

Oklahoma State University Annual Student Assessment Plan

Submitted to the Oklahoma State Regents for Higher Education

Reviewed Feb 20, 2020; Approved Feb 9, 2022; Reviewed Feb 13, 2023

Entry Level Assessment and Course Placement (3.20)

Students scoring below the ACT subject (or SAT equivalent) score minimum level will be reviewed with additional information and testing measures, as approved by the State Regents, to determine the level of readiness for college-level course work.

Entry Level Assessment and Course Placement (3.20.4)		
Research Universities		
Research Universities	Measures	Remediation
Oklahoma State University	ACT/SAT, OSU Entry-Level Placement Analysis (ELPA), Accuplacer (English and reading) and ALEKS (mathematics).	UNIV courses (NOC-Stillwater), ALEKS online learning modules, co-requisite courses, and tutoring services.

General Education Assessment (3.20.5)

General education assessment measures include those chosen by faculty to improve teaching and learning in the general education core and broad areas such as communications, critical thinking, mathematics, reading, and writing.

General Education Assessment (3.20.5)		
Research Universities		
Research Universities	Competencies	Measures
Oklahoma State University	<ol style="list-style-type: none"> 1. Construct a broad foundation for the student’s specialized course of study. 2. Develop the student’s ability to read, observe, and listen with comprehension. 3. Enhance the student’s skills in communicating effectively. 4. Expand the student’s capacity for critical analysis and problem solving. 5. Assist the student in understanding and respecting diversity in people, beliefs, and societies. 6. Develop the student’s ability to appreciate and function in the human and natural environment. 	Diversity was assessed using written student artifacts. Campus Climate Survey for Students (CCS-S) administered to Stillwater and Tulsa campuses.

Academic Program Learning Outcomes (3.20.6)

Assessment findings will be reported in program reviews. Results from standardized measures will be collected and reported annually to the State Regents.

All institutions provided plans describing how academic program learning outcomes are identified and assessment instruments are selected.

Student Engagement and Satisfaction (3.20.7)

Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Results from the standardized measures will be reported at least every three years to the State regents and will be included in the annual report.

Student Engagement and Satisfaction (3.20.7)		
Research Universities		
Research Universities	Standardized Measures	Institutional Measures
Oklahoma State University	None reported.	OSU's Student Engagement Survey and Student Satisfaction Survey.

Section I – Entry-Level Assessment and Course Placement Activities

Plan for Entry-Level Assessment and Course Placement Activities

Three methods will be used to assess students' readiness for college level coursework in the areas of Reading, English, Mathematics, and Science Reasoning: 1) the ACT (or converted SAT scores), 2) the Entry-Level Placement Analysis (ELPA, developed by OSU), and 3) secondary testing. Most entry-level assessment is conducted at the time a student enrolls for courses at OSU; the OSU Math Placement Exam is one exception, as it should be taken within one year before a student enrolls in a mathematics course.

1) ACT

Students with ACT subscores of 19 or above (or SAT equivalent where available) in Reading, English, Mathematics, and Science Reasoning of 19 or above are not required to complete remedial or developmental coursework in those subject areas. Any students who do not have ACT (or SAT equivalent) scores, including “adult” student populations, will be placed using the following methods.

2) ELPA

ELPA is a multiple regression model that uses high school grades (overall and by subject), high school class rank, and ACT composite and subject area scores to predict students' grades in selected entry-level OSU courses. The ELPA model is based on the success of past OSU freshmen with similar academic records and is updated regularly. ELPA produces a predicted grade index (PGI) for each student that represents the grade the student is predicted to obtain in selected entry-level courses. A PGI of 2.0 or higher indicates that the student has a 70% chance of making a ‘C’ or better. PGI scores are used in combination with ACT scores (when ACT score is below 19) and students' grades to make decisions about appropriate course placement.

3) Secondary Testing

Secondary testing includes ACCUPLACER tests (published by The College Board) for reading and English, and the Assessment of LEarning in Knowledge Spaces (ALEKS; published by McGraw Hill) for mathematics and certain sciences. The ACCUPLACER tests are designed to be taken upon arrival at OSU for those in need of remediation in reading and/or English. The ALEKS test is designed to provide information about a student's mathematics knowledge just prior to enrollment in a course, giving a more useful measure than other standardized tests taken earlier in a student's career. This system provides students access to personalized online learning modules to improve their skills, and they can take the placement test a total of five times in one year to improve their scores. The OSU Mathematics department offers free tutoring for students working through these modules and also offers versions of some courses with corequisite support for students below but close to standard placement cut scores. ALEKS cut scores for co-requisite courses are published alongside standard cut scores to help students and advisors make enrollment decisions. Visit <http://placement.okstate.edu> for more detailed information on entry level placement assessment, including current OSU processes for delivering secondary testing, cut scores, and corresponding course placement.

