

Academic Year 2019-2020 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 |
| 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 Student Learning Outcomes..... | 8 |
| General Education Program Assessment and Review..... | 8 |
| Academic Programs | 10 |
| Academic Programs Assessment Overview | 10 |
| Academic Program Annual Assessment | 10 |
| Academic Program Review | 10 |
| Academic Program Cycle Plan..... | 10 |
| Institutional Surveys | 11 |
| Student Success Survey | 11 |
| Student Opinion Survey | 11 |
| Course Evaluations | 11 |
| Graduation Survey | 11 |
| Alumni Survey | 11 |
| Student Athlete Survey | 11 |
| Great Colleges to Work for Survey..... | 12 |
| State Reporting and Assessment Committee..... | 13 |
| Annual Assessment Report..... | 13 |
| Assessment Committee | 13 |
| General Education Assessment Subcommittee | 13 |
| Appendix A: Schedule for Program Review | 14 |

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.

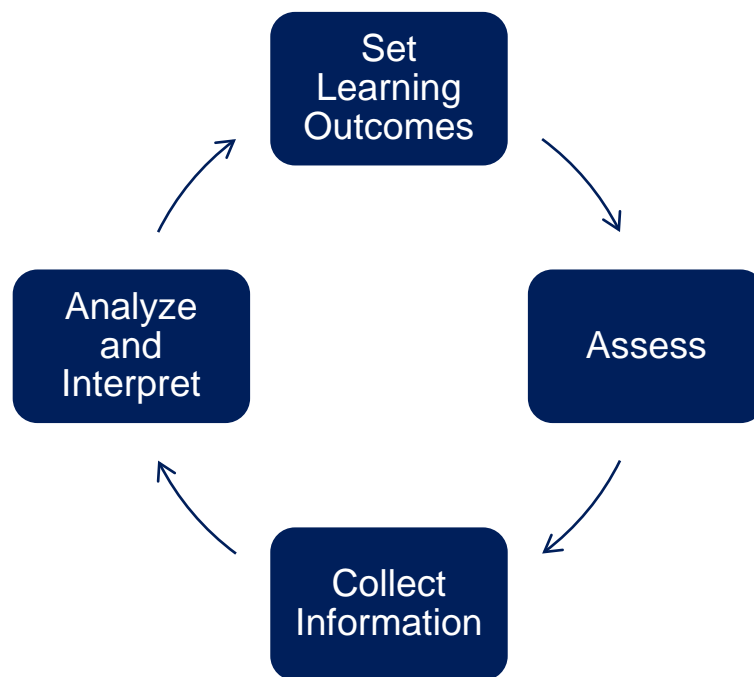
Resource Optimization – Engagement, partnerships, and collaboration will empower Panhandle State to cultivate all resources responsibly.

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

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 Reading | Accuplacer Writing |
| ENGL 1115 | ACT English and Reading 0-18 | SAT Verbal, Writing 000-509 | Score of 0-261 | Score of 0-274 |
| ENGL 1113 | ACT English and Reading 19+ | SAT English, Reading, Writing 510+ | Score of 261+ | Score of 275+ |

| Entry Level Math Assessment | | | |
|------------------------------------|------------------|------------------|------------------------------------------------------------------|
| Course Enrollment | ACT Score | SAT Score | Accuplacer Math |
| MATH 0023 or MATH 1475 | ACT Math 0-18 | SAT Math 000-509 | Accuplacer Arithmetic 0-275 |
| MATH 1473 | ACT Math 19+ | SAT Math 510+ | Accuplacer Arithmetic 276+ |
| MATH 1515 | ACT Math 0-18 | SAT Math 000-509 | Accuplacer Advanced Algebra and Functions 0-249 |
| MATH 1513 | ACT Math 19+ | SAT Math 510+ | Accuplacer Advanced Algebra and Functions 250+ |
| MATH 1525 | ACT Math 0-18 | SAT Math 000-509 | Accuplacer Quantitative Reasoning, Algebra, and Statistics 0-262 |
| MATH 1523 | ACT Math 19+ | SAT Math 510+ | Accuplacer Quantitative Reasoning, Algebra, and Statistics 263+ |

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 STUDENT LEARNING OUTCOMES

Goal 1 Student Learning Outcomes:

1. Students will express ideas clearly, logically, and persuasively in standard English.
2. Students will express symbolic language appropriately.

