

OSU-OKC Student Assessment Plan (2025–2030)

Purpose

At OSU-Oklahoma City, assessment is an essential part of ensuring student learning and institutional effectiveness. Our goal is not only to document outcomes, but to actively use assessment results to improve instruction, support services, and student success.

Assessment at OSU-OKC is designed to:

- **Strengthen teaching and learning** by providing faculty with feedback that guides curricular and instructional improvements.
- **Support students** by identifying academic readiness and connecting them with the appropriate courses, co-requisite supports, or supplemental resources.
- **Demonstrate accountability** by comparing results to state expectations and regional and national peer institutions.
- **Inform planning and decision-making** to guide program review, resource allocation, and ongoing quality improvement.

These practices are consistent with the Oklahoma State Regents for Higher Education (OSRHE) Student Assessment Policy and the Higher Learning Commission's standards for accreditation.

Section I – Entry-Level Assessment and Course Placement

All first-time entering students at OSU-OKC must demonstrate readiness in English, mathematics, and reading prior to enrolling in college-level coursework.

Students may demonstrate proficiency through multiple measures, including:

- College transfer credit showing successful completion of college-level coursework.
- ACT subject scores of 19 or higher in English, mathematics, or reading.
- SAT subject scores of 510 or higher in the corresponding area.
- High school GPA and course rigor, as follows:
 - English/Reading: Students graduating with a 3.0 or greater GPA are considered proficient; GPA 2.5–2.9 may require co-requisite support.
 - Mathematics: Students graduating with a 3.0 or greater GPA are considered proficient; GPA 2.5–2.9 may qualify for placement in MATH 1513, 1483, or 1413 with the associated co-requisite course, or STAT 1103.
- ACCUPLACER Next-Generation scores in Reading, Writing/WritePlacer, and Quantitative Reasoning, Algebra, and Statistics (QAS), evaluated according to OSRHE's predictive placement matrix.

International applicants are expected to submit evidence of English proficiency in the form of official scores of the Test of English and scores must be less than two years old. Acceptable test include:

- TOEFL iBT: 61+
- IELTS Academic: 5.5+
- Duolingo: 95+
- PTE Academic: 46+
- iTEP Academic: 3.5+
- Waivers may apply for applicants educated in English-speaking institutions (e.g., U.S. high schools or 24+ college credits earned from an English-speaking institution in an English-speaking country).

Students without valid placement indicators are required to complete OSU-OKC placement testing.

Advising and Placement

Academic advising is required for all new students. Advisors use test scores, high school performance, time since last math or English course, and other readiness factors to determine placement. Students may be placed directly into college-level courses, or into a course paired with a co-requisite support class. Students eligible for direct placement may also opt into co-requisite support.

Remediation Requirements

Students who do not demonstrate proficiency through the placement measures described above are assigned developmental support to ensure academic readiness for college-level coursework. OSU-OKC uses a co-requisite support model as the primary pathway for developmental education, supplemented by zero-level courses that serve a special population, such as English language learner or adult students who elect to enroll in such a course.

Co-Requisite Support Model

In the co-requisite model, students enroll concurrently in a college-level course alongside a paired support course. This approach allows students to progress toward their degree while receiving targeted academic assistance. Co-requisite support courses carry institutional credit but do not apply toward degree completion.

English/Reading Co-Requisite Support:

- Students with 50-99% proficiency in reading or writing are required to enroll in ENGL 1113 (English Composition I) with the co-requisite support course ICRW 0122 (Support for Composition I).
- Students with less than 50% proficiency in either reading or writing will be strongly encouraged to enroll in ICRW 0123. Successful completion of ICRW 0123 will grant students 100% proficiency in reading and writing

Mathematics Co-Requisite Support:

- STEM majors with less than 100% proficiency are placed in MATH 1513 (Precalculus I) or MATH 1483 (Mathematical Functions and Their Uses) with the corresponding co-requisite support course ICSM 0512 or ICSM 0482.

- Placement criteria: ACT math <19, SAT <510, high school GPA <3.0, or institutional placement exam proficiency of 75% or less
- Non-STEM majors with less than 100% proficiency are placed in MATH 1413 (Quantitative Reasoning) with the co-requisite support course ICSM 0412.
 - Placement criteria: ACT math <17, SAT <450, high school GPA <2.50, or institutional placement exam proficiency of 50% or less

Zero-Level Developmental Courses

For students with significant academic deficiencies, OSU-OKC offers zero-level developmental courses that provide intensive foundational instruction prior to enrollment in college-level coursework. Each subject area (such as English or mathematics) is limited to a single level of zero-level remediation courses and a single level of co-requisite courses.

English/Reading:

- Students with less than 50% proficiency in reading or writing are strongly encouraged to enroll in ICRW 0123 before taking ENGL 1113. Successful completion of ICRW 0123 grants students 100% proficiency in reading and writing, allowing them to enroll in ENGL 1113 without co-requisite support.

Mathematics:

- STEM students scoring ACT math ≤ 17 , SAT <450, ACCUPLACER 200-250, or high school GPA <2.5 are recommended to take ICSM 0233 before enrolling in college-level math courses.
- Non-STEM students scoring ACT math ≤ 14 , SAT <430, ACCUPLACER 200-230, or high school GPA <2.0 are recommended to take ICSM 0133 before enrolling in college-level math courses.

Enrollment Requirements and Timeline

Students with academic deficiencies must begin remediation in their first semester and are expected to complete required support within their first 24 credit hours attempted (12 hours for transfer students). Enrollment in college-level coursework in the deficient subject is restricted until proficiency is demonstrated through successful completion of the co-requisite or zero-level course. Per OSRHE policy, students may not be required to enroll in more than one level of developmental coursework in any subject area. Zero-level courses carry institutional credit but do not apply toward degree completion.

