Oklahoma State System
of
Higher Education

Annual Student Assessment Report

September 11, 2008

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ANNUAL STUDENT ASSESSMENT REPORT

Table of Contents

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Oklahoma State Regents for Higher Education

ANNUAL STUDENT ASSESSMENT REPORT

2006-07

Executive Summary

The thirteenth annual report on student assessment in the Oklahoma State System of Higher Education is presented as required by the State Regents' policy on *"Assessment."* Reports submitted by each institution are provided as an overview of the 2006-07 academic year assessment activities. Additional remediation information will be presented to the State Regents in separate documents, the Annual Student Remediation Report and The High School Indicators Report.

Background

Oklahoma legislation paved the way for development of a statewide assessment plan in 1991 by allowing institutions to charge students up to one dollar per credit hour to support the student assessment effort. The State Regents' Assessment Policy was adopted in October 1991.

The purpose of assessment is to maximize student success. The assessment plan requires the systematic collection, interpretation, and use of information about student learning and achievement to improve instruction. The policy also addresses the need to demonstrate public accountability by providing evidence of institutional effectiveness.

Each institution must evaluate students at four levels (graduate student assessment is optional):

- *Entry-Level Assessment and Course Placement* - to determine academic preparation and course placement.
- *General Education (Mid-Level) Assessment* - to determine general education competencies in reading, writing, mathematics, and critical thinking.
- *Program Outcomes (Exit-Level) Assessment* - to evaluate outcomes in the student's major.
- *Assessment of Student Satisfaction* - to ascertain students' perceptions of their educational experiences including support services, academic curriculum, faculty, etc.
- *Graduate Student Assessment* - to assess student learning beyond standard admission and graduation requirements and to evaluate student satisfaction.

Institutions submit an annual assessment report to the State Regents, which describes assessment efforts at each of these levels. Information on number of students assessed, results of the assessment, and detailed plans for any institutional and instructional changes due to assessment results are to be provided in the report.

Entry-Level Assessment and Placement

The purpose of entry-level assessment is to assist institutional faculty and advisors in making course placement decisions that will give students the best possible chance of academic success. Beginning in fall 1994, institutions were required to use a score of 19 on the ACT in the subject areas of English, mathematics, science, and reading as the "first-cut" for entry-level assessment. Students may also demonstrate curricular proficiency by means of an approved secondary assessment process.

Students unable to demonstrate proficiency in one or more of the subject areas are enrolled in remedial courses. These courses are below college-level and do not count toward degree requirements. A supplementary per credit hour fee is assessed the student for these courses.

As required by policy, institutional assessment programs not only assess the basic skills of incoming students and enroll them in appropriate courses, but also track students to measure the rates at which they succeed. In addition to measuring basic skill competencies, institutions are collecting data on student attitudes and perceptions of college life. Colleges are offering orientation courses, computer-assisted instruction, tutoring, and learning centers, all of which are intended to make initial college experiences both positive and successful.

General Education (Mid-Level) Assessment

Mid-level assessment is designed to assess the basic competencies gained by students in the college general education program. Institutions are required to assess students in the areas of reading, writing, mathematics, and critical thinking. Mid-level assessment normally occurs after completion of 45 semester hours and prior to completion of 70 semester hours. For associate degree programs, mid-level assessment may occur halfway through the program or at the end of the program. More typically, this assessment occurs at the end of the program, after students have had sufficient time to develop basic skills.

Assessments at mid-level and in the major academic program provide important information to institutions about the degree to which their programs facilitate student achievement of desired knowledge and competencies. Results of this process have led some institutions to redesign general education programs. Both the types of courses and the way in which courses are delivered have been examined closely.

Program Outcomes (Exit-Level) Assessment

Program outcomes assessment, or major field of study assessment, is designed to measure how well students are meeting institutionally stated program goals and objectives. As with other levels of assessment, selection of assessment instruments and other parameters (such as target groups, when assessment occurs, etc.) is the responsibility of the institution. Institutions are encouraged to give preference to nationally standardized instruments that supply normative data. The instrument selected should measure skills and abilities specific to the program and to higher level thinking skills. Results are used to revise curricula.

Assessment of Student Satisfaction

Student and alumni perceptions are important in the evaluation and enhancement of academic and campus programs and services because they provide an indication of the students' subjective view of events and services, which collectively constitute their undergraduate experiences. Student satisfaction evaluation can be accomplished in several ways, including surveys, interviews, and focus groups. The resulting data are used to provide feedback to improve programs and services. On many campuses, students expressed satisfaction with the availability and interest of faculty and staff, academic preparation for future occupations, classroom facilities, campus buildings and grounds, class size, libraries, cost, and other services. Common areas of dissatisfaction were food services, course availability, veteran’s services, availability of student housing, job placement assistance, financial aid services, student activity fee uses, and parking.

Changes have been instituted as a result of student feedback. Common changes include technology additions and upgrades to improve academic and administrative services, student access to computers and the Internet, expanded orientation programs, enhanced tutoring services, student activities, food services, and career counseling and placement. New facilities have been constructed and older facilities have been remodeled to meet students' needs.

Graduate Student Assessment

Beginning fall 1996, higher education institutions that charge graduate students the student assessment fee must perform assessment beyond the standard requirements for admission to and graduation from a graduate program. Eight of the ten universities offering graduate programs (OSU, UCO, ECU, NSU, NWOSU, SEOSU, SWOSU, CU, and LU) reported graduate student assessment activities that include licensure, certification, and comprehensive exams; portfolios; capstone courses; practica; theses; interviews; and surveys.

Licensure/Certification Assessment

An important measure of both student achievement and program effectiveness and appropriateness is the professional exam for licensure or certification. This is the first year institutions were asked to provide the number of students taking such exams and the number of them passing.

Assessment Budgets

This is the first year that assessment budgets figures were requested. In compliance with State Regents' policy regarding the use of fees, it is important to monitor how assessment fees are being allocated for the support of assessment activities. An analysis of assessment budgets are planned for future reports.

Analysis

As evidenced by the institutional reports, Oklahoma's colleges and universities are achieving the two major objectives of student assessment: to improve programs and to provide public accountability. As institutional implementation of student assessment has evolved, continued enhancements and improvements have been documented.

Institutions have also improved the process of gathering and using assessment information. Assessment days or class times are designated to encourage more students to seriously participate in mid-level and program outcomes testing. Strategies for increasing the response rates to surveys are evaluated. Assessment information has been integrated into other institutional review processes, and results are shared widely with faculty and students.

Areas of concern include the wide variance in secondary test cutscores for a given instrument. Also, secondary testing for science is not practiced at all institutions. While some use a combination of reading and math scores and others use science tests, many institutions do not test.

Administration of general education assessment varies in methodology among the state's higher education institutions with several using locally developed tests. Using national exams could provide more consistency and comparison to national benchmarks.

Persistence and graduation rates depend on the ability of a student to succeed not only in higher level courses but in the wider world of business and industry. Implementation of state-wide assessments in writing and mathematics prior to being allowed to take course beyond 30 hours would assure that students

would have the requisite skills to be successful in college and in the work place. Pass rates of these assessments could be included in the annual student assessment report as a means of monitoring progress and increasing public transparency and accountability. Such assessments could assist in regional and departmental accreditation.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

ANNUAL STUDENT ASSESSMENT REPORT

2006-07

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Background

Oklahoma legislation paved the way for development of a statewide assessment plan in 1991 by allowing institutions to charge students up to one dollar per credit hour to support the student assessment effort. The State Regents' Assessment Policy was adopted in October 1991.

The purpose of assessment is to maximize student success. The assessment plan requires the systematic collection, interpretation, and use of information about student learning and achievement to improve instruction. The policy also addresses the need to demonstrate public accountability by providing evidence of institutional effectiveness.

The policy is a proactive, comprehensive assessment program, which addresses institutional quality and curricular cohesiveness. It is designed so that the results of the assessment efforts will contribute to the institution's strategic planning, budgetary decision-making, institutional marketing, and improving the quality of student services.

Each institution must evaluate students at four levels (graduate student assessment is optional):

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mathematics, science, and reading as the "first-cut" for entry-level assessment. Students may also demonstrate curricular proficiency by means of an approved secondary assessment process.

Students unable to demonstrate proficiency in one or more of the subject areas are enrolled in remedial courses. These courses are below college-level and do not count toward degree requirements. A supplementary per credit hour fee is assessed the student for these courses.

Although all institutions currently use the ACT as the first entry-level assessment, testing instruments used for secondary evaluation vary. Commonly selected commercial instruments include the ACT Assessment of Skills for Successful Entry and Transfer (ASSET), the Accuplacer Computerized Placement Test (CPT), ACT Computer-Adaptive Placement and Support System (COMPASS), and the Nelson-Denny Reading Test. Institutionally developed writing and mathematics tests, as well as a predictive statistical model, are also used. Each institution is responsible for establishing secondary testing cut-scores.

As required by policy, institutional assessment programs not only assess the basic skills of incoming students and enroll them in appropriate courses, but also track students to measure the rates at which they succeed. In addition to measuring basic skill competencies, institutions are collecting data on student attitudes and perceptions of college life. Colleges are offering orientation courses, computer-assisted instruction, tutoring, and learning centers, all of which are intended to make initial college experiences both positive and successful.

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Mid-level assessment is accomplished with a combination of locally developed and standardized testing instruments such as the ACT Collegiate Assessment of Academic Proficiency (CAAP), the Riverside College Base Academic Subjects Examination (BASE), and the Test of Adult Basic Education (TABE). These nationally validated instruments are useful, because they provide regional or national benchmark data from other participating institutions. Several institutions have developed local instruments for mid-level assessment in some subject areas. More qualitative assessments, such as portfolio assessments and course-embedded techniques, are also being used.

Assessments at mid-level and in the major academic program provide important information to institutions about the degree to which their programs facilitate student achievement of desired knowledge and competencies. Results of this process have led some institutions to redesign general education programs. Both the types of courses and the way in which courses are delivered have been examined closely.

