Higher Learning Commission

Team 3. Preparing for the Future – Evaluation and Assessment – The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality or its education, and respond to future challenges and opportunities.

Core Component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

The Curriculum and Educational Policies committee (CEPC) at NSU meets two times per year to deal with curricular issues that reflect on-campus changes as well as requests to the Board of Regents. These requests follow a systematic review by department, college, and Dean approval prior to reaching the Curriculum and Educational Policy Committee (CEPC). These requests gestate as a result of program review, consultant recommendations, adjustments needed for accreditation, and/or from best practice recommendations from faculty and departments. In some cases, these requests come from standing committees such as the General Education Committee. In an effort to sustain continuous quality improvement, the table below provides evidence of these changes and area taken from the CECP minutes as recommendations to the Board of Regent's.

Year	Program	Evaluation/ Assessment*	Identified Concern	Strategy for Continuous Improvement
2004	Speech Language Pathology, B.S. (087)	State Teacher Cert Test	New certification standards.	SLP 4643 Audiological Evaluation of the Exceptional Child was deleted as a required course and EDUC 4813, Sign Language I was changed from elective to required.
	School Administration, M.Ed. (103)	State Teacher Cert Test	During the NCATE evaluation process, a matrix of courses was created. The matrix demonstrated that the competencies that are covered by Instructional Strategies were also met by several other courses within the program offerings.	EDUC 5463, Instructional Strategies was changed from required to elective and EDUC 5613, Facilities Management is Page was added to the required courses.

2005	Industrial Management, M.S. (096)	Faculty Developed Test		The capstone course, INDM 5073, Synergistic Experience was changed to incorporate a synergistic experience or thesis.
	Spanish, B.A. (082)	ACTFL/NCATE		SPAN 4410, Seminar (1-6 hours) has been added as an elective for the BAEd degree in Spanish.
	Criminal Justice, B.S. (020)	ACAT		A new option was added to the Criminal Justice degree. In addition to criminal justice and paralegal studies a homeland security option was developed. This is an increasingly popular tract being developed in criminal justice programs across the country.
	College Teaching, M.S. (052)			The curriculum was changed from 35 hours to 36 hours with 12 hours of professional education required of all students, 18 hours in a cognate area of which 6 hours are required for the student personnel services area and 6 hours of research/thesis and internship.
	Master of Business Administration, M.B.A. (056)	Oral Presentation	Candidates lacked sufficient background in core business subjects.	The entrance requirements for this program were changed to require all students to pass an entrance proficiency examination.
	Master of Business Administration, M.B.A. (056)	Oral Presentation		The curriculum was changed to add a research project in lieu of 6 hours of course work.
	Master's in Teaching, M.Ed. (124)	Exit Action Research		This degree was the old curriculum and instruction degree that focused on the pedagogy of teaching. The revised degree plan consists of 36 hours with a 24 hour core for all students, 9 hours of content specialization in one of

				three areas (a) alternative certification candidates, (b) National Board Certification , or (c) cognate area. Three hours of a capstone experience is now required.
	Master of Science in Health and Kinesiology, M.S. (142)	Written Composition	In the past, students wishing to continue their graduate studies in Health and Kinesiology could complete the M.S. in College Teaching with a specialization in Health and Human Performance or a M.Ed. in Teaching with an option in Health and Physical Education. However, feedback has indicated that these options are not entirely satisfactory to students especially those wishing to pursue doctoral level programs in Health and Kinesiology.	New program in Health & Kinesiology was created.
	Early Childhood Education, B.S.Ed., (023) Elementary Education, B.S.Ed., (025) Special Education-Mild/Moderate Disorders, B.S.Ed., (084)	State Teacher Cert Test	Instructors needed to teach all three areas of content competencies (life science, physical science and earth space science) required for early childhood, elementary education, and special education.	SCI 4213 is being changed to a four hour course, SCI 4214, Science in the Elementary School. This revision will better prepare students to teach science and will provide our students a uniform preparation that is consistent with NCATE Standards.
	Communication Arts, M.A., (106)	GPA & Conference Attendance	Admission and degree requirements needed to be strengthened.	The undergraduate GPA for admission was increased from 2.5 to 3.0, a 500-word essay was added to the admission procedures, limiting students to no more than 12 hours per semester without advisor approval and allowing no more than three hours of internship to count toward fulfilling degree requirements.

