

Oklahoma State System
of
Higher Education

**Annual
Student
Assessment
Report**



April 2, 2009

**OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION**

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ANNUAL STUDENT ASSESSMENT REPORT

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Oklahoma State Regents for Higher Education

ANNUAL STUDENT ASSESSMENT REPORT

2007-08

Executive Summary

The fourteenth 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 2007-08 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.

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.

Assessment activities are reported according to the following areas:

- *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.
- *Licensure/Certification Assessment* – to measure student achievement, program effectiveness, and appropriateness of the professional exam used for licensure or certification.
- *Assessment Budgets* – to monitor how assessment fees are being allocated for the support of assessment activities.

Findings and 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. Examples of successful assessment practices, as well as areas that could be improved upon, are outlined below.

- Entering student surveys are administered at various institutions to examine expectations and characteristics of the student population. The data are then utilized in further studies on retention and academic success.
- Secondary testing instruments, cut-scores, and course curriculum are continually analyzed to assure relevance and effectiveness.
- Assessment days or class times are designated to encourage more students to seriously participate

in mid-level and program outcomes testing. Strategies for increasing response rates to surveys are evaluated.

- Assessment information has been integrated into other institutional review processes, resulting in greater involvement of faculty members and students.
- Three institutions (Tulsa Community College, Oklahoma City Community College, and Rose State College) have joined the Achieving the Dream initiative, a national organization designed to increase student success at community colleges. This initiative emphasizes the use of data in improving retention and graduation rates.
- Efforts to improve retention are vital to increasing student success. Several institutions form retention committees or employ retention specialists to provide a greater focus.
- Areas of concern include the wide variance in secondary test cut-scores 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 institutions with several using locally developed tests. Using national exams could provide more consistency and comparison to national benchmarks, while locally developed tests may be more effective in addressing the specific needs and goals of institutions.
- 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 courses 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.

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ANNUAL STUDENT ASSESSMENT REPORT

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The fourteenth 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 2007-08 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.

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):

- *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.

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.

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.

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. All ten universities offering graduate programs (OU, 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

<u>Subtest</u>	<u>Cut-Score</u>
Reading	81+
English	85+
Algebra	60+
College Algebra	50+

Annual analysis evaluates the effectiveness of programs designed to increase academic success. Cut scores, GPA levels, and other assessment criteria are modified to assure that students are being placed appropriately. Analysis of entry-level math course success rates indicates that students may struggle with study skills and knowledge of material. As a result, a comprehensive walk-in evening tutoring program (UC Action) was started in Fall 2007. Preliminary analysis indicates individual success rates increase for students participating in the UC Action program.

A locally developed New Student Survey has been used since 1975 to assess new freshmen student backgrounds and attitudes. Each year the survey is adjusted to address such things as technological changes and other issues. The data generated from the New Student Survey has been useful in conducting retention and academic studies.

Oklahoma State University (OSU)

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

<u>Subtest</u>	<u>Cut-Score</u>
Reading	71+
English	56+
Algebra	55+
Science	
Reading <i>or</i>	71+
Algebra	55+

Each enrolled new student (freshmen and transfer students with fewer than 24 credit hours) receives a Student Assessment Report that summarizes information used for entry-level assessment. This includes the student's academic information (ACT scores, high school GPA and class rank), the results of ELPA, curricular and performance deficiencies that require remediation, and recommendations or requirements for course placements. The Student Assessment Reports are produced by the Office of Institutional Research and Information Management and are distributed to students by the New Student Orientation Office. Entry-level assessment also includes evaluations of educational readiness, educational goals, study skills, values, self-concept, and motivation.

Many resources are available to OSU students for academic support. *University Academic Services (UAS)* offers free tutoring services to all OSU students. The *Math Learning Resources Center* provides individual tutoring in mathematics. The *Writing Center* provides tutors, writing coaches, and assistance with word processing. *University Counseling* provides services to help students improve their study habits, deal with test anxiety, and develop better time management skills.

The CIRP Freshman Survey is conducted in alternate years at OSU as part of a nationwide study conducted jointly by the American Council on Education and the University of California at Los Angeles' Higher Education Research Institute. The study provides information about the expectations, attitudes, and experiences of OSU freshmen and college freshmen nationwide. The survey results help identify areas that may become problems for students during their first year, and these areas can then be addressed in orientation classes and by academic advisors.

University of Central Oklahoma (UCO)

Placement instruments: Accuplacer

<u>Subtest</u>	<u>Cut-Score</u>
Reading	75+
Sentence Skills	77+
Elementary Algebra	97+

The Academic Support Center offers computerized tutorials in a wide range of subjects and one-on-one tutoring in mathematics and English. Other departments on campus offer free tutoring by subject. 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. In Fall 2007, the CIRP survey was administered to students enrolled in History 1484.

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+

Entry-level assessment of 2007-08 first-time freshmen was compared with the average over the previous five years. The 2007-08 placement distributions show improvement compared to the average placements for the 2002-03 through 2006-07 freshmen classes. Cut scores appear to be most effective for English courses. No instructional changes are currently planned.

Northeastern State University (NSU)

Placement instruments: Accuplacer

Subtest	Cut-Score
Reading	75+
English	80+
Mathematics	44+
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 who deliver zero level instruction meet each month to monitor progress. Further, the Office of Academic Affairs has instituted a zero-level committee who monitors all remedial instruction. Mathematics now offers an algebra tutorial on the NSU network that is available from all campus and residence computer laboratories. There have been additional sections of Mathematics 0123 created to keep class size at a reasonable number.

English faculty continue to utilize a multi-station writing laboratory. The office of Assessment and Institutional Research is cooperating with the Writing Laboratory to determine the effect of laboratory time on student writing abilities.

Northwestern Oklahoma State University (NWOSU)

Placement instruments: Accuplacer

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

NWOSU annually monitors success rates of students who progress from remedial to college-level courses. The success rates for students enrolled in remedial math classes are an ongoing concern

to University administration. Faculty and administrators are addressing this issue and are exploring the possibility of adding supplemental instruction in Math. Remedial courses within the English department are currently under review.

Southeastern Oklahoma State University (SEOSU)

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

Subtest	Cut-Score
Reading	78+
Sentence Skills	87+
Elementary Algebra	44+
Science	20+

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. A comparison of course GPAs and overall GPAs for students who matriculated into regular college courses indicates student success, as students who completed at least one semester of remediation compared favorably with those students who were not required to remediate. At this time, no adjustments to cut-scores are recommended.

Southwestern Oklahoma State University (SWOSU)

Placement instruments: Accuplacer

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

Students are advised of academic support by staff and faculty during clinics, orientation, registration, and advisement. Academic departments also provide advisement as well as tutoring assistance in special labs by student tutors and faculty. Faculty continue to review the structure of remedial courses for ways to improve student achievement. The entry-level assessment instrument was reviewed during 2001-02. After a comparison of Accuplacer with ACT's COMPASS, no change was recommended.

