

ANNUAL REPORT OF 2005-06 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 appointment. Many students take advantage of testing early, thus facilitating enrolling on-site. Students are allowed to re-test one time after 30 days have elapsed.

I-2. Which students were assessed?

Students whose ACT subscores were less than 19 and who scored at or above a defined "secondary test" criterion score were 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.

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. 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 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 not meeting this standard are required to enroll in Science 0122, Concepts of Science. Students who have a reading, mathematics and science deficiency must complete the reading and mathematics deficiency before enrolling in the zero level science class. Refer to Table A for Accuplacer cut scores and placement scenarios.

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 counselors office. Tutoring is provided for the students that 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 by the tenth week.

Analyses and Findings

I-4. What were the analyses and findings from the 2005-06 entry-level assessment?

A total of 2,031 students participated in some form of entry level assessment. The students who were administered entry-level assessments during new/transfer seminars throughout the Fall and Spring are reflected below:

ENGLISH 602

MATH 914

READING 515

Refer to table D (Table D describes all NSU assessment instruments)

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

After placement, the following number of students completed each of the zero-level and freshman level courses with a C or better, or with a grade of P in English 0123. Refer to table C

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 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 was the “secondary test” used during enrollment and a post-test was administered at the end of each semester.

The 2005-06 pass rates are similar to 2004-2005. Refer to Table C for specific semester success rates.

Cut-scores will be continually reviewed for appropriate placement. First Year Experience/Enrollment Services has taken over the tutoring aspect of the freshman experience and has increased this service dramatically.

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

The analysis of zero level math and English remains fairly consistent from year to year. Spring percentage pass rates are usually lower than the preceding fall. Pass rates in mathematics in the fall are usually between 55 and 65% and between 45 and 60% in the spring. English pass rates are usually between 65 and 75% in any given fall and slightly lower in any given spring. NSU feels that the effectiveness in placement decisions is solid and that correct pass rates reflect these decisions. 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 instructions meet each month to monitor progress. Further, the Office of Academic Affairs has instituted a zero-level committee that monitors all remedial instruction.

Two additional studies done by the Office of Institutional Research dealt with correlating the CPT placement scores with their 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, or not having the required Liberal Arts GPA of 3.0 results in a U grade and those students are prohibited from further College of Education core courses.

I-8. Describe results.

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

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

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

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

Mathematics revised the two remedial courses and are now using different text/materials as a result of recent data and student performance. The same text is being used for both 0123 and 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 syllabus. In mathematics, fewer topics are covered in each class, but each topic is covered in more depth.

A policy regarding re-testing 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 thirty 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 and English) must be consistent with the grading in all sections of the same course. An option for P/NP and S/U grades was added to the NSU Catalog. 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 new writing laboratory director is now in place and the computers in the writing lab have been upgraded in number and quality.

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.

The course names of the developmental English and Reading courses were changed from Fundamentals of English to Writing Enhancement and Fundamentals of Reading to Reading Enhancement. It was felt that these new titles were more positive and stressed the need for improvement verses deficiency.

The Fundamentals of Reading course was also increased from two credit hours to three credit hours. Students can be tutored in the newly created 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.

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

Northeastern State University utilizes the Riverside College Base Academic Subjects Examination as the primary assessment instrument for general education.

Content areas not assessed in College Base include humanities, speech, and health/nutrition. These areas are tested using self-developed instruments. Continued validation and reliability of these tests are a function of the NSU assessment committee.

Northeastern State University administers the College Base to students who have taken between 45 and 70 hours. Any student who has transferred six or more hours to Northeastern State University does not take the test. Northeastern State University uses the long form of the College Base but currently does not require every student to take all sections of the test. Students take only subsets of the sections or the writing sample; therefore, a complete College Base Test requires six student answer forms.

College Base assesses writing skills in two ways. First, it incorporates a timed writing sample to provide a direct and realistic evaluation of a student's writing skills. Second, writing is also assessed through a set of multiple-choice questions that cover pre-writing and editing skills, as well as the student's knowledge of standard written English.

Education majors have recently begun taking the Oklahoma General Education Test (OGET) and the Oklahoma Professional Assessment Test (OPAT) which can be considered an assessment of general education. During the last 15 test administrations, NSU education majors have demonstrated pass rate at or above state norms.