2006	Business Administration, B.B.A. (012)	ETS Business	Students lacked the appropriate foundation for successfully completing the required "core" classes in the B.B.A.	Changed admissions requirements to require computer competency at the time of program admission instead of as a graduation requirement.
	School Counseling, Post Master Certificate (017) School Counseling, M.Ed. (018)	CPCE	Student performance in the lifespan development portion of the Counselor Preparation Exam was weak.	Replaced PSYC 5623, Advanced Psychology of Childhood with PSYC 5653, Advanced Life Span Psychology (new course).
	Counseling Psychology, M.S. (019)	CPCE	Student performance in the lifespan development portion of the Counselor Preparation Exam was weak.	Deleted option in which students selected either PSYC 5023, Adult Development or PSYC 5623, Advanced Psychology of Childhood, and replaced that requirement with a single new course PSYC 5653, Advanced Life Span.
	English, B. A. Ed. (029)	State Teacher Cert Test	NCATE standards require the Young Adult Literature course.	Deleted as a required course, ENGL 3033, Types of Literature and add ENGL 3043, Young Adult Literature. The subject manner in the deleted course is covered in other courses and it will remain available as an elective.
	Geography, B.A. (036)	Faculty Developed pre-test (GE)	Students need to broaden their program while maintaining the total hours for the major.	Additional optional classes (statistics and urban sociology) were included in the list of electives for the major.
	Mass Communication, B.A. (050)	GPA	Need a course to cover the creative design aspects of web design.	Deleted one required course in the Mass Communication core, MIS 3053, Web Site Design and replaced that requirement with MC 4263, Web Design I (new course).
	Management, B.B.A. (054)	Business Core		One class, MGMT 4243, Compensation Management, was removed as a requirement for the

			General Management Emphasis.
	Speech-Language Pathology, M.S. (137)	ASHA	Students need opportunities for graduate research more directly related to their professional field.	One required course (Educational Research) was deleted from this program and a new course, Research and Evidence-Based Practice, was added in its place.
	Music, B.A. (060)	Faculty Developed Test in Music History & Theory. Recitals Required		Three of the options (Applied Music, Music Business, Music Theatre) currently specify a block of non-music electives. This requirement was deleted. In the Jazz Studies and Performance options, several courses were removed from the list of possible electives and a new required course added. In the Music Business option, macroeconomics was replaced with an option of selecting either accounting or business law.
	Criminal Justice, M.S. (085)	Program completion		The degree program structure is being revised by deleting three elective courses and adding three new electives (Computer Forensics, Homeland Security, Juvenile Justice).
	Speech-Language Pathology, B.S. (087)	State Teacher Cert Test		Established an admissions policy to require students to have a minimum cumulative GPA of 3.0 and to have completed four specified courses with a grade of "B."
	Speech-Language Pathology, B.S. (087)	State Teacher Cert Test		A statistical methods course (Math 3513) was added to the required courses.
	Social Work, B.S.W. (102)	PACAT-Soc work Curric C		Eliminated Math 1513 (College Algebra) as a required prerequisite. This change permitted students

				to select from the same broad group of General Education quantitative analysis courses as those in most other programs.
	Health and Kinesiology, M.S. (142)	Written Composition		Two additional courses, EDUC 5623, Legal Aspects of Public School Administration and P Ed 5813, Health and Kinesiology Practicum, were added to the list of elective courses.
	Information Systems, B.B.A. (123)	Faculty Developed Test	There was an increased emphasis on database management systems in the information technology field.	IS 3013, Business Computer Operation Environments was replaced with IS 4293, Business Database Management Systems.
2007	Counseling Psychology, M.S. (019)	CPCE	Students in the M.Ed. in School Counseling who do not have stats and courses emphasizing analytic reasoning in their undergraduate program do just as well in the Counseling Research class as the M.S. students who have these courses do in the Psychological Research class.	Two courses, statistics and a course emphasizing analytical reasoning such as Experimental Psychology, Research Methods, Analytical Geometry or logic were deleted from the undergraduate pre-requisites for admission to the program.
	Collegiate Scholarship and Services, M.S. (052)		This program was originally developed as the Junior College Teaching degree thus the option with several cognate areas. This option no longer serves a useful purpose as NSU now has separate degree programs in most of the old cognate areas.	Recommended a new degree structure to more appropriately serve the needs of students who want to work in a higher education setting.
	Speech Language Pathology, B.S. (087)	State Teacher Cert Test		SLP 4213, Language Disorders in Adolescents was added to the undergraduate curriculum and SLP 4313, Diagnosis of Speech & Language Disorders was deleted.