Note that there is no secondary test available for science placement. Science placement is determined by a student's ACT subscore; students who do not score a 19 or greater on the National ACT or ACT On-Campus exam science subsection and do not have a 2.0 or higher on the science PGI coefficient on the ELPA must successfully complete UNIV 0153, UNIV 0163, or equivalent.

Plan for Analysis and Use of Course Placement Data

Scores for the above methods are analyzed to determine remediation requirements, course placement, and compare the number of students with ACT subscores <19, the number of students cleared for college-level coursework by ELPA, and the number of students cleared for college-level coursework/course placement according to secondary testing scores. The academic performance of students, along with DFW rates of courses, will be monitored to provide information about the effectiveness of placement decisions, the need to change cut scores or the entry-level assessment process, and how teaching may be modified as a result of findings.

Section II –General Education Assessment

Plan for General Education Assessment

Three approaches will be used every year to evaluate the general education program: 1) Institutional Portfolios, 2) review of General Education Course Database, and 3) college-, department-, and program-level approaches.

1) Institutional Portfolios

Institutional portfolios will continue to be developed in four areas that represent the overall goals of the general education program: Written Communication and Critical Thinking, Diversity, Information Literacy, and Professionalism and Ethics. At minimum, portfolios for each general education outcome will consist of artifacts from general education designated courses and other courses across campus that address one or more of the general education goals. Once courses with suitable assignments are identified, artifacts (student papers) are sampled randomly. Since the purpose of general education assessment is to improve the general education program and not to evaluate individual students or instructors, all identifying information is removed.

Students participating in other aspects of the institutional portfolio development (besides artifact collection) will be selected according to what is deemed most appropriate by the Committee for the Assessment of General Education (CAGE) and University Assessment and Testing (UAT). The General Education Advisory Council (GEAC), CAGE, and UAT work collaboratively.

To make the best use of limited resources, institutional portfolios will not be collected in every area every year. In general, portfolios will be collected on a four-year rotation: Information Literacy (student artifacts), Diversity (student artifacts and institutional survey), Professionalism and Ethics (student artifacts and behavioral ratings), and Written Communication and Critical Thinking (student artifacts). This rotation may be changed or modified pending approval from CAGE. More information about OSU's General Education cycles can be found at <https://uat.okstate.edu/assessGenEd>.

2) Review of General Education Course Database

The General Education Advisory Council (GEAC) will periodically evaluate every general education course to ensure alignment with the goals of the general education program. As part of this certification process, instructors identify which general education goals are associated with the course, describe the course activities that provide students the opportunity to achieve these goals, and explain how student achievement of the goals is assessed within the course. The database review process does not directly involve students. Instructors are motivated to provide accurate and complete information since failure to do so could result in loss of the general education designation. This process provides oversight for courses receiving the general education designations and ensures students have sufficient opportunity to achieve the goals of the general education program.

3) College-, Department-, and Program-Level Approaches

College-, department-, and program-level approaches to assessing general education goals will be collected according to program assessment plans and reports submitted by the respective unit to University Assessment and Testing. These assessment approaches and methods are designed and/or selected by the colleges, departments, and/or programs across the institution according to the general education goals most appropriate to the respective area collecting data.

Plan for Analysis and Use of General Education Assessment Data

The three approaches for assessing general education will be analyzed as follows:

1) Institutional Portfolios

Institutional portfolios provide direct evidence of student achievement of the overall goals of the undergraduate general education program. Each institutional portfolio will be assessed every four years, allowing for long-term trends to be examined for groups of students. Artifacts and any other data collected for the portfolios are analyzed by faculty members, University Assessment and Testing staff, and/or other OSU staff as deemed appropriate by the General Education Advisory Council (GEAC), the Committee for the Assessment of General Education (CAGE), or the Office of the Provost. Artifacts will be analyzed using rubrics directly linked to each of the overall general education goals. Quantitative survey data will be analyzed with appropriate quantitative techniques, and qualitative data will be analyzed utilizing appropriate qualitative analytic techniques. When appropriate, depending on the type of data and availability of student information, scores for the above methods will be analyzed in aggregate to compare student performance by variables such as academic college, student classification (i.e., freshman, sophomore, junior, senior), GPA, ACT scores, and any other variables deemed appropriate by CAGE, University Assessment and Testing, and/or the Office of the Provost.

2) Review of General Education Database

Each course with a general education designation will be reviewed by the General Education Advisory Council (GEAC) every five years. Courses that do not meet the general education requirements according to GEAC will be denied general education designation; students will not receive general education credit for courses that do not hold a general education designation.

