a residence hall and 48% did not apply to any other college. Ninety-nine indicated they are US citizens' and 37% believe they will need tutoring or remedial work in mathematics. Sixty-six percent plan to receive either a bachelor's or master's degree from NSU. These students seemed to come from high schools and neighborhoods that were somewhat racially diverse. Forty-one percent indicate that their parent's income was between 30K-100K and 42% indentified as Baptist. Fifteen percent indicated that they had no religious preference and 19% did not attend any religious services in the past year. Seventy-six percent did not smoke and 62% did not drink. Only 15% felt that their writing ability was below average. Thirty-six percent were first generation in college and 18% indicated they may have a probable career in Health professions and 10% in education while 16% were undecided.

The Senior Survey was administered to 38 students in fall 2011. Sixty-six percent were white and 16% were American Indian; 76% transferred seven or more hours; and 37% were traditional age students (21-24 years old). Seventy-four percent were female and 26% were male. The majority of the respondents were from Education (34%).

The spring 2012 results were determined from 164 responses. Sixty-five percent of the students were white and 20% American Indian; 74% were transfer students; and 46% were traditional age students (21-24 years old). Seventy-two percent were female and 26% were male. The majority of the respondents were from the College of Education (27%). 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 had been administered online each semester as well and is in the process of revision. The Graduate College has made the survey a check point during the final degree check. The Alumni Association administers a survey to its membership but is not the standard Alumni Survey from ETS.

The NSSE was administered during spring 2012. This was the sixth year NSU has used this engagement instrument. The overall response rate was 20% based upon 12% of the freshman and 24% of the seniors. These percentages translate into 138 freshman and 570 seniors. Ninety-four percent of the freshman were full-time and 75% of the seniors indicated they attended full-time. Seventy-two percent of the freshman were female and 28% male whereas 75% of the seniors were female and 25% male. Forty-nine percent of the freshman and 21% of the seniors were Native American. Forty-six percent of the freshman and 7% of the seniors lived on campus. Twenty-four percent of the freshman and 68% of the seniors were non-traditional (24 or older). Very few of the freshman were transfers (12%) but by the time they were seniors, 75% designated themselves as transfer students. The NSSE student profile is posted on the IR homepage for future reference. 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.

The survey consists of 29 questions, many of which have imbedded sub-questions. During spring 2012, 138 first-year students and 570 seniors took the assessment. Both of these groups were compared to institutions in the Southwest (N=7,800), Carnegie (N=40,000), and all NSSE respondents (N=161,000).

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.

The first-year students had eight questions that had effect sizes of greater than .3 as compared to all test takers (N=161,00).

Talked about career plans with a faculty member or advisor -.43

Number of books read on your own (not assigned) for personal enjoyment or academic enrichment .33

Number of written papers or reports of fewer than 5 pages -.36

Exercised or participated in physical fitness activities -.34

Working for pay off campus .33

Working for pay on campus .32
Providing care of dependents living with you (parents, children, spouse, etc.) .58
Voted in local, state, or national elections .32
The seniors had four questions with effect sizes greater than .3 compared to all test takers (N=161,00).
Exercise or participated in physical fitness activities -.34
Working on campus for pay off campus .33
Participated in co-curricular activities (organizations, campus publications, student government, Greek life, intramurals or varsity sports) -.32
Providing care of dependents living with you (parents, children, spouse, etc.) .66

Summary

Compared with students around the country, NSU first-year students tend to talk less with faculty and advisors about career plans, read more non assigned books, write fewer short papers, and exercise less when compared with other NSSE first-year students. They work on and off campus and take care of dependents more than similar students across the United States. Compared with seniors across the country, the NSU students exercise less, worked more off campus, participated in co-curricular activities less, and provided care for dependents living with them. These results were similar to NSSE reports from the past two years.

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. At the behest of the Graduate Council, the Provost has increased the Graduate Assistantship 15%, increased the number of Graduate Assistants, and allows regular graduate faculty to receive four hours of credit for three hours taught. Seven graduate programs submitted substantial changes that have occurred as a result of assessment and a complete listing of these changes may be found in the body of the report.

