

2018-2019 ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY

OKLAHOMA PANHANDLE STATE UNIVERSITY

SECTION I – ENTRY LEVEL ASSESSMENT AND COURSE PLACEMENT

ACTIVITIES

I-1. WHAT INFORMATION WAS USED TO DETERMINE COURSE PLACEMENT?

Oklahoma Panhandle State University made heavy use of the ACT and SAT examination for admissions decisions, as well as remedial placement. First-time students age 21 or older who have not taken ACT or SAT are considered an adult admit and are placed in remedial coursework. If an equivalent course has been taken successfully at another accredited university, that will determine course placement. All students have the opportunity to challenge course placement by taking the Accuplacer exam prior to the beginning of classes.

I-2. WHAT INFORMATION WAS USED TO DETERMINE COURSE PLACEMENT (E.G., CUT SCORES OR ADVISING PROCESS)?

Test scores from the ACT, SAT and Accuplacer test were used to place students in English and Mathematics courses.

ACT scores lower than 19 determined a deficiency which would be met in a corequisite remediation course. All students who had ACT sub-scores below 19 on English, Math, or Reading were allowed to take the Accuplacer tests for the respective subsection to challenge course placement. For Mathematics entry level courses, ACT scores between 19 and 21 instituted the use of a multiple measures rubric to help encourage students who lack confidence in their math abilities to take the corequisite remediated courses.

SAT scores for placement changed from Fall 2018 to Spring 2019. In Fall 2018, SAT Math scores lower than 530 and SAT Reading and English College Readiness scores lower than 480 determined a deficiency which would be met in a corequisite remediation course. In Spring 2019, SAT Math scores lower than 510 and SAT Reading and English College Readiness scores lower than 510 determined a deficiency which would be met in a corequisite remediated course. All students who had SAT sub-scores below those listed above on English, Math, or Reading were allowed to take the Accuplacer tests for the respective subsection to challenge course placement. For Mathematics entry level courses, SAT scores between 980 and 1090 in Fall 2018, and 990 and 1090 in Spring 2019, instituted the use of a multiple measures rubric to help encourage students who lack confidence in their math abilities to take the corequisite remediated courses.

Accuplacer scores for Mathematics were set, in Fall 2018, as 73 or better in Elementary Algebra to go into non-corequisite remediated courses. For Spring 2019, the Accuplacer test changed and the scores required were as follows: Quantitative Reasoning (Math 1473) must score at least 276 for no corequisite remediation, Modeling and Statistics (Math 1523) must score at least 263 for no corequisite remediation, and College Algebra (Math 1513) must score at least 250 for no corequisite remediation. An Accuplacer score, in Fall 2018, of both 87 or better in Sentence Skills and 70 or better in Reading enabled students to be placed in the non-corequisite remediated English courses. For Spring 2019, the Accuplacer test changed and the score requirements were given by starting with the Accuplacer Reading where the student must score 262. If 262 is met, they are given the writing portion. They must score at least 275 on the Accuplacer Writing. If both conditions are met, no corequisite remediation required.

I-3. WHAT OPTIONS WERE AVAILABLE FOR THE STUDENTS TO REMEDIATE LACK OF PREPAREDNESS?

“Plus” 5 credit hour courses were offered for English and Mathematics in which corequisite remediation and regular coursework were taught in the same class. The regular and plus course equivalents include:

Regular Course	Corequisite Remediation Course
English 1113	English 1115
Math 1473	Math 1475
Math 1513	Math 1515
Math 1523	Math 1525

ANALYSES AND FINDINGS

I-4. DESCRIBE ANALYSES AND FINDINGS OF STUDENT SUCCESS IN BOTH REMEDIAL AND COLLEGE-LEVEL COURSES (INCLUDE ENROLLMENT COUNTS, GRADE DISTRIBUTION AND OVERALL PASS RATES), EFFECTIVENESS OF THE PLACEMENT DECISIONS, EVALUATION OF CUT-SCORES, AND CHANGES IN THE ENTRY-LEVEL ASSESSMENT PROCESS OR APPROACHES TO TEACHING AS A RESULT OF FINDINGS.

