

2019-2020 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? PLEASE REPORT THE SPECIFIC MULTIPLE MEASURES YOUR INSTITUTION USED FOR FY 2019-2020 (E.G., HIGH SCHOOL GPA AND CPT CUT SCORES)?

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. HOW WERE STUDENTS DETERMINED TO NEED REMEDIATION (E.G., CPT 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 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.

Accuplacer scores for Mathematics 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 Accuplacer Reading must be 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 IDENTIFIED STUDENTS TO COMPLETE DEVELOPMENTAL EDUCATION WITHIN THE FIRST YEAR OR 24 COLLEGE-LEVEL CREDIT HOURS?

“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

1-4. WHAT INFORMATION WAS USED TO DETERMINE CO-REQUISITE COURSE PLACEMENT? PLEASE REPORT THE SPECIFIC MULTIPLE MEASURES YOUR INSTITUTION USED FOR FY 2019-2020 (E.G., HIGH SCHOOL GPA AND CPT CUT SCORES).

For course placement ACT subscores, SAT scores, or Accuplacer test scores were used. If the student did not make the minimum required score, they were placed in the co-requisite course(s). If the student was over 21 and did not have test scores they were placed in the co-requisite course(s).

1-5. DESCRIBE THE METHOD USED TO PLACE “ADULT” STUDENTS WHO DO NOT HAVE ACT/SAT SCORES.

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, it will determine course placement. All students have the opportunity to challenge course placement by taking the Accuplacer exam prior to the beginning of classes.

ANALYSES AND FINDINGS

I-4. DESCRIBE ANALYSES AND FINDINGS OF STUDENT SUCCESS IN BOTH DEVELOPMENTAL AND COLLEGE-LEVEL COURSES, EFFECTIVENESS OF THE PLACEMENT DECISIONS, EVALUATION OF MULTIPLE MEASURES, AND CHANGES IN THE ENTRY-LEVEL ASSESSMENT PROCESS OR APPROACHES TO TEACHING AS A RESULT OF FINDINGS. IN AN EFFORT TO COLLECT DATA ON VARIOUS COMPLETE COLLEGE AMERICA (CCA) INITIATIVES, PLEASE COMPLETE THE ADDITIONAL QUESTIONS ADDRESSING DEVELOPMENTAL AND CO-REQUISITE PLACEMENT. **COMPLETE THE ONLINE REPORTING FORM:** [HTTPS://FORMS.GLE/KQMTSH4XQ3CWBMJQ5](https://forms.gle/KQMTSH4XQ3CWBMJQ5)

2019/2020 OPSU Students Enrolled by Course Type	
Course Type	Enrolled
Corequisite	330
Regular	368

Pass Rate		
Course Type	Pass	Fail
Corequisite	195	104
Regular	273	70

Grade Distribution								
Course Type	A	B	C	D	F	W	Pass	Fail
Corequisite	31	51	57	51	91	30	5	13
Regular	124	65	51	28	61	25	5	9

With the implementation of “Plus” corequisite courses, the Accuplacer is only used to challenge placement. In 2019-2020, 21 Accuplacers were given and about 25% were high school students. For this reason, there is not enough data at this time to reevaluate score cutoffs.

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, were revised as of Spring 2019:

Goals	Outcomes	Assessment Measures
Oral and Written Communication: <ul style="list-style-type: none"> Communicate effectively using 	1. Students will express ideas clearly, logically, and persuasively in standard English.	1. 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

written, oral, and symbolic languages.	2. Students will express symbolic language appropriately.	2. 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: • Read and think critically by analyzing, assimilating, and applying information.	1. Demonstrate ability to read critically 2. Apply biological and physical science principles to the natural world.	1. English 1113, 1115: Sample of course grade, English 1213: Sample of course grade 2. 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
Social Responsibility and Cultural Awareness: • Be an aware and active participant in the global, dynamic community.	1. Apply social science principles to past and/or current events. 2. Recognize variety in the aspects of human society and culture	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

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, which was achieved by Spring 2020, was needed prior to changing instruction in general education courses. An analysis is taking place in Fall 2020 due to delays from COVID-19.

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, which was achieved by Spring 2020, is the minimum needed to make any meaningful report of results for new student learning objectives. Analysis will take place by the end of Spring 2021. COVID-19 and HLC Accreditation has postponed time to analyze this data

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

As the new goals and assessment for general education were recently revised for Spring 2019, 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, as shared in last year's Annual Student Assessment Report. The Return on Investment is due to be updated in Spring 2021.