Program Outcomes (Exit-Level) Assessment

Program outcomes assessment, or major field of study assessment, is designed to measure how well students are meeting institutionally stated program goals and objectives. As with other levels of assessment, selection of assessment instruments and other parameters (such as target groups, when

assessment occurs, etc.) is the responsibility of the institution. Institutions are encouraged to give preference to nationally standardized instruments that supply normative data. The instrument selected should measure skills and abilities specific to the program and to higher level thinking skills. Results are used to revise curricula.

Program outcomes assessment methods used by State System institutions are diverse. Faculty members in each academic program or major field of study are responsible for developing their own methods of assessing to what degree students meet stated program goals and objectives. Assessments include structured exit interviews, surveys of graduating seniors and employers, Educational Testing Service's (ETS) Major Field Assessment Tests (MFAT), national graduate school admission exams (GRE, MCAT, GMAT), the ACT College Outcome Measured Program (COMP), senior projects, portfolios, recitals, national and state licensing exams, internships, capstone courses, theses, transfer GPAs, admission to professional schools, retention rates, and job placement.

Assessment of Student Satisfaction

Student and alumni perceptions are important in the evaluation and enhancement of academic and campus programs and services because they provide an indication of the students' subjective view of events and services, which collectively constitute their undergraduate experiences. Student satisfaction evaluation can be accomplished in several ways, including surveys, interviews, and focus groups. The resulting data are used to provide feedback to improve programs and services. On many campuses, students expressed satisfaction with the availability and interest of faculty and staff, academic preparation for future occupations, classroom facilities, campus buildings and grounds, class size, libraries, cost, and other services. Common areas of dissatisfaction were food services, course availability, veteran's services, availability of student housing, job placement assistance, financial aid services, student activity fee uses, and parking.

Changes have been instituted as a result of student feedback. Common changes include technology additions and upgrades to improve academic and administrative services, student access to computers and the Internet, expanded orientation programs, enhanced tutoring services, student activities, food services, and career counseling and placement. New facilities have been constructed and older facilities have been remodeled to meet students' needs.

Nationally standardized surveys are used most often, but locally developed surveys are administered at some colleges and universities. Students are often surveyed at entry, during their college experience, and after they graduate. Many institutions also survey withdrawing students. The ACT Student Opinion Survey (SOS) is the most commonly used instrument. Others include the Noel-Levitz Student Satisfaction Inventory (SSI), the ACT Alumni Survey, the ACT Withdrawing or Non-returning Student Survey, and the ACT College Outcomes Survey (COS).

Graduate Student Assessment

Beginning fall 1996, higher education institutions that charge graduate students the student assessment fee must perform assessment beyond the standard requirements for admission to and graduation from a graduate program. Eight of the ten universities offering graduate programs (OSU, UCO, ECU, NSU, NWOSU, SEOSU, SWOSU, CU, and LU) reported graduate student assessment activities that include licensure, certification, and comprehensive exams; portfolios; capstone courses; practica; theses; interviews; and surveys.

Licensure/Certification Assessment

An important measure of both student achievement and program effectiveness and appropriateness is the professional exam for licensure or certification. This is the first year institutions were asked to provide the number of students taking such exams and the number of them passing.

Assessment Budgets

This is the first year that assessment budgets figures were requested. In compliance with State Regents' policy regarding the use of fees, it is important to monitor how assessment fees are being allocated for the support of assessment activities.

Analysis

Student assessment in the Oklahoma State System of Higher Education is defined as:

> *"A multi-dimensional evaluative process that measures the overall educational impact of the college/university experience on students and provides information for making program improvements."*

As evidenced by the institutional reports, Oklahoma's colleges and universities are achieving the two major objectives of student assessment: to improve programs and to provide public accountability. As institutional implementation of student assessment has evolved, continued enhancements and improvements have been documented.

The *process* of student assessment is as important as the outcomes generated. By establishing a process to assess students, institutions have learned valuable information about their students and programs. To assess the degree to which students are meeting the goals and outcomes of a program, an institution must first define the goals and desired outcomes. Institutions have used assessment tools to measure value-added gains; that is, the skill improvement that can be directly attributed to the institution. For example, institutions found, by testing new freshmen and then retesting these students after they completed the general education requirements, that the general education curriculum achieved the desired results and improvements in students' competency levels.

Institutions have also improved the process of gathering and using assessment information. Assessment days or class times are designated to encourage more students to seriously participate in mid-level and program outcomes testing. Strategies for increasing the response rates to surveys are evaluated. Assessment information has been integrated into other institutional review processes, and results are shared widely with faculty and students.

Areas of concern include the wide variance in secondary test cutscores for a given instrument. One would assume transferable entry-level courses would require the same level of preparation. The cutscores do not reflect that. Also, secondary testing for science is not practiced at all institutions. While some use a combination of reading and math scores and others use science tests, many institutions do not test.

Administration of general education assessment varies in methodology among the state's higher education institutions. Assuming that the goals and minimum standards of a general education program are shared at all campuses, the lack of consistency in measurement techniques and practices defies any comparison as to effectiveness of, and the actual value added, by those programs. While some institutions correlate their results to ACT findings, most don't. A national norm might be more consistent than locally developed tests.

Persistence and graduation rates depend on the ability of a student to succeed not only in higher level courses but in the wider world of business and industry. Implementation of state-wide assessments in writing and mathematics prior to being allowed to take course beyond 30 hours would assure that students would have the requisite skills to be successful in college and in the work place. Pass rates of these assessments could be included in the annual student assessment report as a means of monitoring progress and increasing public transparency and accountability. Such assessments could assist in regional and departmental accreditation.

Entry Level Assessment

Entry Level Assessment and Placement is defined in State Regents' policy as an "evaluation conducted prior to enrollment which assists institutional faculty and counselors in making decisions that give students the best possible chance of success in attaining academic goals".

Each institution uses ACT subscores to provide a standard for measuring student readiness. Students scoring below the minimum level established by the State Regents in the four subject areas of science reasoning, mathematics, reading, and English are required to undergo additional testing to determine the level of readiness for college level work consistent with the institution's approved assessment plan, or successfully complete remedial/developmental course work in the subject area.

Institutions are required to report to the State Regents the methods, instruments, and cut-scores used for entry-level course placement, as well as the student success in both remedial and college-level courses. Instructional changes resulting from an analysis of entry-level assessment is also to be reported.

Several institutions use a combination of high school grade point averages, ACT subscores, and secondary test scores to determine course level placement. Minimum scores required for college level work are listed in tables with each institution. Some institutions adjust math cut-scores upward if the student's anticipated major field of study requires a higher level of mathematics skills.

The following listing by institution includes the testing instruments used for determining course placement, the subject area scores necessary for enrollment in college-level courses, and actions taken as a result of tracking student performance in their first college-level course. While a few of the tests were developed locally, the majority were obtained from testing companies. The COMPASS and ASSET instruments are produced by ACT; Accuplacer, CPT, and Writeplacer are products of The College Board. ASSET is a pencil-and-paper version of COMPASS, a computer-based format. Accuplacer and CPT are the same.

University of Oklahoma (OU)

Placement instruments: COMPASS

Subtest	Cut-Score
Reading	81+
English	85+
Algebra	60+
College Algebra	45+

Annual analysis evaluates the effectiveness of programs designed to increase academic success as well as measure student attitudes, needs, interests, and backgrounds. Recent analysis has led to recommendations for continuation of the CARE (Counseling and Advising for Retention Effectiveness) program, which began in 1991. Data collected on student attitudes have been distributed in seminars and workshops for new faculty, departmental faculty meetings, and academic advisor training.

Oklahoma State University (OSU)

Placement instruments: COMPASS and Entry-Level Placement Analysis (ELPA; developed by OSU)

Subtest	Cut-Score
Reading	71+
English	56+
Algebra	54+

The offices of Institutional Research and Information Management, and University Academic Services evaluate annual trends in grades, drops, withdraws, and failure rates in freshman courses. Results of student tracking are shared each semester with the Directors of Student Academic Services and the Instruction Council.

Additional entry-level assessments include the Cooperative Institutional Research Program (CIRP) Freshman Survey and the Noel-Levitz College Student Inventory. The CIRP Freshman Survey is a university-wide survey that is conducted in alternate years and provides information on characteristics of entering freshmen. The CIRP was most recently conducted in Fall 2006. The College Student Inventory by Noel-Levitz, Inc. is a retention-management tool used to identify potential problem areas for new students and is used each year in the College of Human Environmental Sciences.

University of Central Oklahoma (UCO)

Placement instruments: CPT

Subtest	Cut-Score
Reading	75+
Sentence Skills	77+
Elementary Algebra	75+

The Admission Officer determines which students require secondary placement testing based on the placement policy. Admission Officers and the Coordinator for Rose State College track student progression through the remedial course. Rose State College offers the remedial courses on the UCO campus and reports completion rates each year.

The University has formed a student retention committee composed of members from Student Affairs and Academic Affairs. The agenda for the committee is being defined.

East Central University (ECU)

Placement instruments: COMPASS; Integrated Process Skills Test II (IPST II) for science

Subtest	Cut-Score
Reading	77+
Writing	42+
Algebra	40+
Science	18+

No instructional changes are currently planned.

Northeastern State University (NSU)

Placement instruments: Accuplacer

Subtest	Cut-Score
Reading	75+
English	79+
Mathematics	75+
WritePlacer	8+

The First Year Experience/Enrollment Services department provides tutoring, determines tracking, and assesses which students will require secondary testing and placement. NSU plans on tracking future students to determine if the success rate in college-level work is higher for those students who underwent remediation. Cut-scores will be continually reviewed for appropriate placement and procedures. Improvement continues to be sought in the success rate in all remedial work through considering alternate means of instruction.

Mathematics faculty revised the two remedial courses and are now using different text/materials as a result of recent data and student performance. Additional sections have also been added to keep class size at a reasonable number. The English faculty have changed textbooks and continue to utilize a multi-section writing laboratory for those in zero level and beginning English course work. The office of Assessment and Institutional Research is coordinating with the Writing Laboratory to determine the effect of laboratory time on student writing abilities.