2018/19 OPSU Students Enrolled by Course Type	
Course Type	Enrolled
Corequisite	368
Regular	766

Pass Rate		
Course Type	Pass	Fail
Corequisite	269	84
Regular	580	106

Grade Distribution								
Course Type	A	B	C	D	F	W	Pass	Fail
Corequisite	24	85	92	68	84	15	0	0
Regular	200	175	142	56	96	80	7	10

Accuplacer exam cutoff scores were re-evaluated Fall 2018 in preparation for the Accuplacer update January 2019. The Plus course placement and Accuplacer test score cutoffs will be re-evaluated at a future date awaiting a minimum of a full year's cycle of data.

SECTION II –GENERAL EDUCATION ASSESSMENT

ADMINISTERING ASSESSMENT

II-1. DESCRIBE THE INSTITUTIONAL GENERAL EDUCATION COMPETENCIES/OUTCOMES AND HOW THEY ARE ASSESSED.

The general education outcomes, as a result of a change in the university strategic plan, have been revised as follows as of Spring 2019:

Goals	Outcomes	Assessment Measures
Oral and Written Communication: <ul style="list-style-type: none"> Communicate effectively using written, oral, and symbolic languages. 	<ol style="list-style-type: none"> Students will express ideas clearly, logically, and persuasively in standard English. Students will express symbolic language appropriately. 	<ol style="list-style-type: none"> Hist 1313, Hist 1323: Sample of final exam essays, English 1113, 1115: Sample of course grade, English 1213: Sample of course grade, Communication Elective (not included in associates): Sample of oral presentation scores Math 1473, 1475, 1513 1515, 1523, 1525: Sample of student comprehensive final exam scores, ECON 2013, 2113, BADM 2113, AG 2343: Sample of student comprehensive final exam scores
Analytical and Quantitative Reasoning: <ul style="list-style-type: none"> Read and think critically by analyzing, assimilating, and applying information. 	<ol style="list-style-type: none"> Demonstrate ability to read critically Apply biological and physical science principles to the natural world. 	<ol style="list-style-type: none"> English 1113, 1115: Sample of course grade, English 1213: Sample of course grade Biol 1304: Sample of student comprehensive final exam scores, Chem 1135, Easc 1114, Easc 1214, Easc 2014, Easc 2114, Easc 2214, Phys 2014: Sample of student comprehensive final exam scores

<p>Social Responsibility and Cultural Awareness:</p> <ul style="list-style-type: none"> • Be an aware and active participant in the global, dynamic community. 	<ol style="list-style-type: none"> 1. Apply social science principles to past and/or current events. 2. Recognize variety in the aspects of human society and culture 	<ol style="list-style-type: none"> 1. History 1313, 1323: Sample of course grade, Economics: Sample of course grade, Pols 1013: Sample of course grade, Social Science: Sample of course grade 2. Humanities: Sample of course grade
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Other assessment work was done as a part of this year’s analysis in setting benchmarks and assessment measures for the general education coursework. This work included a pass rate analysis in Spring 2019 in all courses over the past 3 years and a return on investment analysis in Summer 2019 to further analyze student success in programs based on enrollment, persistence, grades, and completion over the past 3 years.

II-2. DESCRIBE HOW THE ASSESSMENTS WERE ADMINISTERED AND HOW STUDENTS WERE SELECTED.

Assessments were administered to all students in the course as they are a part of the course material.

II-3. DESCRIBE STRATEGIES USED TO MOTIVATE STUDENTS TO SUBSTANTIVELY PARTICIPATE IN THE ASSESSMENT.

All parts of assessment are currently a part of coursework and motivation resides in the giving of grades.