Cameron University (CU)

Placement instruments: Accuplacer

Subtest	Cut-Score
Reading	78+
Writing	96+
Elementary Algebra	44+
College Algebra	97+

The "Early Alert" system allows faculty members to work through the Office of Enrollment Management to notify at-risk students of potential problems in their entry-level courses. This procedure is improving retention efforts among these students. Students are tracked through successive courses and continue to exhibit good retention and pass rates.

Assessment for the 2007-08 academic year focused on students making multiple attempts at both remedial and college-level courses. Through transcript reviews, a benchmark of student performance and success was established. Cut-scores and placement are continually reviewed, and course objectives modified, in attempts to improve student success. Faculty members have drafted a curriculum change recommendation to improve support for students who are unsuccessful on their second attempt at a remedial course.

Langston University (LU)

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

<u>Subtest</u>	<u>Cut-Score</u>
Reading	12+
English	20+
Mathematics	20+

An active student retention taskforce is in place to identify potential academic problems and maintain contact with students in need of tutoring and academic support. Additionally, these efforts are coordinated by the Office of Student Support Services.

Student progress is tracked by instructors throughout the semester, and feedback is shared with each student. Cut-score evaluations and analyses of entry-level scores have resulted in relatively few changes to the entry-level assessment process. The Vice President for Academic Affairs critiques each assessment cycle against our predetermined goals and objectives to ensure continuous qualitative and quantitative improvement.

University of Science and Arts of Oklahoma (USAO)

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

<u>Subtest</u>	<u>Cut-Score</u>
Writing	75+
Pre-Algebra	56+
Algebra	36+
Science	50+

A review will be conducted in fall 2008 to determine if the current cut-scores are appropriate. The review will be provided to the department heads, and changes will be implemented upon recommendations of the department heads and the registrar. Admission criteria have been adjusted based upon the success of previous student course work.

Oklahoma Panhandle State University (OPSU)

Placement instruments: Accuplacer

<u>Subtest</u>	<u>Cut-Score</u>
Reading	70+
English	87+
Elementary Algebra	52+
Algebra	73+

During the 2007-08 academic year, a Freshman Expectations Survey was administered to all

students enrolled in the Student Success Seminar. The survey asks a series of questions regarding demographic background, factors that influenced the decision to attend OPSU, and expectations in the first year of college.

When looking at the trend over the last five years, there has been a dramatic increase in the number of students requiring remedial coursework. The college will continue to expand services in the areas of tutoring, counseling, and personal attention to students.

Rogers State University (RSU)

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

<u>Subtest</u>	<u>Cut-Score</u>
Reading	82+
English	82+
Algebra	55+
Science	82+

Success of entry-level assessment is measured by a number of factors including validation of cut scores, retention levels, and success in both developmental and college-level courses. The effectiveness of placement decisions is evaluated on the basis of student retention and achievement in developmental courses, as well as student performance in subsequent college level coursework. No changes to existing cut scores were made during the 2007-08 academic year.

Connors State College (CSC)

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

<u>Subtest</u>	<u>Cut-Score</u>	<u>Subtest</u>	<u>Cut-Score</u>
<u>COMPASS</u>		<u>ASSET</u>	
Reading	76+	Reading	40+
Writing	75+	English	45+
Pre-Algebra	66+	Algebra	49+
Algebra	61+		
College Algebra	50+	<u>Subtest</u>	<u>Cut-Score</u>
		<u>Accuplacer</u>	
		Reading	80+
		English	80+
		Elementary Algebra	53+
		College Algebra	73+

The College Board Accuplacer exam is used as a back-up placement exam when computer network problems prevent the administration of the COMPASS. The ASSET is used for off-campus populations that are not allowed computer access to the Internet, such as the two correctional sites served by Connors State College. ASSET is also utilized by the financial aid office as a back-up test for students who do not obtain the minimum “Ability to Benefit” score on the COMPASS.

Curriculum for remedial math classes was reviewed during 2007-08, resulting in elimination of

some units that were not necessary for success in college-level math. A lab-based learning structure was reinforced through short lectures, and syllabi were revised to include additional information. An evaluation of 2007-08 remedial math grades suggests the appropriateness of regular meetings, additional analysis, and possible curriculum changes.

In the area of remedial reading, the instructor has instituted several instructional modifications. A major change in the structure of the program was a move away from independent student work towards methods that include more direct instruction in comprehension, fluency, and vocabulary. The primary instructor has also become involved with the National Association of Developmental Education (NADE) and is examining the possibility of certification with NADE for reading.

Eastern Oklahoma State College (EOSC)

Placement instruments: COMPASS

<u>Subtest</u>	<u>Cut-Score</u>
Reading	72+
Writing	62+
Pre-Algebra	45+

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. EOSC is currently in the process of re-evaluating assessment procedures and program evaluations in recognition that more analyses and possible instructional changes may or may not be needed.

Murray State College (MSC)

Placement instruments: COMPASS and ASSET

<u>Subtest</u>	<u>Cut-Score</u>	<u>Subtest</u>	<u>Cut-Score</u>
ASSET		COMPASS	
Reading	72+	Reading	37+
English	25+	English	25+
Mathematics	56+	Mathematics	67+

Student progress was tracked by the Academic Advisement Center. At the end of the semester, academic advisors received a grade report for students that indicate success or lack of success for both remedial and college-level courses. Any necessary changes to the student’s class schedule are then made for the following semester.

On a semiannual basis, the Director of Academic Advisement works with instructors of the remedial courses in reviewing the effectiveness of student placement. Reports of any recommended changes are submitted to the MSC Academic Council, which consists of administrators and faculty. There is 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: Accuplacer

Subtest	Cut-Score
Sentence Skills	79+
Reading	78+
Elementary Algebra	73+
Science	
Algebra	53+
Reading	77+

Testing Center personnel monitor student progress to ensure that students are enrolling in the appropriate remedial and college-level courses. Each semester, the Testing Center coordinator receives a computer-generated report that identifies students who have not enrolled properly and notifies the student’s advisor. The Enrollment Management staff verifies that students enroll in the appropriate remedial courses. Students are tracked to determine success in moving from remedial to college-level courses.

Northern Oklahoma College (NOC)

Placement instruments: COMPASS

Subtest	Cut-Score
Reading	81+
Algebra	43+
E-Write	8+
Science	
Algebra	26+
Reading	81+

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.

NOC is in the process of evaluating the pre-post test COMPASS results as they relate to the effectiveness of the remedial program as a whole. The COMPASS results are being linked to the CAAP results for overall program effectiveness. Faculty are examining the 3-year linkage report between the COMPASS, ACT, and the CAAP.

Tulsa Community College (TCC)

Placement instruments: Accuplacer

Subtest	Cut-Score
Reading	80+
Writing	80+
Mathematics	41+
Elementary Algebra	90+

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. It has been determined that the COMPASS will replace Accuplacer CPT beginning Fall 2009. Faculty, in conjunction with the Achieving the Dream initiative, are developing cut-scores and the Office of Planning and Institutional Research will be analyzing results.