Northwestern Oklahoma State University (NWOSU)

Placement instruments: Accuplacer for reading, writing, and math; combination of reading and arithmetic scores for science

Subtest	Cut-Score
Reading	75+
English	87+
Algebra	75+

Math and English faculty members report that students are more appropriately placed in courses since the change of testing and cut-scores. The Assessment Committee investigated the benefits of offering a remedial science course during the 2003-2004 academic year. The Committee recommended the continuation of remediating science through reading and arithmetic courses.

During spring semester of 2003, faculty adopted a computer assisted interactive approach to teaching remedial English and math courses. Success rates increased significantly for students in English, with no appreciable difference noted in Math.

The following decisions were made during the 2006-2007 academic year: continue monitoring the effectiveness of computer-assisted instruction for remedial courses, and continue studying the effectiveness of a study skills class (Peak Performance) that was implemented in the spring 2002 semester and was designed for all at-risk students, including developmental students on Academic Notice.

Southeastern Oklahoma State University (SEOSU)

Placement instruments: Accuplacer (CPT) and CPT Companion Test for English, math, and reading; Stanford Test of Academic Skills for science

Subtest	Cut-Score
Reading	NA
English	NA
Mathematics	NA
Science	NA

SEOSU did not report cut scores for the 2006-2007 academic year.

Student progress was measured by course pre-post test scores, course GPA, and overall GPA. The pre-post test scores show significant gains after completing one semester of instruction, particularly in mathematics. Students who completed at least one semester of remediation compared favorably with those students who were not required to remediate.

In January 2008 the results of a study of students who made passing scores on secondary placements tests administered between the years 2002-2007 indicates that the current cut score required to pass the secondary tests is effectively placing students at the proper course level. Instructional changes and improvements are consistently being incorporated into the course curricula in an effort to raise levels of academic achievement.

Southwestern Oklahoma State University (SWOSU)

Placement instruments: CPT Accuplacer

Subtest	Cut-Score
Reading	75+
English	75+
Elementary Algebra	75+

Students entering Southwestern Fall 1994 through Fall 1999 were tracked as they completed remedial, developmental, and collegiate-level courses. A current study tracks the success of Fall 2001, Fall 2002, and Fall 2003 entering freshmen for up to six years in subsequent courses following remediation.

The Basic Algebra course was re-structured for the 2006-2007 academic year. Standard lectures are regularly integrated and balanced with computerized instruction designed to give students immediate feedback.

Cameron University (CU)

Placement instruments: Accuplacer

Subtest	Cut-Score
Reading	78+
English	64+
Mathematics	65+

Cut scores were evaluated during the last academic year and modified to improve placement and success for entry level students. A combination of ACT and CPTs (computerized placement tests) were used for performance assessment and placement of students. Retention efforts and early alert for at-risk students is being used to increase student awareness of their need to improve and provides a referral to the appropriate student support laboratory.

A Developmental English laboratory was established and designed to target specific Basic Composition and Developmental Writing problems. Tutoring is available for students in these classes. Annual curriculum analysis is completed by the department faculty members. The department has designed an Assessment Checklist for both Basic Composition (ENGL 0103) and Developmental Writing (ENGL 0113) which evaluates the students' progress in certain target areas by assessing performance on the first 50 point and the final 50 point paper.

The Institutional Assessment Committee (IAC) continues to coordinate information with the General Education Committee, Academic Departments, and Associate Vice President for Enrollment Management to improve student success and retention through the Entry Level courses. The IAC recommends assessment methods for entry and mid-level education and reports assessment outcomes to the GEC for action.

Langston University (LU)

Placement instruments: Accuplacer for English and math; Nelson-Denny Reading Test for reading

Subtest	Cut-Score
Nelson-Denny	12+
English (ACT)	20+
Algebra (ACT)	20+

Data from the entry-level assessment database for 2006-2007 reflects moderate improvements in Reading, Mathematics, and English when compared to 2005-2006. Student progress is tracked by instructors at least four times each semester. Feedback is shared with each student.

Cut-score evaluations and analyses of entry-level basic skills scores have resulted in relatively few changes to the entry-level assessment process. The Vice President for Academic Affairs critiques each assessment cycle against predetermined objectives to ensure continuous improvement. The formation of a student retention committee has allowed students and instructors to engage in dialogue to enhance the academic performance of each student.

University of Science and Arts of Oklahoma (USAO)

Placement instruments: COMPASS for math and English; locally developed science test for science

Subtest	Cut-Score
Writing	75+
Pre-Algebra	56+
Algebra	36+
Science	24+

Entry-level assessments have indicated that student placement is appropriate. The students who have not done well either in remedial or college level courses did not do well due to other reasons than not being able to accomplish the work. No instructional changes have occurred or are planned. Advisors closely track their advisees entering with lower scores.

Oklahoma Panhandle State University (OPSU)

Placement instruments: CPT

Subtest	Cut-Score
Reading	70+
English	87+
Pre-Algebra	52+
Algebra	73+

Student progress in remedial classes was tracked by whether the deficiencies were completed by the end of summer 2007. Incomplete deficiencies were due mostly to deficiencies in multiple

areas requiring students to take multiple classes. Also, several students enrolled during Spring 2007 semester, which prevented them from completing all of the required deficiencies.
In the spring of 2003 OPSU implemented a college preparatory program which offers preparatory courses that better address the needs of the students. The University College continues to expand its services in the areas of special tutoring, counseling, and personal attention to students. OPSU has also worked to identify students who will be more at risk of dropping out of school.

Rogers State University (RSU)

Placement instruments: COMPASS for English, reading, and mathematics; Stanford Test of Academic Skills in Science for science

Subtest	Cut-Score
Reading	82+
English	82+
Algebra	35+
Science	82+

Institutional Research, Assessment, and Planning staff tracked student performance from remedial to college-level coursework. The effectiveness of placement decisions and cut-scores are evaluated on the basis of retention of students in each developmental course, student achievement in developmental courses, and student performance in subsequent college level coursework. No changes in existing cut-scores were made during the 2006-2007 academic year.

RSU assessment staff is currently redesigning the tracking methods of student success in both developmental courses and college-level courses. Mathematics and science faculty are revising curricula in order to improve success.

Conners State College (CSC)

Placement instruments: COMPASS and ASSET; CPT as a back-up placement exam

Subtest	Cut-Score
COMPASS	
Reading	76+
Writing	75+
Algebra	50+
Pre-Algebra	66+
College Algebra	50+
Science	
Reading	76+
Pre-Algebra	51+
Algebra	41+

Subtest	Cut-Score
Accuplacer	
Reading	80+
Writing	80+
Elementary Algebra	73+
Science	
Reading	80+
Elementary Algebra	53+

Success rates of students in developmental courses and collegiate level course were calculated. Students were tracked between developmental classes within subject areas.

The developmental math classes were restructured in 2005-2006. The new design provided a combination of lab-based and theory instruction, with more emphasis on lab. Math faculty met with advisors to answer questions and provide a detailed explanation of the new design and its

implementation. Additional analysis and possible curriculum changes have been suggested upon evaluation.

Eastern Oklahoma State College (EOSC)

Placement instruments: COMPASS

Subtest	Cut-Score
Reading	72+
Writing	62+
Pre-Algebra	45+

Students are tracked from developmental courses into college-level courses. Students who pass Eastern's college developmental classes go on to pass college-level classes with a 90 percent rate (grades above a C).

A third developmental math class was added for students who are performing above "basic" developmental math but not quite ready for "intermediate" developmental math. Therefore the "basic/intermediate" level of development was created and the three levels have been successful.

Future year-to-year comparisons are planned. More analyses are needed to look at instructional changes that may or may not be needed.

Murray State College (MSC)

Placement instruments: COMPASS and ASSET

Subtest	Cut-Score
ASSET	
Reading	39+
Writing	36+
Numerical Skills	56+
Algebra	39+

Subtest	Cut-Score
COMPASS	
Reading	71+
Writing	24+
Numerical Skills	101+
Algebra	40+

Student progress is tracked by academic advisors, counselors, and the Registrar's Office. At the end of each semester, advisors receive grade reports that indicate student performance in both remedial and college-level courses. The advisor and student make any necessary changes to the student's class schedule in the following semesters.

The Director of Counseling and remedial course instructors review the effectiveness of student placement on a semiannual basis. Reports of recommended changes are submitted to the MSC Academic Council. There is also ongoing refinement of the curriculum based on communication between instructors of remedial courses and instructors of college-level courses.

Northeastern Oklahoma A&M College (NEO)

Placement instruments: CPT

Subtest	Cut-Score
Reading Comprehension	78+
Sentence Skills	78+
Elementary Algebra	73+
Science	
Elementary Algebra	54+
Reading Comprehension	78+

Testing Center personnel monitor student progress to ensure that the students are enrolling in the appropriate remedial and college-level courses. Beginning spring of 2004, the College implemented a feature of the computerized Student Information System that blocks students from enrolling in college-level courses if the student has not met the proficiency requirement. Students are tracked through the following courses:

Basic Composition through Freshman Composition I
Remedial math through college-level math
Reading through Core College courses such as history, government, and science
Fundamentals of science through college-level science

The Academic Advisory Council has reviewed the Fundamentals of Science course. The recommendation to the administration is to modify the requirements for removing the science deficiency by deleting the fundamentals of science course. When a student has achieved the benchmark level as established in reading and math, the student will have removed the science deficiency and be prepared to enroll in a college-level science course. The administration has taken the recommendation under advisement.

Northern Oklahoma College (NOC)

Placement instruments: COMPASS

Subtest	Cut-Score
Reading	81+
E-Write	6+
Algebra	73+
Science	
Reading	81+
Algebra	26+

It is the intent of NOC to provide webstreams of NOC faculty addressing various topics that students may wish to review prior to re-testing. The possibility of having specific modules of self-paced learning for students to review prior to re-testing is also being explored.

Pre- and post-tests are administered for all remedial courses. Students advance to the next course level by either attaining sufficient post-test scores or a final grade of C or better. The utilization of pre-test/post-test COMPASS results is being evaluated to determine the effectiveness of the remedial program as a whole.

