ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY

OKLAHOMA PANHANDLE STATE UNIVERSITY
2017-2018

SECTION I – ENTRY LEVEL ASSESSMENT AND COURSE PLACEMENT

ACTIVITIES

I-1. WHAT INFORMATION WAS USED TO DETERMINE COLLEGE-LEVEL COURSE PLACEMENT?

Oklahoma Panhandle State University made heavy use of the ACT examination for admissions decisions, as well as remedial placement. First-time students age 21 or older who had no reported ACT scores were required to take all sections of the CPT placement battery. Students could retake the exam once per semester prior to the beginning of classes.

I-2. WHAT INFORMATION WAS USED TO DETERMINE CO-REQUISITE COURSE PLACEMENT (E.G., CUT SCORES, HIGH SCHOOL GPA, CLASS RANKING)?

Test scores from the ACT and CPT test were used to place students in co-requisite English courses in Fall 2017 and Spring 2018.
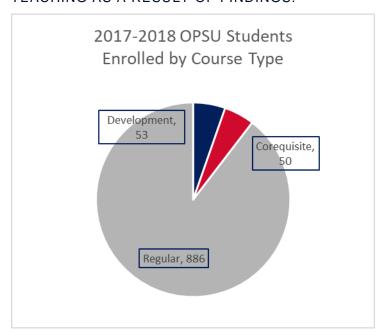
I-3. HOW WERE STUDENTS DETERMINED TO NEED REMEDIATION DEFICIENCIES (E.G., CUT SCORES, MULTIPLE-MEASURE METRICS, OR ADVISING PROCESS)?

ACT scores lower than 19 determined a deficiency which would be met in a remediation course. All students below the age of 21 who had ACT sub-scores below 19 on English, Math, or Reading were required to take the College Placement Testing (CPT) tests for the respective subsection. For Mathematics entry level courses, ACT scores between 19 and 21 instituted the use of a multiple measures rubric to place students in either remediated or regular courses. Accuplacer scores for Mathematics were set as 73 or better in Elementary Algebra to go into non-remediated courses. An Accuplacer score of both 87 or better in Sentence Skills and 70 or better in Reading enabled students to be placed in the non-remediated English courses.

I-4. WHAT OPTIONS WERE AVAILABLE FOR STUDENTS TO REMEDIATE BASIC ACADEMIC SKILL DEFICIENCIES?

In Fall 2017, stand-alone 0 level courses were offered for English and Mathematics, as well as co-requisite 0 level courses for English. In Spring 2018, stand-alone and co-requisite 0 level courses were offered for English and a new "plus" 5 credit course was offered for Mathematics in which remediation and regular coursework were taught in the same class.

I-5. DESCRIBE ANALYSES AND FINDINGS OF STUDENT SUCCESS IN DEVELOPMENTAL, CO-REQUISITE AND COLLEGE-LEVEL COURSES (INCLUDE ENROLLMENT COUNTS, GRADE DISTRIBUTION AND OVERALL PASS RATES), EFFECTIVENESS OF THE PLACEMENT DECISIONS, EVALUATION OF CUT-SCORES, AND CHANGES IN THE ENTRY-LEVEL ASSESSMENT PROCESS OR APPROACHES TO TEACHING AS A RESULT OF FINDINGS.

2017-2018 OPSU Students Enrolled by Course Type

Development, 53
Corequisite, 50
Regular, 886

Course Type	Pass Rate	
	Pass	**Fail**
Development	23	27
Co-requisite	25	22
Regular	558	248

	Grade Distribution							
Course Type	**A**	**B**	**C**	**D**	**F**	**W**	**Satisfactory**	**Unsatisfactory**
Development	2	3	5	1	10	3	13	16
Co-requisite	0	0	0	0	0	3	25	22
Regular	142	222	185	95	153	80	9	0

Accuplacer exam cutoff scores are to be re-evaluated Fall 2018 in preparation for the Accuplacer update January 2019. Plus courses were started in Spring 2018 for Math and Fall 2018 for English. More data is needed to evaluate the Plus courses for Math (started Spring 2018) and English (started Fall 2018) and the effectiveness of placement in those courses. The Plus course placement and Accuplacer test score cutoffs will be re-evaluated at the end of Spring 2019.