	Environmental Science, B.S. (135)			GEOL 4113, Oceanography was added to the Geosciences track course options.
	Health and Kinesiology, M.S. (142)	Written Composition	P ED 5803 primarily focused on developing yearly curriculum for K-12 HPE in public schools. The majority of masters students are not education majors and do not intend to teach in the public schools.	P ED 5803, Curriculum Construction in Health, Physical Education and Human Performance became P ED 5803, Current Research Issues in Physical Activity and Health.
2008	Management, B.B.A. (054)	Business Core	Students who are not interested in the Human Resource Management emphasis need a stronger alternative by emphasizing specific management skills.	The proposed change allowed students to choose 9 hours from a list of 4 courses.
	Music, B.A. (060) Jazz Studies option	Faculty Developed Test in Music History & Theory. Recitals Required		A new course HUM 2443, Humanities in African American Culture replaced a humanities seminar HUM 2403, Global Humanities (African American Arts).
	Business Administration, B.B.A. (012) General Business Option	ETS Business		Two courses are required rather than all 12 hours selected through approval by the department chair. Students must take 6 hours to include IBUS 4843, International Business and one of the following: MGMT 4103, Business Decision Analysis or MKT 4333, Marketing Research.
	Counseling Psychology, M.S. (019)	CPCE	The accrediting body that is considered the gold standard for counseling programs, CACREP, requires schools to have a 3 credit hour Psychopharmacology course. While we are not a CACREP accredited program, we do meet all other curricular requirements except the	PSYC 5743, Intellectual Assessment is being dropped from the major and replaced by PSYC 5693, Psychopharmacology. This will bring us in line with accreditation standards and will also provide students with a much needed understanding of the relationship between mental illness and legal and illegal

			psychopharmacology course.	substance use.
	Early Childhood Education, B.S.Ed. (023)	State Teacher Cert Test	These changes are being proposed as a result of the NAEYC (SPA) requirements. Candidates must have knowledge and experience with the entire age range from birth through third grade. Currently early education candidates have a good experience with ages 3 through third grade.	HFS 4293, Health and Nutrition of Young Children was replaced with HFS 3223, Infant/Toddler Development and PSYC 4133, Psychology of the Young Child is being replaced with HFS4213, Child Guidance.
	Human and Family Science, B.S. (045)	Portfolio / Project	Early Care was an area that had been identified as a state and national need. A degree in Early Care would prepare students to work in early care facilities which provide services to children from birth through age 3.	Added an option in Early Care.
	International Business, B.B.A. (126)	Faculty Developed Test	The existing major did not provide any global experiences, such as language or culture.	The degree was changed to12 hours of international business courses which include an experiential learning component (study abroad, internship, or independent study), and 12 hours in one of four structured options (finance/economics, information systems, marketing, or global strategies).
2009	Music, B.M.E. (062)	State Teacher Cert Test Recitals Required		A second course in Vocal Diction, as recommended by the NASM accrediting body, was added to the degree.
	Professional Education Core	OPTE	Consistently low scores on section five of the Oklahoma Professional Teaching Exam.	EDUC 4172, Assessment and Evaluation will be added to the full internship block of 12 hours. As a result, EDUC 4056, Elementary Intern Teaching and EDUC 4066,

				Secondary Intern Teaching will be reduced by 2 hours each.
	Bachelor of Business Administration Core		Feedback from employers and the College of Business and Technology Advisory board have indicated that our business graduates need more quantitative skills.	BADM 3963, Quantitative Methods in Business was added to the Business Core.
	Social Studies Education, B.A. Ed. (080)	State Teacher Cert Test	All Social Studies Education majors are tested over content from world history on the OSAT (field 18) exam, which they must pass for teacher certification. Student performance on this exam has been poor.	Six hours of World History survey classes were added to the curriculum. These changes will boost the world history curriculum content and prepare students better for taking the state certification exams.
	Biology, B.S. (115)	ETS-Major Field Achiev Test-Biology	For several years, our students have not performed at the level desired on the Major Field Test in Biology which is utilized for assessment of the major.	The Biology program went through a major curriculum revision based upon recommendations of their last program review consultant. The consultant specifically recommended looking at course redundancy in the curriculum and advised against continuing with an older curricula, but rather to modernize the curriculum to keep content current with modern biology.