II-4. WHAT INSTRUCTIONAL CHANGES OCCURRED OR ARE PLANNED IN RESPONSE TO GENERAL EDUCATION ASSESSMENT RESULTS?

As a result of the changes in the general education goals, general education assessment was reformatted. A full year of data, to be achieved by Spring 2020, is the minimum needed prior to changing instruction in general education courses.

ANALYSES AND FINDINGS

II-5. REPORT THE RESULTS OF EACH ASSESSMENT BY SUB-GROUPS OF STUDENTS, AS DEFINED IN INSTITUTIONAL ASSESSMENT PLANS.

Student Learning Objectives Analysis:

A full year of data, to be achieved by Spring 2020, is the minimum needed to make any meaningful report of results for new student learning objectives.

Pass Rate Analysis:

[Appendix B: Pass Rate Analysis](#)

Return on Investment:

[Appendix C: Return on Investment Analysis](#)

II-6. HOW IS STUDENT PERFORMANCE TRACKED INTO SUBSEQUENT SEMESTERS AND WHAT WERE THE FINDINGS?

As the new goals and assessment for general education have just been set, the goals for tracking subsequent semester changes are, as yet, unrealized.

The previous goals and assessments were assessed over Spring 2019 as part of a Pass Rate Analysis and also in Summer 2019 as part of a Return on Investment, which is seen in [Appendix B: Pass Rate Analysis](#) and [Appendix C: Return on Investment Analysis](#).

II-7. DESCRIBE THE EVALUATION OF THE GENERAL EDUCATION ASSESSMENT AND ANY MODIFICATIONS MADE TO ASSESSMENT AND TEACHING IN RESPONSE TO THE EVALUATION.

The previous goals and assessments were assessed over Summer 2019 as part of a Return on Investment analysis and also as part of a Spring 2019 pass rate analysis. As a result of this, new assessments were put into place to better assess general education coursework.

SECTION III – PROGRAM OUTCOMES

ADMINISTERING ASSESSMENT

III-1. LIST, IN TABLE FORMAT, ASSESSMENT MEASURES AND NUMBER OF INDIVIDUALS ASSESSED FOR EACH DEGREE PROGRAM. INCLUDE GRADUATE PROGRAMS IF APPLICABLE TO THE INSTITUTIONAL ASSESSMENT PLAN.

See [Appendix A: Assessment Measures and Number of Individuals Assessed for each Degree Program](#)

ANALYSES AND FINDINGS

III-2. WHAT WERE THE ANALYSES AND FINDINGS FROM THE PROGRAM OUTCOMES ASSESSMENT?

As a result of the annual assessment, findings included many programs planning to make changes in their goals or delivery of instruction and assignments. All programs have planned changes as a result of assessment based on previous data. As far as creating reliable and valid data, the programs are doing well with some small errors which have been corrected to improve the collection of data to be of use towards the student learning outcomes. Other small errors of understanding about assessment included using an assessment measure as a student learning outcome and using a course grade as an assessment measure inappropriately. These errors have been corrected and will assist instructors to become better data gatherers for the next year.

III-3. WHAT INSTRUCTIONAL CHANGES OCCURRED OR ARE PLANNED IN THE PROGRAMS IN RESPONSE TO PROGRAM OUTCOMES ASSESSMENT?

Assessment has been restructured to encourage program heads to take a greater responsibility for assessment in the programs. As a result, many assessment plans have been revised over the last year to better align with program goals and the university strategic plan changes. This greater responsibility has led to an increase in the need for assessment training on campus, which has been fulfilled with a new internal professional development series held on campus weekly.

As a result of the annual assessment, findings included many programs planning to make changes in their goals or delivery of instruction and assignments. All programs have planned changes as a result of assessment plan based on previous data. Some examples of planned changes include: emphasize areas student perform less than at benchmark in, redesign rubrics and benchmarks to better match student learning objectives, change instruction timing and style, and change methods for recording assessment data to be more useful.

