

**ANNUAL REPORT OF 2009-10 STUDENT ASSESSMENT ACTIVITY**  
**Narrative Questions**

**Section 1 - Entry Level**

**Administering Assessment**

**I-1. How were instruments administered?**

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

**I-2. Which students were assessed?**

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

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

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

**Analyses and Findings**

**I-4. What were the analyses and findings from the 2009-2010 entry-level assessment?**

A total of 2,557 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	595
MATH	932
SCIENCE	523
READING	507

Refer to Table D describing all NSU assessment instruments.

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

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

**I-5. How was student progress tracked?**

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

The 2009-2010 pass rates are similar to 2008-2009 with the exception of English 0123 having lower pass rates. Refer to Table C for specific semester success rates.

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

First Year Experience/Enrollment Services has taken over the tutoring aspect of the freshman experience and has increased this service dramatically by the use of a program utilizing MapWorks.

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

The analysis of zero level math and English remains fairly consistent from year to year. Spring percentage pass rates are usually lower than the preceding fall. Pass rates in mathematics in the fall are usually between 60 and 65% and between 45 and 65% in the spring. English pass rates are usually between 65 and 75% in any given fall and lower in any given spring. However English 0123 had a 50% in fall 2009. 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 is rethinking the use of College Algebra as a General Education offering.

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

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

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

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

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

## Section II - Mid-Level/General Education

### Administering Assessment

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

NSU has determined Riverside's College Base matches well with the goals of General Education as described by the university. College Base does not assess every facet of the general education curriculum. To that end, institutionally developed instruments were utilized to assess humanities, speech, and health/nutrition. During 2009-2010, NSU did not use the College Base because the NSU Assessment Committee was looking for more effective ways to determine GE effectiveness. The Vice President for Academic Affairs formed a General Education Committee to revisit the total General Education program to include evaluation. A General Education Capstone course has been approved by the Vice President for Academic Affairs 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.

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

College Base was not used during 2009-2010 nor was the Speech, Health/Nutrition or Humanities assessment. The NSU Assessment Committee looked at the possibility of a Capstone GE experience and this course has become a university recommendation. In an attempt to generate some information regarding the effectiveness of the "old" GE curricula prior to the implementation of the "new" program, NSU chose to administer the ETS MAPPS in spring 2010.

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

Northeastern State is not satisfied with using College Base as the tool to assess our general education program. Our results on the College Base have both been above and below the national average. NSU offered a fifty dollar tuition fee waiver to students for participation. The Assessment Committee will continue looking at other methods of assessment of general education. With the new GE program comes the GE Capstone course in which assessment of GE will take place. The instrument has not been chosen nor has the GE Coordinator been hired. The position description is currently being advertised through NSU Human Resources Department. The new Capstone course will be designed to "blend" the GE experience from beginning to end.

## **Analyses and Findings**

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

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

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

In general, the introductory mathematics and English composition success rates are higher as the remediation gets better. English demonstrated a 15-20% increase in pass rate from remediation to college level work (with the exception of English 1023 in fall 2009) and mathematics a 3-5% increase. College Algebra pass rates are about 66% and English Composition pass rates about 72% over any given academic year. NSU is in the process of implementing BANNER and that should assist in the tracking process.

### **II-5. What were the analyses and findings from the 2009-2010 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 MAPPS as our current assessment tool. There were 43 students who participated in that activity during spring 2010 and 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 high participation rate and may decide not to use MAPPS.

The General Education Committee, along with the NSU Assessment Committee, will continue to develop the mid-level assessment program.

## **Section III - Program Outcomes**

### **Analyses and Findings**

#### **III-1 Administering Assessment**

Graduate and undergraduate program curricular coordinators are expected to complete a standardized assessment in the major form and turn that form into the Office of Institutional Research by June 15<sup>th</sup>. 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 2009-10							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
001	Accounting - BBA	ACCT 4503	ETS Financial Accounting Core	-	See Business Core		<b>No report 2010</b>
004	Health Care Adm - BS	HCA 4952	Business core HCA Pre/Post test	7/24			New coordinator
005	Art - BA		Pre-Post Test-Art History	?		Pre/Post Art Portfolio	
006	Art Education - BA/ED		State Teacher Cert Test	2/2		Pre/Post Art Portfolio	
012	Business Adm - BBA		No data in report				
014	Chemistry - BS	CHEM 4921	ETS - Major Field Chemistry	7/13			
018	School Counseling MEd	PSYC 5621 or options	CPCE	19			Written and A/V tapes
019	Counseling Psych - MS		CPCE	25			Written and A/V Tapes
020	Criminal Just - BS	CRJ 4233 & CRJ 4593	ACAT				<b>No report 2010</b>
023	Early Child Ed - BS-ED		State Teacher Cert Test	31/40		Yes	
025	Elem Educ - BS/ED		State Teacher Cert Subtest 1 State Teacher Cert Subtest 2 Dept. Pre/Post test	111/140 108/127		Yes	
027	Eng Phys - BS		Faculty test and OSAT				<b>In abeyance/no report</b>
028	English - BA		Capstone				<b>No report 2010</b>
029	English - BA/ED		State Teacher Cert Test			Yes	<b>No report 2010</b>
030	Finance - BBA	MGMT 4213	ETS	-	See Business Core		<b>No report 2010</b>
036	Geography - BA		Faculty Developed pre-test (GE)	None			

