

# Oklahoma State University Annual Student Assessment Plan

Submitted to the Oklahoma State Regents for Higher Education, June 2016, Rev. Feb. 2017

## 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.

#### 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. 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 placement cut scores. 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 Residual exam or have a 2.0 or higher on the science PGI coefficient on the ELPA must successfully complete UNIV 0153 or equivalent.

### *Plan for Analysis and Use of Course Placement Data*

Scores for the above methods are analyzed to 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 have been and will continue to be developed in four areas that represent the overall goals of the general education program: written communication, critical thinking, science reasoning, and diversity. 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 (usually 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, all identifying information is removed to protect student anonymity. Portfolios may also contain qualitative data (e.g., from interviews or focus groups), survey data, or other types of artifacts/data pending approval from the General Education Advisory Council (GEAC) and/or the Committee for the Assessment of General Education (CAGE). Students participating in other aspects of the institutional portfolio development (besides artifact collection) will be selected according to what is deemed most appropriate by GEAC, CAGE, and/or University Assessment and Testing.

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 three-year rotation where Critical Thinking and Written Communication are collected in Year 1, Diversity is collected in Year 2, and Science Reasoning is collected in Year 3. This rotation may be changed or modified pending approval from the General Education Advisory Council (GEAC) or the Committee for the Assessment of General Education (CAGE).

#### **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 three 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 academic college, student classification (i.e., freshman, sophomore, junior, senior), GPA, ACT scores, and any other variables deemed appropriate by GEAC, 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 three 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), 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 graduate 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 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 by a subcommittee of the Assessment and Academic Improvement Council (AAIC). Assessment reports will be due to University Assessment and Testing annually in the month of September. Individual program assessment plans and reports will be posted on the University Assessment and Testing website ([www.uat.okstate.edu](http://www.uat.okstate.edu)).

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.

## **Section IV – Student Engagement and Satisfaction**

### *Plan for Student Engagement and Satisfaction Assessment*

Student engagement will be assessed using the National Survey for Student Engagement (NSSE). The NSSE survey will be administered approximately every three years. The survey will be administered online, and the sample of students invited to take the NSSE survey will be determined according to the population and sampling parameters set by NSSE. The NSSE survey may be supplemented with topical modules (short sets of questions on designated topics that can be added on to the NSSE survey) depending on cost at the discretion of University Assessment and Testing. Further, the Beginning College Survey for Student Engagement (BCSSE) will also be administered to first year students every three years depending on cost at the discretion of University Assessment and Testing.

Student satisfaction will be assessed using select questions from the NSSE as well as through surveys of alumni. Surveys of alumni will be conducted every year; surveys of alumni from undergraduate programs will be conducted in even numbered years, and surveys of alumni from graduate programs will be conducted in odd numbered years. Participants for the alumni surveys are all students who graduated 1- and 5- years prior to the year in which the alumni survey is being conducted. The surveys are administered online and through use of a phone bank staffed by current OSU students. The survey consists of a core set of questions developed at the institutional level. In addition to these questions, each undergraduate and graduate program is asked to submit a list of program-specific questions to be included in the alumni surveys.

### *Plan for Analysis and Use Student Engagement and Satisfaction Assessment Data*

NSSE data will be analyzed primarily by the Center for Postsecondary Research at Indiana University (the entity that administers and oversees NSSE at a national level). OSU University Assessment and Testing may perform additional analyses with NSSE data as deemed necessary. In general, NSSE data will be analyzed to compare first year students and seniors on a number of demographic variables and engagement indicators (as identified by NSSE). Results and reports will be posted on the University Assessment and Testing website ([www.uat.okstate.edu](http://www.uat.okstate.edu)). Results and reports will also be shared widely across the institution to encourage use of the data and facilitate discussion that may lead to improvement of processes and experiences that can enhance student engagement.

Satisfaction (alumni survey) data will be analyzed by University Assessment and Testing. Responses will be reported in aggregate across the entire institution as well as individually by academic program. Results of the aggregated university and program-specific analyses will be posted on the University Assessment and Testing website ([www.uat.okstate.edu](http://www.uat.okstate.edu)). Results of alumni surveys will be used to identify institutional strengths and areas for improvement, track careers and continuing education of recent graduates, and provide programs with specific information about their alumni. Many academic programs will also use alumni survey data as an element of their program outcomes assessment process. Further, all academic programs will use the alumni survey in the development of their 5-year Academic Program Review (APR) reports, as these reports require programs to consider and reflect upon results from alumni surveys when developing recommendations for improvement and future plans.