OSUIT Student Assessment Plan (2025–2030)

Purpose

At OSU Institute of Technology, assessment is how we measure and strengthen student learning. The goal is not simply to collect data, but to use evidence to improve courses, programs, and student support services.

Assessment at OSUIT serves several purposes:
- **Improve teaching and learning** by giving faculty feedback they can use to enhance instruction and curriculum.
- **Support student success** by identifying academic skill gaps early and providing appropriate placement, co-requisite support, or supplemental instruction.
- **Demonstrate accountability and effectiveness** by comparing results to established standards and external benchmarks.
- **Guide planning and decision-making** by ensuring that assessment results inform program review, resource allocation, and continuous quality improvement.

These efforts align with the Higher Learning Commission's Criteria for Accreditation and the Oklahoma State Regents' policy on Student Assessment and Academic Program Review.

Section I – Entry Level Assessment and Course Placement

All first-time entering students must demonstrate academic proficiency before enrolling in college-level courses.

Proficiency may be demonstrated through any of the following measures:
- College Transfer Credit that shows subject proficiency.
- ACT Subscores: 19 or higher in English, mathematics, reading, or science.
- SAT Subscores: 510 or higher in the corresponding subject area.
- High School GPA: An unweighted GPA of 2.50 or higher (for graduates of accredited high schools).
- ACCUPLACER Scores: Minimum Next-Generation scores of:
    - Reading: 250
    - Writing or WritePlacer: 250 (or a 5 on WritePlacer)
    - Arithmetic: 250
    - Quantitative Reasoning, Algebra, and Statistics (QAS): 250

Graduates of unaccredited or home schools may demonstrate proficiency through college transfer credit, ACT, SAT, or ACCUPLACER scores.

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. OSUIT uses a co-requisite support model exclusively and does not offer traditional zero-level developmental coursework.

Co-Requisite Support Model
In the co-requisite model, students enroll concurrently in a college-level course alongside a paired co-requisite strategies 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.

Advising and Placement Process
All students meet with an academic advisor prior to enrollment for an advisement session. During this session, the advisor evaluates multiple factors to determine the most advantageous plan of study, including:
- Placement assessment scores (ACT, SAT, or ACCUPLACER)
- High school GPA
- Time elapsed since the student's last math or writing courses
- Student's comfort level with applicable course requirements

Based upon these factors, a student may be placed and/or opt into one of the following options:
1. Direct placement into the appropriate college-level course without additional support
2. College-level course with co-requisite strategies support course

Students who do not demonstrate academic proficiency through OSUIT's multiple placement measures are required to enroll in the appropriate co-requisite strategies support course when enrolling in college-level coursework. Students who qualify for direct placement into college-level coursework may elect to enroll in the co-requisite strategies support course if they feel they need additional support.

Concurrent high school students are not permitted to enroll in co-requisite strategies support courses and must demonstrate academic proficiency before enrolling in college-level coursework.

Course Placement Details
English/Writing:
- ENGL 1113 (Freshman Composition I) with ENGL 0112 (Freshman Composition Strategies)
- ENGL 1033 (Technical Writing I) with ENGL 0102 (Technical Writing Strategies)
Mathematics:
- MATH 1513 (Pre-Calculus) with MATH 0152 (Pre-Calculus Strategies)
- MATH 1493 (Math for Critical Thinking) with MATH 0142 (Math for Critical Thinking Strategies)
- MATH 1483 (Mathematical Functions & Their Uses) with MATH 0182 (Mathematical Functions Strategies)

- MATH 2003 (Business Mathematics) with MATH 0202 (Business Mathematics Strategies)

Enrollment Requirements and Timeline

Students with academic deficiencies must begin remediation during their first semester and continue until the deficiency is removed. Unless otherwise specified, students must remove academic deficiencies within the first 24 semester credit hours attempted. Transfer students must remove deficiencies within the first 12 semester credit hours attempted. With the exception of students enrolled in co-requisite developmental coursework, students may enroll in college-level courses within the deficiency's discipline area only after the deficiency is satisfied.

Per OSRHE policy, students may not be required to enroll in more than one level of developmental coursework in any subject area. Co-requisite support courses carry institutional credit but do not apply toward degree completion.

Note: Concurrent high school students are not permitted to enroll in co-requisite strategies support courses and must demonstrate academic proficiency before enrolling in college-level coursework.

Section II – General Education Assessment

OSUIT's general education courses are designed to help students gain broad knowledge and skills that prepare them for work, citizenship, and lifelong learning. To measure progress, we assess student learning in both institution-wide outcomes and the core competencies required by state policy.

