

Academic Year 2018-2019 Assessment Plan

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OKLAHOMA
PANHANDLE STATE
UNIVERSITY

TABLE OF CONTENTS

Letter from Vice President.....	3
Oklahoma Panhandle State University Strategic Plan	4
Mission.....	4
Vision	4
Values	4
Goals.....	4
Assessment Plan	5
Overview	5
Entry Level Course Placement.....	6
Entry Level Course Placement Overview.....	6
Entry Level Placement Procedures	6
Remediation.....	6
Entry Level Course Placement Measures.....	6
Entry Level Course Placement Review	7
General Education Programs.....	8
General Education Programs Overview	8
General Education Program Goals	8
General Education Program Assessment and Review.....	8
Academic Programs	9
Academic Programs Overview.....	9
Academic Program Assessment and Review	9
Academic Program Assessment Template	9
Academic Program Review Template	9
Academic Program Cycle Plan Template.....	9
Institutional Surveys	10
Student Success Survey	10
Student Satisfaction Survey	10
Graduation Survey	10
Alumni Survey	10
Student Athlete Survey	10
Faculty and Staff Survey	10
State Reporting and Assessment Committee.....	11
Annual Assessment Report.....	11
Assessment Committee	11
General Education Assessment Subcommittee	11
Appendix A: Annual Assessment Template	12
Appendix B: Program Review Template.....	14
Appendix C: Program Cycle Plan Template	17
Appendix D: Schedule for Program Review	19

LETTER FROM VICE PRESIDENT

Greetings,

The vision of Oklahoma Panhandle State University is to become a national leader among regional universities and to empower learners and our community through the cultivation of lifelong opportunities.

Central to our ability to achieve our vision is the University Plan of Assessment. Enclosed within this document, you will find assessment policy and procedure for the entire student experience, from entry-level placement into collegiate coursework, co-curricular assessment, and post-graduation analysis. This plan is the result of a faculty-driven effort to promote and document the culture of assessment long fostered by Oklahoma Panhandle State University. A key factor in the successful redesign and adoption of this plan is the Office of Assessment and the Assessment Coordinator, without whom this plan and its execution would not be possible.

We believe this is a living document because the nature of assessment is one of continuous improvement. The faculty of OPSU has set benchmarks, will collect data, will analyze and apply lessons learned, and then reenter the cycle again, closing the loop of assessment. This is not a new process for the exceptional faculty of OPSU, but this plan provides the framework for documenting this already well-engrained drive for excellence.

On behalf of the Assessment Committee, and the Offices of Assessment and Academic and Student Affairs I am pleased to present this plan. It was designed to support the Strategic and Academic Plans of OPSU and provides the framework from which we will continue to serve students in support of our mission. This plan is a path forward to exemplifying our strategic values of excellence and integrity.

It is always a great day to be an Aggie,

A handwritten signature in black ink, appearing to read 'JD', with a long horizontal line extending to the right.

Julie Dinger, Ph.D.

OKLAHOMA PANHANDLE STATE UNIVERSITY STRATEGIC PLAN

MISSION

Oklahoma Panhandle State University is rooted in “Progress through Knowledge,” and is committed to promoting excellence in the preparation of students for success in a global community.

VISION

Oklahoma Panhandle State University, a national leader among regional universities, will empower its learners and community through the cultivation of lifelong opportunities.

VALUES

Integrity – We are held accountable to maintain ethical practices.

Inclusion – We embrace and support our diverse cultures.

Excellence – We seek continuous improvement opportunities.

Service – We operate as a center for educational and cultural opportunities.

Sustainability – We are stewards in the conservation of our resources.

GOALS

Provide excellence to all stakeholders

Student Learning – Through empowerment, innovation, access, and student centered support, Panhandle State will shape lifelong learners and improve student outcomes.

Resource Optimization – Engagement, partnerships, and collaboration will empower Panhandle State to cultivate all resources responsibly.