3) College-, Department-, and Program-Level Approaches

College-, department-, and program-level approaches to assessing general education goals will be analyzed by faculty and staff in each unit according to the plan developed by that unit. College-, department-, and program-level assessment plans and reports outlining general education assessment must be included in program outcomes assessment plans and must follow the submission and review process outlined in the Program Outcomes Assessment section below. College-, department-, and program-level approaches to assessing general education goals will be reported in the program outcomes assessment portion of the Annual Student Assessment Report to the Oklahoma State Regents for Higher Education.

Assessment data from the general education assessment process will be shared broadly both internally and publicly to encourage discussion and consideration of additional curricular changes that may result in improvement to the general education assessment program and/or to student achievement of the general education goals. Specifically, the General Education Advisory Council (GEAC), the Committee for the Assessment of General Education (CAGE), and the Assessment and Academic Improvement Council (AAIC) will meet together once per year to discuss assessment results, consider needed changes, and provide recommendations for improvement.

Assessment data from the general education assessment process will be used in three main ways: 1) to implement improvement initiatives (e.g., faculty, staff, and instructor professional development; modifying the assessment process); 2) to monitor recent curricular changes, and 3) to consider and discuss additional modifications to the general education program (e.g., modifying general education curriculum, syllabus or instructional changes).

Section III – Program Outcomes

Plan for Program Outcomes Assessment

Program outcomes assessments for all undergraduate, graduate, and certificate programs will be conducted according to the program assessment plans and reports submitted by the respective unit to University Assessment and Testing. These program outcomes assessment approaches and methods are designed and/or selected by the faculty in the departments and/or programs across the institution according to the student learning outcomes developed by each program. Data collection will be conducted by the faculty/staff in each respective department/program according to the program assessment plan. Common types of data collection methods for program student learning outcomes assessment include (but are not limited to) analysis of written artifacts; rating of student skills; comprehensive, certification, or professional exam(s); surveys; capstone projects; internship evaluations; course projects; and oral presentations.

Plan for Analysis and Use of Program Outcomes Assessment Data

Assessment plans must be updated every five years and will be reviewed at least once every five years. Assessment reports will be due to University Assessment and Testing annually in the month of September. Individual program assessment plans and reports will be submitted, updated, and managed in OSU's Assessment Management System, Nuventive Improvement Platform (NIP).

Data collected for program outcomes assessment will be analyzed by faculty and staff in each department/program according to the plan provided by the program. Results from program outcomes assessment data will be monitored by program faculty to ensure student achievement of the program learning outcomes. Common uses of program outcomes assessment include modifying the assessment plan/process, developing new tools for use in the assessment process (such as designing new rubrics), modifying course curriculum, making changes to the student advising process, changing course content, and hiring new faculty. Prompting questions are included in Nuventive Improvement Platform which provide a space for programs to address specifically what type of changes or action plan will be put in place based on the assessment. The use of findings and action plan will support the idea of the "ideal graduate" introduced by the 2022 OSU Strategic Plan which promotes accountability and institutional effectiveness.

Section IV – Student Engagement and Satisfaction

Plan for Student Engagement and Satisfaction Assessment

Prior to Fall 2022, student satisfaction was assessed using the OSU Student Satisfaction Survey (SSS) and student engagement was assessed using the OSU Student Engagement Survey (SES). These surveys were developed in collaboration with University Assessment and Testing, AAIC and CAGE. The SSS and the SES were conducted for three consecutive years beginning in 2018 (SSS) and 2020 (SES) to establish a baseline. The SSS consisted of items designed to measure concepts regarding overall OSU student experiences: Academic, Campus Life, Campus Services, Sense of Belonging, and Diversity. The SES asked questions about student effort, higher order learning, interaction, supportive environment, and involvement.

Beginning Spring 2023, satisfaction and engagement will be assessed using the OSU Student Satisfaction and Engagement Survey (SSES). The combination of the SSS and SES was finalized in Fall 2022 and endorsed by AAIC. The SSES includes topics such as Academic Satisfaction, Connection to OSU, Academic Effort, Interaction, Higher Order Learning, and Involvement.

Plan for Analysis and Use of Student Engagement and Satisfaction Assessment Data

Engagement and satisfaction data will be analyzed by University Assessment and Testing. Responses are reported in aggregate. Reports are disseminated to key assessment committees and offices/units across the entire institution. Through a partnership with Institutional Research and Analytics (IRA), SSES reporting information is also available via online interactive dashboard for university and college administrators and other key faculty and staff. Through use of IRA dashboards, the sharing of valuable information, including survey reports of the SSES, can be more wide-spread and useful for the improvement of programs and other campus services.