Tulsa Community College (TCC)

Placement instruments: CPT

Subtest	Cut-Score
Reading	80+
Writing	80+
Algebra	41+
Arithmetic Skills	91+

The Entry Level Assessment Subcommittee recently completed a long-term effort to validate TCC's placement program in mathematics, reading, and writing. The study aimed to verify

appropriate placement cut scores using the College Boards' Accuplacer CPT as a secondary placement tool. While some of the cut scores were validated, many could not be. This has led to discussion regarding the possibility of replacing CPT with ACT's COMPASS as a secondary tool. Pilot studies are underway and no decision has yet been made.
TCC has joined the Achieving the Dream initiative for community colleges. This initiative requires a review and analysis of success across several categories, one focus being success through developmental coursework. Analysis on the Achieving the Dream data revealed a majority of students requiring writing remediation had persisted to college-level coursework within three years, but nearly 90 percent who required mathematics remediation did not persist to College Algebra within three years.

In response to the Achieving the Dream data, a new focus has formed on student persistence through the first and into the second semester of college. Intervention strategies are under development.

Oklahoma State University – Oklahoma City (OSU-OKC)

Placement instruments: COMPASS

Subtest	Cut-Score
Reading	80+
Writing	82+
Algebra	76+
Pre-Algebra	60+

Faculty have reviewed the assessment results and adjusted curriculum and texts for upcoming semesters to better address student needs. Pre-and post tests will continue to be monitored to ensure that student skills are being adequately measured.

During the 2005-2006 academic year, OSU-Oklahoma City's Matriculation Study tracked the academic success of incoming developmental students. One result of the Matriculation Study revealed that once students in developmental courses were exposed to the same language in course syllabi, content, and testing situations, along with having similar experiences in the classroom, their performance and persistence began to improve.

Another tool used to assist developmental students' retention and persistence is the introduction of the PRoactive Intervention in Developmental Education (PRIDE) counselors. A PRIDE counselor personally follows up on students who have received an early alert letter from their instructors with a phone call offering information about resources on campus to help these students in need.

Communication between instructors was found to have a positive impact on student performance. A new venture for the developmental studies department is the Center for Excellence, which is scheduled to open in the fall of 2008.

Oklahoma State University Institute of Technology (OSUIT)

Placement instruments: COMPASS

Subtest	Cut-Score
Reading Comprehension	81+
Writing	75+
Algebra	68+
College Algebra	41+
Science	
College Algebra/Reading combined	123+
Algebra/Reading combined	149+

Students with scores below proficiency levels for basic skills were enrolled in remedial course work in the College Readiness Center (CRC). The Assessment Committee and faculty in the CRC reviewed the cut scores for entry-level assessment that were revised prior to the 2005-2006 academic year. These cut scores were retained through 2006-2007.

Students are encouraged to seek free tutoring in a variety of subjects offered through the College's Arts and Sciences Division. This tutoring is available to all current and prospective OSUIT-OKM students in the Tutorial Learning Center.

Western Oklahoma State College (WOSC)

Placement instruments: COMPASS

Subtest	Cut-Score
Reading	80+
Writing	70+
Algebra	50+
Science	
Reading	80+

Students are tracked from developmental courses on to college-level coursework using success rates, grade point averages, grade distributions, and comparison of developmental students verses non-developmental students. Free academic tutoring services are offered to all students in the Tutoring Center.

The Supplemental Instruction program provides supplemental instructors for courses which have proven to be historically difficult courses. In 2006-2007, supplemental instruction was available for Human Anatomy and Physiology.

The PASSKEY software program is being used for students who place in English Fundamentals and Developmental Reading III. This software allows instructors to administer diagnostic tests that enable a better determination of each student's strengths and weaknesses. In addition, these scores can be linked to the COMPASS scoring.

ACADEMIC SYSTEMS software is being used for developmental students in Basic Math and Beginning Algebra. A key feature of this software is that it allows each student to work at his/her own pace to complete the course. This allows the student to progress through developmental math courses at a pace consistent with their abilities. In addition to the computer based math

courses, traditional classroom lecture courses are available for those students preferring this method of instruction.

Redlands Community College (RCC)

Placement instruments: COMPASS and ASSET

Subtest	Cut-Score
Reading	34+
Writing	35+
Mathematics	31+

RCC employs a retention specialist to work with students and faculty members in improving students' academic experiences. The Offices of Retention, Assessment, and Institutional Research work jointly to research success rates of students enrolled in developmental courses. A primary objective is to increase the number of students completing a developmental course with a grade of "C" or better.

Students who test into one or more developmental courses are encouraged to enroll in an Orientation course. Tutoring is available through Redlands Peer Tutor Program as well as through Project AIMS, a Title IV Student Support Services program. Project AIMS offered several workshops to students during 2006-07.

Carl Albert State College (CASC)

Placement instruments: COMPASS

Subtest	Cut-Score
Reading	81+
Writing	75+
Pre-Algebra	66+
Algebra	42+
Science	
Reading	81+
Algebra	42+

Results from entry-level assessment are utilized during advisement and enrollment. Results are also used to evaluate and recommend any changes to the orientation class, the developmental education curriculum, and the advisement process.

Seminole State College (SSC)

Placement instruments: COMPASS and ASSET for English and math; Nelson-Denny for reading; Toledo Chemistry Test and a locally developed test for science.

Subtest	Cut-Score
COMPASS	
Reading	71+
English	74+
Algebra	66+
SSC Transitional Science Test	25+

Subtest	Cut-Score
ASSET	
English	40+
Intermediate Algebra	35+
Nelson-Denny	10+
Toledo Chemistry Test	25+

For several years SSC has collected data in all non-credit courses, and in selected credit courses, to determine the degree of success experienced by students in these courses. Data is collected for both the fall and spring semesters with success defined as earning a grade of "C" or better.

The data come from a variety of sources such as student opinion surveys, graduate opinion surveys, matriculation reports from Oklahoma four-year colleges, employer satisfaction surveys, and course-embedded assessment methods.

Rose State College (RSC)

Placement instruments: COMPASS and Accuplacer

Subtest	Cut-Score
Reading	81+
Writing	74+
Algebra	76+
College Algebra	51+
Science	
Reading	71+
Algebra	50+

An ACT student profile (characteristics report) was requested in the fall of 2006 for students who took the COMPASS assessment. Reports are prepared at the end of each term by the College's Information Technology Services area. They are used by Academic Advisement to contact unsuccessful students.

As a result of mathematics faculty recommendations, changes were made involving the methodology of administration for math courses. These changes proved successful, and initial evaluations of the data guided the College to maintain them. The placement ranges for outcomes have been revalidated using chi square tests and ANOVA. The changes to the mathematics branching were made in the summer/fall 2006 enrollment cycle.

The Placement and Testing Committee—composed of a cross-section of faculty from the College--continues to review the cut scores for validity when trends of unsuccessful performance warrant evaluation. The committee's consensus has been that the mathematics changes are resulting in positive improvements in student outcomes, which is also supported by data.

During 2006-2007, the Coordinator of Testing Services completed a best practices survey for CPT placement ranges and provided a CPT/COMPASS Matrix for committee review and approval. The committee approved the tool for pilot use. The tool was developed to facilitate placement for distance learning students that may not have ready access to the COMPASS. Once

a statistically sufficient sample of CPT scores has been used for placement, a validity study will be accomplished.

The Entering Student Descriptive Report provides information related to student placement in initial courses and the number of students placing in those courses. This information is utilized by academic divisions as a tool for student course scheduling. The validity study affirmed that no changes were warranted in regard to the current cut-off scores. The adaptive math study indicated the need for significant changes in math placement. Conclusive results will be forthcoming after the semester and follow-up study have been conducted.

Oklahoma City Community College (OCCC)

Placement instruments: COMPASS; ASSET; Accuplacer; Riverside Biology and Chemistry tests for science

Subtest	Cut-Score
COMPASS	
Reading	80+
Writing	82+
Algebra	56+
College Math	42+
Pre-Algebra	33+

Subtest	Cut-Score
Accuplacer	
Reading	71+
Writing	83+
Elementary Algebra	60+

Subtest	Cut-Score
ASSET	
Reading	41+
Writing	45+
Numerical Skills	55+

Placement of students is regularly reviewed by OCCC. Information for the review is obtained from faculty surveys and student completion rates in specific classes. Periodically, surveys are administered that request information on whether the faculty member believes each student in their class was placed appropriately.
If grouped data reveals that more than five percent of the students are placed at the wrong level, then the cut off scores are reviewed for possible adjustment. The survey is carried out once every three years, upon request, or a year after a new test is implemented.

Course completion rates are also reviewed. If more than a ten percent fluctuation in completed rates is experienced a review is initiated to identify possible reasons for the fluctuation. If determined necessary, recommendations for change in placement scores may be made.

General Education Assessment

University of Oklahoma

A central focus for General Education at OU is improving students' writing skills. Undergraduate writing samples from Geography, Anthropology, and English were analyzed. The projects involved workshops, surveys, roundtable discussions between instructors and teaching assistants, and analyzing student writing samples.

Oklahoma State University

Evaluation of the effectiveness of general education curriculum on student outcomes is done through institutional portfolios, university-wide surveys, and a General Education Course database. The General Education Assessment Committee developed portfolios to assess written communication skills, math problem-solving skills, science problem-solving skills, and critical thinking skills, along with knowledge, skills and attitudes about diversity. Each portfolio includes students' work from course assignments collected throughout the undergraduate curriculum. Faculty members work in groups to evaluate the work in each portfolio and assess student achievement in relation to the learner goal that is being assessed using standardized scoring rubrics.

University-wide surveys, such as the Alumni Survey, provide indirect measures of the extent to which students have achieved general education competencies and information that helps corroborate evidence collected from the institutional portfolios. Many individual academic programs also incorporate general education assessment into their program outcome assessment efforts.

The General Education Course Database is used to evaluate how each general education course aligns with the expected learning outcomes for the general education program as a whole. Course information is submitted online by instructors, which is then reviewed by the General Education Advisory Council. The database provides a useful tool for holistically evaluating general education course offerings and the extent to which the overall general education goals are achieved across curriculum.