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. Evaluation of the new assessments is due in Spring 2021.

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. Most programs have planned changes as a result of assessment based on previous data. Programs that do not plan changes either were unable to collect data due to interruptions from COVID-19 or have achieved benchmarks and are satisfied with progress.

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 couple of years 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. Most 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. One other major survey is used annually in the spring, the Graduation Survey, including that year's graduating 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 gear and focus on sport. 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

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

The OPSU University Scorecard is being used to spur strategic planning throughout the university with focus on classroom and student needs, especially with COVID-19. Athletics recently moved to newly renovated facilities in Fall 2019 and have renovated 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.

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 2019-20:

Assessment fees	\$96,546
Assessment salaries	\$87,966
Distributed to other departments	\$0
Operational costs	\$12,201
Total Expenditures	\$100,167

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

Programs in red font were unable to assess due to COVID-19 interruptions or lack of students in the program.

Program	Pre/Post Test	Research	Case Studies	Written Report	Oral Presentation	Discussion	Group Presentation	Calculation Work	
ACCOUNTING - BBA					218	28	37		
ADVANCED EMERGENCY MEDICAL TECHNICIAN - CERT									
AGRIBUSINESS - BS					699	38			
AGRICULTURE - AS			270		270	270			
AGRONOMY - BS	93				10	22			
ANIMAL SCIENCE - BS					198	49	65	18	
BIOLOGY - BS					716	60		39	
BUSINESS ADMIN AS					230	230			
BUSINESS ADMINISTRATION - BBA			46		400	319			
CHEMISTRY - BS	230				368		202	307	
COMPUTER INFORMATION SYSTEMS-BBA					11	38			
CRIMINAL JUSTICE - AS					7	39			
CRIMINAL JUSTICE - BACHELOR OF SCIENCE					13	15			
ELEMENTARY EDUCATION - BS		14			28	6			
EMERGENCY MEDICAL SERVICES - CERT									
ENGLISH - BA					539				
FINE ARTS-BFA									
HEALTH PHYSICAL EDUCATION - BS					109	85			
HISTORY - BA		19			66	54			
INDUSTRIAL TECHNOLOGY - B IND BUS MGMT									
MATHEMATICS - BS					12	8			
MUSIC - BM									
NURSING - BS		117	131		534	118	252		
PHYSICAL SCIENCE - BS					211	211	211		
PSYCHOLOGY - BS									
SOCIAL STUDIES - BA		66			66	66	66		
TECHNOLOGY-AAS									
TECHNOLOGY-BT									
VOCATIONAL AGRICULTURE EDUCATION-BS					10				
WIND ENERGY/MAINTENANCE TECHNOLOGY - CERTIFICATE									
Total	323	216	447		4715	1656	833	18	346

Program	Rubric	Course Grade	Peer Evaluation	Class Participation	Exam	Skill Performance	Student Portfolio	Student Survey	Self Evaluation
ACCOUNTING - BBA					211	7			
ADVANCED EMERGENCY MEDICAL TECHNICIAN - CERT									
AGRIBUSINESS - BS		55		42	123				
AGRICULTURE - AS									
AGRONOMY - BS					42				
ANIMAL SCIENCE - BS		73		65		9			
BIOLOGY - BS			581						
BUSINESS ADMIN AS									
BUSINESS ADMINISTRATION - BBA									
CHEMISTRY - BS	54		54		361	333		224	48
COMPUTER INFORMATION SYSTEMS-BBA		30			38	29			
CRIMINAL JUSTICE - AS					61				
CRIMINAL JUSTICE - BACHELOR OF SCIENCE					46				
ELEMENTARY EDUCATION - BS					52		4		49
EMERGENCY MEDICAL SERVICES - CERT									
ENGLISH - BA	542								
FINE ARTS-BFA									
HEALTH PHYSICAL EDUCATION - BS		237					2		
HISTORY - BA		28			66				
INDUSTRIAL TECHNOLOGY - B IND BUS MGMT									
MATHEMATICS - BS	17								
MUSIC - BM									
NURSING - BS					243	117			
PHYSICAL SCIENCE - BS	211			211	211				
PSYCHOLOGY - BS									
SOCIAL STUDIES - BA					66				
TECHNOLOGY-AAS									
TECHNOLOGY-BT									
VOCATIONAL AGRICULTURE EDUCATION-BS		7	7						
WIND ENERGY/MAINTENANCE TECHNOLOGY - CERTIFICATE									
Total	824	430	642	318	1520	495	6	224	97