

# Academic Year 2024-2025 Assessment Plan



OKLAHOMA  
**PANHANDLE STATE**  
UNIVERSITY

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# OKLAHOMA PANHANDLE STATE UNIVERSITY STRATEGIC PLAN

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## 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.

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## VISION

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

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## 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.

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## 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.

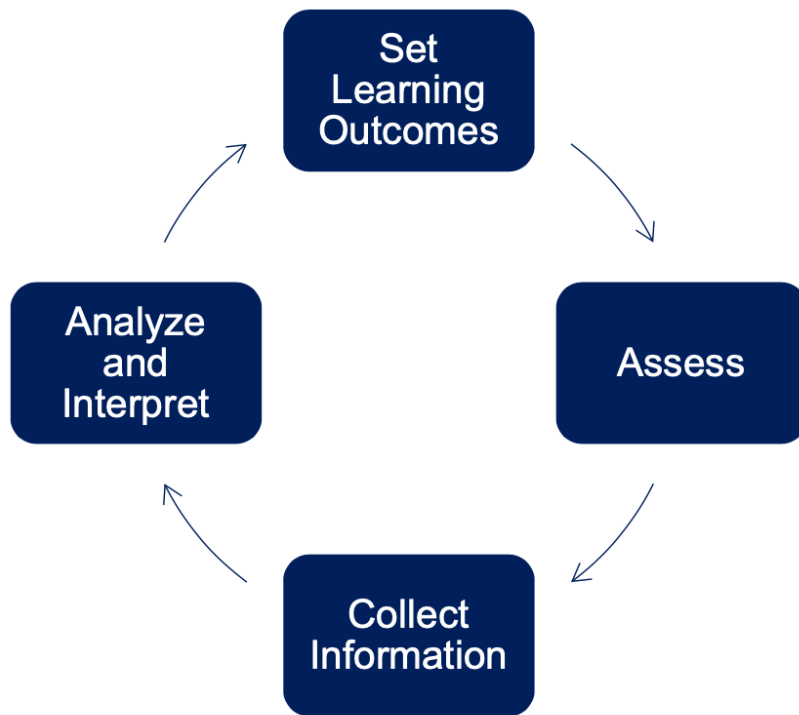
**Resource Optimization** – Engagement, partnerships, and collaboration will empower Panhandle State to cultivate all resources responsibly.

**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

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## 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.

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## ENTRY LEVEL PLACEMENT PROCEDURES

All students, upon admittance to Oklahoma Panhandle State University, are placed in classes by an academic advisor. If the student has not submitted ACT/SAT scores, the student is placed in the necessary co-requisite course(s) or can use “test optional” admission for placement (see next paragraph for details). When ACT/SAT scores have been received by the Academic Records Office, if a student’s schedule needs to be altered, the student will coordinate with his/her advisor to be registered in the correct course(s). If a first-time student aged 21 or older has no reported ACT/SAT scores, they are placed into the necessary co-requisite course(s). They can opt to take the Accuplacer test to evaluate course placement.

If the student requests “test optional” admission, the high school transcript will be reviewed for placement. In order to be placed into non-corequisite courses, a cumulative GPA of 3.25 must be attained in the high school coursework, and the student must have taken a relatively rigorous course load (4 units English, 3 units of mathematics, 3 units of history/citizenship, and 3 units of lab science.) This also applies to homeschool, private, parochial, or other non-public high school accredited by a recognized accrediting agency. If there is no accreditation, an SAT/ACT score must be provided. If the 3.25 GPA requirement is not met, the student should be placed into plus courses as the default. The student may choose to take the Accuplacer to challenge the placement.

A student can enroll as a non-degree seeking student in up to nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements. At the point which the student bypasses 9 credit hours or wishes to enroll in an English, math, reading, science or history course, they must submit copies of their ACT scores or copies of the high school transcripts for review as cited above.