SECTION IV – STUDENT ENGAGEMENT AND SATISFACTION

ADMINISTRATION OF ASSESSMENT

IV-1. WHAT ASSESSMENTS WERE USED AND HOW WERE THE STUDENTS SELECTED?

To measure student engagement and satisfaction, OPSU uses a variety of methods. The university has an internal university scorecard to measure attendance at major events as well as club and sport participation. A variety of internal surveys were administered at events and by email to those student populations which attended the events. At the end of an athletic program's season, students took the student athlete survey. Course evaluations were also administered at the

end of a course for all students in that course. Two other major surveys are used annually in the spring. They are the Graduation Survey, including that year's graduating students, and the Student Opinion Survey, including all students.

IV-2. WHAT WERE THE ANALYSES AND FINDINGS FROM THE STUDENT ENGAGEMENT AND SATISFACTION ASSESSMENT?

The OPSU University Scorecard is found at <http://opsu.edu/About/Strategic-Plan/>. Athletics response data showed a strong love of coaches and play, but a need for better facilities. Course Evaluations are used by individual faculty to improve their course instruction and gauge their teaching. The Graduation Survey showed a change in the positive for graduates leaving the institution. The Student Opinion survey was started Spring 2019 and the first year of results show a need to improve in areas of financial aid counseling and advising, but a strong success in progress toward degree completion and faculty who are available and knowledgeable in subject areas.

IV-3. WHAT CHANGES OCCURRED OR ARE PLANNED IN RESPONSE TO STUDENT ENGAGEMENT AND SATISFACTION ASSESSMENT?

The OPSU University Scorecard being put together spurred strategic plan benchmarks for each goal. Athletics recently moved to newly renovated facilities in Fall 2019 and are working to renovate locker room spaces as well as other facilities as part of survey results over the past few years. Faculty plan use of the Course Evaluation results in their individual courses. The Graduation Survey results show a positive toward the improvements which have been worked on over the last few years on campus, which are planned to continue. The Student Opinion Survey showed a need which is being met for more and better training and communication from financial aid and advisors to students.

ASSESSMENT BUDGETS

State 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). Provide the following information regarding assessment fees and expenditures for 2017-18:

Categories:	Cost:
Assessment fees	\$95,100
Assessment salaries	\$60,778
Distributed to other departments	\$0
Operational costs	\$38,446
Total Expenditures	\$99,224

APPENDIX A: ASSESSMENT MEASURES AND NUMBER OF INDIVIDUALS ASSESSED FOR EACH DEGREE PROGRAM

Program	Pre/Post Test	Research	Case Studies	Written Report	Oral Presentation	Discussion	Group Presentation	Calculation Work	Rubric
Accounting BBA				11	24	35			
Agribusiness BS				18	18				616
Agriculture AS	220			96					346
Agronomy BS	96			14					11
Animal Science BS		19		60	173	173		15	
Biology BS				228	50			22	641
Business Administration AS				152					152
Business Administration BBA				304	51				284
Chemistry BS	257	42		402		230			395
Computer Information Science BBA				11	10				
Criminal Justice AS				8	63				
Criminal Justice BS				34	25				34
Elementary Education BS		13		37	4	16			43
Emergency Medical Services CERT	10			10					
English BA				310					410
Fine Arts BFA					28				28
Health Physical Education BS				240	240				
History BA		6		67	20	40			
Industrial Technology BIND									
Mathematics BS				1	1			1	1
Music BM									
Nursing BS		100	325	430	97	108			
Physical Science BS				30	30	30			30
Psychology BS	41	8							
Social Studies BA		8		77	30				
Technology AAS									
Technology BT									
Vocational Agricultural Education BS	17			17	3				
Wind Energy/Maintenance Tech CERT									
Total	641	196	325	2557	867	632	0	38	2991