CAPSTONE							
2009-10							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
	Business Core	MGMT 4213	ETS	-			Committee developing new asst.
040	HLth & Hum Perf - BS	PED 4816	Faculty Developed Test/ Interview	None 28/28			Test under revision
041	Health & PE - BS/ED	PED 4312	State Teacher Cert Test/Teacher Faculty Developed test	13/17 None		Yes	Test under revision
042	History - BA	HIST 4951	ACAT-Major Field History Test				<b>No report 2010</b>
045	Human & Family Science	HFS 4792	Portfolio / Project	29/31		Yes	
047	American Indian Studies - BA		Faculty Developed Test	None			
050	Mass Comm - BA		Advertising GPA Broadcasting GPA Public Relations	20 30 20		Portfolio	Uses GPA as success measure
054	Management - BBA	MGMT 4213	No data provided				
055	Marketing - BBA		No data provided				
056	Masters Bus Adm - MBA		Oral Presentation/Case Analysis/Simulation/SL				
057	Mathematics - BS	Math 4721	ETS Sr. Exit Test	8/8 4/4			Exit test now used
058	Mathematics - BS/ED	MATH 4713	State Teacher Cert Test	1/7		Yes	Exit test now used
059	Medical Technology - BS		Ability to graduate	4/8			Uses graduation as success
060	Music - BA		Faculty Developed Test in Music History & Theory. Recitals Required	43 pretested			Tests all students in classes
062	Music-Education - BME		State Teacher Cert Test Recitals Required	None		Yes	



CAPSTONE							
2009-10							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
069	Political Science - BA		PACAT-Pol Sci Test plus Faculty Developed Test				<b>No report 2010</b>
072	Psychology - BA		Assess GE (faculty developed)	68	See Psyc. Core		
075	Reading - MEd	Action Paper	State Teacher Cert Test	100% pass rate		Yes	<b>Get pass rate numbers</b>
076	Safety Mgmt - BS	Sr. Seminar	Faculty Developed Test	10	Program Review Survey		
080	Social Studies(History) - BS/ED		State Teacher Cert Test			Yes	<b>No report 2010</b>
081	Sociology - BA	SOC 4951	Faculty Developed Test	2			
082	Spanish - BA		ACTFL	14			No majors assessed
083	Spanish - BA/ED		ACTFL/State Teacher Cert Test	2/5			Pre/post assessment
084	Spec Ed-Mild/Mod Disorders BS/ED		State Teacher Cert Test	15/17		Yes	
085	Criminal Justice - MS		Program completion				<b>No report 2010</b>
087	Spec Ed-Spch & Lng Path - BS		State Teacher Cert Test	???			Still a UG degree?
089	Spec Educ, MEd		National Test	???			<b>In Abeyance</b>
090	Communication Studies - BA	SPCH 4993	Uses student GPA	21			Uses student GPA
091	Communication Education - BA/ED		State Teacher Cert Test		-	Yes	<b>No report 2010</b>
093	Hospit&Tourism Mgmt - BBA		Powerpoint Interview	13/15 38/40	Employer Survey		
096	Indus Mgmt - MS		-				<b>No report 2010</b>
097	Vision Science - BS		Optometry National Board	28			

CAPSTONE 2009-10							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
100	Computer Sciences - BS	CS 4233	ETS-Major Field Exam/capstone	12	None		Exit Survey
102	Social Work - BSW	SOC 4962	SW Values Inventory	170			Pre tests all students
103	School Admin MEd		State Teacher Cert Test			Yes	<b>No report 2010</b>
104	Nursing - BSN	Nurs 4293	NLN-Comprehensive Basic Nursing Test (TPO)	32	Alumni & Employer Surveys	Yes	Exit Survey Systematic Eval Plan & Outcomes per NWNAC Criteria
106	Communication Arts - MA		GPA & Conference Attendance	18			Uses GPA
107	Optometry - OD	OPT 6261, 7162, 7261	Nat'l Bd of Examination in Optometry	?			State Boards as required
112	American Studies - MA		Thesis/ Internships/Seminars	3/3			
115	Biology - BS	BIOL 4622	ETS-Major Field Achiev Test-Biology	76			Laboratory & Research Skills
117	Early Childhood Ed - MEd		Portfolio rubric Reflection form	17		Yes	
120	Science Ed - BS/Sci ED	SCI 4513	State Teacher Cert Test	4/4		Yes	
123	Information Sci - BBA	MIS 4003					<b>No Report 2010</b>
124	Teaching - MEd	ED 5731	MAT	9		Yes	
125	Environmental Mgmt- BS		P/P Faculty Developed	12			
126	International Business, BBA	IBUS 4843	Faculty Developed Test	14			
128	Theater, BA		Faculty Assessment, Capstone	7			
129	Library Media & Information Technology, MS		Portfolio, State Certification Exam	7/9			
130	Accounting & Financial Analysis, (MAFA)	ACFN 5363	Capstone	2			

