



OKLAHOMA CITY

2023-2027 Student Assessment Plan

SECTION 1 – ENTRY LEVEL ASSESSMENT AND COURSE PLACEMENT

(Student Assessment and Remediation 3.20.4)

- **Identify the information that will be used to determine college-level course placement.**

National test scores, high school records, in-house placement exam and prior college credit will be the information used by OSU-OKC to determine college-level course placement for new, transfer and returning students.

- **Please identify the specific multiple measures your institution will implement (e.g., high school GPA and CPT cut scores).**

Student readiness for college-level coursework in the areas of Reading, English, Mathematics, and Science Reasoning will be determined by one or more of these measures:

- ACT/SAT
- ACCUPLACER NextGen
- CCMR
- High school GPA
- Institutionally developed assessment
- Prior college credit

- **Identify how the need for remediation will be determined (e.g., CPT cut scores or advising process).**

ACT: students with ACT subscores of 19 or above in Reading, English, Mathematics, and Science Reasoning are not required to complete remedial or developmental coursework in those subject areas.

SAT: students with a 510 or above in English with evidence-based reading & writing are not required to complete developmental coursework in reading/writing. Students with a 510 or above in math are not required to complete developmental coursework. There is no Science section so other method required.

ACCUPLACER NextGen: May be used in certain situations for concurrent students.

CCMR: Students who participated in CCMR and have a final grade of A or B are eligible to enroll in college-level math 1483 Mathematical Functions or 1513 Precalculus I.

HIGH SCHOOL GPA:

- **English:** Students who have graduated within the last 10 years and with a 3.0 or greater high school GPA are considered proficient for reading/writing and developmental coursework is not required. Students with high school GPAs in the following ranges receive placement as follows: 2.5 – 2.9 receive placement for English Comp I with co-requisite Support for English Comp I; 2.0 – 2.4 receive placement for Reading & Writing II and below 2.0 receive placement in Reading & Writing I.
- **Math:** Students who have graduated within the last 2 years and with a 3.0 or greater high school GPA are considered proficient in math and developmental coursework is not required. Students with high school GPAs in the following ranges receive placement as follows: 2.5-2.9 receive placement for MATH 1513, 1483, or 1413 with the associated co-requisite course or STAT 1103; 2.0-2.4 receive placement for ICSM 0233 (previously ICSM 0234), MATH 1413, with the

associated co-requisite course or STAT 1103; below 2.0 receive placement for ICSM 0113 (previously ICSM 0104), Introduction to College Math.

INSTITUTIONAL PLACEMENT EXAMS:

Students who do not have ACT/SAT scores or who do not meet one of the other placement measures will take the OSU-OKC placement exam.

The reading part of the test consists of a short reading passage, followed by some multiple-choice and true/false questions about the passage. The writing part of the test provides some information and a prompt to write a short essay, which will require use of the information provided. Students are allotted 90 minutes total and the exam is proctored. Placement is according to the proficiency assigned:

English Comp I

- 100 %/75% reading and 100% writing

ICRW 0122 Support for Composition I and ENGL 1113 English Comp I

- 100% reading and 50% writing
- 100%/75% reading and 75% writing
- 50%/25% reading and 100% writing

ICRW 0123 College Reading and Writing II

- 100% reading and 25% writing
- 75%/50% reading and 50% writing
- 50%/25% reading and 75% writing

ICRW 0035 College Reading and Writing I

- 75%/50%/25% reading and 25% writing
- 25% reading and 50% writing

The math exam is timed and consists of two parts. Part 1 has 44 questions covering non-algebraic math: arithmetic operation with integers, geometry and measurement, basic equation solving, and personal finance. Part 2 has 40 questions covering algebraic based mathematics. Students are allotted 2.5 hours for each part; scoring in both parts is used to determine the proficiency level, which is used for placement.