SECTION II –GENERAL EDUCATION ASSESSMENT

ADMINISTERING ASSESSMENT

II-1. DESCRIBE THE INSTITUTIONAL GENERAL EDUCATION COMPETENCIES/OUTCOMES AND HOW THEY ARE ASSESSED.

The old general education outcomes were assessed using rubrics and pre/post-tests. The general education outcomes, as a result of a change in the university strategic plan, have been revised as follows:

OLD	NEW
Oral and Written Communication: • Reading critically and expressing ideas clearly, logically, and persuasively in standard written English • Expressing ideas clearly, logically, and persuasively in standard spoken English	Oral and Written Communication: • Communicate effectively using written, oral, and symbolic languages.
Analytical and Quantitative Reasoning: • Applying mathematics as a language • Applying biological and physical science principles to the natural world • Utilizing principles of computer systems throughout the curriculum	Analytical and Quantitative Reasoning: • Read and think critically by analyzing, assimilating, and applying information.
Global and Cultural Awareness: • Interpreting relationships of the creative processes, aesthetic principles, and historic traditions of one or more of the humanities • Identifying the principles of history and culture of the United States • Identifying the principles of government, politics, and political organizations • Recognizing the ideas and principles that influence human thought and behavior • Identifying the economic principles that affect macroeconomics	Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community.

II-2. DESCRIBE HOW THE ASSESSMENTS WERE ADMINISTERED AND HOW STUDENTS WERE SELECTED.

Assessments were administered to a selection of a few students selected at random in the case of rubrics and were administered to the full course in the case of pre/post-test materials.

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 will be reformatted to include assessments such as rubrics, writing, discussion, presentation, research, videos, examinations, and surveys. This goal is to include all students in the assessment of general education.

ANALYSES AND FINDINGS

II-5.　REPORT THE RESULTS OF EACH ASSESSMENT BY SUB-GROUPS OF STUDENTS, AS DEFINED IN INSTITUTIONAL ASSESSMENT PLANS.

The employee in charge of assessment of the general education program left at the end of Spring 2018 and took much of the information about the program assessment with them. As a result, there is little to no information to be compiled into results for this report.

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

The employee in charge of assessment of the general education program left at the end of Spring 2018 and took much of the information about the program assessment with them. As a result, there is little to no information to be compiled into results for this report.

II-7.　DESCRIBE THE EVALUATION OF THE GENERAL EDUCATION ASSESSMENT AND ANY MODIFICATIONS MADE TO ASSESSMENT AND TEACHING IN RESPONSE TO THE EVALUATION.

The loss of the assessment did not stop the forward progress of teaching. As a result of the loss of historical data, an opportunity to re-invent the general education assessment has presented itself. The goals were changed and the assessments will become much more complex and useful to stakeholders.

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.

Assessment Measure	Program	Number of Students
Pre/Post Test	General Studies	942
	Biology	310
	Chemistry	186
	Agriculture	156
	Psychology	92
	Agronomy	47
Research	Nursing	271
	English	214
	Chemistry	66
	Social Studies	57
	History	55
	Accounting	37
	Biology	36
	Elementary Education	27

	Psychology	15
Case Studies	Nursing	91
	Accounting	60
	Agronomy	13
	Elementary Education	8
Written Report	English	535
	Nursing	523
	Biology	396
	Accounting	203
	Business Administration	182
	Physical Science	159
	Animal Science	114
	Health and Physical Education	74
	Chemistry	66
	Social Studies	57
	History	55
	Elementary Education	46
	Business Administration	43
	Agribusiness	20
	Criminal Justice	20
	Vocational Agricultural Education	19
	Psychology	15
	Criminal Justice	9
	Agronomy	8
	Mathematics	6
Oral Presentation	Nursing	238
	Business Administration	182
	Criminal Justice	82
	Chemistry	66
	Social Studies	57
	History	55
	Health and Physical Education	51
	Business Administration	43
	Elementary Education	41
	Biology	36
	Accounting	29
	Agribusiness	20
	Agronomy	16
	Physical Science	15
	Animal Science	7
	Mathematics	6
Discussions	Accounting	244
	Nursing	212
	Physical Science	144
	Animal Science	86
	Social Studies	57
	History	55
Group Presentations	Animal Science	49
	Accounting	44
Calculation Work	Nursing	99
	Biology	59
	Animal Science	20
	Agronomy	13
	Mathematics	8
	Advanced Emergency Medical Technician	7
	Emergency Medical Technician	7
	Chemistry	4
Rubrics	General Studies	520
	Agribusiness	374