CAPSTONE 2009-10							
CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
131	English, MA						No report 2010
132	General Studies		Satisfaction Survey	30			Will change assessment as per Program Review
133	Technology, BT		NAIT				<b>No report 2010</b>
135	Environmental Science, BS						New Program 01/02 Is this Environmental Management?
136	Entrepreneurship, BBA		No data on report	-			
137	Speech, Language, Pathology, MS		ASHA	19/19			Separated from SPED 02/03
138	Mathematics Education, MEd		Capstone Project	7/7			New Program 03/04
139	Science Education, MEd		Rubric / Capstone	2/2			New Program 03/04
142	Health & Kinesiology MS	PED 5812	Written Composition/thesis	16/16			Oral presentation
141	Cherokee Education	ACTFL	Oral conversation	None			
146	Substance Abuse Counseling MS		Exit Exam TBD	None			Report filed, no data
052	Higher Education Admin & Services MS		No data reported	-			Report filed, no data
144	Visual Communication		Uses student GA	24			Uses students grades

**Env.Mgt.  
Info Systems**

**IS 4313**

**Internship  
Faculty Exam**

**1/1  
5/8**

**III-2 What were the analysis and findings in the 2009-2010 program outcomes assessment?**

In general, most programs are measuring student learning gains in the major. As a result of the upcoming HLC accreditation visit, 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.

**III-3 Other Assessment Plans**

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

American Studies, MA

The student retention, especially related to the degree program's required seminars, has been an ongoing issue for the American Studies program. This issue was clearly addressed in the 5 Year Report completed in Fall 2009. Dr. John Haddad, the American Studies consultant from Penn State-Harrisburg, had specific suggestions to rectify this low retention rate, specifically suggesting a program entry seminar to develop a sense of collegiality amongst American Studies students and rotating the research and writing seminars amongst various program faculty. Presumably, when a new permanent coordinator takes the helm of the program, he or she will move to implement these changes.

Spanish, BA

Prepared a curriculum proposal to increase the number of credit hours in Spanish our students must have to graduate. The proposal will also include a revision of our capstone course to include end-of-year assessments. We must find ways to improve the proficiency of our students. We are encouraging colleagues to learn about current methods of assessment so that they understand what

we are doing and so the we can collect usable data. Another encouragement to the colleagues is to add new forms of testing to demonstrate to students the importance of learning the content of history, culture, and literature courses.

The program coordinator has included the following statement in several yearly reports with no result, but she will add it again. **We need faculty development in assessment, including funding to send faculty members to specialized training.** The program coordinator does not have the authority or time to oversee all the required procedures, and despite repeated conversations with colleagues, we still have a number of challenges in the area of assessment design and data collection.

Cherokee Education, BA

Has made a greater emphasis on the Cherokee language activities that provide “active” engagements in areas of personal and professional interest. Written assignments that address the areas include writing e-mails to fellow classmates, posting messages on the Cherokee Program “Facebook” page, and various Blackboard assignments. Oral activities will range from attending the “Cherokee Immersion Lunch” in the new Cherokee Program Office, meeting once a week with one of the Cherokee language instructors on a pre-assigned topic discussion, to recording narratives that detail the student’s actions on a particular day. Both written and oral activities will include a “question and response” type of assignment that provides both open and closed ended forms aimed at both re-enforcing student learning of specific concepts, and building their ability to engage in a “give-and-take” conversational style format.

American Indian Studies, BA

As suggested during the 5-year AIS program review, the outcome assessment exam will be administered to students once they finish the three core anthropology classes. Overall scores should improve from previous years as students will have recently taken the anthropology courses. The major problem with the current system is that students do not come in for advisement and lose contact with the program coordinator once they finish core classes.

