

OSU INSTITUTE OF TECHNOLOGY
POLICY & PROCEDURES

Assessment and Remediation

**2-011
ACADEMIC AFFAIRS
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INTRODUCTION

1.01 Students at OSU Institute of Technology (OSUIT) are expected to improve general intellectual skills, to attain competence in one or more technical or academic disciplines of choice, and to develop interpersonal and leadership skills needed for productive careers and effective citizenship. Faculty design curricula and create learning environments for students to achieve identified program outcomes. Student learning occurs in structured classroom environments, practical laboratory experiences, one-on-one interaction among faculty and students, hands-on internships, and through distance learning.

OSUIT will maintain a comprehensive assessment plan and collect evidence and analyze both the effectiveness of the assessment plan and use the results to improve student learning. Results of these analyses will be reported to the Oklahoma State Regents for Higher Education (OSRHE).

This policy also specifies how students who do not meet curricular and basic academic skills requirements in the areas of English, mathematics, reading, and science for university admission or competency may satisfy these deficiencies.

1.02 OSUIT endorses the philosophy of outcomes assessment of The Higher Learning Commission and the following underlying assumptions lay the foundation of OSUIT's assessment system and vision:

- The promotion of student learning is the purpose of every assessment initiative. Student learning is the common goal of every division and program.
- Assessment has the potential to promote an atmosphere of learning, cultural diversity, and curricular innovation.
- Assessment of student learning bridges the gap between academic programs and student support services.
- Assessment results are used for program improvement and to initiate and build additional services and academic programs.
- Budgetary decisions are made as a direct result of assessment efforts to further student learning.

DEFINITIONS

“Academic Program Learning Outcomes Assessment” (or major field of study assessment) measures students learning in the major based on stated program goals and objectives.

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“Accountability and Institutional Effectiveness” refers to evaluating and demonstrating an institution’s capacity to fulfill its mission and improve the quality of its education.

“Adult Students” refers to students who have not enrolled in college directly from high school and may or may not have been admitted under special admission for adults (see Adult Admission in the OSRHE’ *Institutional Admission and Retention* policy).

“Assessment of Student Learning” is the process of gathering, analyzing, and interpreting data on student learning and development for the purpose of evaluating educational impact and improving programs, and, ultimately, improving the institution.

“Basic Academic Skills” are minimum required skills for college success in English, mathematics, science, and reading.

“Basic Academic Skills Deficiencies” refers to assessment results below that which is required to enroll in college-level courses in the subject area.

“Concurrent Enrollment” is a high school student enrolled in college-level coursework.

“Curricular Deficiencies” refers to high school curricular requirements for college admission that have not been met by the student in high school.”

“Curricular Requirements” are the units of high school course work required for college admission to public colleges and universities in the State System found in 3.9 *Institutional Admission and Retention*.

“Developmental Education” are courses or academic services that do not carry college credit and are designed to raise students’ knowledge competency in the subject area to the collegiate level.

“Entry Level Assessment and Placement” is an evaluation conducted which assists institutional faculty, advisors, and students in making decisions for the best possible chance of success in attaining academic goals.

“General Education Assessment” measures competencies gained through the general education program as described in 3.14 *Undergraduate Degree Requirements* and Higher Learning Commission (HLC) standards indicating a student’s breadth of knowledge, skill and intellectual inquiry.

“Remediation” is a process for removing curricular or basic academic skills deficiencies through developmental education that leads to demonstration of competency and success in college-level courses.

“Student Engagement and Satisfaction” are measures of current and former students’ perceptions of programs and services.

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POLICY

For the purpose of improving teaching and learning, OSUIT assesses students using criteria approved by the OSRHE and including at least the following four categories: (1) entry level to determine academic preparation and course placement; (2) general education assessment; (3) academic program learning outcomes assessment; and (4) student engagement and satisfaction. Assessment applies to all direct from high school and adult students. Assessment will be consistent with the HLC Criteria for Accreditation and Core Components and consistent with OSRHE Policy 3.7 *Academic Program Review*.

2.01 Entry Level Assessment and Course Placement

A. Curricular Requirements

OSRHE *Institutional Admission and Retention Policy* requires institutions admitting students with one or more curricular deficiencies to provide the means to satisfy those deficiencies and to remediate these deficiencies within the first 24 college-level credit hours attempted.

Students with curricular deficiencies in English, mathematics, reading, and science who fail to demonstrate adequate curricular competence through a minimum ACT subject score or institutional secondary assessment will be required to participate in developmental education designed to remedy the deficiency. Students must achieve competency equivalent to a "C" or better to remove the deficiency.

B. Basic Academic Skills Requirements

Students scoring below the ACT subject score minimum level will be required to undergo additional testing, as approved by the OSRHE, to determine the level of readiness for college-level course work or successfully complete developmental education in the subject area. Students must begin remediation of basic academic skills deficiencies during the first semester and continue until prepared for college-level course work in the respective subject area.

C. Limits

The Vice President of Academic Affairs may allow a student who has been regularly enrolled to continue to enroll in college-level course work in addition to developmental course work beyond the 24 college-level credit hour limit, provided the student has demonstrated success in college-level course work. Such exceptions must be appropriately documented and a report made available to the OSRHE upon request.

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2.02 General Education Assessment

OSUIT conducts general education assessment after the student has typically completed 45 semester hours, and prior to the end of the degree program for associate degree programs and prior to the completion of 70 semester hours for students in baccalaureate programs and at the end of the degree program. Measures include those chosen by faculty to improve teaching and learning in areas such as communication, critical thinking, mathematics, reading, and writing. In addition, OSUIT conducts general education assessment using measures approved by the OSRHE to externally benchmark student progress.