	Biology	345
	Agriculture	182
	Criminal Justice	102
	Nursing	74
	Chemistry	66
	Elementary Education	44
	Business Administration	43
	Mathematics	19
	Vocational Agricultural Education	19
	Animal Science	18
	Physical Science	15
	Psychology	15
	Criminal Justice	9
	Music	8
Employer Survey	Agribusiness	227
Course Grade	Vocational Agricultural Education	125
	Agriculture	64
	Elementary Education	58
	Agribusiness	8
Peer Evaluation	Biology	345
	Agribusiness	227
	Nursing	74
	Animal Science	18
	Vocational Agricultural Education	13
Class Participation	Agribusiness	56
	Business Administration	32
Test	Chemistry	225
	Physical Science	144
	Nursing	141
	Criminal Justice	106
	Criminal Justice	76
	Agronomy	51
	English	29
	Animal Science	23
	Health and Physical Education	22
	Industrial Technology	22
	Mathematics	6
Skill Performance	Chemistry	225
	Animal Science	81
	Health and Physical Education	75
	Industrial Technology	28
	Technology	28
	Vocational Agricultural Education	14
	Music	8
	Fire Protection and Safety Training	1
Student Work Sample	Biology	59
Student Survey	Chemistry	171
	Psychology	35
Self-Evaluation	Physical Science	159
	Nursing	74
	Chemistry	66
	English	22

III-2. WHAT WERE THE ANALYSES AND FINDINGS FROM THE PROGRAM OUTCOMES ASSESSMENT?

As a result of the annual assessment, findings included many assessment plan changes because of the change in the assessment goals as a result of the changes in the university strategic plan. Specifically, 27 out of the 33 programs on campus will change their assessment plans to better align. All but 1 program have produced changes in the assessment plan based on previous data. The program which is not changing by using data will be working closely with the assessment coordinator over the next year to ensure data collection and its use for the future. As far as creating reliable and valid data, the programs are doing well with some small errors which have been corrected to improve the collection of data to be of use towards the student learning outcomes. Other small errors of understanding about assessment included using an assessment measure as a student learning outcome and using a course grade as an assessment measure. These errors have been corrected and will assist instructors to become better data gatherers for the 2018-2019 year.

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 are being revised 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 will be fulfilled with a new internal webinar series held on campus weekly and accessible both on and off campus through the online teaching platform, D2L Brightspace.

SECTION IV – STUDENT ENGAGEMENT AND SATISFACTION

ADMINISTRATION OF ASSESSMENT

IV-1. WHAT ASSESSMENTS WERE USED AND HOW WERE THE STUDENTS SELECTED?

The Freshman Expectations survey was administered in the freshman level Student Success course. All students took the survey as part of their coursework. The Graduation survey was administered to any student who received a diploma during the 2017-2018 year. The Athletic survey was administered to all student-athletes at the completion of their athletic season.

IV-2. WHAT WERE THE ANALYSES AND FINDINGS FROM THE STUDENT ENGAGEMENT AND SATISFACTION ASSESSMENT?

The employee in charge of the Freshmen Expectations survey left at the end of Spring 2018 and took the entirety of the information about the program assessment with them. As a result, there is no information to be compiled into results for this report.

The Graduation Survey results were analyzed at the beginning of the school year. One of the main takeaways of this analysis was that the survey was too lengthy and asked questions that were not

relevant for students to answer. This resulted in many comments from students focused on their negative feelings towards the length of the survey.

The analysis and findings from the Athletic Survey were that students indicated that there were several facilities that needed to be updated. There were also some concerns with certain sports' coaching staffs.

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

The Freshmen Expectations survey was rewritten for the beginning of Fall 2018. The results are shared with many at the university, prohibiting its future loss.

The Graduation Survey will be rewritten for Spring 2019 graduates with the intent of better focus on what is truly relevant for Oklahoma Panhandle State University to find out about student satisfaction in their university.

The Athletic Survey was used to address concerns of the students. In specific, four new coaches were hired, funds have been provided for locker rooms to be updated, the football field was turfed, and the weight rooming is in the planning stages of being renovated.

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 2017-18:

Categories:	Cost:
Assessment fees	$28,918
Assessment salaries	$12,450
Distributed to other departments	$0
Operational costs	$20,183
Total Expenditures	$32,633