Section II – General Education Assessment

OSU-Oklahoma City evaluates seven General Education Outcomes that all graduates are expected to achieve, regardless of their field of study. These outcomes represent knowledge and skills that reflect the mission of the institution and the expectations of the Oklahoma State Regents for Higher Education (OSRHE).

General Education Outcomes

- Oral Communication – Students will be able to articulate ideas verbally.
- Written Communication – Students will be able to compose ideas in writing.
- Quantitative Literacy – Students will be able to interpret quantitative information.
- Problem Solving – Students will be able to identify potential solutions to problems.
- Information Literacy – Students will be able to evaluate information from a variety of sources.
- Technological Proficiency – Students will be able to apply appropriate technology.
- Sociocultural Awareness – Students will be able to analyze sociocultural contexts.

Administering Assessment

General Education Outcomes are assessed through the general education curriculum, independent of program-specific student learning outcomes. Faculty identify where outcomes are taught and measured within general education courses and select appropriate direct measures, such as embedded assignments, projects, exams, or portfolios that are aligned with existing course assignments.

Each outcome is supported by a standardized faculty-developed rubric designed to ensure consistent and effective evaluation of student learning. Assessment tools are reviewed for validity and reliability to ensure results are meaningful and accurate.

Each General Education Outcome Chair submits annual assessment results in the Nuventive platform, documenting student achievement of general education outcomes. The Office of Institutional Research and Analytics aggregates General Education assessment results into a campus-wide profile of student performance on the seven outcomes.

Use of Results

General Education Outcome results are reviewed annually by faculty, deans, and the Institutional Assessment Committee. As fundamental indicators of student capability in key areas, findings are used to:

- Strengthen teaching and learning related to institutional General Education Outcome goals.
- Demonstrate accountability by aligning outcomes with OSRHE student assessment policy and accreditation standards.
- Inform institutional planning and continuous improvement.

Through this process, OSU-OKC ensures all graduates demonstrate selected foundational skills and knowledge that reflect institution-wide learning priorities, distinct from and complementary to program outcomes.

Section III – Program Outcomes

Each academic program at OSU-Oklahoma City defines specific student learning outcomes that reflect both the knowledge and skills required for success in the discipline and the mission of the institution. Unlike the campus-wide student learning outcomes, which apply to all graduates,

program outcomes are unique to each degree or certificate and focus on preparing students for professional practice, transfer, or continued education.

Program outcomes are developed and assessed by faculty within each discipline. Faculty identify outcomes that represent the essential knowledge, skills, and dispositions students are expected to demonstrate by graduation. Direct measures are embedded in the curriculum and may include exams, projects, writing assignments, portfolios, clinical evaluations, internships, licensure or certification exams, or capstone experiences.

Where appropriate, OSU Oklahoma City programs also incorporate industry-recognized certifications, licensure examinations, and specialized accreditation standards into their assessment of student learning. These external benchmarks provide additional evidence of student achievement, validate program rigor, and ensure graduates are prepared to meet workforce and professional expectations.

Reporting and Review

Each program or discipline submits an annual assessment summarizing student performance and outlining steps for improvement. Reports are reviewed by faculty, department leadership, and the Office of Institutional Research and Analytics. The Institutional Assessment Committee provides additional guidance and peer review.

Use of Results

Assessment results are used by faculty and academic leadership to improve curriculum, strengthen instruction, and ensure alignment with workforce expectations, accreditation standards, and transfer requirements. Results are incorporated into program review and institutional planning, and are tracked and reported using Nuventive, OSU-OKC's assessment management system. This process ensures that evidence of student achievement is systematically documented and used to support accountability and continuous improvement.

Section IV – Student Engagement and Satisfaction

OSU-Oklahoma City collects and reviews information on student perceptions of academic programs, support services, and the overall campus environment. These assessments provide valuable feedback used to improve teaching, strengthen student services, and enhance the quality of the student experience.

Student engagement and satisfaction are assessed through multiple measures:

- Course Evaluations (Anthology Evaluate): Collected each term in all courses to gather student feedback on instruction and learning environments.
- Graduation Survey: Completed by students applying for graduation each semester to evaluate satisfaction with their academic program and overall experience as they transition into the workforce.

OSU-OKC will resume participation in the CCSSE, SSI, and PSOL beginning in Spring 2026. The Alumni Survey will begin in late Fall 2025.

Use of Results

Survey data are collected and analyzed by the Office of Institutional Research and Analytics. Results are shared with faculty, staff, and leadership to inform decisions related to curriculum, instruction, support services, and campus environment. Annual summary reports are published internally and externally.

Section V – Planning and Reporting

This plan represents OSU-Oklahoma City's approach to student assessment, consistent with the Oklahoma State Regents for Higher Education (OSRHE) policy on entry-level placement, general education outcomes, program outcomes, and student engagement and satisfaction.

Assessment results are collected and reported annually through the institutional assessment process. The Office of Institutional Research and Analytics compiles results to create a campus-wide overview of assessment activities and outcomes. These findings are shared with academic leadership, institutional committees, and external accreditors as appropriate.

Assessment is used not only to demonstrate accountability but also as a tool for continuous improvement. Results inform curriculum revisions, instructional practices, program review, accreditation self-studies, and strategic planning. Updates to this plan and reporting practices, will be published on the OSU-OKC website to ensure transparency and public access.