Through the Achieving the Dream initiative, the Learning and Study Strategies Inventory has been selected as an effective measure of orientation courses which include College Strategies and College Survival. This tool assesses student awareness and use of study strategies related to skill, and self-regulation components of strategic learning. A self-reflection essay has been selected as a cognitive measure of reading and student readiness for college. Results will be analyzed in Spring 2009.

Oklahoma State University – Oklahoma City (OSU-OKC)

Placement instruments: COMPASS

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

A report is generated on an annual basis which tracks such items as successful outcomes and persistence to the next course in sequence. These students are also assessed through pre-post testing in the developmental course sequence. Results for 2007-08 from the pre-post test comparison for reading courses suggests that students answer questions correctly more often when those questions deal with concrete rather than abstract data. Since reading comprehension is vital to success in both the developmental reading courses and academic success in general, it is unclear how much the inability to comprehend and infer adversely affect student performance. While some improvement is noted from pre-to post-tests, a greater degree of improvement is desired. To achieve this goal, plans have been made to modify the pre- and post-tests for both levels of reading courses and integrate additional time in the curriculum to address these issues.

Oklahoma State University Institute of Technology (OSUIT)

Placement instruments: COMPASS

Subtest	Cut-Score
Reading	82+
Writing	75+
Pre-Algebra	46+
Algebra	67+
College Algebra	41+
Science	
College Algebra/Reading combined	124+
Algebra/Reading combined	150+

In addition to midterm grades, OSUIT continued to implement the Early Alert System, an electronic system used by faculty to notify the system when a student is in danger of failing or not

attending classes. When the Early Alert System is activated, the student’s advisor is informed and sets up an appointment with the student to discuss possible solutions and refers the student to appropriate academic support services available on campus.

During the 2007-08 academic year, entry-level assessment was executed at the program level as well as the institutional level. Program testing was used to determine proficiency in skills needed for industry-specific areas of study. Results provide students with a sense of preparedness for the program and identified areas of need for improvement. The Assessment Committee and the CRC continue to monitor COMPASS cut-scores for appropriate placement in math and English courses. Revisions instituted in August 2006 remained in place for academic year 2007-08.

Western Oklahoma State College (WOSC)

Placement instruments: COMPASS

<u>Subtest</u>	<u>Cut-Score</u>
Reading	80+
Writing	70+
Pre-Algebra	47+
Algebra	50+
Science	
Reading	80+

Student tracking involves many factors including success rates, grade point averages, grade distribution, and comparison of developmental students verses non-developmental students. Analyses indicate that students who take developmental courses prior to corresponding college-level courses succeed at a favorable rate but with a slightly lower GPA than those who do not take developmental courses.

The PASSKEY software program is being used for students placing in remedial English and Reading courses. One of the main features of this software is that it allows the developmental course instructors to administer diagnostic tests to better determine each student’s strengths and weaknesses. In addition, these scores can be linked to COMPASS scores, which bridges the gap between weaknesses and instruction by preparing an individual prescription for the student.

Redlands Community College (RCC)

Placement instruments: COMPASS or ASSET

<u>Subtest</u>	<u>Cut-Score</u>
Reading	80+
Writing	68+
Pre-Algebra	61+
Algebra	70+

The COMPASS placement test is primarily used for those students testing on the main campus, while ASSET is used for testing students at outreach sites. COMPASS cut-scores were revised in 2007 to include more “decision zones.” Since retention is a major concern, RCC employs a retention specialist to work with both students and faculty members to increase student success.

Carl Albert State College (CASC)

Placement instruments: COMPASS

<u>Subtest</u>	<u>Cut-Score</u>
Reading	81+
English	75+
Pre-Algebra	66+
Algebra	42+

Previous academic experience of first-time entering freshmen is evaluated in order to assess educational readiness. Results from entry-level assessment are utilized during advisement and enrollment to increase chances of student success, and are also used to evaluate 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 for science.

<u>Subtest</u>	<u>Cut-Score</u>	<u>Subtest</u>	<u>Cut-Score</u>
COMPASS		ASSET	
Reading	71+	English	40+
English	74+	Nelson-Denny	10+
Pre-Algebra	47+	College Algebra	35+
Algebra	66+	Toledo Chemistry Test	25+

Various assessment tools are routinely monitored and evaluated. Placement cut-scores for English, reading, mathematics, and science were revised during the 2005-06 academic year. The latest mathematics revision was implemented for the Fall 2007 semester. Faculty are currently evaluating science cut-scores to determine if changes are necessary.

Faculty have incorporated a variety of media-assisted instructional methods and implemented learning styles and cultural diversity accommodations into their courses. Data is collected through course-embedded assessment to monitor the impact of these changes. Continual efforts are being made to develop innovative scheduling, as well as new classes designed around the needs identified through assessment. Internet-based and accelerated courses have been developed, and instructors have incorporated additional computer-assisted instruction in their core courses. The Student Success Center continues to serve as a center for tutoring and monitored testing.

Rose State College (RSC)

Placement instruments: COMPASS or Accuplacer

<u>Subtest</u>	<u>Cut-Score</u>
Writing Skills	39+
English	74+
Reading	81+
Pre-Algebra	61+
Algebra	76+
College Algebra	51+

RSC has implemented a placement chart for Accuplacer (CPT) to be used for distance learning and transfer students. The Placement and Testing Committee, reflecting a cross-section of faculty, continues to review the cut-scores for validity when trends of unsuccessful performance warrant evaluation. However, for the past several years the Committee has focused on mathematics placement. The branching methods within the COMPASS assessment tool were modified based on recommendations by mathematics faculty. The changes have yielded significant course placement adjustments in developmental math. The consensus has been that these changes are resulting in positive improvements in student outcomes.

During 2007-08, 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.

RSC continues to use the *Entering Student Descriptive Report* as a research tool which provides useful 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.

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+
Mathematics	50+
Pre-Algebra	34+
Algebra	56+

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

Subtest	Cut-Score
Riverside test	
Biology	34+
Chemistry	30+

Subtest	Cut-Score
ASSET	
Reading	41+
Writing	45+
Mathematics	55+

OCCC regularly reviews the placement of students. 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 faculty believes each student in their class was placed appropriately. The information from this survey is reviewed for patterns or trends. If the data reveals more than five percent of students are placed at the wrong level, the cut-scores are reviewed for possible adjustment. This 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 completion rates is experienced, a review is initiated to identify possible reasons for the fluctuation. If placement is determined to be a part of the problem, a recommendation to change placement scores may be made.

General Education Assessment

University of Oklahoma

A central focus for General Education at OU is improving writing skills. During the 2007-08 academic year, the General Education Assessment Team worked with faculty in Geology and English courses to assess student writing. Faculty and team member collaborations included classroom instruction, workshops, material revision, and writing consultation. Members of the team also collaborated on panels for the 2008 South Central Writing Centers Association conference and the 2008 International Writing-Across-the-Curriculum conference.

The General Education Assessment Team worked with faculty in English courses to evaluate how the writing of students was affected by differing classroom contexts, specifically online courses versus traditional course delivery. Another study within the English department involved survey questions, student work, and student outcomes to assess the effectiveness of recent revisions to course curriculum.

