Accounting
For Northwestern accounting, 10 out of 13 majors scored at or above the 50th percentile or 77% scored above the 50th percentile; however, our accounting students scored a mean percent correct of 48% compared to the national mean percent correct of 50.3%, which put our students in the 30th percentile. As a result of 10 out of 13 majors scoring above the 50th percentile, BEA determined that at least 50% of the accounting students taking the MFT received a score at or above the 50th percentile and this goal was met. However, because our accounting students scored a mean percent correct of 48% compared to the national mean percent correct of 50.3%, we have made some accounting program changes: 3 online courses (Intro to Accounting, Financial Accounting and Managerial Accounting) are no longer taught in the summer and they are taught by only full-time faculty with proctored exams which has created the need for a full-time accounting professor.

Adult Education Management and Administration Masters
No data available.

Agriculture Business & Ecology
As a group, Northwestern agriculture students exhibited performances on the 2007-2008 ACAT assessment exam that were average to slightly below average in nature. The 6 percentage unit decrease (year-over-year) in the number of students scoring at the 50th percentile or greater, however, indicates that improvements still need to be made in order to fulfill standards. Students generally performed well on microcomputer-based projects that included both written and oral presentation assignments. This success is undoubtedly associated with a number of factors, but perhaps the most significant factor has been the increased emphasis of these projects in Agriculture classes. The Northwestern Agriculture Program will continue to emphasize these types of projects to better prepare students for the challenges they will face in the workforce upon graduation.

Biology
ACAT Exit Exam to Graduating Biology Seniors: Test results in 2007 showed both Botany and Genetics reached the stated criteria of success. Genetics, Zoology and Botany have had a statistically positive improvement from the previous 5 years. Human Anatomy remained consistent to past years. Exit questionnaires were mailed to all 8 Biology graduates in May 2008. Of the 7 returned surveys, all felt they were “adequately prepared” for their postgraduate career and most have been accepted in graduate schools or are pursuing life science-related careers. For Biology alumni (3 year, 2005 graduates), all responders were highly complementary of the Biology program and felt their biology degree prepared them for their current occupation. Many of the alumni suggestions for improving the program have been implemented (senior research projects, literature groups, and speaker series). Changes implemented during the 2007-08 year in response to prior assessment outcomes: Performance in General Biology 1114 course. Although not a Biology major core class, student performance on midlevel testing (C-BASE) and comprehensive final exam questions needs improvement. Optional retake exams were implemented during 2007-08 to encourage students to review material, improve retention and course grades. A majority of students did retake exams and average exam scores increased slightly but final exam scores were not improved. Thus, this change in testing methodology will not be continued in the future. Increase Performance on ACAT Exit Exam. The ACAT exit exam will be incorporated as part of a course requirement and grade in senior Biology capstone courses in the future to increase student motivation in taking the exam. Biology degree options in Health Science and Natural History are currently being designed and will include these capstone courses. Additional technology to enhance critical thinking, exploratory and laboratory research skills in all biology laboratories is proposed by purchasing Vernier LabPro Systems, additional laptops and discipline-specific software. Develop
stipend lab assistantships to assist biology faculty in the teaching of labs.

**Business Administration**
In the Business, E-Commerce, and Agriculture 2007-2008 Major Field Test (MFT) report, 9 out of 39 business administration majors (23%) scored at or above the 50th percentile. As a result, BEA determined that overall the goal of 50% was not met. However, our goals were met for syllabi review, written assignments, and oral & written presentation in our classes. In the Business, E-Commerce, and Agriculture 2007-2008 Major Field Test (MFT) report, 9 out of 39 business administration majors (23%) scored at or above the 50th percentile. As a result, BEA determined that overall the goal of 50% was not met. However, our goals were met for syllabi review, written assignments, and oral & written presentation in our classes.

**Business Education**
Due to zero Business Education graduates since 2006 and only 10 graduates since 2000, this program is being analyzed for deletion. Due to zero Business Education graduates since 2006 and only 10 graduates since 2000, this program is being analyzed for deletion.