Goal 2 Student Learning Outcomes:

1. Demonstrate ability to read critically.
2. Apply biological and physical science principles to the natural world.

Goal 3 Student Learning Outcomes:

1. Apply social science principles to past and/or current events.
 2. Recognize variety in the aspects of human society and culture
-

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 General Education

Assessment Subcommittee, 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.

The Annual Assessments, Program Reviews, and Program Cycle Plans will be used to assess, evaluate, and create a new program plan for General Education.

ACADEMIC PROGRAMS

ACADEMIC PROGRAMS ASSESSMENT OVERVIEW

The purpose of academic program assessment and review is to guarantee improvement in an amended program assessment 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 and reviews will be included in the Annual Assessment Report.

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 are encouraged.

ACADEMIC PROGRAM ANNUAL ASSESSMENT

Annually, at the end of the spring semester, each program will turn in an “Annual Assessment” report. 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 Assessment Coordinator, who will provide feedback, if necessary.

ACADEMIC PROGRAM REVIEW

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, minus any who teach in the same program being reviewed, the Assessment Committee and other stakeholders as necessary. During this review, Academic Program Annual Assessments from the last 4 years are reviewed to analyze academic program goals and student learning outcomes. For a schedule of programs, see Appendix A: Schedule for Program Review.

ACADEMIC PROGRAM CYCLE PLAN

At the end of the Academic Program Review, changes to be made to the program will then be proposed and instituted for the next cycle by writing the “Program Cycle Plan” report. This plan is revisited each year as a part of the Academic Program Annual Assessment.

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. These areas are surveyed again at the end of the course.

STUDENT OPINION SURVEY

Each Spring, the Student Opinion Survey is sent out. It asks questions about satisfaction with student affairs. Results are used for planning and continuous improvement purposes.

COURSE EVALUATIONS

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, where necessary.

ALUMNI SURVEY

Annually, the alumni survey is 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, where necessary.

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.

GREAT COLLEGES TO WORK FOR SURVEY

The university assesses its faculty and staff each spring using the Great Colleges to Work for survey. 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. Brad Duren- Dean of the College of Arts and Education

Laura Leiter- Assessment Coordinator

Dr. Jaimee McGuire- Director of Nursing

Shawna Tucker- 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. Patrick Maille- Department Chair of Behavioral & Social Sciences and Professor of History

Laura Franks- Instructor of Math

Dr. Justin Collins- Professor of Biology / Department Chair of Biology

Julia Bird- Instructor of Business Administration

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

APPENDIX A: SCHEDULE FOR PROGRAM REVIEW

| Academic Year | Program Review |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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
 BS Health and Physical Education
 AS Agriculture
 AS General Studies
 BSN Nursing
 BS Animal Science
 AS Physical Science
 AAS Fire Protection
 BBA Business Administration
 AS Business Administration
 BA History

Year B Programs:

BA English
 BA Social Studies
 BS Biology
 BS Mathematics
 AS Chemistry
 AAS Paramedicine
 BS Agronomy

Year B Programs (continued):

AAS Technology
 BT Technology

Year C Programs:

BS Criminal Justice
 AS Criminal Justice
 BS Psychology
 BS Vocational Agricultural Education
 BS Chemistry
 BS Agribusiness
 BBA Accounting
 BIT Industrial Technology

Year D Programs:

BM Music
 BFA Fine Arts
 AS Biology
 AS Math
 BS Physical Science
 CERT Wind Energy/Maintenance Tech.
 BBA Computer Information Systems