Social Work, BSW	The accreditation institute (CSWE) supports the Value Inventory Assessment which has been revised to accommodate the new standards established by CSWE. The program will want to continue assessment with the revised tool. There is also a new assessment for the field internship program which the program will acquire and administer in the Fall, 2010.
Art Education, BA	The results indicate good student success relative to the 2.75 GPA criteria. It is conceded that GPA is a crude measure of student success. The CEOE pass rate was perfect but the overall number of students taking the test was low. The number of entries in the Juried Art Show doubled from the previous year, which is good and relative to outcome. However, participation and attendance at gallery shows need to be increased.
Sociology,	They will continue to utilize the computer lab for social statistics and will request the use of a computer lab for research methods. In addition, the textbook for research methods will be changed. We will also continue the remaining core courses as they are currently taught.
Theatre,	This program will continue the assigned Capstone Experience under close supervision of faculty Director/Advisor. In the future we will strive to keep the students anticipating graduation in strong mind when creating our theatre season in order to accommodate all student Capstone Experiences. We hope to see more students engaging in non-performance related Capstone Experiences as well, in order to clearly assess many of the other learning outcomes for graduating students.
Visual Communication,	Did not have as much progress in the area of assessment as hoped. The program has decided to work on the development of specificity in assessment tools that will involve the development of discipline specific test for majors. The possibility of developing “comparison points” which may involve comparison of test results between newly declared majors and graduating senior majors should be explored. This might involve the use of a discipline specific test as a foundation to develop a long term entry/exit assessment to compare particular students between

time of entry into the program and graduation for the program. We will continue to try to move away from reliance on simple aggregate data for assessment.

Hospitality and Tourism,

The program wants to include more tourism professionals in the student presentation and have them evaluate the quality and relevance of the presentations. The program will continue making this the major project of this capstone class in meeting planning. The program will also add a budgeting exercise in the class that will work to better prepare students for that part of their meeting. The program will change the explanation of the chapter on working with meeting facilities so students can prepare that chapter more successfully.

Environmental 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 will work to develop a joint assessment instrument during academic year 2010/2011. The entry/exit test format will still be used. The new combined test will be used starting academic year 2011/2012 as there should no longer be any students still enrolled in the previous degree programs.

Information Systems,

The IS program continues to be assessed in terms of course offerings and student performance. In the Spring of 2010 we created and are currently chairing the IT Assessment Committee, where we have assessed and restructured the mission statement, goals and objectives for the IT major. We will continue to assess each course's objectives and learning outcomes in the Fall of 2010. Topics of discussion will include the creation of a junior level transitional course, focusing on the application of theoretical concepts into practical business scenarios, is needed and would fill the gap between theoretical preparation and the ability of students to effectively complete community projects that are required in the senior level capstone course.

Health Care Administration,

The HCA 2113 Introduction to HCA will be a prerequisite to other courses in the program.

	Eventually the pre assessment will be taken at the beginning of the students course work for their major.
International Business,	Faculty will continue the process of implementing the new 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. A more detailed assessment report will be sent to the Dept. Chair and Dean.
Mathematics Education,	The Senior Seminar Course (Math 4721) will be a three hour course beginning spring 2011. It was proving difficult to devote sufficient time in the course to assessment activities and meet other course objectives. The Department plans to continue to use the same four assessment tools during the next academic year.
Mathematics,	The Senior Seminar Course (Math 4721) will be changed to a three hour course. The reason behind the change is that this course is a major factor in the learning outcome “Students will possess reasonable communication skills, both written and oral, to convey knowledge, discoveries, and the results of their work to colleagues and the general public.” The Department plans to continue to use the same four assessment tools during the next academic year.
Computer Science,	The ongoing review and update of the individual core program objectives. Align questions on the ETS exam with individual program objectives. The Computer Science faculty will evaluate the possibility of developing a different departmental test that focuses on programming fundamentals.
Science Education,	The program became eligible for TEACH Grant funds. Three more courses were converted to the online format. The program was promoted through a display at several academic venues and at presentations at the Oklahoma Science Teacher Association Annual Conference and the Northeastern Oklahoma Mathematics and Science Teacher Association Annual Conference. More effective methods of tracking students were developed.



Chemistry,

The ETS exam was factored into each student's grade in the seminar/research course and an hour of class time was devoted to review each of the four main course areas. The mean score for NSU was 148 compared to the national mean of 148 for the ETS Major Field Exam for exams administered August 2006- June 2009. These results showed a marked improvement from the previous four years so the ETS exam results will continue to be weighted in the student's grades for the seminar/research course. Another change regarding the curriculum that was implemented in the past year was the order for the seminar/research class. By reversing the order, the students performed their undergraduate research project before the chemistry seminar course. The change allowed students to become better acquainted with their project before giving a presentation and allowed more time for preparation of their poster/oral presentation. The change in order resulted in the majority of our undergraduate research students being able to present at a technical meeting so we will continue this course sequence order in the future.

Nursing,

Continue collecting similar assessment data. Faculty will review these three mandatory outcomes and evaluate adequacy of the tools at the fall assessment meeting. Faculty drafted an employer survey last fall and piloted it; those and the recently mailed surveys will be presented for review at the fall assessment meeting. Faculty will also further discuss the new need for qualitative baseline, alumni, and employer program satisfaction data.