Oklahoma State University

The OSU assessment program uses three tools to evaluate student achievement of the general education program; institutional portfolios, a general education course database, and university-wide surveys.

The General Education Assessment Committee has developed institutional portfolios to assess written communication skills, math problem solving skills, science problem solving skills, critical thinking skills, and knowledge, skills and attitudes about diversity. Faculty members, including assessment committee members, work in groups to evaluate portfolios and assess student achievement using standardized scoring rubrics. Institutional portfolios represent a holistic approach not aimed at individual courses, departments, or faculty. Rather, the aim is to evaluate student success in achieving the institution's general education learner goals.

The General Education Course Database is a tool for evaluating how each general education course is aligned with the expected learning outcomes for the general education program as a whole. Instructors are asked to submit course information online which the General Education Advisory Council examines during course reviews. Instructors identify the general education learner goals that are associated with the course and discuss activities that provide students with opportunities to achieve those goals. Instructors also describe how student achievement of the goals is assessed.

OSU has elected to participate in the Voluntary System of Accountability (VSA). As a VSA participating institution, the Collegiate Learning Assessment (CLA) was administered to first-year freshmen and graduating seniors to assess written communication and critical thinking skills.

University of Central Oklahoma

Course embedded assessment focus on seven general education goals. These goals are 1) To provide students with an understanding of the universality of the human experience through a multicultural and global perspective, 2) To instill communication and information management skills necessary for societal participation, 3) To instill skills of analytical thinking, information processing, reasoning, and research necessary for personal and professional development, 4) To develop an understanding of the cumulative human experience from historical, cultural, and scientific perspectives, 5) To appreciate humanity's creative talents and to understand the effect

of these endeavors on social, economic, philosophical, and political thought, 6) To understand humanity's place in and responsibility to the natural world, and 7) To guide students in the exploration and appreciation of moral and ethical concerns common to all.

Assessment practices include student focus groups, Student Symposium survey, NSSE survey results, presentation evaluations, research papers, pre/post tests, and embedded test questions.

The Cooperative Institutional Research Program (CIRP) survey is administered every fall semester. One section of the survey focuses on expectations of general education curriculum. The College of Liberal Arts conducts syllabi reviews regarding writing requirements. As a result, there has been an increase in the number of writing assignments required in liberal arts courses.

East Central University

General Education skills are defined as written communication, reading, oral communication, computer literacy, critical thinking, library skills, and mathematics. Assessment instruments utilized to assess student outcomes on these skills include the College Assessment of Academic Proficiency (CAAP), faculty focus groups, student focus groups, ACT Alumni survey, ECU Folio of Student Work in General Education (ECUF), the University Assessment Committee (UAC), and the General Education Capstone Course (UNIV 3001). During 2007-08, 358 students took one of the CAAP sections or the CAAP Writing Essay as part of the course requirements for UNIV 3001. This is the second year ECU has used CAAP, so longitudinal data is limited to critical thinking and the writing essay.

Northeastern State University

During the 2007-08 academic year, NSU discontinued using Riverside's College Base for assessing General Education curriculum due to inconsistent results in previous years. The Vice President for Academic Affairs formed a General Education Committee to revisit evaluation methods of the General Education program. Departments that offer general education courses were encouraged to re-evaluate course objectives and develop tests that would best measure these objectives. Meetings between the office of the Vice President and faculty were held to discuss the variance that exists between instructors and sections of the same offerings.

Northwestern Oklahoma State University

The NWOSU Assessment Committee utilizes the College Base for mid-level assessment of the institution's General Education Program, which presents individual scores for four subject areas – social studies, science, math, and English. In addition, the test provides scores in interpretive, strategic, and adaptive reasoning plus a composite score for the entire test.

NWOSU has gained membership in the Voluntary System of Accountability which requires testing of freshmen and seniors every third year. Using this data as a baseline, Northwestern will use the same testing for mid-level students on an annual basis.

Southeastern Oklahoma State University

The General Education Council, working together with faculty, developed ten primary goals of the general education program. These include communication, computer literacy, mathematics or quantitative reasoning, science reasoning, critical thinking, social and political institutions, wellness, humanities, fine arts, and ethics. Assessment plans for the general education program included protocols, benchmarks, and course-embedded techniques for each learning outcome.

University-wide assessment protocols were developed to address fundamental skill areas across curriculum. CAAP subtests are linked to specific learning outcomes and benchmarks have been established to evaluate student performance. The ACT College Outcomes Survey was used to evaluate the importance of the college experience to students, success in achieving personal goals, and contributions of the college experience in achieving those goals.

Several techniques were used to motivate students during mid-level assessment. First, a letter from the Assistant Vice President for Academic Affairs was sent to the students randomly selected to participate in mid-level assessment. Students were then informed that they could not pre-enroll for the following semester unless they completed the assessment test. A Mid-level Scholarship Program was initiated to increase student motivation. The top two performers on the six different CAAP subtests each semester were provided a tuition waiver scholarship.

Southwestern Oklahoma State University

The General Education Committee analyzes faculty reports of student achievement measured by course-embedded assessments and standardized exams on a two year rotation basis. Examples of course-embedded assessments include quizzes, exams, reports, papers, presentations, and projects. Southwestern committee members, faculty, and administrators commissioned the administration of the following four CAAP modules: Critical Thinking, Reading, Writing Essay, and Writing Skills. Eligible Juniors took two of the four assessments on a voluntary basis. The CAAP results from SWOSU students were slightly better than the national average.

Cameron University

CAAP examinations are used to measure General Education outcomes in mathematics and English. A locally developed evaluation tool is used by the Communications Department faculty to assess oral communication. Faculty members administer examinations during regularly scheduled classes. The results are then provided to the General Education committee for improvement of student learning. Portfolio analyses and performance activities in capstone courses are used to determine the improvement in student learning after completion of general education courses.

Langston University

During the Spring 2008 semester, electronic testing was implemented as a pilot project for entry-level testing and mid-level assessment. Cut-scores were established within the range of other regional institutions for use with Accuplacer platform.

University of Science and Arts of Oklahoma

CAAP examinations in critical thinking, math, science, reading and writing are administered at random. Each student is only required to complete one exam. Compared to the national average, USAO performed lower in providing general education requirements, however, those numbers do not appear to be significantly lower. The interdisciplinary department will be using the data gained from the CAAP to determine if changes will need to be implemented.

Oklahoma Panhandle State University

OPSU uses the Oklahoma General Education Test (OGET) to assess mid-level performance. The OGET exam covers English, math, science, social studies, humanities, and writing. Oral communication was assessed using pre-post tests taken by students enrolled in Communications 1113.

Indirect measures of the general education program, such as student surveys and GPA comparisons, are also implemented. The student survey asks students to rate their perceptions of their growth/preparations in various areas on a 5-point Likert scale. The areas rated include: the arts, critical thinking and analysis, global understanding, information technology, literature, natural sciences, oral and written communication, quantitative reasoning, scientific reasoning, social and behavioral sciences, US history, and western civilization. The GPA of transfer students were compared with students who have only attended OPSU while earning their general education requirements.