Several recent institutional changes in general education have taken place as a result of mid-level assessment:

(1) Multiple section offerings continue to be reviewed for course consistency without breaching faculty academic freedom. A great deal of effort was spent on the need to reduce the variance between instructors and between sections of the same offerings. The Director of Assessment and Institutional Research met at least twice during 2005-2006 with college and department faculty reviewing the results of mid-level and stressing the importance of consistent delivery. Most multiple sections have a common course outline.

(2) Additional courses in MIS and CS are now being offered as Quantitative Analysis options.

(3) Computer literacy is a graduation requirement and two MIS courses and one

CS course are available to fulfill this component.

(4) A portfolio approach has been adopted by speech and humanities for general education assessment.

(5) English and mathematics have restructured the delivery of non-credit course work.

(6) Most colleges within the university use the program assessment committees as their curriculum committees.

(7) In Health and Human Performance and Biology, mid-level testing is linked to the curriculum by the university-wide assessment committee. This committee has been recently restructured and a new chair named. Further, the mid-level data is reviewed with each college assessment committee twice per year. A revised reporting form was also instituted.

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 consistently been below the national average. NSU offers a fifty dollar tuition fee waiver to students for participation. The Assessment Committee will be looking at another method of assessment of general education. The NSU General Education Committee is looking at assessing “themes” within each category. Colleges that offer general education have developed questions within each general education category which will be essay style.

Analyses and Findings

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

College Base now provides a basis for identifying individual student results thus making future tracking possible. We currently observe cohort groups with College Base.

Students who are tested at mid-level in humanities, speech or health/nutrition are not tracked after their scores are recorded. However, a new enrollment management database is being discussed where these scores will become a permanent part of the student’s academic record. The College of Education is currently using a database where mid-level scores can be added.

In general, the introductory mathematics and English composition success rates are higher as the remediation gets better. English demonstrated a 15-20% increase in pass rate from remediation to college level work and mathematics a 6% increase. This may help in the mid-level scores in mathematics and English but due to low numbers in College Base, comparisons are hard to make. Tracking could take place with a “data warehouse” concept using commercial software.

II-5. What were the analyses and findings from the 2005-06 mid-level/general education assessment?

Table E reflects the overall institutional averages for Riverside’s College Base. Northeastern State University has utilized College Base scores since Spring of 1992 and the following historical comments can be made:

The average composite score since Fall 2000 has been about 280 compared with a national mean score of 300. Prior to Fall, 2003, Northeastern State University's score had been borderline for being significantly below the national average. Beginning with Spring, 2003, NSU has had composite scores above the national mean of 300 in four of the last five semesters.

During Fall 2005, NSU had a composite score of 302 and English had a composite score of 264, roughly three standard deviations below the national mean of 300. Mathematics and science were above the national mean with mathematics and science being over three standard deviations above the national mean of 300. During Spring 2006, the NSU composite score was 295 and the individual scores were: English; 285, mathematics, 333; science, 309; and social studies, 316. Locally developed mid-level assessment instruments were administered to measure health/nutrition, humanities and speech. The results of the humanities, speech and health/nutrition tests were lower than the 2004-2005 year. See table F₁ and F₂.

Several institutional changes have been proposed in response to the mid-level assessment results. Units that offer general education courses were encouraged to reevaluate course objectives and develop tests that would best measure these objectives. Meetings between the office of the Vice President and faculty were held to discuss the variance that exists between instructors and sections of the same offerings. The NSU Assessment Committee has been given a specific charge of developing a new mid-level assessment and are looking at using "organizing themes".

Because the College Base does not in itself measure all of our components of general education, Northeastern State University chose national examinations or institutionally designed instruments to deal with the areas not covered in the College Base. These areas are health/nutrition, humanities and speech.

Humanities and health/nutrition developed instruments that were appropriately validated and determined to be reliable (+.70 on a split-half reliability procedure).

Scores for Fall 2005 are as follows:

Humanities: N=5, \bar{x} = 25.6, sd = 4.6

Speech: N = 4, \bar{x} = 26, sd = 4.2

Health Education/Nutrition: N = 5, \bar{x} = 30.5, sd = 4.2

The results for Spring 2006 are as follows:

Humanities: N = 30, \bar{x} = 18.5, sd = 4.9

Speech: N = 39, \bar{x} = 30.5, sd = 4.2

Health Education/Nutrition: N = 36, \bar{x} = 30.9, sd = 8.2

These results reflect a fewer number of students assessed and will be used as benchmark scores in the future. The mean scores remain relatively unchanged from previous semesters. Refer to table F₁ and F₂ for complete results on humanities, speech and health/nutrition.