Education in Teaching, MA

The 2010-2011 academic year will reevaluate the current curriculum based upon the exit survey. The goals of the program will be reevaluated. 8 assessments will be identified and aligned with national Boards.

Health and Physical Education,  
BSED

The program will continue to place final intern in appropriate schools with master teachers/programs.

Health and Kinesiology, MS	The HK Department will refine and administer pre assessment at the time of a degree plan and a similar post assessment at during the final semester beginning with fall 2010. The program will continue to refine or redesign the coursework, and to teach educational research within the HK Department.
Elementary Education	The data for this assessment will not be available until after the deadline for this report. The goal of this program is to have all the ACEI/NCATE assessments and rubrics on the Chalk & Wire server when the fall semester, 2010 begins. We will continue to gather and tabulate data for these assessments through the 2010-2011 year. The information will be calculated electronically, rather than gathering it one professor at a time and compiling the data tables manually.
Graduate Reading/ Literacy Program	The goal is to begin the process of developing an undergraduate “reading minor” to meet the demand for enhanced knowledge of new teachers in reading/literacy. This is available in some parts of the country (e.g. Lockhaven University: <a href="http://www.lhup.edu/registrar/Minors/minor_reading_educ.htm">http://www.lhup.edu/registrar/Minors/minor_reading_educ.htm</a> ) This will fill a definite need in northeastern Oklahoma. However, much preliminary work will be required over the course of this academic year to make this come to fruition (e.g. Departmental, Teacher Education, Regents Approval, etc...) Move the graduate portfolio to the Chalk Wire on-line management system. To offer classes for reading in Tahlequah at the graduate level. To begin the process for opening a reading clinic in Tahlequah once the physical construction of the site is completed.
Counseling in Psychology, MS	Students will continue to be compared to the national average on the Counselor Preparation Comprehensive Examination (CPCE). The Appraisal section and the Career and Lifestyle Development section were the areas with the lowest scores. These designated sections will be monitored for the next year to target any areas of improvement in the curriculum and/or instruction. The program will continue to use the exit exam to assess the students in

	<p>the M.S. in Counseling Psychology master's program. The program will continue to use mean scores and standard deviations to assess how the students perform compared to the national average when the CPCE is used as an exit exam.</p>
School Counseling, M.Ed.	<p>The social and cultural foundations section has several low scores and will therefore be assessed next year. The program will continue to use the exit exam and the portfolio to assess the students in the M.Ed. in School Counseling masters program. The program will continue to use mean scores and standard deviations to assess how our students do compared to the nation when the CPCE is used as an exit exam.</p>
Psychology, BA	<p>Future assessment also will include the instrument designed to measure seniors' perceptions of their experiences in the program and perceived levels of their own knowledge and skill in selected areas. Ideas for enhancements will be considered. Emphasis will be placed on improving administration procedures.</p>
Early Childhood Education	<p>Association for Childhood Education International (ACEI) members/candidates on the Tahlequah campus have instituted an OSAT preparation workshop aimed at preparing them for the constructed response for the past two semesters. Emphasis has been on organizing the response, supporting candidates' ideas, and strengthening the rationale for their choice of learning experiences. Broken Arrow ACEI faculty sponsors plan on supporting members/candidates in implementing a similar workshop on their campus beginning in fall 2010.</p>
ECED-Graduate	<p>The portfolio is central to the assessment of our candidates. The program became concerned that artifacts were not addressing the NAEYC standards and tools with sufficient depth. Consequently, an extensive rubric was created addressing all standards and tools in depth. The rubric clearly denotes what qualities the artifacts must possess in order to be acceptable or target. In conjunction to developing the rubric, new guidelines for writing a reflection for each artifact were developed.</p>

Substance Abuse Counseling, MS The M.S. in Substance Abuse Counseling will implement an exit exam to measure student success. This exit exam will be given to students in their last semester. The program coordinator will investigate available standardized assessment measures to implement. The program coordinator will also look into constructing an assessment too to meet the needs of the program. Using a standardized assessment allows the program to use the mean scores and standard deviations to assess how the students perform compared to the national average.

## **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, the Senior Survey, and the NSSE as measures of student satisfaction (refer to table D). Until fall 2002, each of these surveys was rotated throughout the years and not necessarily used each semester (refer to Table D for the number of students being assessed in each area of student satisfaction for each semester). The Freshman Survey, Senior Survey, Alumni 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.

As a result of NCA recommendations (last accreditation visit), NSU elected to reduce the frequency of assessment activities and rotate the student satisfaction instruments. Since the Senior Survey was produced on-line, it will be administered each semester. Every third year, a standardized national assessment measure is administered to a representative sample of NSU students to determine their satisfaction with institutional effectiveness.

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

**IV-2. What were the analyses and findings from the 2009-2010 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 2009, 12,850 evaluations of faculty teaching were collected. A total of 774 evaluation packets were administered representing 380 different faculty members.