Rogers State University

General education assessment is primarily course-embedded within the University's General Education and degree programs. Most instruments are faculty developed and are administered during class periods. Reading, writing, mathematics, critical thinking, and other institutionally recognized general education competencies are addressed by the General Education outcomes.

Standardized examination instruments are administered outside class periods and may be Internet based. Students are selected through enrollment in core general education courses and matriculation toward a degree. The inclusion of formative assessment in the existing course structure serves to provide feedback to students thus making assessment meaningful to both students and faculty, and provides a mechanism for the ongoing improvement of teaching and learning.

Connors State College

Writing, reading, mathematics, and science skills were assessed utilizing CAAP exams. Course-embedded assessment of citizenship, critical thinking, and global education/awareness is conducted by instructors of general education courses. Test-times for CAAP exams were intentionally scheduled to maximize student participation. The mean scores on the CAAP did not differ significantly from the benchmarks of national means.

Student progress was tracked into future semesters utilizing transfer reports from NSU and OU. Most CSC students transfer to NSU.

Eastern Oklahoma State College

Course-embedded techniques, mostly pre-post tests, were used to assess General Education. Graduating students were also strongly encouraged to take the CAAP which allowed EOSC instructors and administrators to see standardized results of student learning. Recently, the National Student Clearinghouse "StudentTracker" has been utilized to track enrollment and graduation of EOSC graduates as they continue their education.

Murray State College

The ACT CAAP test was used to measure reading, writing, mathematics, and critical thinking. Since MSC is a two-year college, the CAAP is an exit assessment. Students were encouraged to do their best on the CAAP through two means: 1) a sense of student responsibility to MSC and future students in that scores could impact the curriculum taught and 2) a direct benefit in that the scores could be reported to the four-year institution to which the students were transferring.

Northeastern Oklahoma A&M College

The Measure of Academic Proficiency and Progress (MAPP) exam was used to assess general education. The context-based questions cover three broad areas: humanities, social sciences, and

natural sciences. The Skills component includes an assessment of reading, writing, mathematics, and critical thinking. The Office of Enrollment Management sends each student scheduled for graduation a letter stating that the student is to report to the Testing Center to take the MAPP as part of the exit process for graduation. Testing Center staff explain the purpose of the MAPP and encourage students to participate in a meaningful manner.

Northern Oklahoma College

NOC is in the process of evaluating a 3 year linkage report of all ACT subsections, COMPASS placement exams and the CAAP exams. Faculty will be reviewing the linkage reports in conjunction with the Office of Academic Affairs. Five CAAP exams are administered to assess general education. These exams are administered during regularly scheduled classes and include writing, mathematics, reading, science, and critical thinking. NOC is performing above the national average in writing and mathematics, and slightly below the national average in reading and critical thinking.

Tulsa Community College

The assessment process plan delineates a focus on one of the general education goals each year on a rotating basis. During the 2007-08 academic year, faculty assessed effective communication. During Fall 2007, a sub-committee of the Institutional Effectiveness Council conducted a pilot study to create a more effective, comprehensive means of measuring general education competencies. The sub-committee determined that faculty enthusiasm for the current system has waned over the last several years; however, an alternative assessment system is still in creation.

TCC applied for and was subsequently selected for the Higher Learning Commission's Assessment Academy beginning Fall 2007. With guidance from the HLC, the goal is to develop and implement a plan to assess general education goals using co-curricular activities. This is an action-focused four-year sequence of events, and analyses focus on student learning outcomes.

The traditional vehicle for assessing general education throughout the institution has been context-specific, with faculty members assessing the current year's goal according to the methods chosen to be most appropriate by each participating faculty member. The assessment instrument is an online database application that faculty complete annually during the fall semester, as the goal applies to course(s) they teach.

Oklahoma State University – Oklahoma City

The Assessment Committee reviewed various methods of assessing General Education and decided to have a sample of students complete the CAAP starting in the fall of 2007 and continuing in the spring of 2008 to assess writing, critical thinking, mathematics, and reading. The 2007-08 administration shows that OSU-OKC scores aligned with national averages, and have showed improvement in most subject areas from 2000. Faculty who teach general education courses have indicated the need for more information on the skills they teach.

OSU-OKC has a locally developed instrument called the Teaching and Reinforcement Survey that is administered on an annual basis. Faculty are asked whether skills in general education areas are being taught or reinforced in their courses.

OSU-OKC was accepted into the Higher Learning Commission of the North Central Association's Assessment Academy in the fall of 2007.

Oklahoma State University Institute of Technology

Student attainment of general education outcomes was measured in alignment with the following Core Objectives. 1) Communication – effectively communicate electronically, verbally, and in writing. 2) Critical Thinking – demonstrate logical, systematic problem solving techniques. 3) Ethics – develop and display a sense of personal, social and professional work ethics. 4) Culture, History, and Diversity – explain the cultural heritage and primary elements of the history and government of the U.S. and its people, especially as it impacts one’s industry or field of study. 5) Technology – access and use technology appropriate to one’s field of study.

Assessment of general education outcomes were faculty-developed and primarily course-embedded to motivate students to participate to their fullest abilities. As determined in the college assessment plan, objectives were evaluated using Web-for-Faculty warehouse data. Members of the Assessment Advisory Committee continue to facilitate this process and seek improvements to make it less labor intensive.

Western Oklahoma State College

The CAAP test was utilized for general education assessment. The CAAP was chosen so scores could be linked to student’s COMPASS and ACT scores. However, only those students who have taken both COMPASS and ACT tests were linked since both scores are needed to make a valid comparison. Students who participated in the CAAP testing were tested in one or more of the following areas: Writing Skills, Mathematics, Reading, and Critical Thinking. The selection process included students who were within the final year of their Associate degree, and tests were administered at the end of the 2008 spring semester during regularly scheduled classes.

Redlands Community College

Students’ mean scores on the CAAP exams were examined in the areas of reading, mathematics, and science. The Assessment Through Writing pilot study was initially administered during the 2001-02 academic year, and has been continued through 2007-08. English Composition II students wrote an essay of their choice from a list of prepared topics. 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 ability to demonstrate knowledge of Standard English, to write in an acceptable essay form, and to demonstrate critical thinking skills.

Transcripts of students not meeting the standards were reviewed. In addition, results of this assessment are sent to the English Composition Lead Instructor, the participating Composition instructors, and the Lead Instructor for Developmental Writing.

Carl Albert State College

During the 2007-08 academic year, all CASC students who had completed 45 or more hours were notified about the CAAP exams and asked to participate. Test modules administered included Reading, Writing Skills, Mathematics, Science Reasoning, and Critical Thinking. The results of the CAAP were compared to national norms and to the performance of 21 CASC students who had tested with the ACT as entry-level assessment. Based on those results, CASC students performed at, or close to, average national scores in all four levels.