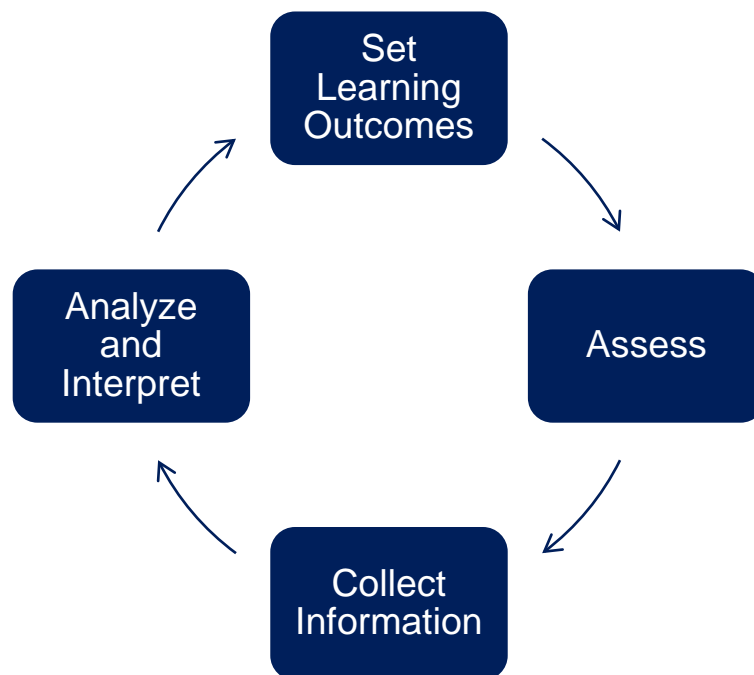
Graduate Production – Provide comprehensive student experience focused on promoting excellence across each student’s academic career to graduation and beyond.

Life-Long Learning – Improve the quality of life and transform the communities we serve through engagement and partnerships.

ASSESSMENT PLAN

OVERVIEW

The purpose of assessment of student learning at Oklahoma Panhandle State University is to support the Mission of the university. This is accomplished through the cyclical process of setting learning outcomes, assessing achievement of learning outcomes, collecting data to measure the achievement of those outcomes, analyzing and interpreting the results, and using those results to instigate change in the learning outcomes. This cyclical assessment plan is outlined in four main areas of institutional assessment. These areas include Entry Level Course , General Education, Academic Programs, and Institutional Surveys. Each area is defined to guide Panhandle State to set, assess, collect, and analyze and interpret towards a university improvement cycle.



ENTRY LEVEL COURSE PLACEMENT

ENTRY LEVEL COURSE PLACEMENT OVERVIEW

Entry level course placement is determined using the ACT or SAT examination scores and Accuplacer testing. Subject scores on these assessments may trigger the use of a rubric of multiple measures for general education Math courses.

ENTRY LEVEL PLACEMENT PROCEDURES

All students, upon admittance to Oklahoma Panhandle State University, meet with an academic advisor prior to enrolling in coursework. The advising process includes looking at student ACT/SAT scores to determine preparation of students in reading, writing, and mathematics. When one of these scores in mathematics is within a small point range of the proficiency values, which are determined by the Oklahoma State Regents of Higher Education, a multiple measure rubric is used to determine placement. If a first-time student age 21 or older and has no reported ACT/SAT scores, they take an Accuplacer test to evaluate course placement. Additionally, any student may take the Accuplacer exam once per semester prior to the beginning of classes for course placement.

REMEDIATION

Oklahoma Panhandle State University uses PLUS courses to meet students in need of remediation. The PLUS courses are 5 credits instead of 3 credits and teach just in time remediation. Just in time remediation enables students to receive credit for remedial coursework and be better prepared for their university career.

ENTRY LEVEL COURSE PLACEMENT MEASURES

Entry Level English Assessment			
Course Enrollment	ACT Score	SAT Score*	Accuplacer Writing and Reading**
ENGL 1115	ACT English and Reading 0-18	SAT English, Reading, Writing 000-509	Sentence Skills 00-86 or Reading 00-69
ENGL 1113	ACT English and Reading 19+	SAT English, Reading, Writing 510+	Sentence Skills 87+ and Reading 70+

Entry Level Math Assessment				
Course Enrollment	ACT Score	SAT Score*	Accuplacer Math***	Math Placement Rubric***
MATH 0023 or MATH 1475	ACT Math 0-18	SAT Math 000-509	Math 00-73	Rubric Score 0-6 (MATH 1475)
MATH 1475, MATH 1515, MATH 1525	ACT Math 0-18	SAT Math 000-509	Math 00-73	Rubric Score 7+
MATH 1473, MATH 1513, MATH 1523	ACT Math 19+	SAT Math 510+	Math 73+	No rubric needed

* The SAT scores must be adjusted for tests taken prior to 2016 using the [concordance chart](#) released by www.collegeboard.com.

** The Accuplacer assessment will be changing to a new form in January 2019 and the score values will be reviewed prior to the new test release.