*According to the 2007-08 Annual Assessment Report

Core Component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective learning assessment possible.

Student learning outcomes are determined by each department and major and are linked to a learned society or accreditation body. As part of the Oklahoma Regent's Assessment Report, each program must provide annual evidence that all or part or these student learning objectives are being met. There has never been a move by the Board of Regents to standardize assessment tools across institutions and have left that decision to the individual departments and colleges at each institution.

Below is a table (sample for year 2008-2009) summarizing the results of all of the programs, both undergraduate and graduate, the assessment tool, the number of participants and the outcome.

NOTE: We can provide similar tables for the past eight years……….

CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
001	Accounting - BBA	ACCT 4503	ETS Financial Accounting Core	-	See Business Core	No	
004	Health Care Adm - BS	SOC 4951	Faculty Developed Test	16	Alumni Survey		New coordinator next year
005	Art - BA		Pre-Post Test-Art History	17		Pre/Post Art Portfolio	No report
006	Art Education - BA/ED		State Teacher Cert Test	11/8		Pre/Post Art Portfolio	
012	Business Adm - BBA		ETS Business	-	Alumni Survey		No report
014	Chemistry - BS	CHEM 4921	ETS - Major Field Chemistry	11			No report
018	Counseling MEd	PSYC 5621 or options	CPCE	19	Alumni Survey		Written and A/V Tapes
019	Counseling Psych - MS		CPCE	29	Alumni Survey		Written and A/V Tapes
020	Criminal Just - BS	CRJ 4233 &	ACAT	30	Alumni Survey		No report

CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
		CRJ 4593					
023	Early Child Ed - BS-ED		State Teacher Cert Test	75		Yes	No report
025	Elem Educ - BS/ED		State Teacher Cert Test	341		Yes	Dept. developed pre/post
027	Eng Phys - BS		Faculty test and OSAT	-			In abeyance/no report
028	English - BA		Capstone	26			
029	English - BA/ED		State Teacher Cert Test			Yes	No report
030	Finance - BBA	MGMT 4213	ETS	-	See Business Core	No	
036	Geography - BA	GEOG 1113	Faculty Developed pre-test (GE)	1	Alumni Survey		
	Business Core	MGMT 4213	ETS	-			
040	HLth & Hum Perf - BS	PED 4312	Faculty Developed Test/ Interview	24			
041	Health & PE - BS/ED	PED 4312	State Teacher Cert Test/Teacher	30/28		Yes	
042	History - BA	HIST 4951	ACAT-Major Field History Test	19	Alumni Survey		

CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
045	Human & Family Science		Portfolio / Project	32		Yes	
047	American Indian Studies - BA		Faculty Developed Test	5	Alumni Survey		
050	Mass Comm - BA		GPA	91		Portfolio	Uses GPA as success measure
054	Management - BBA	MGMT 4213	Business Core	-	Alumni Survey		No report
055	Marketing - BBA	MKT 4333 MKT 4543	Business Core/Faculty	-	Alumni Survey		No report
056	Masters Bus Adm - MBA	MGMT 5863	Oral Presentation	-			No report
057	Mathematics - BS	Sr. Seminar	ETS	10			Exit Survey
058	Mathematics - BS/ED	MATH 4713	State Teacher Cert Test	10/4		Yes	Exit Survey
059	Medical Technology - BS		National Registry Exam (NAACLS) ??	6			
060	Music - BA		Faculty Developed Test in Music History & Theory. Recitals Required	-			No report
062	Music-Education - BME					Yes	No report

CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
			State Teacher Cert Test Recitals Required				
069	Political Science - BA		PACAT-Pol Sci Test plus Faculty Developed Test		Alumni survey		No report
072	Psychology - BA		Assess GE (faculty developed)	676	See Psyc. Core		
075	Reading - MEd	Action Paper N=43	State Teacher Cert Test	10/10			Portfolio
076	Safety Mgmt - BS		Faculty Developed Test	12	Program Review Survey		
080	Social Studies(History) - BS/ED		State Teacher Cert Test	17	Alumni Survey	Yes	Pre/post dept. assessment
081	Sociology - BA	SOC 4951	Faculty Developed Test	14	Alumni Survey		
082	Spanish - BA		ACTFL/NCATE	2			No majors assessed
083	Spanish - BA/ED		SOPI / State Teacher Cert Test	3/2			Pre/post assessment
084	Spec Ed-Mild/Mod Disorders BS/ED		State Teacher Cert Test	23/18		Yes	

CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
085	Criminal Justice - MS		Program completion	-	Alumni Survey		No report
087	Spec Ed-Spch & Lng Path - BS		State Teacher Cert Test	19/19			
089	Spec Educ, MEd		National Test	-			In Abeyance
090	Communication Studies - BA	SPCH 4993	Uses student GPA				Uses student GPA
091	Communication Education - BA/ED		State Teacher Cert Test	5		Yes	Uses student GPA
093	Hospit&Tourism Mgmt - BBA		Business Core; Teacher Made Exam; Simulation (CMP)	-	Employer Survey	Senior Project	No report
096	Indus Mgmt - MS		Faculty Developed Test	-	Program Reiew Survey		No report
097	Vision Science - BS		Optometry National Board	28			
100	Computer Sciences - BS	CS 4233	Science Option - ETS-Major	11	None	No	Exit Survey

CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
			Field Exam				
102	Social Work - BSW	SOC 4962	PACAT-Soc work Curric C	50	Alumni Survey		
103	School Admin MEd		State Teacher Cert Test	-		Yes	No report
104	Nursing - BSN	Nurs 4293	NLN-Comprehensive Basic Nursing Test (TPO)	26	Alumni & Employer Surveys	Yes	Exit Survey Systematic Eval Plan & Outcomes per NWNAC Criteria
106	Communication Arts - MA		GPA & Conference Attendance	13			
107	Optometry - OD	OPT 6261, 7162, 7261	Nat=l Bd of Examination in Optometry	-			State Bds as required
112	American Studies - MA		Faculty Developed Test/Oral Exam	5	Alumni Survey		Written, Oral Exam
115	Biology - BS	BIOL 4622	ETS-Major Field Achiev Test-Biology	63	Alumni Survey Senior Exit Survey		Laboratory & Research Skills
117	Early Childhood Ed - MEd		ECED or Capstone	-			No report
120	Science Ed - BS/Sci ED		State Teacher Cert Test	4	Alumni Survey	Yes	

CODE	PROGRAM	COURSE	STANDARDIZED TESTS	# STUD. SUR.	ALUMNI/EMP. SUR.	PORTFOLIO	OTHER
123	Information Sci - BBA	MIS 4003	Faculty Developed Test	-	None	No	
124	Teaching - MEd	ED 5731	MAT	29		Yes	
125	Environmental Mgmt- BS		P/P Faculty Developed	12			
126	International Business, BBA		Faculty Developed Test	-			No report
128	Theater, BA		Faculty Assessment, Capstone	4			
129	Library Media & Information Technology, MS		Portfolio, State Certification Exam	-			No report
130	Accounting & Financial Analysis, MS			-			No report
131	English, MA			-			No report
132	General Studies		Satisfaction Survey	28			
133	Technology, BT		NAIT	-			No report
135	Environmental Science, BS		To Be Determined	0			New Program 01/02

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

As part of the Annual Regent's Assessment report at the program level, departments report on what activities have occurred as a result of assessment. In many cases, these activities do not go through the CEPC therefore, they are not referred to the Regents. They may be more subtle changes that are dealt with within each department and program. These changes are noted in the Annual Regent's Assessment Report and an example is noted in the following section.

Program Outcomes Assessment:

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

Counseling Psychology, M.S. (019)	Two courses, statistics and a course emphasizing analytical reasoning such as Experimental Psychology, Research Methods, Analytical Geometry or logic were deleted from the undergraduate pre-requisites for admission to the program.
Higher Ed. Adm.and Services, M.S. (052)	Recommended a new degree structure to more appropriately serve the needs of students who want to work in a higher education setting.
Speech Language Pathology, B.S. (087)	SLP 4213, Language Disorders in Adolescents was added to the undergraduate curriculum and SLP 4313, Diagnosis of Speech & Language Disorders was deleted.