Institutional portfolios give a 'snapshot' of students' competencies at the time the portfolio is assembled, while university-wide surveys provide an overview of student achievement. Because individual student information is not captured and recorded in either of these methods, the processes do not permit tracking students into future semesters. However, because portfolios are assembled each year the process does allow for detecting changes in general education competencies over time.

A joint meeting of the General Education Assessment Committee, the Assessment Council, and the General Education Advisory Council is held each year to conduct a review of General Education Assessment. The purpose of this meeting is to review the assessment process and results, and if warranted to recommend action for improvement. Expectations for student learning about writing, critical thinking, diversity and other general education goals are explicitly communicated through the creation of rubrics for these assessments, and are open for discussion. The rubrics are being used in some courses to communicate with students what is expected of them in class assignments.

University of Central Oklahoma

UCO used surveys, focus groups, pre-/post-tests, embedded test questions, and writing samples to measure how well students are meeting the university's general education goals. Those goals include communication and information management skills, humanities, analytical and critical thinking, and ethics.

East Central University

Assessment of general education centered on the Literacy Understanding Skills which consist of written and oral communication, reading, computer literacy, critical thinking, library skills, and mathematics. Among assessment tools used were CAAP, College Basic Academic Subjects Exam (CBASE), ACT Alumni Surveys (ACTAS), University Assessment Committee (UAC), and the General Education Capstone Course (UNIV 3001).

Northeastern State University

NSU utilizes the Riverside College Base Academic Subjects Examination (CBASE) as the primary assessment instrument for general education. Locally developed instruments are used to assess areas not included in the CBASE, such as humanities, speech, and health/nutrition.

Course consistency across multiple sections has been an area of concern. The Director of Assessment and Institutional Research met during 2006-2007 with college and department faculty stressing the importance of consistent delivery.

The Assessment Committee is currently looking at methods other than the CBASE for assessing general education. This is due to inconsistent results such as reports of NSU students as both above and below the national average.

Northwestern Oklahoma State University

The CBASE was used to assess general education. In April 2007, a sample of Junior level students were tested. The results indicated a strong correlation between CBASE scores and ACT scores. Fifty percent of the students scored above the national average for the Assessment Resource Center (ARC) tests. When broken down by subject, NWOSU students score both above and below the national averages, which results in student performance at the average level when compared nationally.

Southeastern Oklahoma State University

Ten goals were identified for the general education program. They include: communication, computer literacy, mathematical or quantitative reasoning, science reasoning, critical thinking, social and political institutions, wellness, humanities, fine arts, and ethics and values. In addition to course-embedded assessment of learning outcomes, two other measures were used: CAAP subtests to evaluate student performance and the ACT College Outcomes Survey to evaluate college experience.

Southwestern Oklahoma State University

Faculty reports of student achievement, measured by course-embedded assessments and standardized exams, are produced every two years. Special quizzes, exams, reports, papers, presentations, and projects were administered to all of the students as a part of the curriculum.

Four ACT CAAP modules were employed. These included Critical Thinking, Reading, Writing Essay, and Writing Skills. Eligible Juniors volunteer to take two of the four assessments. The 2006-2007 assessment revealed that faculty modify their curriculum-embedded assessments as needed.

Cameron University

CAAP examinations are used to measure general education outcomes in mathematics and English. Communications Department faculty worked with the IAC and measured the outcome of speaking effectively, using a national rating system adopted for their program.

Portfolio analysis and performance activities used in capstone courses are the metrics used to determine the improvement in student learning after they complete the general education courses.

Langston University

College Board placement tests were used to measure student achievement for English and Algebra skills, and the Nelson-Denny Reading Test to measure reading levels. The same instruments are used for college-readiness and general education assessment.

University of Science and Arts of Oklahoma

All students identified as having completed at least 60 credit hours take a CAAP test. Tests in critical thinking, math, science, reading, and writing are given at random so that each student is only required to complete one exam.

Oklahoma Panhandle State University

The Oklahoma General Education Test (OGET) was used to assess general education performance. Pre-post tests were additionally used for students enrolled in Speech Communications to assess oral communication skills. A student survey measures perceptions of growth and preparations in various academic areas.

Rogers State University

General education assessment was met through course-embedded assessments of student performance by faculty. Nine outcomes have been identified. Broad areas include writing, science, mathematics and logic, humanities, computers and technology, diversity, social sciences, and an understanding of art.

Measurement of student progress occurs within the academic departments. Faculty members monitor individual student progress through their advising processes, and by evaluating student preparedness for upper-level courses by students who have completed the prerequisite and preparatory courses.

Conners State College

One of the general education core objectives, critical thinking skills, was assessed utilizing course-embedded assessment techniques. Writing, reading, mathematics, and science skills were assessed utilizing ACT CAAP.

Eastern Oklahoma State College

Each faculty member reports his/her assessment activities for every class. Among the instruments used were journals, course-embedded questions, and pre- and post-tests. Graduating students were also strongly encouraged to take the CAAP test, although motivating students to perform to the best of their abilities was reported to be a challenge.

Murray State College

The CAAP test is used to measure reading, writing, math, and critical thinking. The CAAP items are drawn from the general education college materials in humanities, social and natural sciences, and mathematics. Student participation in the CAAP was mandatory.

Northeastern Oklahoma A&M College

All students applying for graduation are required to take the Measure of Academic Proficiency and Progress (MAPP) test. The context-based questions cover three broad academic areas: humanities, social sciences, and natural sciences. The Skills component includes an assessment of reading, writing, mathematics, and critical thinking.

Northern Oklahoma College

CAAP exams are used to assess writing skills, essay, mathematics, reading, science, and critical thinking. Students are selected by spring class enrollment, and exams are administered to classes in alignment with the areas of study. NOC is in the process of evaluating a three year linkage report of ACT subsections, COMPASS placement exams, and the CAAP exams. Faculty will review the linkage reports and provide recommendations to the Office of Academic Affairs.

Tulsa Community College

The assessment process centers around one of the institution's general education goals each year on a rotating basis. During the 2006-2007 academic year faculty assessed effective communication. For each year's goal, faculty members choose assessment methods that best fit the context of their courses. Reporting of assessment is done through an Internet-based application that each faculty member completes during the fall semester. Within these reports faculty members describe the assessment activity, the number of students assessed, and the quality of students assessed "successfully" according to the instructor's defined criteria.

Oklahoma State University – Oklahoma City

In the 2006-2007 academic year the Assessment Committee revisited the decision to no longer utilize the CAAP as a general education assessment instrument. The Committee reviewed different methods of assessment and decided to have a sample of students complete the CAAP in the fall of 2007 and continue in the spring of 2008.

In July, 2007 OSU-OKC was accepted into the fourth cohort of the Academy for Assessment of Student Learning. The Academy participation offers a Higher Learning Commission member institution a four-year sequence of events and interactions that focus on student learning, targeted primarily at acceleration and advancing efforts to assess and improve student learning. The OSU-OKC Assessment Academy team, consisting of faculty, division heads, administrators, and current members of the Assessment Committee, will work with other campus units to develop a holistic student assessment process that will include general education courses, program outcomes, and co-curricular activities.

Oklahoma State University Institute of Technology

General education competency assessment was developed by faculty specifically for each Program Objective. Five Core Objectives common to all programs of study grew from this process. The Core Objectives include reading, writing, mathematics, critical thinking, ethics, diversity, and technical competencies. Formative assessments of general education competencies were faculty-developed and primarily course-embedded to motivate students to participate to their fullest abilities.

Western Oklahoma State College

The CAAP is used to measure general education achievement. The results generated indicate whether students have made progress since entering the institution. Students who participated in the CAAP were tested in one or more of the following areas: Writing Skills, Mathematics, Reading, and Critical Thinking.

Exams are administered by the instructors during regularly scheduled class times. By having the instructors present and administer the exams, motivation increases and the results are more accurate.

Redlands Community College

The CAAP is used to assess student achievement in the areas of reading, science, and mathematics. A second instrument that is used to inform general education assessment is the Assessment Through Writing pilot study. This was initially administered during the 2001-2002 academic year, and has been continued through 2006-2007. Topics were drawn from the following areas: problem solving, leadership, and social problems. A team of RCC faculty from across the curriculum evaluated the student essays. Using a holistic grading system, the evaluation team assessed the student's ability to demonstrate knowledge of Standard English, writing in an acceptable essay form, and critical thinking skills.

Carl Albert State College

During the 2006-2007 academic year, all CASC students who had completed 45 or more hours were asked to take the CAAP exam. Test modules included reading, writing skills, mathematics, science reasoning, and critical thinking. The results will be used to evaluate, improve, and recommend any changes to the general education curricula.

Seminole State College

As of Fall 2006 SSC uses the CAAP test for general education assessment. Through voluntary participation, students take two randomly selected modules. Possible modules include Writing Skills, Mathematics, Reading, Critical Thinking, and Science. After review of the Fall 2006 results, the Assessment of Student Learning Committee established Assessment Thresholds for the five objective test modules. These consist of short-term and long-term thresholds which compare SSC mean test scores with national mean scores. The committee will compare Fall 2007 test results with the thresholds and determine if any changes are necessary. Course-embedded assessment and course completion rates are also used to determine general education achievement.

Rose State College

Classes in the areas of critical thinking, effective communication, technology proficiency, and quantitative literacy, have been assessed in rotation since fall 2003. In fall 2006 the area assessed was quantitative literacy. Students were required to demonstrate proficiency based on the context-specific criteria of the individual professors. In fall 2007 the four-part cycle started over with the full-time faculty's reporting on their assessment of critical thinking.

During the spring 2007 semester the Academic Assessment Committee requested that all faculty complete a survey reporting changes they had made to their assessment of critical thinking and any new methods they planned to implement for fall 2007. An online reporting form is provided to allow for consistency of data collection.

Oklahoma City Community College

Mid-level assessment examines student progress in four general education outcomes which include humanities, communications, social institutions, and science. After a team of faculty reviewed various instruments, the decision was made to replace the Academic Profile Test with the CAAP test. Three tests were administered during Assessment Week in the spring of 2007. These tests included the Mathematics, Reading, and Science modules.