*** The Math Placement Rubric uses multiple measures to assist students who fall on the line of an ACT test score of 19-21 or SAT of 510-530 to assess, even though they qualify for the regular 3-hour course of MATH 1473, MATH 1513, and MATH 1523, if possibly the 5-hour PLUS course of MATH 1475, MATH 1515, and MATH 1523 with the built-in support would elevate success.

ENTRY LEVEL COURSE PLACEMENT REVIEW

Entry level course placement is evaluated annually by the Assessment Committee made up of administration, deans, faculty, and staff. Data which is analyzed to improve entry level coursework placement includes; course completion rates, persistence in degree and major fields to graduation, retention in Panhandle State, demographic values, etc. The information collected is shared in the Annual Assessment Report.

GENERAL EDUCATION PROGRAMS

GENERAL EDUCATION PROGRAMS OVERVIEW

Oklahoma Panhandle State University's general education programs are in place to give students an introduction to oral and written communication, analytical and quantitative reasoning, and social responsibility and cultural awareness. These three goals are assessed annually and evaluated for changes in a rotating three-year period.

GENERAL EDUCATION PROGRAM GOALS

1. Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.
2. Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.
3. Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community.

Assessment measures of these goals occur using a variety of methods including, but not limited to, rubrics, writing, discussion, presentation, research, videos, examinations, and surveys.

GENERAL EDUCATION PROGRAM ASSESSMENT AND REVIEW

The goals for general education programs are assessed annually by each general education course with reports of data being reported to the Assessment Committee, which includes administration, deans, faculty, staff, and students. Results will be analyzed for both that academic year as well as trends in the three-year cycle or longer term goals. The committee will summarize and compile the results into the Annual Assessment Report used to inform planning.

Every 3 years, there is a review of the goals for general education by the General Education Assessment Subcommittee. In this review, the assessments from each of the 3 years prior are analyzed. Using these assessments, changes to better align to the Oklahoma Panhandle State University Strategic Plan are proposed to the Assessment Committee and the Oklahoma Panhandle State University Student Senate. When these changes are agreed upon, they are instated. The results of any changes will be compiled into the Annual Assessment Report.

Templates found in Appendix A: Annual Assessment Template, Appendix B: Program Review Template, and Appendix C: Program Cycle Plan Template will be used to assess, evaluate, and create a new program plan for General Education.

ACADEMIC PROGRAMS

ACADEMIC PROGRAMS OVERVIEW

Academic programs are strongly encouraged to master the General Education Program Goals by creating student learning outcomes specific to each program. Any additional goals needed to better align a program with the university strategic plan is encouraged.

ACADEMIC PROGRAM ASSESSMENT AND REVIEW

The purpose of academic program assessment and review is to guarantee improvement in an amended program plan and meet the Oklahoma Panhandle State University Strategic Plan. It is necessary to encourage the growth of student learning and development is best found through frequent feedback to improve pedagogy and curriculum. Assessments, reviews, and program plans will be included in the Annual Assessment Report.

Academic program assessment will occur annually. It encourages analysis of student learning outcomes in relation to the General Education Program Goals and any additional Program Goals. The assessment will be turned in to the appropriate Department Chair, who will review it and pass it on to the Dean, who will review it and pass it on to the Assessment Coordinator. The Assessment Coordinator will provide feedback, if necessary.

Academic program review will be staggered to occur, for each program, every 4 years and is prepared by the program head. The review of the program includes the Assessment Committee, minus any who teach in the same program being reviewed, and other stakeholders as necessary. During this review, assessments from the last 4 years are reviewed to analyze academic program goals and student learning outcomes. Changes will then be proposed and instituted for the next cycle by rewriting and revising the academic program cycle plan.

ACADEMIC PROGRAM ASSESSMENT TEMPLATE

See Appendix A: Annual Assessment Template

ACADEMIC PROGRAM REVIEW TEMPLATE

See Appendix B: Program Review Template

ACADEMIC PROGRAM CYCLE PLAN TEMPLATE

See Appendix C: Program Cycle Plan Template

INSTITUTIONAL SURVEYS

STUDENT SUCCESS SURVEY

All students are required to take a Student Success course. One of the beginning assignments is to take the student success survey which questions the students' preparedness for college courses academically and behaviorally, as well as their ability to identify safe situations.

STUDENT SATISFACTION SURVEY

Throughout the year, a variety of internal surveys are administered at events and by email to assess student satisfaction. Course evaluations are also administered at the end of a course. Using these, student satisfaction of quantity and quality of the events and courses is determined to allow for improved gratification. Results, when appropriate, are compared with the previous three years of data.