Environmental Science, B.S. (135)	GEOL 4113,
	Oceanography was added to the Geosciences track course options.
Health and Kinesiology, M.S. (142)	P ED 5803, Curriculum Construction in Health, Physical Education and Human Performance became P ED 5803, Current Research Issues in Physical Activity and Health.
Management, B.B.A. (054)	The proposed change allowed students to choose 9 hours from a list of 4 courses.
Music, B.A. (060)	Jazz Studies option
	A new course HUM 2443, Humanities in African American Culture replaced a humanities seminar HUM 2403, Global Humanities (African American Arts).
Business Administration, B.B.A. (012)	General Business Option
	Two courses are required rather than all 12 hours selected through approval by the department chair. Students must take 6 hours to include IBUS 4843, International Business and one of the following: MGMT 4103, Business Decision Analysis or MKT 4333, Marketing Research.
Counseling Psychology, M.S. (019)	PSYC 5743, Intellectual Assessment is being dropped from the major and replaced by PSYC 5693, Psychopharmacology. This will bring us in line with accreditation standards and will also provide students with a much needed understanding of the relationship

between mental illness and legal and illegal substance use.

Early Childhood Education, B.S.Ed. (023)

HFS 4293, Health and Nutrition of Young Children was replaced with HFS 3223, Infant/Toddler Development and PSYC 4133, Psychology of the Young Child is being replaced with HFS4213, Child Guidance.

Human and Family Science, B.S. (045)   Added an option in Early Care.

International Business, B.B.A. (126)   The degree was changed to12 hours of international business courses which include an experiential learning component (study abroad, internship, or independent study), and 12 hours in one of four structured options (finance/economics, information systems, marketing, or global strategies).

Music, B.M.E. (062)   A second course in Vocal Diction, as recommended by the NASM accrediting body, was added to the degree.

Professional Education Core   EDUC 4172, Assessment and Evaluation will be added to the full internship block of 12 hours. As a result, EDUC 4056, Elementary Intern Teaching and EDUC 4066, Secondary Intern Teaching will be reduced by 2 hours each.

Bachelor of Business Administration Core

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

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

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

Biology, B.S. (115)

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

Note: Similar data is available for the last eight years

Core Component 3c. The organization's learning resources support student learning.

Don't know why they don't have just 3d?

Core Component 3d. The organization's learning resources support student learning and effective teaching.

The Oklahoma Board of Regent's has instituted a one dollar per credit hour fee for student assessment activities. This fee pertains to undergraduate level and at the graduate level if such programs exist. This money is utilized for assessment instruments related to student achievement, and performance in four levels outlined by the Regent's Assessment Plan.

The Center for Teaching and Learning (CTL) is currently undergoing a revision in leadership and philosophy. There are two part-time faculty members who now operate the CTL and the Center may fall under the new Assistant Vice President for Teaching and Learning. This new administrative position is scheduled to begin fall 2010. The new Assistant VP position will provide faculty and staff with "best practice" in professional development that meets the needs of the students currently attending NSU.

The Provost has recently approved a position that will serve as the Coordinator of the new General Education Capstone course. The Coordinator will be housed within the College of Liberal Arts and report to that Dean.

NSU requires a two hour Freshman Orientation class where student support services are described and where students may be assessed with paper and pencil instruments that may determine where possible difficulties may lie. The Oklahoma Institute for Learning Styles (OILS) uses such an instrument. The Institute is housed within the College of Education and provides new freshman an idea of how they best learn through the Dunn and Dunn Learning Styles Inventory. This inventory is given each semester through the Freshman Orientation class to first time, fulltime freshman and the information is released back to the individual student in an attempt to provide them with meaningful information as to the conditions under which they learn best. Below is a table describing the activities in UNIV 1002 University Strategies.