Student Evaluations of the Faculty Teaching Effectiveness  
Fall 2009

	Number of Classes Evaluated	Number of Faculty Evaluated	Number of Students Evaluated
Liberal Arts	263	128	3,674
Business & Technology	143	54	2,489
Education	234	125	3,963
Optometry	21	17	539
Science & Health Professions	113	56	2,185
<b>Total</b>	<b>774</b>	<b>380</b>	<b>12,850</b>

Faculty members may be evaluated in two different colleges

During the spring 2010, 15,154 evaluations of faculty teaching were collected. A total of 914 evaluation packets were administered representing 403 different faculty members. The specific number of faculty and classes are depicted in the chart below:

Student Evaluations of the Faculty Teaching Effectiveness  
Spring 2010

	Number of Classes Evaluated	Number of Faculty Evaluated	Number of Students Evaluated
Liberal Arts	400	138	6,055
Business & Technology	128	56	2,132
Education	249	130	4,147
Optometry	19	16	488
Science & Health Professions	118	64	2,332
<b>Total</b>	<b>914</b>	<b>403</b>	<b>15,154</b>

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 4.37 in fall of 2009 and 4.47 in spring 2010. This value was consistent across academic units depicted in the list below:

	Fall 09	Sp 10
Liberal Arts	4.51	4.54
Business and Technology	4.25	4.37
Education	4.36	4.46
Optometry	4.63	4.65
Science and Health Professions	4.18	4.38
Instructor was an effective teacher (Question 20)	4.37	4.47

The Senior Survey was administered to 21 students in fall 2009. Seventy-six percent were white and 19% were American Indian; 62% transferred seven or more hours; and 48% were traditional age students (21-24 years old). Seventy-six percent were female and 24% were male. The majority of the respondents were from Business and Technology (29%).

The spring 2010 results were determined from 26 responses. Sixty-five percent of the students were white and 19% American Indian; 73% were transfer students; and 39% were traditional age students (21-24 years old). Sixty-five percent were female and 35% were male. The majority of the respondents were from the College of Science and Health Professions (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 Survey will be administered in the spring of 2010.

The NSSE was administered during spring 2010. This was the second year NSU has used this engagement instrument. The overall response rate was 20% based upon 17% of the freshman and 22% of the seniors. These percentages translate into 175 freshman and 480 seniors. Ninety percent of the freshman were full-time and 73% of the seniors indicated they attended full-time. Fifty-nine percent of the freshman were female and 41% male whereas 74% of the seniors were female and 26% male. Thirty-seven percent of the freshman and 18% of the seniors were Native American. Thirty-eight percent of the freshman and 6% of the seniors lived on campus. Thirty-two percent of the freshman and 69% of the seniors were non-traditional (24 or older). Very few of the freshman were transfers (10%) 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.

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

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

**Section V- Graduate Student Assessment**

**Administration of Assessment**

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

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

**Analysis and Findings**

**V-2. What were the analysis and findings from the 2009-2010 graduate student assessment?**

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

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

The Graduate Council is currently looking at requiring course embedded assessment within the specific degrees. Most graduate degrees are considering pre-

program assessment and a similar post program assessment in addition to any certificate exit only requirements.

The Graduate Council has recommend “perks” for being considered Graduate Faculty. During spring 2010, 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 raised 15% beginning fall 2010 and outstanding graduate student awards have been instigated.

### **Other Assessment Plans**

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

- |                              |   |
|------------------------------|---|
| American Studies, MA         | The student retention, especially related to the degree program’s required seminars, has been an ongoing issue for the American Studies program. This issue was clearly addressed in the 5 Year Report completed in Fall 2009. Dr. John Haddad, the American Studies consultant from Penn State-Harrisburg, had specific suggestions to rectify this low retention rate, specifically suggesting a program entry seminar to develop a sense of collegiality amongst American Studies students and rotating the research and writing seminars amongst various program faculty. Presumably, when a new permanent coordinator takes the helm of the program, he or she will move to implement these changes. |
| Education in Teaching, MA    | The 2010-2011 academic year will reevaluate the current curriculum based upon the exit survey. The goals of the program will be reevaluated. 8 assessments will be identified and aligned with national Boards.   |
| Health and Kinesiology, MS   | The HK Department will refine and administer pre assessment at the time of a degree plan and a similar post assessment at during the final semester beginning with fall 2010. The program will continue to refine or redesign the coursework, and to teach educational research within the HK Department.   |
| Counseling in Psychology, MS | Students will continue to be compared to the national average on the Counselor Preparation Comprehensive Examination (CPCE). The Appraisal section and the Career and Lifestyle Development section were the areas with the lowest scores. These  |



designated sections will be monitored for the next year to target any areas of improvement in the curriculum and/or instruction. The program will continue to use the exit exam to assess the students in the M.S. in Counseling Psychology master's program. The program will continue to use mean scores and standard deviations to assess how the students perform compared to the national average when the CPCE is used as an exit exam.