Program Outcomes Assessment

Listed below are the methods and tools used by each institutions to assess program outcomes.

University of Oklahoma

Capstone courses, standardized exams, course evaluations, exit interviews, surveys, portfolio reviews

Oklahoma State University

Capstone courses, licensure exams, exit interviews, portfolios, projects and presentations, surveys, evaluations, writing assessments, ETS major field exams, standardized exams, degree completion rates

University of Central Oklahoma

Surveys, exit interviews, focus groups, portfolio reviews, writing assessments, presentations, pre- and post-tests, capstone courses, essays, external evaluators, comprehensive exams

East Central University

Portfolios, surveys, licensing and certification exams, capstone courses, exit interviews, presentations

Northeastern State University

Capstone courses, certification tests, ETS major field exams, locally developed tests, portfolios, surveys, writing assessments

Northwestern Oklahoma State University

Licensure exams, course embedded assessment, ETS major field exams, exit interviews, comprehensive exams, capstone courses, portfolio reviews, surveys, locally developed tests, standardized exams

Southeastern Oklahoma State University

Exit interviews, portfolios, course evaluations, surveys, pre- and post-testing, capstone courses, writing assessments, standardized exams, ETS major field exams, presentations, employment data

Southwestern Oklahoma State University

Portfolios, exit interviews, pre- and post-tests, ETS major field exams, surveys, research projects and presentations, course-embedded assessment, standardized and locally developed tests, licensure and certification exams, course evaluations

Cameron University

Portfolio reviews, locally developed and standardized tests, capstone courses, exit interviews, surveys, benchmarking

Langston University

Standardized and locally developed tests, ETS major field exams, portfolios, pre- and post-tests, presentations, comprehensive exams, employment data, surveys, licensure and certification exams

University of Science and Arts of Oklahoma

Portfolios, locally developed and standardized tests, licensure and certification exams, comprehensive exams, ETS major field exams

Oklahoma Panhandle State University

Employment data, graduate school acceptance, standardized tests, exit interviews, surveys, course evaluations, capstone courses, licensure and certification exams, portfolios

Rogers State University

Portfolios, capstone courses, licensure and certification exams, pre-and post-tests, standardized exams, surveys

Connors State College

ACT, COMPASS, CPT, ASSET, CAAP, licensure and certification exams

Eastern Oklahoma State College

CAAP, pre- and post-tests, surveys, program evaluations, licensure and certification exams,

Murray State College

Locally designed tests, licensure exams

Northeastern Oklahoma A&M College

Capstone courses, licensure and certification exams, surveys, projects, presentations

Northern Oklahoma College

CAAP, pre- and post-tests, licensure and certification exams

Tulsa Community College

Course-embedded assessment, employer surveys, self-studies

Oklahoma State University – Oklahoma City

Written exams, presentations, evaluations, surveys

Oklahoma State University Institute of Technology

Capstone courses, comprehensive exams, pre- and post-tests, certification exams

Western Oklahoma State College

Course-embedded methods, evaluations, portfolios

Redlands Community College

Pre- and post-tests, portfolios, focus groups, comprehensive exams, advisory committees, surveys, evaluations, licensure and certification exams

Carl Albert State College

CAAP, licensure exams, surveys, capstone courses, program reviews, transfer reports, locally developed exams

Seminole State College

CAAP, course-embedded assessment, surveys, transfer reports

Rose State College

Capstone courses, licensure exams, transfer reports

Oklahoma City Community College

Capstone courses, surveys, licensure exams, portfolios

Student Satisfaction Assessment

University of Oklahoma
ACT Student Opinion Survey, Complete Withdrawal Information Survey

Oklahoma State University
Undergraduate Program Alumni Survey, Graduate Program Alumni Survey, Graduate Student Satisfaction Survey

University of Central Oklahoma
National Survey for Student Engagement (NSSE), Cooperative Institution Research Project (CIRP), Graduating Student Survey (GSS)

East Central University
ACT Survey of Student Opinions

Northeastern State University
College Student Experiences Questionnaire, Student Opinion Survey, Senior Survey, Alumni Survey

Northwestern Oklahoma State University
Student Opinion Survey, Alumni Survey

Southeastern Oklahoma State University
Academic Advising and Outreach Center, College Outcome Survey, Council for the Advancement of Standards for Student Services, Graduate Survey, Junior Survey, Library Survey, National Survey of Student Engagement (NSSE), Noel-Levitz Student Satisfaction Inventory, Student Opinion Survey

Southwestern Oklahoma State University
Course/Instructor evaluations, ACT Survey of Student Opinions, Alumni Survey

Cameron University
Unspecified student survey

Langston University
Student perception survey

University of Science and Arts of Oklahoma
Course evaluations, senior survey, NSSE

Oklahoma Panhandle State University
Student Satisfaction survey, graduation survey

Rogers State University
Student Opinion Survey, Course Evaluation Survey

Connors State College
ACT Faces of the Future, alumni survey, library survey

Eastern Oklahoma State College
Unspecified sophomore student survey

Murray State College
Locally developed Student Satisfaction Questionnaire

Northeastern Oklahoma A&M College
Student Satisfaction Survey

Northern Oklahoma College
Community College Survey of Student Engagement (CCSSE)

Tulsa Community College
Course/Instructor evaluations, Alumni Survey, Exit Survey

Oklahoma State University – Oklahoma City
Student Satisfaction surveys, Graduation Surveys, Post-Graduation Surveys, Employer Surveys, Student Instructional Evaluations

Oklahoma State University Institute of Technology
Instructor/Course Surveys, Noel-Levitz Student Satisfaction Inventory

Western Oklahoma State College
Entering Student Survey, Continuing Student Opinion Survey, College Outcomes Survey, Alumni Survey

Redlands Community College
Community College Survey of Student Engagement (CCSSE)

Carl Albert State College
ACT Alumni Survey for Two-Year Colleges

Seminole State College
Student Feedback on Classroom Instruction Form, ACT Faces of the Future Survey, Graduate Opinion Survey

Rose State College
ACT Student Satisfaction Survey, Graduate Survey

Oklahoma City Community College
ACT Student Opinion Survey, Community College Survey of Student Engagement, Student Input on Instruction, graduate survey

Graduate Student Assessment

University of Oklahoma

Same instruments used for undergraduate assessment

Oklahoma State University

Survey of Alumni of Graduate Programs, Graduate Student Satisfaction Survey, theses, comprehensive exams, presentations, defenses, qualifying exams, exit interviews, course evaluations, National Certification Exam

University of Central Oklahoma

Mixed with outcome assessment

East Central Oklahoma

Oklahoma Subject Area Test (OSAT), Certification Exam for Oklahoma Educators (CEOE), Oklahoma Teacher Certification Test for School Counselors, State Elementary Principals Exam, locally developed comprehensive exams, internships, practicums, portfolios, graduate surveys, alumni and employer surveys

Northeastern State University

National examinations, certification exams, written compositions, capstone projects, oral examinations

Northwestern Oklahoma State University

Comprehensive exams

Southeastern Oklahoma State University

Alumni Survey, benchmarking with peer institutions, comprehensive exams, OSAT, Advanced Certificate Portfolio (ACP), research papers, presentations, graduate and employer surveys, evaluations

Southwestern Oklahoma State University

Capstone projects, comprehensive exams, portfolio reviews, performance ratings, OSAT, Internship Candidates' Evaluation completed by cooperating administrators, Post-Graduate Administrator Survey completed by employer supervisors

Cameron University

Portfolio reviews, performance ratings, standardized examinations, locally developed exams, exit interviews, employer perceptions, graduate surveys, capstone courses

Langston University

GRE, qualifying exams, comprehensive exams, student self-assessment, portfolio assessment

Licensure and Certification

Program and Exam	Number of Students Tested	Number of Students Passing
University of Oklahoma		
No licensure or certification data were reported.		
Oklahoma State University		
Initial Programs (OSAT)	95	86
Elementary Education, Subtest 1 (OSAT)	134	126
Elementary Education, Subtest 2 (OSAT)	132	128
Secondary Education (OSAT)	109	101
Advanced Programs	40	36
General Education Tests - aggregated	366	334
Teaching Exam PK-8 (OPET)	212	208
Teaching Exam 6-12 (OPET)	139	133
Fundamentals of Engineering	184	157
Associate Constructor Exam	35	23
University of Central Oklahoma		
Finance	20	15
Guidance and Counseling	14	13
Funeral Service	35	24
Nursing	74	68
Dietetics and Nutrition	4	2
Teacher Certification	219	100
Speech Pathology	21	20
East Central University		
Nursing	60	48
Elementary Education	59	40
Criminal Justice	17	17
Physical Education Teaching & Coaching	28	21
Early Childhood Education	34	32
Special Education	11	11
Health Information Management	7	7
History Education	14	10

Northeastern State University		
Oklahoma General Education Test (OGET)	247	170
OPTE	477	423
OSAT	952	680
School Counseling	12	12
Counseling Psychology (CPCE)	54	33
Northwestern Oklahoma State University		
Nursing	18	14
General Education	346	228
Mathematics Education	3	3
English Education	8	8
Music Education	2	2
Southeastern Oklahoma State University		
Elementary Education	117	92
Health & Physical Education	37	29
Principal	34	26
School Counseling	15	15
Reading Specialist	17	14
Social Studies Education	10	9
Science Education	9	8
Special Education	7	7
Music Education	5	5
English Education	5	5
Southwestern Oklahoma State University		
Pharm. D.	88	81
Master of Educ in Educational Admin.	60	40
Elementary Education	119	77
Nursing	36	34
Technology (Engineering & Industrial)	22	13
Radiologic Technology	10	10
Special Education	16	14
Physical Therapist Assistant	12	10
Occupational Therapy Assistant	11	10

Cameron University

Principal Core (OSAT)	6	3
Elementary Principal (OSAT)	5	1
Middle School Principal (OSAT)	2	2
Secondary Principal (OSAT)	3	2
Elementary Education Ed1 (OSAT)	70	55
Elementary Education Ed2 (OSAT)	64	56
OGET	38	34
OPTE Pre-K through 8	45	39
Music Education	19	11

Langston University

Education (OPET)	18	17
Nursing (NCLEX-RN)	63	38
Physical Therapy (NPTE)	1	1
Family and Consumer Science (OSAT)	1	1

University of Science and Arts of Oklahoma

No licensure or certification data were reported.