**Chemistry**
Content Knowledge in Organic Chemistry I and II was assessed by administering to students enrolled in the course a standardized, nationally normed exam, the American Chemical Society (ACS) test. Twenty percent of the students taking organic chemistry I & II during the 2007 - 2008 academic year (two out of 10 students) met the criteria for success in organic chemistry course content which represents an increase in rate of success from 6.6% in 2005-2006. One hundred percent of all lab reports and other assignments generated using word-processing programs were graded and all of them received a passing grade. All students participated in these presentations/discussions and thus received passing grades. Problem-Solving Skills: in the Organic Chemistry course sequence, 100% of all students passed the course with a C or better. Comprehensive questions were incorporated on all written exams to help improve student retention of material. Students were given weekly quizzes with multiple-choice questions similar to those in the American Chemical Society (ACS) standardized test to enhance the students’ abilities at taking standardized exams. Due to these changes, an increase in rate of success from 6.6% in 2005-2006 to 20% in 2007-2008 was obtained. Literature search sessions were introduced to help students to be able to find any chemical information on the web and to learn to critically discuss a scientific article in the area of organic chemistry. They communicated their acquired knowledge writing term papers and giving oral presentations concerning the preparation of a chosen target molecule which is an organic compound of exceptional significance in everyday life.

**Computer Science**
Results from the locally developed test did not provide useful feedback. The computer science faculty are considering alternative assessment methodologies. This may include the development of a capstone course for majors. This course would encompass various aspects and applications of computer science and draw on student's knowledge from several prerequisite courses. This course would be used as an assessment by helping the department identify specific areas of strength or weakness within the program. Additionally, the computer science department is in the process of reviewing and updating the curriculum.

**Conservation Law**
Due to zero graduates, this program is being analyzed for deletion.

**Counseling Psychology Masters**
Of all attempts at the comprehensive examination, 16 of 28 (57%) passed the section of the exam pertaining to appraisal or assessment techniques. Twenty-three students out of 28 (82%) taking the comprehensive examination passed the section pertaining to social and cultural foundations. In the group
theories and techniques section, 24 of 28 (86%) passed overall. For the counseling theories section, 16 of 28 (57%) passed and 16 of 22 (73%) of those who passed the overall comprehensive examination passed the section. For the counseling strategies and techniques section, 14 of 28 (50%) passed the section and 13 of 22 (59%) who passed the entire comprehensive examination passed the section. Goals for the syllabi review were met for the courses in supervised experience and practicum. Full-time faculty have evaluated this area (appraisal and assessment) and are working with adjunct faculty who sometimes teach some of the assessment courses to ensure that required concepts are covered. Faculty teaching the two areas (counseling theories and counseling strategies and techniques) in which the 75% criterion was not met have been reviewing the curriculum to determine if a wide enough variety of theory and technique are being introduced to students.

Criminal Justice and Sociology
Exit Exam results indicate that greater emphasis must be placed on theory and substantive issues rather than procedural issues. Curriculum revision is needed. Technology and resources need updating and used appropriately in the classroom. Students need greater emphasis placed on critical thinking skills and problem solving. Criminal Justice and Sociology students will be required starting in 2009-2010 academic year to enroll in the Internship class and the Public Service Leadership class to better prepare them for the workforce and graduate programs.

Early Childhood Education
No data available.

Elementary Education Masters
No goals available.

Elementary Education Curriculum and Instruction Masters
No goals available.

Elementary Education Leadership Masters
No goals available.

Elementary Education Non Certificate Masters
No goals available.

English
No data available.

English Education
No data available.

Health and Sport Science and Health and Sport Science Education
All goals were met with the exception on the locally developed test which resulted in a 60% success rate. However, the average score of the exam was over 70 %.