School Counseling, M.Ed. The social and cultural foundations section has several low scores and will therefore be assessed next year. The program will continue to use the exit exam and the portfolio to assess the students in the M.Ed. in School Counseling masters program. The program will continue to use mean scores and standard deviations to assess how our students do compared to the nation when the CPCE is used as an exit exam.

Substance Abuse Counseling, MS The M.S. in Substance Abuse Counseling will implement an exit exam to measure student success. This exit exam will be given to students in their last semester. The program coordinator will investigate available standardized assessment measures to implement. The program coordinator will also look into constructing an assessment too to meet the needs of the program. Using a standardized assessment allows the program to use the mean scores and standard deviations to assess how the students perform compared to the national average.

## **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 2009-2010 Executive Summary

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

### Entry-Level Assessment:

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

During the fall 2009 semester, students who were enrolled in Mathematics 0123 and 0133 demonstrated a pass rate of 60.1% and 61.2% respectively. Math 1513 had a pass rate of 66.8%. English 0123 had a pass rate of 50% and English 1113 showed a pass rate of 77%. For spring 2010, the pass rates were 44.4% for Mathematics 0123, 54.6% for Mathematics 0133, and 65.2% for Mathematics 1513. English 0123 had a pass rate of 52.1% in the spring of 2010 and English 1113 has a pass rate of 67.4%. These pass rates were generally consistent with 2008-2009, with the exception of English 1113 in fall 2009 being about 15% lower than the previous year. (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 being advertised through the Human Resources Department and the successful candidate will assist the GE committee in designing the curriculum and assessment activities. NSU is part of the Voluntary System of Accountability (VSA) and as part of this effort chose the ETS MAPPS assessment and began administering it in spring 2010. 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 2010.

#### Program Outcomes Assessment:

The first step in program assessment is to prepare and annually update the objectives in all academic majors. The objectives were reviewed by the faculty in each discipline for consistency and format. During the spring of 2002, the form for reporting assessment outcome measures was revised and explained to all faculty/administrators. This revision took place 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.

There were 24 undergraduate programs that provided substantial curricular changes as a result of assessment activities during 2009-2010. A complete accounting of these changes/modifications may be found within the body of the report. **Note: Including all of this text would be about 5 pages itself.**

Student Satisfaction:

NSU continues to use the Freshman Survey, Senior Survey, Alumni Survey and the NSSE each year. The Freshman Survey is administered to all first-year students through the First Year Experience classes.

The Senior Survey was administered to 21 students in fall 2009. Seventy-six percent were white and 19% were American Indian; 62% transferred seven or more hours; and 48% were traditional age students (21-24 years old). Seventy-six percent were female and 24% were male. The majority of the respondents were from Business and Technology (29%).

The spring 2010 results were determined from 26 responses. Sixty-five percent of the students were white and 19% American Indian; 73% were transfer students; and 39% were traditional age students (21-24 years old). Sixty-five percent were female and 35% were male. The majority of the respondents were from the College of Science and Health Professions (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 Survey will be administered in the spring of 2010.

The NSSE was administered during spring 2010. This was the second year NSU has used this engagement instrument. The overall response rate was 20% based upon 17% of the freshman and 22% of the seniors. These percentages translate into 175 freshman and 480 seniors. Ninety percent of the freshman were full-time and 73% of the seniors indicated they attended full-time. Fifty-nine percent of the freshman were female and 41% male whereas 74% of the seniors were female and 26% male. Thirty-seven percent of the freshman and 18% of the seniors were Native American. Thirty-eight percent of the freshman and 6% of the seniors lived on campus. Thirty-two percent of the freshman and 69% of the seniors were non-traditional (24 or older). Very few of the freshman were transfers (10%) 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.

### 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. **NOTE: This would be about 2 pages if we listed them again here.**

### 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. These are a new Assistant Vice President for Teaching and Learning and the Coordinator of the General Education Capstone course. Additionally, four Student Learning Coordinators who are responsible to their individual college have been appointed and are in place.

**12-8-10 4:05pm**

**Table A**

**ACCUPLACER - PLACEMENT SCORES**

<b>SUBJECT</b>	<b>SCORE</b>	<b>CLASS</b>
<b>Reading</b>	74.4 and below	ENGL 0113 - Reading Enhancement
	74.5 and up	No Reading Class
<b>English</b>	79.4 and below	ENGL 0123 - Writing Enhancement
	79.5 and up	ENGL 1113 - Freshman Comp I
<b>Mathematics</b>	43.4 and below	MATH 0123 - Elementary Algebra
	43.5 to 74.4	MATH 0133 - Intermediate Algebra
	74.5 and up	MATH 1473 - Math Structures or MATH 1513 - College Algebra