Oklahoma Panhandle State University

Elementary Education Ed1 (OSAT)	15	9
Elementary Education Ed2 (OSAT)	9	7
Health and Physical Education (OSAT)	3	1
Nursing	6	6
Social Studies (OSAT)	2	2

Rogers State University

Nursing (AAS) NCLEX-RN	50	46

Connors State College

Nursing (NCLEX-RN)	58	54
Child Development - CDA Credential	18	17
Child Development - Certificate of Mastery	6	6

Eastern Oklahoma State College

No licensure or certification data were reported.

Murray State College

No licensure or certification data were reported.

Northeastern Oklahoma A&M College		
Associate Degree Nursing	47	44
Medical Laboratory Technician	3	2
Physical Therapist Assistant	10	10

Northern Oklahoma College		
Nursing (NCLEX-RN)	64	61

Tulsa Community College		
Nursing	117	108
Patient Care Technician	26	22
Medical Laboratory Technology	7	6
Radiography	29	28
Medical Assistant	15	11
Health Information Technology	5	4
Physical Therapist Assistant	27	23
Respiratory Therapy	30	28
Dental Hygiene	36	36

Oklahoma State University - Oklahoma City		
Sign Language Interpreting	10	10
Oklahoma State Veterinary Technician Exam	25	25
Veterinary Technician National Exam	25	14
CLEET Certification Exam	42	42
Nursing Exam	72	67

Oklahoma State University Institute of Technology		
Environmental Protection Agency Cert.	23	23
National Council Licensure Examination	21	14
Watchmakers of Switzerland Educ Program	5	5

Western Oklahoma State College		
Radiologic Technology	13	12
Nursing (RN)	72	63
Redlands Community College		
Nursing	57	95
Carl Albert State College		
Nursing	40	39
PTA	16	15
Radiography	10	10
Seminole State College		
Medical Laboratory Tech	13	11
Nursing	21	21
Rose State College		
Nursing	109	94
Dental Hygiene	13	13
Clinical Laboratory Tech	9	9
Radiologic Technology	16	16
Respiratory Therapist	22	22
Health Information Tech	7	7
Court Reporting	3	3
Accounting	5	3
Oklahoma City Community College		
Paramedic	8	5
Nursing	126	108
Occupational Therapy Assistant	19	17
Physical Therapist Assistant	17	12

Assessment Budgets

Regents' policy states that academic service fees "shall not exceed the actual costs of the course of instruction or the academic services provided by the institution." (Chapter 4 – Budget and Fiscal Affairs, 4.18.2 Definitions)

Institution	Assessment Fees	Assessment Salaries	Amount Distributed	Operational Costs
OU	698,473	49,316	342,012	307,145
OSU	552,312	212,000	185,000	155,312
Total Research	1,250,785	261,316	527,012	462,457
UCO	*	*	*	*
ECU	95,868	125,967	7,316	35,340
NSU	229,769	187,813	0	38,652
NWOSU	0	100,317	0	16,975
SEOSU	0	75,856	10,000	18,435
SWOSU	*	167,678	4,538	46,000
CU	244,490	258,621	80,000	35,035
LU	70,100	110,833	0	5,901
USAO				
OPSU	30,316	28,316	0	2,000
Total Regional	670,543	1,055,401	101,854	198,338
RSU	209,614	131,561	0	21,800
CSC	46,744	46,666	22,365	28,652
EOSC	*	*	*	*
MSC	0	636,066	0	34
NEO	51,653	44,530	0	8,900
NOC	77,641	127,955	0	45,000
TCC	470,424	103,821	31,490	107,230
OSU-OKC	106,405	101,150	0	13,990
OSUIT	65,003	298,035	0	24,500
WOSC	29,914	51,769	0	4,650
RCC	111,321	72,056	30,474	7,528
CASC	68,415	990	0	30,000
SSC	68,807	25,000	35,000	20,500
RSC	120,609	50,000	53,338	56,575
OCCC	217,089	176,933	10,000	20,000
Total Community	1,643,639	1,866,532	182,667	389,359
State Total	3,564,967	3,183,249	284,521	1,050,154

* Assessment fees were rolled into tuition.

Source: Online survey

Number and Percent of Students Enrolled in Remediation by Institution

Institution	Number of First-Time Freshmen	Enrolled in Remediation		Remedial Courses							
				English		Math		Science		Reading	
		#	%	#	%	#	%	#	%	#	%
OU	3,318	380	11.5%	44	1.3%	348	10.5%	0	0.0%	53	1.6%
OSU	3,301	61	1.8%	11	0.3%	56	1.7%	1	0.0%	0	0.0%
Total Research	6,619	441	6.7%	55	0.8%	404	6.1%	1	0.0%	53	0.8%
UCO	2,080	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
ECU	678	213	31.4%	40	5.9%	198	29.2%	10	1.5%	30	4.4%
NSU	1,156	535	46.3%	221	19.1%	479	41.4%	0	0.0%	0	0.0%
NWOSU	258	118	45.7%	76	29.5%	99	38.4%	0	0.0%	0	0.0%
SEOSU	617	206	33.4%	100	16.2%	99	16.0%	72	11.7%	67	10.9%
SWOSU	801	287	35.8%	94	11.7%	244	30.5%	0	0.0%	113	14.1%
CU	1,065	546	51.3%	356	33.4%	427	40.1%	0	0.0%	136	12.8%
LU	592	438	74.0%	156	26.4%	410	69.3%	155	26.2%	12	2.0%
USAO	242	59	24.4%	17	7.0%	52	21.5%	9	3.7%	0	0.0%
OPSU	256	155	60.5%	108	42.2%	121	47.3%	0	0.0%	73	28.5%
Total Regional	7,745	2,557	33.0%	1,168	15.1%	2,129	27.5%	246	3.2%	431	5.6%
CASC	640	266	41.6%	111	17.3%	243	38.0%	0	0.0%	0	0.0%
CSC	566	413	73.0%	254	44.9%	383	67.7%	0	0.0%	0	0.0%
EOSC	541	281	51.9%	144	26.6%	243	44.9%	0	0.0%	0	0.0%
MSC	573	363	63.4%	119	20.8%	347	60.6%	0	0.0%	0	0.0%
NEOAMC	686	408	59.5%	234	34.1%	363	52.9%	165	24.1%	0	0.0%
NOC	1,225	715	58.4%	281	22.9%	666	54.4%	54	4.4%	177	14.4%
OCCC	3,086	1,524	49.4%	845	27.4%	1,299	42.1%	12	0.4%	22	0.7%
OSU-OKC	1136	577	50.8%	286	25.2%	499	43.9%	2	0.2%	186	16.4%
OSUIT	1,525	307	20.1%	153	10.0%	262	17.2%	23	1.5%	117	7.7%
RCC	486	198	40.7%	84	17.3%	165	34.0%	0	0.0%	56	11.5%
RSC	1,592	972	61.1%	411	25.8%	872	54.8%	3	0.2%	14	0.9%
RSU	843	438	52.0%	246	29.2%	382	45.3%	43	5.1%	127	15.1%
SSC	473	265	56.0%	156	33.0%	224	47.4%	33	7.0%	94	19.9%
SWOSU-SAYRE	94	52	55.3%	12	12.8%	51	54.3%	0	0.0%	20	21.3%
TCC	2,880	1,398	48.5%	678	23.5%	1,181	41.0%	0	0.0%	31	1.1%
WOSC	430	201	46.7%	72	16.7%	179	41.6%	0	0.0%	53	12.3%
Total Community	16,776	8,378	49.9%	4,086	24.4%	7,359	43.9%	335	2.0%	897	5.3%
State Total	31,140	11,376	36.5%	5,309	17.0%	9,892	31.8%	582	1.9%	1,381	4.4%

Source: Annual Student Remediation Report

Remediation rates for each institution are the result of several factors, among them are the age of the entering freshman, students for whom English is a second language, first-generation students, institution mission, and secondary test scores. It should be noted that Oklahoma State University (OSU) has most of their remedial courses taught by Northern Oklahoma College (NOC). The University of Central Oklahoma (UCO) has a similar arrangement with Rose State College (RSC) to teach all of their remedial courses. Remediation rates for NOC and RSC reflect those arrangements.

Secondary Test Cut-Scores by Subject and Institution

MATH

CPT: Elementary Algebra

UCO	75+
SWOSU	75+
NEO	73+

CPT: Arithmetic Skills

TCC	91+

CPT: Pre-Algebra

OPSU	52+

CPT: Algebra

OPSU	73+
TCC	41+

COMPASS: Numerical Skills

MSC	101+

COMPASS: Math

RCC	31+
OCCC	42+

COMPASS: Pre-Algebra

USAO	56+
CSC	66+
EOSC	45+
OSU-OKC	60+
CASC	66+
OCCC	33+

COMPASS: Algebra

OSU	54+
ECU	40+
USAO	36+
RSU	35+
CSC	50+
MSC	40+
OSU-OKC	76+
OSUIT	68+
WOSC	50+
CASC	42+
SSC	66+
OCCC	56+
RSC	76+

COMPASS: College Algebra

CSC	50+
OSUIT	41+
RSC	51+
NOC	73+

ASSET: Numerical Skills

MSC	56+
OCCC	55+

ASSET: Math

RCC	31+

ASSET: Algebra

MSC	39+

ASSET: Intermediate Algebra

SSC	35+

Accuplacer: Mathematics

NSU	75+
CU	65+

Accuplacer: Elementary Algebra

CSC	73+
OCCC	60+

Accuplacer: Algebra

NWOSU	75+
LU	20+

ENGLISH

CPT: Sentence Skills

UCO	77+
NEO	78+
TCC	80+

CPT: English

SWOSU	75+
OPSU	87+

COMPASS: English

OSU	56+
ECU	42+
USAO	75+
RSU	82+
CSC	75+
EOSC	62+
MSC	24+
OSU-OKC	82+
OSUIT	75+
WOSC	70+
CASC	75+
SSC	74+
RSC	74+
OCCC	82+