History and Political Science
Exit exam results indicate that greater emphasis must be placed on theory, content breadth and depth knowledge. Curriculum was updated two years ago, so improvement should become evident next year. Previous curriculum was out of date and lacked relevancy as is reflected in exit exam results. Capstone course completions indicate that history and political science students need more exposure to writing and critical thinking within program curriculum to better prepare students for capstone course and graduate
programs. History and Political Science students must be using contemporary software programs such as GIS mapping and SPSS analysis tools. Faculty in these programs will be required to travel to Woodward and Enid campuses to assist with student advisement once per term. This will improve student rapport between faculty and the student and help encourage more to seek application to graduate programs in their respective fields. History and Political Science students must be using contemporary software programs such as GIS mapping and SPSS analysis tools. Faculty in these programs will be required to travel to Woodward and Enid campuses to assist with student advisement once per term. This will improve student rapport between faculty and the student and help encourage more to seek application to graduate programs in their respective fields.

Mass Communications
Syllabi in the mass communications program adequately address the program goals. Although all program goals are adequately represented on the mass communications course syllabuses, equipment and curriculum updates are planned to assist with reaching program goals. A new video camera, new computers, and new software are being purchased. These will allow for more practical work projects to be completed by the students. In addition, the required photography class has been updated to "Media Photography" thus focusing specifically on field-related information and skills.

Mathematics
Results from the locally developed test did not provide useful feedback. The math faculty are considering alternative assessment methodologies. The development of a capstone course encompassing various aspects and applications of mathematics would draw on students’ knowledge from several prerequisite courses enabling department identify specific areas of strength or weakness within the program.

Mathematics Education
Results from the state certification exams were very positive. Additionally, all three graduating Math education majors from spring 2008 have successfully obtained teaching jobs in mathematics. Results from the locally developed tests did not provide useful feedback. The math department is considering alternative assessment methodologies. This may include the development of a capstone course for majors. This course would encompass various aspects and applications of mathematics and draw on student's knowledge from several prerequisite courses. This course would be used as an assessment by helping the department identify specific areas of strength or weakness within the program.

Music
Given the small number of students currently enrolled in the degree program and the inconsistencies of data-keeping, it is difficult to draw any meaningful conclusions at this time. Current data does show that we are meeting our goals in the area of performance, but not in the area of piano proficiency. Based on this year’s program assessment, the faculty in the department of fine arts is currently re-evaluating the curricula for this degree program as well as the assessment tools used to evaluate it.

Music Education – Instrumental
Given the small number of students currently enrolled in the degree program and the inconsistencies of data-keeping, it is difficult to draw any meaningful conclusions at this time. However, the available data does seem to indicate that we are meeting all of our student outcome goals for this degree program. Based on this year’s program assessment, the faculty in the department of fine arts is currently re-evaluating the curricula for this degree program as well as the assessment tools used to evaluate it.

Music Education – Vocal
Given the small number of students currently enrolled in the degree program and the inconsistencies of data-keeping, it is difficult to draw any meaningful conclusions at this time. However, the available data does seem to indicate that we are meeting all of our student outcome goals for this degree program.
Based on this year’s program assessment, the faculty in the department of fine arts is currently re-evaluating the curricula for this degree program as well as the assessment tools used to evaluate it.

**Natural Science Education**

One of one student successfully completed two separate examinations: Oklahoma Subject Area Test (OSAT) in Biology (Test 10) and Middle Level Science (Test 26). Two of two students received ratings of “Acceptable” or above on their Assessment of Disposition of Teacher Candidates during their professional semester. This form has been adopted by all Teacher Education Faculty at Northwestern. Two of two students received ratings of “Competent” or above on at least one of their Student Teacher Evaluation Reports (completed during the professional semester). This assessment is a standard form used to assess student teachers adopted by all university supervisors at Northwestern. Two of two students successfully completed the Oklahoma Professional Teaching Exam (OPTE). No students were enrolled in BIOL 4162 during the 2007 – 2008 academic year; therefore no data were collected for the thematic unit or laboratory safety assessments. The student attempting the Biology (Test 10) OSAT successfully passed during the third attempt. After each unsuccessful attempt prior, a personal consultation with the Natural Science Education program director was arranged to design a new course of action that would help the student meet success. Although just a single case study, this policy proved effective for this student and will become standard protocol for the future. To better track the progress of students’ development of professionalism, it is now the practice of the Natural Science Education program director to complete the Assessment of Disposition of Teacher Candidates during the BIOL 4162 course (teaching methods course) in addition to during the professional semester. This protocol will also serve as a mechanism to overtly guide students toward a model teacher the program strives to produce by making explicit what expectations are regarding professionalism and disposition.