GRADUATION SURVEY

When students apply for graduation, they fill out a graduation survey. It asks questions about how satisfied they are with their education at Oklahoma Panhandle State University, what things the student has participated in as a part of OPSU, the quality of their education, and what plans they have for the future. Results are compared with the previous three years of data.

ALUMNI SURVEY

Annually, in the spring, the alumni survey will be sent out. The questions ask about current employment, when they graduated, where they are now, how their Oklahoma Panhandle State University education has helped them, and how satisfied they are with their OPSU education. Results are compared with the previous three years of data.

STUDENT ATHLETE SURVEY

At the end of an athletic program's season, students take the student athlete survey. This survey asks questions about coaching and sports medicine.

FACULTY AND STAFF SURVEY

Annually, the faculty and staff survey is sent out in the spring. Satisfaction with the university services and support in the classroom are assessed in this survey.

STATE REPORTING AND ASSESSMENT COMMITTEE

ANNUAL ASSESSMENT REPORT

The annual assessment report is submitted every year to the Oklahoma State Regents for Higher Education. It will include survey results, assessment, reviews, and plans about Entry Level Course Placement, General Education Programs, Academic Programs and Institutional Surveys. The Annual Assessment Report will be disseminated throughout the university to inform planning and decision making in support of the Oklahoma Panhandle State University Strategic Plan.

ASSESSMENT COMMITTEE

Dr. Nels Peterson- Professor of Agricultural Education

Davin Winger- Dean of the College of Business and Technology

Dr. Jerry Mihelic- Director of Teacher Education

Dr. Brad Duren- Dean of the College of Arts and Education

Laura Leiter- Assessment Coordinator

Shawna Tucker- Interim Dean of the College of Agriculture, Science, and Nursing

Dr. Julie Dinger- Vice President of Academic and Student Affairs

Dillon Schoenhals- Institutional Research Director

GENERAL EDUCATION ASSESSMENT SUBCOMMITTEE

Chair: Laura Leiter- Assessment Coordinator

Tito Aznar- Visiting Instructor of English

Dr. David Cole- Assistant Professor of Political Science

Shawna Tucker- Interim Dean of the College of Agriculture, Science, and Nursing

Matt Branstine- Instructor of Biology

Karen Goosen- Adjunct Instructor

Steve Martin- Associate Professor of CIS / Department Chair of CIS

APPENDIX A: ANNUAL ASSESSMENT TEMPLATE



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ANNUAL ASSESSMENT –Due Second Friday in September

Program:

Mission:

Goal 1- Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.					
Student Learning Outcome(s)	Assessment Measures (include courses measures were used)	Benchmark	Results	Analysis	Changes to Implement
Do a new row for each outcome	Direct: Indirect:	What is the acceptable level of achievement for your measures?	What is the percent and amount of students who achieved the benchmark(s)?	Based on the results, what are the weaknesses in student learning: Based on the results, what are the strengths in student learning:	Based on the analysis, what meaningful changes will be made?

Goal 2- Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.					
Student Learning Outcome(s)	Assessment Measures (include courses)	Benchmark	Results	Analysis	Changes to Implement

	measures were used)				
Do a new row for each outcome	Direct: Indirect:	What is the acceptable level of achievement for your measures?	What is the percent and amount of students who achieved the benchmark(s)?	Based on the results, what are the weaknesses in student learning: Based on the results, what are the strengths in student learning:	Based on the analysis, what meaningful changes will be made?

Goal 3- Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community					
Student Learning Outcome(s)	Assessment Measures (include courses measures were used)	Benchmark	Results	Analysis	Changes to Implement
Do a new row for each outcome	Direct: Indirect:	What is the acceptable level of achievement for your measures?	What is the percent and amount of students who achieved the benchmark(s)?	Based on the results, what are the weaknesses in student learning: Based on the results, what are the strengths in student learning:	Based on the analysis, what meaningful changes will be made?

How well is the program aligned to the Timeline of Progress on Student Learning Outcome in the Program Cycle Plan? If the program is not currently aligned, what "Changes to Implement" should be made?