Institutional General Education Outcomes

OSUIT has established the following general education outcomes:
- Communication: Effectively communicate electronically, verbally, and in writing.
- Critical Thinking: Demonstrate logical, systematic critical thinking.
- Ethics: Demonstrate ethical behavior and decision-making.
- Civic Responsibility: Contribute positively to community, society, and government.
- Technology: Utilize technology to aid in the discovery, development, and purposeful application of knowledge and skills.

Administering Assessment

General education assessment is coordinated by the Assessment Committee. Faculty, with oversight from school deans, design assessments that align with both program goals and the designated Core Outcomes. These assessments are embedded in required courses to ensure that all students in a program are evaluated. Assessment tools are reviewed for validity and reliability to ensure results are meaningful and accurate.

Use of Results

Data are collected at the conclusion of each semester, discussed at the school and program level, and reviewed annually by the Assessment Committee. Findings are incorporated into instructional improvement and curricular revisions.

Policy on Assessment
Per OSUIT policy, general education assessment is conducted after students have typically completed 45 semester hours for associate degree programs and prior to the completion of 70 hours for baccalaureate programs. Results are used to improve teaching and learning in areas such as communication, critical thinking, mathematics, reading, and writing.

Section III – Program Outcomes

Each OSUIT academic program defines specific learning outcomes that reflect both institutional core outcomes and the knowledge and skills required in the discipline. These outcomes are assessed continuously to ensure students are prepared for careers and further study.

Administering Assessment

Program assessment begins each fall term, with Faculty, deans, and assistant deans reviewing action items and improvements from the previous year's program assessment review, implementing those changes, and monitoring data collection during the fall and spring semesters.

Program learning outcomes are established by faculty within each academic program and are aligned with both institutional core outcomes and program-specific goals. Outcomes are assessed on an ongoing basis using direct measures embedded within courses, such as exams, writing assignments, portfolios, projects, internships, certifications, and capstone experiences.

Each program identifies the most appropriate assessment methods for its discipline. OSUIT requires measures to reflect curriculum content, assess higher-level thinking skills, and demonstrate reliability and validity. Where applicable, programs also utilize external assessments such as industry-recognized certifications, licensure examinations, and specialized accreditation standards to evaluate student achievement and ensure alignment with workforce and professional expectations.

Use of Results

At the end of the spring semester, schools write their program assessment reports during the summer term, highlighting findings, action steps, and areas for improvement. These reports are then reviewed by the Vice Provost and Provost to ensure continuous growth and accountability across all programs. The resulting data is used to inform curricular revisions, instructional

improvements, and strategic planning at the program and institutional level.

Per OSUIT policy, the university-wide minimum standard is that 80% of graduates achieve competence in program outcomes at a proficiency level of 70% or higher. Programs that do not meet these standards will be required to develop and submit action plans to improve performance in specific areas needing remediation. Programs may adopt additional standards or benchmarks based on disciplinary or accreditor expectations.

Through this process, OSUIT ensures that program outcomes remain aligned with workforce needs and that graduates leave with skills that are relevant, current, and measurable.

Section IV – Student Engagement and Satisfaction

OSUIT evaluates student and alumni perceptions of academic and campus programs and services through multiple assessment tools. These measures provide important feedback that is used to strengthen teaching, student support, and the overall educational experience.

Methods
Student engagement and satisfaction are assessed through:
- Course Evaluations (SmartEvals): Collected each term to gather student feedback on instruction and learning environments.
- Graduation Survey: Administered to students applying for graduation each term to assess their satisfaction with their academic program and overall educational experience as they transition to the workforce.
- Alumni Survey: Administered annually to graduates one year after program completion to evaluate employment outcomes, program relevance, and suggestions for improvement.
- Community College Survey of Student Engagement (CCSSE): Conducted every three years to benchmark OSUIT against peer institutions.
- Noel-Levitz Student Satisfaction Inventory (SSI) and Priorities Survey for Online Learners (PSOL): Administered in alternating years to measure student perceptions of services, advising, and campus climate. Results are also used for national comparison to peer institutions.

Supplemental Measures
In addition to satisfaction surveys, OSUIT collects evidence of engagement through general education pre- and post-assessments in Orientation, Computer Literacy, and Mathematics courses. These assessments measure students' growth in skills and confidence over time, providing another lens for understanding engagement with general education outcomes.

Use of Results
Data from these assessments are collected and aggregated by Institutional Research and

Analytics and shared with academic and administrative leadership. Results inform improvements in curriculum design, instructional practices, student services, and program offerings. Annual summary reports are published internally and externally.

Section V – Planning and Reporting

This document represents OSUIT's current assessment plan, as required by the Oklahoma State Regents for Higher Education. Assessment results are reviewed annually at the program and institutional levels. Updates to this plan will be reflected on the OSUIT website to ensure the public has access to the most current information on assessment practices.