**Nursing**

In all cases, nursing students did not score at the criteria for success for standardized examinations during their nursing coursework as indicated in the assessment report. However, they did score above the criteria for success on the National Council of State Boards of Nursing (NCLEX) examination (100%-Alva; 87.7%--Enid). There are several explanations for this. Part of the reason for the poor performance in course standardized examination scores has to do with the multiple issues with the curriculum. Those issues are being addressed with a curriculum revision. Also, now that ATI has bought ERI, the examinations will be changing and will more accurately reflect success, starting with a more stringent admission examination. In addition, several things were done to improve scores on the NCLEX examination so the assessment scores were in-progress evaluative methods and provided data for the nursing faculty to determine what was needed to improve NCLEX performance for that class. Multiple strategies were employed and, given the results, were successful as indicated in other sections of the assessment report. Curriculum revision is being done for implementation in Fall, 2009. A review was provided through funding with our clinical partners for the NCLEX examination. Clinical hours and sequencing was re-arranged for the 08-09 school year. A Pass report was written for the Oklahoma Board of Nursing (OBN) to discuss previous year’s NCLEX pass rates and was approved. Accreditation survey by OBN occurred and program was fully approved. An Independent Study was begun in Spring of the Senior year to facilitate approaches to individualized preparation for NCLEX and success in nursing. Faculty development in teaching pedagogies and test item writing occurred. Student Success Coordinator was hired during summer to work on those activities. Students who failed Spring semester of Junior year have had specific recommendations regarding remediation which have been required before re-entry. Admission standards continue to be evaluated and assessed.

**Psychology**

Syllabi review--100% of reviewed courses contain goal ACAT 5 of 12 (42%) were at or above 40th percentile--did not meet goal; 2 of 12 (17%) were above the 80th percentile; only 4 of 12 (33%) were below the 25th percentile. On ACAT, of the mean and standard deviation are taken into account rather
than the percentile ranks, 9 of 12 (75%) were within one standard deviation of the mean. Of those 9, 3 were above the mean, and 4 were within 1/2 SD below the mean. The criterion for success for goal 2 was met: 11 of 12 (92%) scored at least a 350 on the experimental design portion of the ACAT and 10 of 12 (83%) scored at least a 350 on the statistics portion of the ACAT. The criterion for success for goal 3 was partially met: For 6 of 9 classes with syllabi reviews; goal not included in psychology of learning, child guidance, and adolescent guidance. The criterion for success for goal 4 was met: Syllabi review for research methodology and experimental psychology--goal met with both course syllabi containing Goal 4. The criteria for success for 6 were met: 11 of 12 (92%) took Abnormal Psychology. 9 of 12 (75%) took Child Guidance. Additionally, 5 of 12 (42%) took Therapy, 3 of 12 (25%) took Industrial Psychology, 5 of 12 (42%) took Adolescent Guidance, and 6 of 12 (59%) took Consumer Behavior. The criteria for success for goal 7 were met: The overall response percentages for all of the Goal 7 Outcomes questions were 19% strongly agreed, 75.6% agreed, 6.3% disagreed, and 0% strongly disagreed with the outcomes. For all but 3 items in the goal 7 area of the survey, 100% of the respondents indicated they agreed or strongly agreed with the statement. For three areas, all of which related to interpersonal skills, communication skills, and career skills, one or two respondents out of the seven indicated they disagreed, but none strongly disagreed. The ACAT as exit assessment: While some areas of the ACAT are closely aligned with our curriculum, other areas are not. We need to consider alternative testing mode, possibly developing our own exit assessment that better follows the program of study than does the ACAT. Additionally, a change to using mean and standard deviation as goal measure as it is more stable than the percentile rankings is indicated for all areas of assessment involving the ACAT. The department has a need to be able to provide more on site sections of some classes which requires more faculty. While undergraduate results were not impacted, other factors are suggesting a need to separate the graduate and undergraduate sections of Statistics which also may require additional faculty to cover the teaching loads. Faculty will review courses to see if the three courses that were to contain goal 3 but did not should contain the goal or if they should be removed from the review for goal 3--the goal may not be appropriate to the three courses. Exit Survey: We will monitor responses to see if they remain at this level.