**Table B**

**PLACEMENT TEST DATA FOR MATH AND ENGLISH**

Course	Semester	Enrolled	N for CPT	CPT Scores			Passing Grade	
				Group	n	%*	n	%**
ENGL 0123	Fall 2009	216	150	< 80	93	62.0	60	64.5
				≥ 80	57	38.0	48	84.2
	Spring 2010	119	69	< 80	55	79.7	47	85.5
				≥ 80	14	20.3	14	100.0
MATH 0123	Fall 2009	288	195	< 44	76	39.0	54	71.1
				44 - 74	108	55.4	107	99.1
				> 74	11	5.6	11	100.0
	Spring 2010	196	99	< 44	41	41.4	31	75.6
				44 - 74	50	50.5	48	96.0
				> 74	8	8.1	8	100.0
MATH 0133	Fall 2009	417	296	< 44	28	9.5	20	71.4
				44 - 74	142	48.0	109	76.8
				> 74	126	42.6	122	96.8
	Spring 2010	302	192	< 44	30	15.6	19	63.3
				44 - 74	84	43.8	66	78.6
				> 74	78	40.6	77	98.7



**Table C****OVERALL SUCCESS RATES  
Fall 2009 and Spring 2010**

<b>Course</b>	<b>Semester</b>	<b>Enrolled</b>	<b>I and AU</b>	<b>N for Pass Rate</b>	<b>Passed</b>		<b>Failed</b>	
					<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<b>ENGL 0123</b>	Fall 2009	216	0	216	108	50.0	108	50.0
	Spring 2010	119	0	119	62	52.1	57	47.9
<b>ENGL 1113</b>	Fall 2009	917	5	912	701	76.9	211	23.1
	Spring 2010	437	4	433	292	67.4	141	32.6
<b>MATH 0123</b>	Fall 2009	288	0	288	173	60.1	115	39.9
	Spring 2010	196	0	196	87	44.4	109	55.6
<b>MATH 0133</b>	Fall 2009	417	2	415	254	61.2	161	38.8
	Spring 2010	302	0	302	165	54.6	137	45.4
<b>MATH 1513</b>	Fall 2009	770	1	769	514	66.8	255	33.2
	Spring 2010	535	0	535	349	65.2	186	34.8

**Table D**

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

TYPE	INVENTORY	SEMESTER								
		Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010
PLACEMENT	CPT - Sentence Skills*	10	400	71	7	391	78			
	CPT - Elementary Algebra*	16	661	133	15	646	136			
	CPT - Reading Comprehension*	9	374	74	7	303	79			
MID-LEVEL	College Base									
	MAPPS									43
	Humanities									
	Health/Nutrition									
	Speech									
INSTITUTIONAL EFFECTIVENESS/STUDENT PERCEPTIONS	Senior Survey	9	44	69	15	40	90	5	21	26
	Alumni Survey									
	UCLA Freshman Survey					847				
	NSSE						482			655
	Graduate College Survey									

\* Or other assessment process

**Table E**  
**COLLEGE BASE COMPARISON**  
**OVERALL INSTITUTIONAL AVERAGES**

	SEMESTER									
	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
<b>AREA</b>	<b>n = 18</b>	<b>n = 32</b>	<b>n = 32</b>	<b>n = 31</b>	<b>n = 0</b>	<b>n = 0</b>	<b>n = 0</b>	<b>n = 0</b>	<b>n = 0</b>	<b>n = 0</b>
I. ENGLISH	264	285	298	318					<b>MAPPS TEST USED IN SPRING 2010; RESULTS NOT YET AVAILABLE</b>	
A. Reading & Literature	268	272	285	317						
B. Writing	243	298	308	307						
II. MATHEMATICS	356	333	283	325						
A. General Mathematics	333	320	297	337						
B. Algebra	355	350	318	339						
C. Geometry	340	324	286	324						
III. SCIENCE	338	307	312	282						
A. Laboratory & Field Work	312	292	325	280						
B. Fundamental Concepts	359	327	289	293						
IV. SOCIAL STUDIES	248	255	267	250						
A. History	266	271	257	252						
B. Social Sciences	255	269	290	266						
V. COMPOSITE SCORE	302	295	290	294						

## Table F<sub>1</sub>

### FREQUENCIES FOR MID-LEVEL ASSESSMENT

#### Fall 2009

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

#### Spring 2010

Group		0 to 9	10 to 19	20 to 29	30 to 39	40 to 45	TOTAL
HED	N	<i>NO MID-LEVEL ASSESSMENT SPRING 2010</i>					
	%						
HUM	N						
	%						
SPCH	N						
	%						

## Table F<sub>2</sub>

### Summary Statistics for Mid-Level Assessment

#### Fall 2009

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

#### Spring 2010

Test	N	Mean	Min	Max	SD	Percentiles		
						25th	50th	75th
HED	<b>NO MID-LEVEL ASSESSMENT SPRING 2010</b>							
HUM								
SPCH								