Section III - Program Outcomes (4 pages)

Analyses and Findings

III-1 What were the analyses and findings from the 2005-06 program outcomes assessment?

Each graduate and undergraduate program completed a standardized assessment in the major form and turned that form into the Office of Institutional Research by June 15th. The numbers of students being assessed, the assessment instrument

itself, along with request for institutional services were included in this report. The actual assessment report has been refined during the last several years.

III-2 What instructional changes occurred or a planned in the programs due to program outcomes assessment?

Science & Health Professions:

- * Mathematics Education set up a system to analyze the scores from the departmental test to detect flaws in student understanding or areas of poor performance.
- * Biology will report on the alignment of its program with the ETS-MFT, review data on changes in student demographics, and compare their curriculum with those at our peer institutions.
- * Chemistry will be more stringent on the amount of time students spend in the lab performing research.
- * Computer Science will develop the technical and scientific knowledge, in key concepts of the core courses in computer science, needed to meet their academic and professional goals.
- * Speech Language Pathology will complete an on-line examination on ASHA Code of Ethics at least once during each academic year in both the undergraduate and graduate programs.
- * Science in Education will work with science content faculty to improve candidate understanding of the nature of science.
- * Nursing will partner with patients and other health care professionals to provide preventive health care through health promotion, protection, and restoration, and the end of life care.

Business & Technology

- * Safety Management will evaluate situations that create opportunities for adverse exposure of employees and recommend engineering and administrative controls designed to mitigate or eliminate the potential hazard.
- * Marketing refined its business core, as well as developed program assessments.
- * Accounting is developing assessments tools for the major course required for the BBA in Financial Management and in Financial Planning.
- * Business Administration developed a “home grown” assessment tool that is either course imbedded, or in a pre-test/post-test format for the Management major.
- * Finance will implement assessment tools with results expected in a year.
- * Management Information Systems made extensive changes to the major including renaming the major, restructuring the major, revising the prerequisites, and deciding to deliver many of the courses online.
- * Environmental Management developed more examples and assignments on real world situations.

Liberal Arts

- * Art & Art Education expanded visual art programming into the Broken

- Arrow area, will institute a written survey instrument to be distributed at public art exhibitions and request responses from attendees.
- * Criminal Justice and legal studies faculty will finalize the new assessment tool for the paralegal majors.
- * Music students progress will be tracked every semester and compared with the diagnostic exams. Further, these exams will be evaluated to see if they are accurate indicators of future success.
- * Mass Communications are looking at GPA's and calculations concerning how long it takes students to graduate (4 to 4.5 years). A greater focus will be developed on "external" assessment in terms of tracking student success after graduation.
- * Cherokee Education is a new program. No assessments were given this year. Students will begin being assessed during Spring 2007.
- * Arts in Education students have been writing pre and post essays. There has been a log-jam in grading them. A new more efficient rubric is being designed so that the results are consistent and easier to produce.
- * Native American Studies will redesign the exam and ask colleagues in English, History and Political Science for input.
- * Political Science is planning to focus on testing our students knowledge or research methods and their development of analytical skills next year.
- * Health Care Administration task force is currently appraising the HCA program and with their recommendations will determine plans for future actions.
- * Sociology students must complete a Senior Seminar which involves reading a book and discussing concepts with faculty during several meetings throughout the semester.
- * Theatre added a performance review option to the annual assessment of each student's body of work from the academic year.
- * Social Studies in Education students are required to take a pre test and post test on all areas covered by fields 17 and 18 of the OSAT exams.
- * History is considering a requirement that students prepare portfolios documenting their ability to perform the tasks as defined by the program's goals.
- * Spanish investigated the feasibility of incorporating the SOPI and the writing assessment into either Intermediate Spanish II or Advanced Composition and Conversation I. Transfer students who come in with equivalents to these courses will need to be assessed separately.
- * Geography established a base set of questions to assess geographic knowledge of incoming and outgoing GEOG 2243 students.

Education

- * Early Childhood input assessment data from rubrics into Chalk & Wire for program review.
- * Psychology students will demonstrate a basic understanding of factors that influence behavior, show a beginning knowledge of theories in the major study areas of psychology, and indicate an awareness of the core assumptions and major schools of thought underlying psychology.
- * Health & Kinesiology is revising the department exam and appointed a Department Assessment Coordinator.

- * Health & Human Performance conducted exit interviews of graduating seniors in internship courses P. ED 4811, 4812 and 4813.
- * Elementary Education continue to offer the OSAT workshop.