Seminole State College

Four general education outcomes were approved, along with indicators that demonstrate achievement of the outcomes. In Fall 2006, the CAAP exam replaced the ETS Academic Profile Test as the standardized method of assessing general education. For Fall 2007, 481 students were identified as eligible to take the CAAP exam, of which 265 were selected to participate. It is challenging to motivate students to participate. The College encourages participation through incentives such as Bookstore/Snack Bar discount coupons and CAAP Test Certificates of Achievement.

The four general education outcomes are also assessed using course-embedded assessment. Faculty reports become part of divisional summary reports, which are included in the final report distributed to the Assessment Committee.

Rose State College

The areas of critical thinking, effective communication, technology proficiency, and quantitative literacy, have been assessed in rotation since fall 2003. In fall 2007 the area assessed was critical thinking. Full-time faculty reported on critical thinking assessment for 594 classes. Students are to demonstrate successful critical thinking skills based on context-specific criteria of the individual instructors. During the 2008 spring semester the Academic Assessment Committee requested that all faculty complete a survey related to changes they had made to their assessment of effective communication, or new methods they plan to implement for fall 2008 as a result of the outcomes and/or classroom assessment experience.

Oklahoma City Community College

Mid-level assessment at OCCC examines the student's academic progress and learning on the four general education outcomes which include: 1) Human Heritage, Culture, Values, and Beliefs, 2) Communication and Symbols, 3) Social, Political and Economic Institutions, and 4) Science. Mid-level assessment occurs when a student has completed the required course work to meet their general education competencies. The CAAP written test was administered during Assessment Week in February of 2008 to address part of the Communication and Symbols outcome. Assessment Week was created to encourage students and faculty to recognize the importance of assessment. Two essays were scored and combined into a composite score. The two essays were evaluated using a scale of 1 through 6 with 1 being inadequate and 6 being exceptional. Sixty-one percent of the students were rated in the midrange as competent and adequate.

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, student surveys, portfolio reviews, alumni surveys

Oklahoma State University

Capstone courses, licensure exams, exit interviews, portfolios, presentations, surveys, course evaluations, ETS major field exams, standardized exams

University of Central Oklahoma

Surveys, exit interviews, focus groups, portfolio reviews, presentations, capstone courses, evaluations, standardized exams, course embedded assessment, ETS Major Field Exam, pre-post tests

East Central University

Portfolios, surveys, licensing and certification exams, capstone courses, locally developed exams, presentations, ETS Major Field Exam, comprehensive exams

Northeastern State University

Capstone courses, certification tests, ETS major field exams, portfolios, exit surveys, standardized exams, pre-post tests, presentations, locally developed exams

Northwestern Oklahoma State University

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

Southeastern Oklahoma State University

Standardized exams, locally developed exams, certification tests, surveys, interviews, portfolio reviews, pre-post tests, capstone courses, ETS major field exams, exit interviews, presentations

Southwestern Oklahoma State University

Portfolios, exit interviews, ETS major field exams, surveys, course embedded assessment, standardized tests, licensure and certification exams

Cameron University

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

Langston University

ETS major field exams, portfolios, locally developed tests, presentations, comprehensive exams, 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, standardized tests, exit interviews, surveys, course evaluations, capstone courses, licensure and certification exams, portfolios

Rogers State University

Portfolios, capstone courses, licensure and certification exams, standardized exams, surveys, ETS Major Field Exam, presentations

Connors State College

Licensure and certification exams, capstone courses

Eastern Oklahoma State College

Pre-post tests, locally developed exams, surveys, course embedded assessments

Murray State College

Locally developed tests, licensure exams

Northeastern Oklahoma A&M College

Capstone courses, licensure and certification exams, surveys

Northern Oklahoma College

Licensure and certification exams

Tulsa Community College

Course embedded assessment, employer surveys, licensure and certification exams

Oklahoma State University – Oklahoma City

Capstone courses, portfolios, employer and student surveys, pre-post tests, standardized and locally developed exams, comprehensive exams, certification exams

Oklahoma State University Institute of Technology

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

Western Oklahoma State College

Course-embedded assessments, evaluations, portfolios

Redlands Community College

Pre-post tests, portfolios, internships, advisory committees, surveys

Carl Albert State College

Licensure exams, surveys, capstone courses, transfer reports, locally developed exams

Seminole State College

Course-embedded assessment, surveys, transfer reports

Rose State College

Capstone courses, portfolios, surveys, licensure exams, transfer reports

Oklahoma City Community College

Capstone courses, surveys, licensure exams

Student Satisfaction Assessment

University of Oklahoma

National Survey of Student Engagement (NSSE), 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, ACT Student Opinion Survey, Senior Survey, student evaluation of classes, Freshmen Inventory, UCLA Freshman Survey

Northwestern Oklahoma State University

Student Opinion 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, NSSE

Cameron University

National Survey of Student Engagement (NSSE)

Langston University

ACT Student Opinion Survey

University of Science and Arts of Oklahoma

Course evaluations, Senior survey, NSSE

Oklahoma Panhandle State University

Student Satisfaction survey, Student Needs survey, Graduation survey, Alumni survey

Rogers State University

Student Opinion Survey, Course evaluations, Graduate Survey, NSSE

Connors State College

ACT Faces of the Future, housing and student activities surveys, library survey

Eastern Oklahoma State College

ACT Student Opinion Survey for Two Year Colleges

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

Student Support Services survey

Oklahoma State University – Oklahoma City

Student Satisfaction surveys, Graduating Student surveys, Post-Graduation surveys

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 (CCSSE), Student Input on Instruction (SII), graduate survey

Graduate Student Assessment

University of Oklahoma

Thesis reviews, teacher licensure exams, course evaluations, internships, exit surveys, alumni surveys, comprehensive exams, presentations/publications, job placement, employer surveys

Oklahoma State University

Survey of Alumni of Graduate Programs, Graduate Student Satisfaction Survey, comprehensive exams, presentations/publications, portfolios, exit interviews, National Certification Exam, ETS MBA Major Field Exam, Curriculum Examination for Oklahoma Educators

University of Central Oklahoma

Theses, National Praxis II Exam, Oklahoma State Practicum I Test, practice exam for licensure, presentations/publications, Board of Certification Exam, comprehensive exams

East Central Oklahoma

Portfolios, Various Constituent Surveys (VCS), State Elementary Principal Certification Exam, Oklahoma State Subject Area Test (OSAT), comprehensive exams, Oklahoma State Teacher Certification Exam, employer surveys, graduate surveys, Oklahoma Teacher Certification Test (OTCT), Oklahoma Teacher Certification Test for School Counselors (OTCT), Certification Examinations for Oklahoma Educators (CEOE)

Northeastern State University

National examinations, exit interviews, portfolios, theses

Northwestern Oklahoma State University

Comprehensive exams

Southeastern Oklahoma State University

Teacher certification tests, Counselor Preparation Comprehensive Exam (CPCE), Oklahoma State Certification Exam, Oklahoma Subject Area Test (OSAT), presentations, exit surveys, Advanced Certificate Portfolio (ACP), teacher evaluations

Southwestern Oklahoma State University

Comprehensive exams, portfolios, Oklahoma Subject Area Test (OSAT), Internship Candidates' Evaluation, employer surveys