100% proficient

- Part 1 score 70 to 100 and Part 2 score 75 to 100

75% proficient

- Part 1 score 70 to 100 and Part 2 score 60 to 74

50% proficient

- Part 1 score 70 to 100 and Part 2 score 0 to 59

25% proficient

- Part 1 score 59 to 69 and Part 2 score 0 to 59

0% proficient

- Part 1 score 0 to 58 and Part 2 score 0 to 59

STEM majors: 0% proficiency requires sequencing ICSM 0113 and ICSM 0233. 50% proficiency provides placement in ICSM 0233. 75% proficiency provides placement in co-requisites ICSM 0482/MATH 1483 or ICSM 0512/MATH 1513.

NON-STEM majors: 0% proficiency requires enrollment in ICSM 0113. Upon successful completion (grade C or better) students may enroll in MATH 1413, Quantitative Reasoning or STAT 1103, Fundamentals of Statistics. 25% proficiency provides eligibility to enroll in co-requisite courses ICSM 0412/MATH 1413.

- **Identify how the need for co-requisite will be determined e.g., high school GPA and CPT cut scores).**

CO-REQUISITE COURSE PLACEMENT:

Co-requisite course placement may be determined by ACT sub-scores below 19; eligible high school records for use of GPA or by in-house placement exams.

- **Co-requisite courses ICRW 0122 Support for Composition I and ENGL 1113 English Comp I**
 - ACT sub-score 17 or 18
 - High School GPA range 2.5 – 2.9
 - Institutional placement exam proficiencies
 - 100% reading with 75% or 50% writing
 - 75% reading with 75% writing
 - 50% reading with 100% writing
 - 25% reading with 100% writing
- **Co-requisite courses ICSM 0412 Prep for Quantitative Reasoning and MATH 1413 Quantitative Reasoning**
 - ACT sub-score 15-16
 - High School GPA range 2.5-2.9 or 2.0-2.4
 - Institutional placement exam proficiency of 25%
- **Co-requisite courses ICSM 0482 Prep for Mathematical Modeling & MATH 1483 Mathematical Functions and Their Uses OR ICSM 0512 Prep for Precalculus and MATH 1513 Precalculus I**
 - ACT sub-score 18
 - High School GPA range 2.5-2.9
 - Institutional placement exam proficiency of 75%

- **Identify how “adult” students who do not have ACT/SAT scores will be placed.**

Adult students who do not have ACT/SAT scores, who do not provide high school records that meet the graduation year limitation, or who do not have prior college credit to evaluate will take the institutional placement exam. Placement will be according to the proficiency level described in Placement will be according to the proficiency level described in Institutional Placement Exams and Co-requisite Course Placement.

SECTION II: GENERAL EDUCATION ASSESSMENT

(Student Assessment and Remediation 3.20.5)

Administering Assessment

- **Identify the institutional general education competencies/outcomes.**

The general education curriculum is designed to help students develop math, science and communication skills and gain a sense of social, and ethical and cultural values. OSU-Oklahoma City has developed five campus-wide student learning outcomes (CWSLO) that address knowledge and skills all students are expected to have at the completion of an OSU-Oklahoma City degree.

1. **Critical Thinking:** Students solve problems by evaluating arguments or propositions and making judgments that guide the development of their beliefs and actions.
2. **Effective Communications:** Students communicate effectively using organized and coherent written and oral presentations appropriate for the audience and situation.
3. **Computer Proficiency:** Students use computer and network technologies to gather, analyze and communicate information.
4. **Civic Responsibility:** Students engage in the community through activities effecting positive change in society and the environment.
5. **Global Awareness:** Students display sensitivity to cultures across local, national and global communities.

- **Identify how the institutional general education competencies/outcomes are assessed.**

Student accomplishment of these outcomes is assessed in each academic discipline and program. The assessment of student learning plan, developed by the program faculty, includes identification of specific campus-wide learning outcomes addressed in the courses required for the degree program and identification of assessment methods to be used to evaluate student accomplishment of those learning outcomes (see assessment plan template in Appendix B). Each academic department completes an annual assessment of student learning report that presents results of the assessment of student learning on the campus-wide learning outcomes (see assessment report template in Appendix C). The Office of Institutional Effectiveness and Accreditation/Assessment compiles the CWSLO results from individual program/discipline assessment reports into an annual student assessment activity report, which is available to administrators and faculty from the Assessment Plans and Reports SharePoint site.