**Reading Specialist Masters**
No data available.

**School Counseling Masters**
No data available.

**Social Science Education**
OSAT Exam results that the new curriculum requirements for Social Science Education has already helped students meet the demands of test preparation. The revised curriculum implemented in the 07-08 academic year provides much greater continuity, more emphasis on content and better advisement than previous curriculum. Capstone course requirements better prepare the student for OSAT testing, classroom teaching in the field, and understanding of the National Council on Social Studies Education standards of practice. Student’s hard copy lesson plans were extremely beneficial during job interviews and for first teaching position. Social Science Education students indicated that the Livetext Portfolio process is a barrier to competency and expressed dissatisfaction use of the portfolios. Students do not feel that there is enough attention paid to secondary education students' needs in the specialty program areas. Specifically, secondary education students prefer to work with content area faculty for the majority of coursework. History and Political Science students must be using contemporary software programs such as GIS mapping and SPSS analysis tools. Social Science Education students indicate that the Livetext Portfolio process is a barrier to competency and expressed dissatisfaction with the use of the portfolios. Students do not feel that there is enough attention paid to secondary education students' needs in the specialty program areas. Specifically, secondary education students prefer to work with content area faculty. History and Political Science students must be using contemporary software programs such as GIS mapping and SPSS analysis tools.
Social Work
Exit exam results indicate that the Bachelor’s of Social Work program, which is nearly finished with initial accreditation requirements, has a much improved recruitment, retention, and graduation rate among program students. The caliber of student has increased and the program will earn initial accreditation within the next 6 months. Students are employed in their field or have been admitted to a graduate program within 6 months post graduation. Northwestern staff must work closely with Southwestern Oklahoma State faculty to insure that all students adhere to programmatic admission and retention standards. Fifteen students completed the Exit Exam and the capstone and all are employed in their field. Based on Exit Exam scores, Social Work students are responding well to improved curriculum standards and are more than prepared to meet professional requirements upon graduation or admission to the MSW program. No programmatic changes are planned except that the capstone course will become the senior practicum class.

Spanish
No changes were made during this academic year.

Special Education
No data available.

Speech Theatre
Speech and theatre course syllabuses adequately cover program goals. Although course syllabuses adequately cover program goals, updates in equipment and resources are necessary to continue to reach these goals. A new computer and projector system has been ordered to improve the ability of students to prepare and present multimedia presentations. Additional funding for the theatrical productions would also be beneficial to the program.

Speech Theatre Education
Speech and theatre course syllabuses adequately cover program goals. Although course syllabuses adequately cover program goals, updates in equipment and resources are necessary to continue to reach these goals. A new computer and projector system has been ordered to improve the ability of students to prepare and present multimedia presentations. Additional funding for the theatrical productions would also be beneficial to the program.

Technical Management
The Technical Management faculty has determined that the Criteria for Success have been met. This is based on the fact that one Technical Management student completed the degree portfolio as required by the department. This student received a rating of “satisfactory”.