Program	Employer Survey	Course Grade	Peer Evaluation	Class Participation	Exam	Skill Performance	Student Work Sample	Student Survey	Self Evaluation
Accounting BBA					164	176			
Agribusiness BS		8	18	30	30				
Agriculture AS									
Agronomy BS					56				
Animal Science BS						12			
Biology BS			619						
Business Administration AS									
Business Administration BBA									
Chemistry BS			42		453	413		246	34
Computer Information Science BBA		42			46	36			
Criminal Justice AS					51				
Criminal Justice BS					45				
Elementary Education BS					9				
Emergency Medical Services CERT					4	14			
English BA									
Fine Arts BFA			28	28		28	28		28
Health Physical Education BS		102							
History BA					23				
Industrial Technology BIND						44			
Mathematics BS									
Music BM					2				
Nursing BS					118	108			
Physical Science BS					30				
Psychology BS								18	
Social Studies BA	389	9							
Technology AAS						44			
Technology BT						44			
Vocational Agricultural Education BS		98	16						
Wind Energy/Maintenance Tech CERT						44			
Total	389	259	723	58	1031	963	28	264	62

APPENDIX B: PASS RATE ANALYSIS

							Average FWI Multiplier		
Course	General Education Bachelor Degree		Credits	Average FWI Rate	Percent of Average	Average Students	19.76	100.00%	19.76
	Total		40	19.76		15.33	19.76	110.00%	21.74
	Communication		9				19.76	120.00%	23.71
Engl 1113	Freshman English I		3	39.75	201.16	108.80	19.76	130.00%	25.69
Engl 1213	Freshman English II		3	38.92	196.97	75.80	19.76	140.00%	27.67
	Mathematics		3				19.76	150.00%	29.64
Math 1473	Quantitative Reasoning	OR	3	27.90	141.19	11.60	19.76	160.00%	31.62
Math 1475	Quantitative Reasoning Plus	OR	3	33.33	168.68	27.00	19.76	170.00%	33.59
Math 1513	College Algebra	OR	3	22.04	111.52	102.80	19.76	180.00%	35.57
Math 1515	College Algebra Plus	OR	3	41.67	210.85	12.00	19.76	190.00%	37.55
Math 1523	Modeling and Basic Statistics	OR	3	21.46	108.60	74.50	19.76	200.00%	39.52
Math 1525	Modeling and Basic Statistics Plus		3	35.48	179.56	72.00	19.76	210.00%	41.50
	Natural Science		8				19.76	220.00%	43.48
	Biological Science		4						
Biol 1304	Principles of Biology I		4	11.12	56.25	109.20			
	Physical Science		4						
Chem 1135	General Chemistry I	OR	5	13.04	65.98	64.20	15.33	100.00%	15.33
Easc 1114	Physical Geology	OR	4	14.14	71.56	18.67	15.33	110.00%	16.86
Easc 1214	Physical Geography	OR	4	6.25	31.63	11.00	15.33	120.00%	18.39
Easc 2014	Natural Hazards	OR	4	9.47	47.94	41.67	15.33	130.00%	19.93
Phys 2014	General Physics I		4	43.05	217.84	26.67	15.33	140.00%	21.46
	U.S. History and Government		6				15.33	150.00%	22.99
Hist 1313	Early U.S. History, 1492-1877	OR	3	27.81	140.70	40.20	15.33	160.00%	24.53
Hist 1323	Late U.S. History, 1877-Present		3	12.78	64.67	138.60	15.33	170.00%	26.06
Pols 1013	American Government and Politics		3	19.72	99.79	116.20	15.33	180.00%	27.59
	Student Success		1				15.33	190.00%	29.13
Ucss 1111	Student Success Seminar		1	20.53	103.86	166.80	15.33	200.00%	30.66
							15.33	210.00%	32.19
							15.33	220.00%	33.72

APPENDIX C: RETURN ON INVESTMENT ANALYSIS

