

[Excerpt]

3.19 STUDENT ASSESSMENT AND REMEDIATION

3.19.1 Purpose

Assessment of students fulfills two purposes: (1) Improvement of teaching and learning; and (2) Accountability and institutional effectiveness. Assessing individual students at various points in their academic careers provides feedback to them on how well they are performing in relation to stated learning goals and, at the same time, provides information to faculty and staff on how to improve student success. Student assessment also provides information regarding the value of Oklahoma higher education through the use of measures that are comparable among institutions and other states.

Accountability to the citizens of Oklahoma and external accrediting bodies and continuous improvement of student learning and institutional effectiveness, measurable through assessment programs, are the responsibilities of the State System and each institution.

This policy also specifies how students with curricular and basic academic skills deficiencies in the areas of English, mathematics, reading, and science will remediate them within the State System.

3.19.2 Definitions

The following words and terms, when used in the Chapter, shall have the following meaning, unless the context clearly indicates otherwise:

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

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

“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” refer to assessment results below required level to enroll in college-level courses in the subject area.

“Concurrent Enrollment” refers to a high school student enrolled in college-level course work.

EFFECTIVE BEGINNING WITH FALL 2016 SEMESTER

“Curricular Deficiencies” refer 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 coursework required for admission to public colleges and universities in the State System found in 3.9 *Institutional Admission and Retention*.

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

“Entry Level Assessment and Course Placement” is an evaluation conducted to assist institutional faculty, advisors, and students in making decisions course placement.

“General Education Assessment” measures competencies gained through the general education program as described in 3.14 *Undergraduate Degree Requirements* and 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.

3.19.3 Principles

A. Improvement of Teaching and Learning

For the purpose of improving teaching and learning, each college and university shall assess students using criteria approved by the State Regents 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 students including those admitted through adult admission (refer to Adult Admission in the *Institutional Admission and Retention* policy). Assessment will be consistent with the HLC Criteria for Accreditation and Core Components and consistent with 3.7 *Academic Program Review*.

B. Accountability and Institutional Effectiveness

Assessment for accountability and institutional effectiveness should, whenever possible, be compared to external benchmarks. Data in each category of assessment will be reported to the State Regents annually and will include detailed information designed to demonstrate the effectiveness of the assessments consistent with the mission and programs of the institution. Reports may include the annual student assessment report and national assessment reports for comparing institutions and State Systems.

EFFECTIVE BEGINNING WITH FALL 2016 SEMESTER

As institutions develop criteria and select assessment measures that demonstrate institutional effectiveness, each assessment should be coordinated and complement the improvement of teaching and learning. Institutions should evaluate the validity and reliability of the assessments.

In recognition of varying institutional missions and student populations served, assessment for accountability and institutional effectiveness should include the institutional characteristics that produce the most meaningful comparisons and useful information for improvement. Assessment programs should also consider the needs of special populations in the development of policies and procedures.

C. Developmental Education

Certain disciplines, most notably English, mathematics, and science, build on requisite knowledge. College courses in such disciplines assume a student knowledge base gained in high school or other previous academic experiences. It is therefore imperative that students not enroll in college-level courses in the fields when lacking that knowledge.

Students should not enroll in college-level courses, such as history or other elective courses, without a necessary foundation in reading and writing.

Students who can demonstrate competency in an academic field, even though they did not take the required course(s) in high school, will have the curricular deficiency waived. Such students will be allowed to enroll in the respective discipline's college-level courses.

Within the State System, the community college tier is officially designated as responsible for developmental education. Although institutions in other tiers, with the exception of regional universities with assigned community college functions, do not have this developmental education responsibility, such institutions may also offer developmental education.

Developmental education at all state system institutions shall be fully supported through student fees.

3.19.4 Entry Level Assessment and Course Placement

A. High School Curricular Requirements

The State Regents' *Institutional Admission and Retention* policy lists high school curricular requirements for admission to programs leading to associate in arts, associate in science, associate in applied science, and baccalaureate degrees. The 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

EFFECTIVE BEGINNING WITH FALL 2016 SEMESTER

deficiency. Students must achieve a competency equivalent to a "C" or better to remove the deficiency.

Students with a curricular deficiency in history or citizenship skills, who present an ACT reading subject score at or above the specified level or who score at the designated level on any approved secondary institutional reading assessment instrument, may be admitted as regular admission students. These students will be required to complete an additional three-hour college-level history or citizenship skills course to make up the high school deficiency.

Students with an elective deficiency may also be admitted as regular admission students as specified in the State Regents' *Institutional Admission and Retention* policy, but will be required to take an additional three-hour collegiate course in an elective subject area(s).