First-Year Strategic Success Plan

Fall Semester

1. Math Fast Forward Program
2. Testing services and correct placement in remedial courses
3. Alternative Admission Program requirements and follow up
4. Individual Enrollment of all new freshmen
5. Course clustering
6. LLC partnership with Housing
7. Freshmen Connections orientation program
8. College Strategies freshmen orientation course
9. Academic Success Net Mentoring – Pairing faculty and students for mentoring
10. Early Alert Notice program and Intervention
11. Administrative Withdrawal Program and Intervention
12. Mid Term Grades for all Freshmen and Sophomores and students below a 2.0 - Intervention for these students not making good progress
13. Major Fair
14. Advisement Week
15. Outreach to students not pre-enrolled
16. Collect and maintain information on student's plans to enroll

Spring Semester

1. Success Seminar for students on Academic Probation/Notice
2. Early Alert Notice program and Intervention
3. Have CS instructors from Fall reach out to continuing freshmen
4. Administrative Withdrawal Program and Intervention
5. Have Peer Instructors from Fall reach out to continuing freshmen
6. Mid Term Grades for all Freshmen and Sophomores and students below a 2.0 – Intervention for these students not making good progress
7. Have ASN Faculty from Fall reach out to continuing freshmen
8. Contact students not meeting financial aid requirements
9. Contact students not meeting scholarship requirements
10. Collect and maintain information on student's plans to enroll
11. Contact non-returning freshmen – discuss plans to return in the fall

NSU provides several tutorial laboratories/programs that operate on a full-time basis offering support to all NSU part and full-time students. Several of these experiences are the "Fast Forward" mathematics program designed for borderline students who are between remedial and college level work and may need a "mathematics boost". This intensive one week summer course is free to any NSU student and is staffed by the Coordinator of remedial mathematics. The College of Education provides preparatory sessions for those education students who will be sitting for one of the three levels of state certification (OGET, OPTE, and the OSAT). These sessions are short, intense, and free to NSU students. The Writing Enhancement Laboratory, located in the College of Liberal Arts is open on a regular basis during the semester and summer and is designed to assist those students who may elect to participate or are referred by their teachers. The purpose of the laboratory is to enhance writing skills. Several other offices on campus designed to assist students with study or student support are the TRIO program, Student Support Services in the form of counseling and theme housing. Student Services complies with all of the ADA requirements to students with special needs.

The Office of Academic Affairs has recently allowed each of the four colleges to select a faculty member who will serve as an assessment facilitator. This faculty member will be given one quarter release time to assist their peers with assessment activities that may be, but are not limited to, assistance with Regent's Program Review, Program Assessment, statistical assistance in designing events that document student learning at the course or program level, and professional development with the CTL.

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Northeastern State University has participated in the Oklahoma Research Day for the past 10 years and hosted the event in fall 2009 at the Broken Arrow campus. The purpose of this event is to showcase faculty and student research and NSU has had an average of------- participants over the past several years.

Hosting Undergraduate Research Day on the NSU campus has been an activity for the past ---- years. This event showcases faculty mentored student research in both poster and oral form. It is a one day event and is held in the University Center. This event is sponsored through the Office of Academic Affairs.

The Center for Teaching and Learning has hosted a two day event in which a call for papers seeks faculty research/projects in the area of new and innovative teaching and learning. The event is sponsored through the Office of Academic Affairs .

NSU will begin a new General Education (GE) curriculum in fall 2010. Part of this newly revised curriculum is the GE Capstone course. This course is designed to integrate all of the individual GE areas together by using a technology- based system of assignments. These assignments are to be in 'real time" and may include blogs, Blackboard, chat rooms, and I-phone activities. A GE Coordinator will be responsible for this one hour credit course.

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global diverse and technological society.

Northeastern State University uses two inventories that asses the usefulness of the curricula. These are the Senior Survey and the National Survey of Student Engagement (NSSE). The College of Education conducts exit interviews during the final student teaching experience and student are involved in an open discussion of their experiences with the curriculum, faculty and overall NSU delivery. The students are very open in their comments regarding the quality of their experience and each of them is recorded and reported to the Leadership Team within the College of Education. Changes within the College takes place as a result of this student input.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Northeastern State University uses the Alumni Survey to determine how the graduates feel about their preparation. The College of Business and Technology had utilized their own college alumni survey that relates specifically to their graduates.

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

During fall 2009, NSU hosted a two day Business and Community Summit designed to bring the 18 county area together and discuss issues of economic development and community capacity building. The Summit involved not only NSU faculty and administrators but community leaders

from professional, private, government, and health agencies. A similar event is planned for fall 2010.