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## REMEDIATION

Oklahoma Panhandle State University uses PLUS courses to meet students in need of remediation. The co-requisite model PLUS courses (Engl 1115, Math 1475, Math 1515, Math 1525) count 5 hours toward course load, while 3 credit hours count toward

graduation requirements. The PLUS courses utilize a student-centered, just-in-time remediation approach. Just-in-time remediation enables students to receive the necessary supports in gateway courses to better prepare them for their university career.

**ENTRY LEVEL COURSE PLACEMENT MEASURES**

<b>Entry Level English Assessment</b>				
<b>Course Enrollment</b>	<b>ACT Score</b>	<b>SAT Score</b>	<b>Accuplacer Reading</b>	<b>Accuplacer Writing</b>
ENGL 1115	ACT English and Reading 0-18	SAT Verbal, Writing 000-529	Score of 0-261	Score of 0-274
ENGL 1113	ACT English and Reading 19+	SAT English, Reading, Writing 530+	Score of 261+	Score of 275+

<b>Entry Level Math Assessment</b>			
<b>Course Enrollment</b>	<b>ACT Score</b>	<b>SAT Score</b>	<b>Accuplacer Math</b>
MATH 0023 or MATH 1475	ACT Math 0-18	SAT Math 000-529	Accuplacer Arithmetic 0-275
MATH 1473	ACT Math 19+	SAT Math 530+	Accuplacer Arithmetic 276+
MATH 1515	ACT Math 0-18	SAT Math 000-529	Accuplacer Advanced Algebra and Functions 0-249
MATH 1513	ACT Math 19+	SAT Math 530+	Accuplacer Advanced Algebra and Functions 250+
MATH 1525	ACT Math 0-18	SAT Math 000-529	Accuplacer Quantitative Reasoning, Algebra, and Statistics 0-262
MATH 1523	ACT Math 19+	SAT Math 530+	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

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## 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.

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## 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.

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## 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.

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## 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

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## 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.

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## 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 submitted to the Assessment Coordinator, who will provide feedback, if necessary.

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## 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 the 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.

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## 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.

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## INSTITUTIONAL SURVEYS

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### 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.

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### 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.

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### 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.

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### 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.

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### 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.

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### 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.

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## 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**

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### **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.

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### **ASSESSMENT COMMITTEE**

Assessment Coordinator and others as chosen annually in the committee list.

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### **GENERAL EDUCATION ASSESSMENT SUBCOMMITTEE**

Assessment Coordinator and other as chosen annually in the committee list.

<b>APPENDIX A: SCHEDULE FOR PROGRAM REVIEW</b>	
<b>Academic Year</b>	<b>Program Review</b>
2024-2025	⇒ Entry Level Course Placement Review ⇒ General Education Review ⇒ Year C Programs
2025-2026	⇒ Entry Level Course Placement Review ⇒ Year D Programs
2026-2027	⇒ Entry Level Course Placement Review ⇒ Year A Programs
2027-2028	⇒ Entry Level Course Placement Review ⇒ General Education Review ⇒ Year B Programs
2028-2029	⇒ Entry Level Course Placement Review ⇒ Year C Programs
2029-2030	⇒ Entry Level Course Placement Review ⇒ Year D Programs
2030-2031	⇒ Entry Level Course Placement Review ⇒ General Education Review ⇒ Year A Programs
2031-2032	⇒ Entry Level Course Placement Review ⇒ Year B Programs

Year A Programs:

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

Year B Programs:

BA English  
 BM Music  
 BA Social Studies BS Agronomy  
 BS Biology  
 BS Vocational Agricultural Education AAS  
 Technology  
 BT Technology

Year C Programs:

BS Criminal Justice AS Criminal Justice BS  
 Agribusiness  
 BS Chemistry  
 BS Mathematics  
 BIND Industrial Technology  
 CERT Wind Energy/Maintenance Tech.

Year D Programs:

BFA Fine Arts  
 BS Psychology  
 CERT Adv Emergency Medical Technician CERT  
 Emergency Medical Services  
 CERT Fire Protection and Safety Training BS  
 Physical Science  
 BBA Accounting  
 BBA Computer Information Systems