Cameron University

Portfolio reviews, performance ratings, standardized examinations, exit interviews, employer perceptions, graduate surveys, capstone courses, benchmarking

Langston University

Comprehensive exams, portfolio reviews, graduate surveys, National Physical Therapy Examination (NPTE)

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	119	113
Elementary Education	228	211
Secondary Education	132	100
Advanced Programs	28	25
Oklahoma General Education Tests	283	261
Teaching Exam PK-8	178	172
Teaching Exam 6-12	131	124
Fundamentals of Engineering	143	116
Principles & Practice of Engineering	90	51
Associate Constructor Exam	42	31
University of Central Oklahoma		
Registered Dietition	11	8
East Central University		
Nursing	52	44
Elementary Education	69	50
Criminal Justice	9	9
Physical Education Teacher Certification	33	27
Early Childhood Education	29	25
Special Education	13	12
Health Information Management	6	4
History Education	9	9
Mathematics Education	10	8
Family & Consumer Science Education	9	5
Northeastern State University		
Oklahoma General Education Test	162	127
Oklahoma Professional Teaching Examination	419	362
Oklahoma Subject Area Test	956	713
School Counseling & Counseling Psychology	65	28
Speech Pathology	17	17

Northwestern Oklahoma State University

Nursing	13	11
Elementary Education	103	77
Early Childhood Education	20	15
Special Education	5	3

Southeastern Oklahoma State University

Elementary Education	82	68
Health & Physical Education	26	19
Oklahoma Professional Teaching Examination	137	133
Oklahoma General Education Test	70	52
Principal	13	13
School Counselor	7	7
History Education	7	7
Reading Specialist	5	5
Special Education	5	4
English Education	8	6

Southwestern Oklahoma State University

Pharm. D.	96	90
Master of Educ in Educational Admin.	185	143
Elementary Education	152	99
Nursing	23	23
Technology (Engineering & Industrial)	10	6
Radiologic Technology	12	11
School Counselor	23	21
Physical Therapist Assistant	12	10
Occupational Therapy Assistant	7	6
Athletic Training	14	5

Cameron University

Elementary Education	50	50
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Langston University

Education	17	17
Nursing	59	46
Physical Therapy	7	7

University of Science and Arts of Oklahoma

Elementary Education	19	19
Early Childhood Education	8	8
Special Education	7	7
Math Education	6	6
Science Education	2	2
English Education	2	2
Social Studies Education	2	2
Music Education	2	2
Physical Education	1	1
Art Education	1	1

Oklahoma Panhandle State University

Elementary Education Ed1	15	11
Elementary Education Ed2	17	15
Health and Physical Education	3	3
Intermediate Math Education	2	2
Advanced Math Education	3	3
Agriculture Education	3	3
Teaching Exam PK-8	8	7
Teaching Exam 6-12	8	7

Rogers State University

Nursing	51	47
EMS Paramedic	13	10

Connors State College

Nursing	62	62
Child Development - CDA Credential	13	13

Eastern Oklahoma State College

Nursing	122	112
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Murray State College

Nursing	55	39
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Northeastern Oklahoma A&M College

Nursing	43	41
Medical Laboratory Technician	5	3
Physical Therapist Assistant	10	7

Northern Oklahoma College

Nursing	76	62
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Tulsa Community College

Nursing	55	50
Dental Hygiene	13	13
Medical Transcription	2	2
Aviation Science	14	13
Medical Assistant	6	6
Health Information Technology	12	12
Physical Therapist Assistant	29	27
Respiratory Therapy	23	21
Dental Hygiene	13	13
Phlebotomy	19	16
Veterinary Technology	11	10

Oklahoma State University - Oklahoma City

Sign Language Interpreting	7	4
Oklahoma State Veterinary Technician Exam	12	12
Veterinary Technician National Exam	12	8
CLEET Certification Exam	19	19
Nursing	132	116

Oklahoma State University Institute of Technology

Environmental Protection Agency Cert.	17	14
National Council Licensure Examination	21	17
Watchmakers of Switzerland Educ Program	5	5

Western Oklahoma State College

Radiologic Technology	11	11
Nursing	75	65

Redlands Community College

Nursing	21	20
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Carl Albert State College

Nursing	23	20
Physical Therapist Assistant	15	14
Radiography	10	8

Seminole State College

Medical Laboratory Tech	2	2
Nursing	30	30

Rose State College

Nursing	116	110
Dental Hygiene	12	12
Clinical Laboratory Tech	13	13
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Radiologic Technology	15	15
Respiratory Therapist	23	23
Health Information Tech	10	10
<hr/>		
Accounting	5	3

Oklahoma City Community College

Paramedic	11	7
Nursing	134	121
Occupational Therapy Assistant	18	18
<hr/>		
Physical Therapist Assistant	18	17

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	Total Cost
OU	6,828,211	500,000	2,250,722	1,000,000	3,750,722
OSU	5,543,411	2,218,000	3,010,000	454,500	5,682,500
Total Research	12,371,622	2,718,000	5,260,722	1,454,500	9,433,222
UCO*	0	0	0	0	0
ECU	874,199	1,313,799	63,744	358,788	1,736,331
NSU	223,813	165,823	0	42,957	208,780
NWOSU	0	1,003,177	127,322	169,755	1,300,254
SEOSU	0	83,752	0	31,875	115,627
SWOSU	0	1,832,000	47,077	660,000	2,539,077
CU	231,868	251,640	11,675	75,135	338,450
LU	70,981	112,926	0	7,000	119,926
USAO	454,799	1,008,955	0	142,866	1,151,821
OPSU	316,366	291,622	0	2,474	294,096
Total Regional	2,172,026	6,063,694	249,818	1,490,850	7,804,362
RSU	2,176,766	1,909,411	0	270,000	2,179,411
CSC	0	47,787	10,000	20,000	77,787
EOSC*	0	0	0	0	0
MSC	0	69,370	0	34,756	104,126
NEO	51,000	44,500	0	8,900	53,400
NOC	79,557	109,266	0	60,000	169,266
TCC	4,704,488	783,966	0	878,866	1,662,832
OSU-OKC	97,335	180,783	10,235	14,000	205,018
OSUIT	673,977	2,526,044	0	451,000	2,977,044
WOSC	94,304	537,188	0	37,500	574,688
RCC	1,120,000	720,566	304,744	7,528	1,032,838
CASC	903,277	0	0	24,508	24,508
SSC	63,194	29,185	7,000	12,000	48,185
RSC	1,205,766	502,666	465,511	545,755	1,513,932
OCCU	217,839	215,836	25,045	94,308	335,189
Total Community	11,387,503	7,676,568	822,535	2,459,121	10,958,224
State Total	25,931,151	16,458,262	6,333,075	5,404,471	28,195,808