Section IV- Student Satisfaction (2 pages)

Administration of Assessment

IV-1. How were the students selected?

Northeastern State University uses Student Evaluation of Classes, the Freshman Inventory, the UCLA Freshman Survey, the Senior Survey, the ACT Student Opinion Survey, and the CSEQ as measures of student satisfaction. 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).

Student evaluation of classes is an ongoing process. NSU conforms to the Regent's policies and guidelines and has additional campus policies as well. These policies/procedures were approved September 8, 2005 and are published in the faculty handbook. Both tenured and non-tenured faculty are evaluated after being selected by the individual deans. The results of the assessment are tabulated by the Center for Teaching and Learning and 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.

The Freshman Survey, much like the Freshman Inventory serves as a basis of comparison for the Senior Survey and is truly a measure of student satisfaction. In the Fall of 2000, 698 first-time, full-time students participated in the Freshman Survey that was administered through the freshman orientation classes. The results of this administration are descriptively provided and key differences from national, public four-year college norms are highlighted. The Freshman Inventory was revised for Fall 2000 and shortened to provide more meaningful answers for the services specifically associated with enrollment management. The Freshman Survey will not be used again until Fall 2007.

As a result of NCA recommendations, NSU elected to reduce the frequency of assessment activities and rotate the student satisfaction instruments every three years. Since the Senior Survey was produced online, 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 not utilized in Fall 2005 due to a computer malfunction. There were 105 participants in Spring 2006. 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 2005-06 student satisfaction assessment?

Student evaluations of courses/instructors show overall satisfaction. For Fall 2005, 998 courses of 435 faculty were evaluated for a total of 17,884 student evaluations. In Spring 2006, 816 courses of 468 faculty were evaluated for a total of 13,994 student evaluations. Based on a five point scale with 5 being highest, the following statement reflect student satisfaction with instruction at NSU.

	Fall 05	Spr 06
The course objectives were clearly presented.	4.29	4.36
The instructor had high expectations of student learning.	4.40	4.44
The instructor treated each student fairly and with respect.	4.43	4.48
The instructor seemed genuinely concerned with helping students.	4.38	4.43
The instructor maintained an atmosphere conducive to learning.	4.31	4.39
Overall, this instructor was an effective teacher.	4.33	4.40

The Senior Survey was not administered Fall 2005 due to a computer malfunction. The spring 2006 results were determined from 105 responses. Eighty percent of the students were white and 16.5% American Indian, 67.4% were transfer students and 47.8% were traditional age students (21-24 years old). Seventy percent were female and 30% were male. The majority of the respondents were from the College of Business and Technology and Education (61%). 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 will be administered online each semester as well. The Graduate College has made the survey a check point during the final degree check.

The Alumni Survey will be administered in the Spring of 2007.

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

Through a series of presidential forums, additional parking, changes in student meal plans, and revised Sodexo services were implemented. The Office of Academic Affairs began implementing DARS to address issues with degree checks.

Section V- Graduate Student Assessment (2 pages)

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 and the College of Education is using a teacher-developed instrument for the Core in the College Teaching degree. The Masters of Education programs in Educational Administration, Teaching, and Collegiate Scholarship & Services are now utilizing the WritePlacer as a program admission requirement. Cut scores have been determined after a two year pilot. Several degrees are using portfolio assessment.

The new Graduate Dean has implemented a new student database and tracking system for all graduate programs. Most graduate forms have been placed on the NSU web page.

Analysis and Findings

V-2. What were the analysis and findings from the 2005-06 graduate student assessment?

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

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

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

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

Other Assessment Plans

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

- * Masters in Science will develop an alumni survey to assess program goals and develop an employer survey to assess program goals.
- * Masters in Health & Kinesiology developed a pre/post test under a new faculty member in charge of assessment.
- * Masters in Science Education want more specific guidelines to be written for capstone project.
- * Masters of Accounting & Financial Analysis incorporated into each course requirement for development of key analytical, critical thinking, and communication skills upon which the student can draw to demonstrate ability to synthesize and apply knowledge in accounting and financial analysis.
- * Masters in Criminal Justice upgraded their curriculum this past year by replacing three courses with more relevant courses. The

three new graduate courses are Seminar in Juvenile Justice, Computer Forensics and Cyber Crime, and Issues in Homeland Security.

Graduate Admission Policy

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

There were no graduate students enrolled with GPA's below minimum requirements until they met program entrance standards.