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. In an effort to focus faculty/administrators on student learning, two new positions have been created by the Provost. There is a new Assistant Vice President for Teaching and Learning and new Coordinator of the General Education Capstone course. Additionally, four Student Learning Coordinators who are responsible to their individual college have been appointed.

Table A

ACCUPLACER - PLACEMENT SCORES

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

Table B

PLACEMENT TEST DATA FOR MATH AND ENGLISH

Course	Semester	Enrolled	N for CPT	CPT Scores			Passing Grade	
				Group	n	%*	n	%**
ENGL 0123	Fall 2011	172	129	< 80	71	55.0	58	81.7
				≥ 80	58	45.0	57	98.3
	Spring 2012	56	36	< 80	18	50.0	14	77.8
				≥ 80	18	50.0	17	94.4
MATH 0123	Fall 2011	287	203	< 44	75	36.9	56	74.7
				44 - 74	101	49.8	100	99.0
				> 74	27	13.3	27	100.0
	Spring 2012	114	75	< 44	31	41.3	24	77.4
				44 - 74	36	48.0	36	100.0
				> 74	8	10.7	8	100.0
MATH 0133	Fall 2011	333	247	< 44	26	10.5	12	46.2
				44 - 74	115	46.6	101	87.8
				> 74	106	42.9	105	99.1
	Spring 2012	226	158	< 44	23	14.6	15	65.2
				44 - 74	91	57.6	74	81.3
				> 74	44	27.8	42	95.5

* % 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 2011 and Spring 2012**

Course	Semester	Enrolled	I and AU	N for Pass Rate	Passed		Failed	
					n	%	n	%
ENGL 0123	Fall 2011	172	0	172	115	66.9	57	33.1
	Spring 2012	56	0	56	31	55.4	25	44.6
ENGL 1113	Fall 2011	845	4	841	671	79.8	170	20.2
	Spring 2012	283	1	282	210	74.5	72	25.5
MATH 0123	Fall 2011	287	1	286	183	64.0	103	36.0
	Spring 2012	114	0	114	68	59.6	46	40.4
MATH 0133	Fall 2011	333	1	332	218	65.7	114	34.3
	Spring 2012	226	1	225	131	58.2	94	41.8
MATH 1513	Fall 2011	697	1	696	455	65.4	241	34.6
	Spring 2012	392	1	391	240	61.4	151	38.6

Table D

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

TYPE	INVENTORY	SEMESTER								
		Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012
PLACEMENT	CPT - Sentence Skills*	14	464	117	10	536	113	18	368	56
	CPT - Elementary Algebra*	29	723	180	18	825	167	27	607	108
	CPT - Reading Comprehension*	15	389	103	9	431	94	21	311	50
MID-LEVEL	College Base									
	Proficiency Profile			43		20	42			88
INSTITUTIONAL EFFECTIVENESS/STUDENT PERCEPTIONS	Senior Survey	5	21	26	6	45	65			
	Alumni Survey									
	UCLA Freshman Survey		894			1,025			839	
	NSSE			655						708
	Graduate College Survey									

* Or other assessment process

Table E

Proficiency Profile Comparisons

	SEMESTER					
	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Number of Participants	20	42	N/A	88		
NSU Score	437.4	440		438.10		
National Average	436.9	443.1		440.9		

Table F

Assessments Used at NSU

Entry/Placement:

- ACT as first placer
- Accuplacer CPT as second placer
- Writeplacer

General Education:

- ETS Proficiency Profile
- Course Evaluation

Program:

- NSU Program Self-Development
- ETS Field Tests
- Other National Assessments

Student Satisfaction:

- Freshman Survey
- Seniors Survey
- NSSE

Table G

REMEDIATION REPORT 2011 - 2012

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

	College Courses		Remediation		Total
	# Tests	%	# Tests	%	# Tests
ENGLISH	226	51.1	216	48.9	442
MATH	128	17.3	614	82.7	742
SCIENCE	171	43.8	219	56.2	390
READING	215	56.3	167	43.7	382
TOTAL	740	37.8	1216	62.2	1956

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