*Did not report

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	3,806	467	12.3%	69	1.8%	431	11.3%	0	0.0%	42	1.1%
OSU*	3,239	95	2.9%	28	0.9%	83	2.6%	0	0.0%	0	0.0%
Total Research	7,045	562	8.0%	97	1.4%	514	7.3%	0	0.0%	42	0.6%
UCO*	2,029	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
ECU	587	206	35.1%	33	5.6%	187	31.9%	13	2.2%	21	3.6%
NSU	1,060	500	47.2%	238	22.5%	434	40.9%	0	0.0%	0	0.0%
NWOSU	346	190	54.9%	139	40.2%	148	42.8%	0	0.0%	0	0.0%
SEOSU	661	245	37.1%	127	19.2%	112	16.9%	79	12.0%	87	13.2%
SWOSU	862	300	34.8%	113	13.1%	250	29.0%	0	0.0%	117	13.6%
CU	945	534	56.5%	359	38.0%	457	48.4%	0	0.0%	153	16.2%
LU	601	411	68.4%	115	19.1%	384	63.9%	112	18.6%	5	0.8%
USAO	208	52	25.0%	7	3.4%	45	21.6%	22	10.6%	0	0.0%
OPSU	279	169	60.6%	133	47.7%	120	43.0%	0	0.0%	86	30.8%
Total Regional	7,578	2,607	34.4%	1,264	16.7%	2,137	28.2%	226	3.0%	469	6.2%
CASC	768	274	35.7%	94	12.2%	251	32.7%	0	0.0%	0	0.0%
CSC	557	409	73.4%	251	45.1%	378	67.9%	0	0.0%	0	0.0%
EOSC	451	221	49.0%	110	24.4%	188	41.7%	0	0.0%	0	0.0%
MSC	572	353	61.7%	141	24.7%	338	59.1%	0	0.0%	0	0.0%
NEOAMC	653	423	64.8%	220	33.7%	368	56.4%	187	28.6%	212	32.5%
NOC*	1,313	783	59.6%	375	28.6%	712	54.2%	173	13.2%	164	12.5%
OCCC	2,858	1,290	45.1%	696	24.4%	1,044	36.5%	4	0.1%	30	1.0%
OSU-OKC	839	380	45.3%	134	16.0%	339	40.4%	1	0.1%	87	10.4%
OSUIT	1,523	343	22.5%	184	12.1%	272	17.9%	37	2.4%	110	7.2%
RCC	521	216	41.5%	94	18.0%	185	35.5%	0	0.0%	78	15.0%
RSC*	1,579	924	58.5%	404	25.6%	823	52.1%	0	0.0%	11	0.7%
RSU	833	446	53.5%	223	26.8%	386	46.3%	50	6.0%	112	13.4%
SSC	542	294	54.2%	148	27.3%	265	48.9%	40	7.4%	95	17.5%
SWOSU-SAYRE	93	51	54.8%	10	10.8%	44	47.3%	0	0.0%	21	22.6%
TCC	3,393	1,832	54.0%	969	28.6%	1,592	46.9%	0	0.0%	32	0.9%
WOSC	372	183	49.2%	83	22.3%	163	43.8%	0	0.0%	55	14.8%
Total Community	16,867	8,422	49.9%	4,136	24.5%	7,348	43.6%	492	2.9%	1,007	6.0%
State Total	31,490	11,591	36.8%	5,497	17.5%	9,999	31.8%	718	2.3%	1,518	4.8%

*Oklahoma State University has most of their remedial courses taught by Northern Oklahoma College. The University of Central Oklahoma has a similar arrangement with Rose State College. Remediation rates for OSU, UCO, NOC, and RSC reflect those arrangements.

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.

Secondary Test Cut-Scores by Subject and Institution

MATH

COMPASS: Mathematics

MSC	67+
OCCC	50+

Accuplacer: Mathematics

NSU	44+
TCC	41+
LU	20+

COMPASS: Pre-Algebra

CASC	66+
CSC	66+
RSC	61+
RCC	61+
OSU-OKC	60+
USAO	56+
WOSC	47+
SSC	47+
OSUIT	46+
EOSC	45+
OCCC	34+

Accuplacer: Elementary Algebra

UCO	97+
TCC	90+
SWOSU	75+
NEO	73+
OCCC	60+
CSC	53+
OPSU	52+
CU	44+
SEOSU	44+

COMPASS: Algebra

RSC	76+
OSU-OKC	76+
RCC	70+
OSUIT	67+
SSC	66+
CSC	61+
OU	60+
OCCC	56+
OSU	55+
RSU	55+
WOSC	50+
NOC	43+
CASC	42+
ECU	40+
USAO	36+

Accuplacer: Algebra

CU	97+
NWOSU	75+
OPSU	73+
CSC	73+

ASSET: Mathematics

MSC	56+
OCCC	55+

ASSET: Algebra

CSC	49+
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COMPASS: College Algebra

OSU-OKC	60+
RSC	51+
OU	50+
CSC	50+
OSUIT	41+

ENGLISH

COMPASS: English	
OU	85+
RSU	82+
CASC	75+
SSC	74+
RSC	74+
OSU	56+
MSC	25+
COMPASS: Writing	
OCCC	82+
OSU-OKC	82+
OSUIT	75+
USAO	75+
CSC	75+
WOSC	70+
RCC	68+
EOSC	62+
ECU	42+
RSC	39+
NOC (E-Write)	8+
Accuplacer: English	
OPSU	87+
NWOSU	87+
NSU	80+
CSC	80+
SWOSU	75+
LU	20+
Accuplacer: Writing	
CU	96+
SEOSU	87+
OCCC	83+
TCC	80+
NEO	79+
UCO	77+
NSU (WritePlacer)	8+
ASSET: English/Writing	
CSC	45+
OCCC	45+
SSC	40+
MSC	25+

READING

COMPASS: Reading	
RSU	82+
OSUIT	82+
OU	81+
NOC	81+
CASC	81+
RSU	81+
OSU-OKC	80+
WOSC	80+
RCC	80+
OCCC	80+
ECU	77+
CSC	76+
EOSC	72+
OSU	71+
SSC	71+
MSC	37+
Accuplacer: Reading	
CSC	80+
TCC	80+
SEOSU	78+
CU	78+
NEO	78+
UCO	75+
NSU	75+
NWOSU	75+
SWOSU	75+
OCCC	71+
OPSU	70+
ASSET: Reading	
MSC	72+
OCCC	41+
CSC	40+
Nelson-Denny: Reading	
LU	12+
SSC	10+

SCIENCE

COMPASS: Science

OSU	Reading	71+
	Algebra	55+

NOC	Reading	81+
	Algebra	26+

OSUIT		
College Alg/Reading		124+
Algebra/Reading		150+

WOSC	Reading	80+
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Accuplacer: Science

NEO	Reading	77+
	Algebra	53+

Stanford Test of Academic Skills

RSU		82+
SEOSU		20+

Integrated Process Skills Test II

ECU		18+
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Toledo Chemistry Test

SSC		25+
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Riverside Tests

OCCC	Biology	34+
	Chemistry	30+

Locally developed test

USAO		50+
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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 selection 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.

Approved October 4, 1991. Revised April 15, 1994; June 28, 1995; June 28, 1996.