APPENDIX B: PROGRAM REVIEW TEMPLATE



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PROGRAM REVIEW- Due 2nd Friday in October to Dean, 4th Friday in October to Assessment Coordinator

Program:

Mission:

Last Cycle's Goals and Learning Objectives:

Goal 1- Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.			
Student Learning Outcome(s)	Courses where Assessed	Results	Changes Made
Do a new row for each outcome		Was the benchmark met?	Look back at the Annual Assessment for this

Goal 2- Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.			
Student Learning Outcome(s)	Courses where Assessed	Results	Changes Made

Do a new row for each outcome		Was the benchmark met?	Look back at the Annual Assessment for this
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Goal 3- Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community			
Student Learning Outcome(s)	Courses where Assessed	Results	Changes Made
Do a new row for each outcome		Was the benchmark met?	Look back at the Annual Assessment for this

Data Trends

	Year 1	Year 2	Year 3	Year 4
Applicants (if applicable)				
Enrolled				
Graduated				
Transferred to Other University (if known)				
Employed (if known)				
Licensed (if known)				

Critical Thinking Questions:

1. What are the strengths and opportunities of the program?
2. What are the weaknesses of the program?
3. How is the program marketed? Is the marketing effective?
4. How does this program meet social, cultural, technological, scientific, and economic needs in the world?
5. Does the program have low enrollment courses? Should they continue to be offered? Why or why not?
6. In courses with DFW rates of higher than 20%, what challenges are there for the students? What changes can be made to improve the DFW rate?
7. Is the benchmark for non-major students taking courses in this program assessed appropriately?
8. How is student feedback informing program or course changes?
9. What are the qualifications of the program faculty for teaching in this program?
10. How are teaching assignments determined?
11. How are adjunct faculty supported and mentored?
12. What are the significant accomplishments this program has? How can more be encouraged?
13. What resources are needed by this program to assist in improving student learning? i.e. library, information technology resources, services, etc.

Proposed Student Learning Outcomes for the next Cycle:

	Goal 1- Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.	Goal 2- Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.	Goal 3- Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community
Student Learning Objective(s)			
Courses where Assessed			
Benchmark			

APPENDIX C: PROGRAM CYCLE PLAN TEMPLATE

PROGRAM CYCLE PLAN- Due 4th Friday of November



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Program:

Mission:

Goal 1- Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.

Student Learning Outcome(s)	Benchmark	Action Steps
Do a new row for each outcome	What is the acceptable level of achievement for your measures?	What tasks will be performed by whom? When will they be performed?

Goal 2- Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.

Student Learning Outcome(s)	Benchmark	Action Steps
Do a new row for each outcome	What is the acceptable level of achievement for your measures?	What tasks will be performed by whom? When will they be performed?

Goal 3- Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community		
Student Learning Outcome(s)	Benchmark	Action Steps
Do a new row for each outcome	What is the acceptable level of achievement for your measures?	What tasks will be performed by whom? When will they be performed?

Timeline of Progress on Student Learning Outcomes:

Year 1:

Year 2:

Year 3:

Year 4:

APPENDIX D: SCHEDULE FOR PROGRAM REVIEW

Academic Year	Program Review
2018-2019	<ul style="list-style-type: none"> - Entry Level Course Placement Review - General Education Review - Year A Programs
2019-2020	<ul style="list-style-type: none"> - Entry Level Course Placement Review - Year B Programs
2020-2021	<ul style="list-style-type: none"> - Entry Level Course Placement Review - Year C Programs
2021-2022	<ul style="list-style-type: none"> - Entry Level Course Placement Review - General Education Review - Year D Programs
2022-2023	<ul style="list-style-type: none"> - Entry Level Course Placement Review - Year A Programs
2023-2024	<ul style="list-style-type: none"> - Entry Level Course Placement Review - Year B Programs
2024-2025	<ul style="list-style-type: none"> - Entry Level Course Placement Review - General Education Review - Year C Programs
2025-2026	<ul style="list-style-type: none"> - Entry Level Course Placement Review - Year D Programs
2026-2027	<ul style="list-style-type: none"> - Entry Level Course Placement Review - Year A Programs
2027-2028	<ul style="list-style-type: none"> - Entry Level Course Placement Review - General Education Review - Year B Programs

Year A Programs:

BS Elementary Education
 AA General Studies
 BS Health and Physical Education
 AS Agriculture
 AS General Studies
 BSN Nursing
 BS Animal Science
 BBA Business Administration
 AS Business Administration
 BA History

Year B Programs:

BS Criminal Justice
 AS Criminal Justice

BM Music
BS Biology
BS Mathematics
BS Agronomy
AAS Technology
BT Technology

Year C Programs:

BA Social Studies
BS Psychology
BS Vocational Agricultural Education
BS Chemistry
BS Agribusiness
BBA Accounting
BIT Industrial Technology

Year D Programs:

BA English
BFA Fine Arts
CERT Advanced Emergency Medical Technician
CERT Emergency Medical Technician
CERT Fire Protection and Safety Training
BS Physical Science
CERT Wind Energy/Maintenance Technology
BBA Computer Information Systems