These course placement requirements will be communicated regularly to high school students, parents, schools teachers, counselors, and administrators for the purpose of informing them of the proficiency levels in the basic academic skills areas needed to be adequately prepared for college-level work.

B. Basic Academic Skills Requirements

Student competency may be demonstrated and deficiencies removed in basic academic skills English, mathematics, reading and science—through the use of State System ACT scores in the four subject areas of science, English, and mathematics and reading, or high school assessments predictive of college course success. Institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT subject test score requirement. The system ACT subject scores are reviewed by the State Regents and communicated annually. Each institution will use measures for course placement as approved by the State Regents.

Students scoring below the ACT subject score minimum level will be reviewed with additional information, as approved by the State Regents, 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. Institutions are responsible for directing students to complete developmental education within the first year or 24 college-level credit hours. The president or the president's designee may allow exceptions on an individual basis for students with extenuating circumstances. All exceptions will be reported to the State Regents.

C. Concurrently Enrolled High School Students

EFFECTIVE BEGINNING WITH FALL 2016 SEMESTER

High school students wishing to enroll concurrently in college courses must meet the designated score in English, mathematics, and science or they will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any collegiate course (outside the subjects of science, mathematics, and English). Concurrent enrollment students are not eligible for secondary institutional assessments and may not enroll in developmental education courses.

D. Adult Students

Institutions must assess adult students' academic competence through the evaluation of basic academic skills or curricular requirements as appropriate. This must be done through participation in the ACT or the review of additional information. If indicated by the course placement information, adult students must be remediated consistent with this policy. Institutions are responsible for directing students to complete developmental education within the first year or 24 college-level credit hours.

E. Course Placement and Developmental Education Evaluation

Institutional entry level assessment programs should include an evaluation of past academic performance, educational goals, study skills, values, self-concept and motivation. Student assessment results will be utilized in the placement and advisement process. Tracking systems for evaluation of institutional assessment programs must be in place. The purpose is to validate that information from assessment and course completion is used to evaluate, innovate and strengthen programs in order to accelerate student achievement and development. The data collection activities must be clearly linked to instructional improvement efforts. These data will be included in the annual assessment report.

F. Limits

The president or the president's designee may allow a student who has been regularly enrolled to continue to enroll in college-level courses work in addition to developmental course work beyond the 24 college-level credit hour limit, provided the student has demonstrated success in the college-level courses work. Such exceptions must be appropriately documented and a report made available upon request.

3.19.5 General Education Assessment

The results of general education assessment will be used to improve the institution's program of general education. This assessment is designed to measure the student's academic progress and learning competencies in areas such as communication, critical thinking, mathematics, reading, and writing.

Depending on specific degree requirements and mission of the institution, general education assessment measures include those chosen by faculty to

EFFECTIVE BEGINNING WITH FALL 2016 SEMESTER

improve teaching and learning in the general education core and in broad areas such as communications, critical thinking, mathematics, reading, and writing (refer to the *Undergraduate Degree Requirements* policy). Examples of appropriate measures include academic standing, standardized and institutionally developed instruments, portfolios, etc. In addition, all institutions will conduct a general education assessment using measures approved by the State Regents to externally benchmark student progress.

3.19.6 Academic Program Learning Outcomes Assessment

Selection of the assessment instruments and other parameters (such as target groups, when testing occurs, etc.) for undergraduate and graduate academic program learning outcomes assessment is the responsibility of the institution. Assessment findings will be reported in program reviews as indicated in State Regents' *Academic Program Review* policy. When available and appropriate, nationally standardized instruments will be used (see the *Academic Affairs Procedures Handbook* for examples of nationally standardized instruments). Results from standardized measures will be collected and reported annually to the State Regents. The following criteria are guidelines for the selection 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.

3.19.7 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. Resultant data will be used for the improvement of programs and services. Results from standardized measures will be reported at least every three years to the State Regents and will be included in the annual report.

For examples of programs/activities to be included in this level of assessment refer to the *Academic Affairs Procedures Handbook*.

3.19.8 Assessment Plan and Reporting

To achieve the purposes of this policy and to accomplish effective and innovative State System assessment, every institution will maintain a current assessment plan that includes a minimum of the assessments required in this policy. The plan will be submitted to the State Regents for approval every five years or when substantive changes are made.

EFFECTIVE BEGINNING WITH FALL 2016 SEMESTER

Annually, institutions shall submit to the State Regents' a student assessment report containing information related to this policy and the institution's approved plan. Refer to the *Academic Affairs Procedures Handbook* for details regarding the reporting requirements.

Approved October 4, 1991. Revised April 15, 1994; June 28, 1995; June 28, 1996; October 22, 2015.