ASSET: Writing

MSC	36+
RCC	35+
SSC	40+
OCCC	45+
CSC	75+

Accuplacer: English/Writing

NSU	79+
NWOSU	87+
CU	64+
LU	20+
OCCC	83+

READING

CPT: Reading

UCO	75+
SWOSU	75+
OPSU	70+
NEO	78+
TCC	80+

COMPASS: Reading

OSU	71+
ECU	77+
RSU	82+
CSC	76+
EOSC	72+
MSC	71+
OSU-OKC	80+
OSUIT	81+
WOSC	80+
CASC	81+
SSC	71+
RSC	81+
OCCC	80+
NOC	81+

ASSET: Reading

MSC	39+
RCC	34+
OCCC	41+
CSC	76+

Accuplacer: Reading

NSU	75+
NWOSU	75+
CU	78+
CSC	80+
OCCC	71+

Nelson-Denny:

LU	12+
SSC	10+

SCIENCE

Integrated Process Skills Test II

ECU	18+	

Accuplacer

NWOSU	Reading	75+
	Arithmetic	55+
CSC	Reading	80+
	Elementary Algebra	53+

Stanford Test of Academic Skills for Science

SEOSU	Not reported
RSU	82+

Logic eXtension Resources (LXR)

USAO	24+

COMPASS

CSC	Reading	76+
	Pre-Algebra	51+
	Algebra	41+
NOC	Reading	81+
	Algebra	26+
OSUIT	College Algebra/Reading	123+
	Algebra/Reading	149+
WOSC	Reading	80+
CASC	Reading	81+
	Algebra	42+
RSC	Reading	71+
	Algebra	50+
NOC	College Algebra	26+
	Reading	81+

ASSET

CSC	Reading	76+
	Pre-Algebra	51+
	Algebra	41+

SSC Transitional Science Test (locally developed)

SSC	25+

Toledo Chemistry Test

SSC	25+

Riverside Biological Concepts

OCCC	34+

Riverside Chemistry Principles

OCCC	30+

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APPENDIX

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Policy On Assessment

3.20 ASSESSMENT

3.20.1 Purpose

Accountability to the citizens of Oklahoma within a tax-supported educational system is very important. Improvement in student learning, measurable through assessment programs, is an achievable outcomes, and the responsibility of the State System.

3.20.2 Definitions

The following words and terms, when used in the Chapter, shall have the following meaning, unless the context clearly indicates otherwise:

"Assessment of Student Satisfaction" are measures of perceptions of student and alumni satisfaction with campus programs and services.

"Basic Academic Skills: Minimum required skills for college success in English, mathematics, science, and reading."

"Basic Academic Skills Deficiencies: Assessment requirements that have not been met by either the minimum ACT subject scores (English, math, science reasoning, or reading) or institutional secondary assessments required for a student to enroll in college-level courses in the subject area."

"Curricular Deficiencies: High school curricular requirements for college admission that have not been met by the student in high school."

"Curricular Requirements: The 15 units of high school course work required for college admission to public colleges and universities in the State System. These include four units of English, three units of mathematics, two units of laboratory science, three units of history and citizenship skills and three units of elective course that fit into one of the categories above or foreign language or computer science."

"Elective Courses: Those courses that fulfill the additional three high school units to meet the total of 15 required by the State Regents for college admission."

"Entry Level Assessment and Placement" is an evaluation conducted prior to enrollment which assists institutional faculty and counselors in making decisions that give students the best possible chance of success in attaining academic goals.

"General Education Assessment" are measures of competencies gained through the student's general education program.

"Graduate Student Assessment" are measures of student learning and evaluations of student satisfaction with instruction and services beyond the standard assessment requirements for admission to and graduation from a graduate program.

"Program Outcomes Assessment (or major field of study assessment)" are measures of how well students are meeting institutionally stated program goals and objectives.

"Remedial/Developmental Courses: Zero-level courses that do not carry college credit and are designed to raise students' knowledge competency in the subject area to the collegiate level."

"Remediation: Process for removing curricular or basic academic skills deficiencies through remedial/developmental course work or supplemental instruction or other interventions that lead to demonstration of competency."

"Student Assessment" is a multi-dimensional evaluative process that measures the overall educational impact of the college/university experience on students and provides information for making program improvements.

3.20.3 Institutional Requirements

Each college and university shall assess individual student performance in achieving its programmatic objectives. Specifically, each institution will develop criteria, subject to State Regents' approval, for the evaluation of students at college entry to determine academic preparation and course placement; general education assessment to determine basic skill competencies; program outcomes assessment to evaluate the outcomes in the student's major; and student perception of program quality including satisfaction with support services, academic curriculum, and the faculty. Such evaluation criteria must be tied to stated program outcomes and learner competencies. Data at each level of assessment will be reported to the State Regents annually and will include detailed information designed to ensure accountability throughout the system. Detailed information on assessment reporting is available in the Academic Affairs Procedures Handbook available upon request.

In recognition of varying institutional missions and clientele served, assessment components will be campus based under the leadership of the local faculty and administrators providing the procedures meet the requirements detailed in the following sections. Assessment programs should consider the needs of special populations in the development of policies and procedures. Finally, as institutions develop criteria and

select assessment mechanisms, each program component should be coordinated and complement the whole.

3.20.4 Entry Level Assessment and Placement

A. Minimum Basic Academic Skills Requirements

Each institution will use established ACT scores at or above the State Regents' established minimum in the four subject areas of science reasoning, mathematics, reading, and English as the initial determinant for individual student readiness for college level course work. These minimum ACT subscores provide a standard for measuring student readiness across the State System and are evaluated by the State Regents on an annual basis. Students scoring below the minimum level, will be required to undergo additional testing to determine the level of readiness for college level work consistent with the institution's approved assessment plan, or successfully complete remedial/developmental course work in the subject area. Students must remediate basic academic skills deficiencies at the earliest possible time but within the first 24 college-level hours attempted. Students continuously enrolled in courses designed to remove deficiencies may be allowed to continue enrollment beyond the 24 hour limit. More information concerning removing curricular deficiencies may be found in the State Regents' *Remediation and Removal of High School Curricular Deficiencies Policy*. Similarly, institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT subject test score requirement. These minimum subject test score requirements will be communicated regularly to college bound students, parents, and common schools for the purpose of informing them of the levels of proficiency in the basic academic skills areas needed to be adequately prepared for college level work.

Students admitted under the special adult admission provision may be exempt from entry-level assessment requirements consistent with the institution's approved assessment plan.

B. Concurrently Enrolled High School Students

For high school students wishing to enroll concurrently in college courses the established ACT score in the four subject areas will apply as follows: A high school student not meeting the designated score in science reasoning, mathematics, and English will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English). Secondary institutional assessments and remediation are not allowed for concurrent high school students.

C. Institutional Programs

Institutional entry level assessment programs should include an evaluation of past academic performance, educational readiness (such as mental, physical, and emotional), educational goals, study skills, values, self-concept and motivation. Student assessment results will be utilized in the placement and advisement process to ensure that students enroll in courses appropriate for their skill levels. Tracking systems should be implemented to ensure that information from assessment and completion of course work is used to evaluate and strengthen programs in order to further enhance student achievement and development. The data collection activities should be clearly linked to instructional improvement efforts.

3.20.5 General Education Assessment

The results of general education assessment should be used to improve the institution's program of general education. This assessment is designed to measure the student's academic progress and learning competencies in the areas of reading, writing, mathematics, critical thinking, and other areas of general education.

General education assessments will normally occur after the student has completed 45 semester hours and prior to the end of the degree program for associate degree programs and prior to the completion of 70 semester hours for students in baccalaureate programs.

Examples of appropriate measures include academic standing, GPA, standardized and institutionally developed instruments, portfolios, etc.

3.20.6 Program Outcomes Assessment

Selection of the assessment instruments and other parameters (such as target groups, when testing occurs, etc.) for program outcomes assessment is the responsibility of the institution subject to State Regents' approval. Preference should be given to nationally standardized instruments. The following criteria are guidelines for the section of assessment methodologies:

A. Instrument(s) should reflect the curriculum for the major and measure skills and abilities identified in the program goals and objectives.

B. Instrument(s) should assess higher level thinking skills in applying learned information.

C. Instrument(s) should be demonstrated to be reliable and valid.

Nationally normed instruments required for graduate or professional study, or those that serve as prerequisites to practice in the profession,

may be included as appropriate assessment devices. Examples are the Graduate Record Exam (GRE), National Teacher Exam (NTE), and various licensing examinations.

3.20.7 Assessment of Student Satisfaction

Perceptions of students and alumni are important in the evaluation of and the enhancement of academic and campus programs and services. Such perceptions are valuable because they provide an indication of the students' subjective view of events and services which collectively constitute their undergraduate experiences. Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Resulting data are to be used to provide feedback for the improvement of programs and services.

Examples of programs/activities to be included in this level of assessment are satisfaction with student services, quality of food services, access to financial aid, residence hall facilities, day care, parking, etc.

3.20.8 Graduate Student Assessment

Higher education institutions that charge graduate students the student assessment fee must perform graduate student assessment. An institution that charges the assessment fee will include a description of graduate student assessment and assessment fee usage in its institutional assessment plan. Graduate student assessment results will be included in the institution's annual assessment report to the State Regents. In addition to the annual reporting requirements described above, graduate programs should attempt to present instrument data that compare graduate student performance with statewide or national norms.

The institution's plan for graduate student assessment will explain each graduate program's assessment process, including stages of assessment, descriptions of instruments used, methods of data collection, the relationship of data analysis to program improvement, and the administrative organization used to develop and review the assessment plan. The institution will adopt or develop assessment instruments that augment pre-assessment fee instruments (i.e. grade transcripts, GRE scores, course grades, and comprehensive exams). Departmental pre-tests, capstone experiences, cohort tracking, portfolios, interviews, and postgraduate surveys are some commonly used assessment methods.

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