SECTION III: PROGRAM OUTCOMES

(Student Assessment and Remediation 3.20.6)

Administering Assessment

- **Identify how your institution will collect and report on assessment data using direct measures for all active programs (e.g.; programs are encouraged to use multiple types of direct measures which are appropriate and available for their program). Types of direct measures may include, but are not limited to: locally developed test, standardized tests, writing assignments, capstone, portfolio, thesis, internship, certification, performance, presentation or project).**

Academic program student learning outcomes assessment at OSU-Oklahoma City is a faculty-driven process. Faculty in each academic department develop an assessment of student learning plan for each academic degree program on a biennial cycle (see odd-/even-year calendar cycle in Appendix D). The program student learning outcomes assessment identifies student learning outcomes describing the skills and knowledge expected of each student at the completion of the certificate or degree, and identifies a process for assessing student performance on the defined student learning outcomes. Assessment methods and measures are defined by program faculty.

Faculty in each degree program prepare an annual assessment of student learning report. In the annual report, faculty describe the assessment measures and methods used, student performance on those measures, and present next steps for applying those results for program improvement. The program/discipline assessment report form requires feedback from program/discipline faculty on all forms of assessment data, direct and indirect. Units are encouraged to link the assessment planning and reporting process to the unit budgeting and strategic planning process.

Faculty in academic disciplines that do not have degree plans but provide courses in the general education core for degree programs complete biennial discipline assessment of student learning plans and annual assessment of student learning reports. Each plan identifies the key knowledge or skills the student gains through completion of the central discipline courses (see assessment plan template in Appendix B). An annual assessment of student learning report completed by the faculty of each academic discipline presents results of the assessment of student learning related to the accomplishment of the discipline student learning outcomes (see assessment report template in Appendix C).

A robust curriculum in general education coursework is important to graduating well-rounded students prepared for work, life and citizenship in their communities. Assessment data received will be used to measure the need for course redesign in curriculum and/or delivery to impact students' success in their major and in meeting the multi-faceted challenges graduates will face in the workforce.

The Institutional Assessment Committee supports the Office of Institutional Effectiveness and Accreditation through recommending, facilitating, and supporting policies, processes and practices used by OSU-Oklahoma City for assessing student learning and learning support services. The Committee is a resource for faculty and staff who take on assessment initiatives. The Committee also provides consultation on institution-wide data reporting on academic achievement, learning support services, and administrative services. This diverse group serves as a peer-review committee for their respective units/divisions. Members also serve as reviewers of institutional assessment plans and reports. Through their efforts, members are actively supporting institutional effectiveness efforts, are being

advocates for data-informed decision making on campus, and are offering feedback for continued improvement of campus-wide assessment efforts.

SECTION IV: STUDENT ENGAGEMENT AND SATISFACTION

(Student Assessment and Remediation 3.20.7)

Administration of Assessment

- **Identify what assessments will be used.**

Student satisfaction will be assessed using a newly developed in-house satisfaction survey, which will be administered every spring semester. The survey is designed to measure overall OSU-OKC student experiences in coursework, support services, campus environment, and extracurricular activities.

Other methods to measure student satisfaction and engagements may include:

- **Course Evaluations:** End of instruction course evaluation surveys are administered for each course each semester.
- **Graduating Student Surveys:** Students who apply for graduation complete a graduating student survey. The results of this survey are collected and analyzed by the IEA office.
- **Graduate Student Surveys:** OSU-OKC Alumni will receive a graduate student survey 6 months after spring graduation.

- **Identify how students will be selected.**

The in-house Student Satisfaction Survey will be delivered to all students enrolled during the spring semester. For the other survey types, students are selected based on the group being surveyed.