2.03 Academic Program Learning Outcomes Assessment

Academic Program Learning Outcomes Assessment is conducted on an ongoing basis with results reported annually to the OSRHE office. When available and appropriate, nationally standardized instruments are used. The following criteria are guidelines for the section of assessment methodologies:

- A. Instrument(s) should reflect the curriculum for the major and measure skills and abilities identified in the program goals and objectives.
- B. Instrument(s) should assess higher level thinking skills in applying learned information.
- C. Instrument(s) should be demonstrated to be reliable and valid.

2.04 Student Engagement and Satisfaction

Student and alumni perceptions are important in the evaluation of academic and campus programs and services. Such perceptions are valuable because they provide an indication of the students' subjective view of events and services which collectively constitute their undergraduate experiences. Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Resulting data are to be used to provide feedback for the improvement of programs and services. Results from standardized measures will be reported at least every three years to the OSRHE and will be included in the annual report.

2.05 The primary focus of the assessment process is on evaluating the effectiveness of academic programs and instruction, as well as on developing methods to improve the educational process.

2.06 Although data is collected from individual students, the purpose of the assessment is not to certify the competence or skills of individual students.

2.07 The outcomes of extra-curricular activities are assessed to the degree that they relate to academic goals.

2.08 Assessment results are an integral part of the program review and strategic planning processes.

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- 2.09 Attainment of general educational core outcomes is assessed primarily at the college level and at the division or program level when the outcomes are clearly related to the division's mission and goals.
- 2.10 Technical program outcomes assessment is conducted at the division and/or program level. Assessments use methods and procedures appropriate to the nature of the discipline, and the identified outcomes of the program.
- 2.11 Student outcomes are assessed both formatively and summatively in all programs.
- 2.12 Post-graduate assessment is conducted as part of the assessment process.
- 2.13 Multiple methods of assessment are encouraged, including methods independent of specific courses. Existing sources of information are used when feasible. Not every student needs to be assessed by every method, as the focus of assessment is on improving the educational process. A university-wide minimum standard of student performance is 80% of graduates achieving competence in program outcomes at 70% proficiency or higher.
- 2.14 Assessment results are shared with faculty, administration, students, and other interested constituencies.

PROCEDURES

- 3.01 Assistance in developing and conducting assessment programs and university-wide assessment studies will be provided by the Assessment Committee, the Office of Institutional Research, and the Office of Academic Excellence & Distance Learning.
- 3.02 Each program will designate one or more individuals to serve as leads to their division who will implement assessment policies and procedures, and make recommendations to the Assessment Committee. The responsibility of a lead is to attend Campus-Wide Assessment Committee meetings, report the discussion of said meetings to the division, guide assessment discussions in the division, gather assessment materials for the division, and report assessment findings.
- 3.03 Each academic program or division will annually review and update, as applicable, written procedures that specify the desired educational outcomes of the program, the procedures that are used to measure attainment of these outcomes, and how the results of the assessment process are used to improve learning and instruction. Assessments should include objective measures specific to the program and measures of those general educational goals that are expected to be attained.
- 3.04 Each program will integrate the results of its assessment process into its program review and strategic planning processes. Data results will be used to inform instructional revision and improvement.

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- 3.05 Using WEAVEonline®, assessment reports (including assessment plans, results, and conclusions for each academic program) will be submitted annually by the division to the Assessment Committee for review and approval.
- 3.06 After approval by the Assessment Committee, these annual reports will be forwarded to the Vice President of Academic Affairs for review and approval.
- 3.07 Assessment plans will be evaluated as a part of each program's regularly scheduled program review.
- 3.08 Course level assessments will be reported by faculty at the conclusion of each academic semester using Web4Faculty. For those courses containing an assessment, in addition to a student's grade for the course, a Pass or Fail and a percentage score will be entered for the course assessment.

ASSESSMENT PLAN AND REPORTING

To accomplish effective and coordinated State System assessment, OSUIT maintains a current assessment plan that includes a minimum of the assessments required in this policy. The plan will be submitted to the OSRHE every five years or when changes are made.

Annual reporting will include the following information:

- 4.01 Entry Level Assessment and Placement
- Name of assessment instruments and cut scores as appropriate;
 - Description of additional information reviewed;
 - The number and pertinent demographics (e.g., freshman, first-time, adult) of students to whom each instrument was administered;
 - The success rates of students in developmental courses or receiving development services by subject;
 - The success rates of students enrolled in developmental compared to students not requiring these services;
 - Instructional changes made or planned due to entry level assessment results;
 - Results of other studies of entry level assessment conducted at the institution.
- 4.02 General Education Assessment
- Name of assessment instruments used;
 - The number and pertinent demographics (e.g., freshman, senior, capstone) of students to whom each instrument was administered;
 - The success rates of students by subject (e.g., communication, critical thinking, mathematics, reading, and writing);
 - Instructional changes made or planned due to general education assessment results;
 - Results of other studies of general education assessment that have been conducted at the institution.

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4.03 Academic Program Learning Outcomes Assessment

- List, in table format, assessment measures, average scores, success rates (e.g. job or graduate school placement) and number of students assessed for each major field of study in undergraduate and graduate programs;
- Instructional changes made or planned due to undergraduate and graduate academic program outcomes assessment results;
- Results of other studies of undergraduate and graduate academic program outcomes assessment that have been conducted at the institution.

4.04 Student Engagement and Satisfaction Assessment

- Name of assessment instruments used;
- The number and pertinent demographics (e.g., freshman, senior, alumni) of students to whom each instrument was administered;
- Instructional changes made or planned due to student engagement and satisfaction assessment results;
- Results of other studies of student engagement and satisfaction assessment that have been conducted at the institution.

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