

Carl Albert State College
Student Assessment Plan
Updated 3/25/2026

Course Placement Evaluation

A student's college preparedness is determined by evaluating testing results and high school performance measurements. The Office of Admissions evaluates credentials to provide students with a summary of entry requirements. All students are placed into freshman-level courses. Students are placed in the freshman-level course and a one-credit hour developmental lab if they fail to demonstrate proficiency through ACT scores, Next Generation Accuplacer scores, or a combination of ACT score and high school GPA.

Course Placement Measures

Students can demonstrate proficiency through the following multiple measures and test scores, which have been set by the Developmental Education Committee and approved by administration.

COLLEGE LEVEL ENGLISH (ENGLISH 1113):

- ACT 19+;
- Next-Gen Accuplacer Writing 260+; or
- ACT 17-18 & HS GPA of 3.00+

COLLEGE LEVEL READING:

- ACT 19+;
- Next-Gen Accuplacer Reading Comprehension 260+; or
- ACT 17-18 & HS GPA of 3.00+

COLLEGE LEVEL MATH:

- ACT 19+; or Next-Gen Accuplacer Quantitative 260+ for Algebra Pathway
- ACT 19+; or Next-Gen Accuplacer Quantitative 260+ for Statistics Pathway
- ACT 19+; or Next-Gen Accuplacer Quantitative 260+ for Modeling and Functions Pathway
- No minimum placement for Survey Pathway

Determining Need for Remediation

CASC identifies at-risk students by evaluating testing results and high school performance measurements. Students are placed into developmental courses when test scores fall below cut-off scores. The Office of Admissions evaluates credentials to provide accurate advisement when remediation is necessary.

For Deficiency Guidelines, CASC adheres to Oklahoma State Regent policy stating that all students must be evaluated for placement into college-level courses and remediate identified deficiency(s) within the first 24 credit hours of college enrollment. CASC evaluates both standard testing tools (ACT, SAT, & NextGen Accuplacer) and high school GPA to determine if remediation is needed in English and reading.

Beginning in fall 2025, students who have been identified as being underprepared based on testing scores and high school GPA are enrolled in a one-credit hour “Fast Track” in addition to the credit-bearing course.

CO-REQUISITE REMEDIAL ENGLISH

Fast-Track (ENGLISH 1113 + ENGL 0131):

- ACT 17-18 AND HS GPA below 3.0;
- ACT 0-16; or
- Next-Gen Accuplacer Writing 0-259

CO-REQUISITE REMEDIAL READING

Fast-Track (ENGL 1113 + ENGL 0131):

- ACT 17-18 AND HS GPA below 3.0;
- ACT 0-16; or
- Next-Gen Accuplacer Reading Comprehension 0-259

CO-REQUISITE REMEDIAL MATH

Fast-Track Algebra Pathway (MATH 1513 + MATH 0151):

- Completion of Math 1413 Survey of Contemporary Math
- ACT 0-18;
- Next-Gen Accuplacer Quantitative 0-259

CASC encourages all incoming students to take the ACT/SAT since some programs require ACT scores for admission. However, if an adult student is not seeking admission into one of the special programs, the student is then given Next-Gen Accuplacer in order to assess the need for developmental courses. If the adult student’s scores indicate proficiency, the student is immediately placed in credit-bearing classes. If the adult student is unable to obtain the set cut-off score, the student is placed in the credit-bearing course and the appropriate one-credit hour lab.

General Education Assessment

The three general education outcomes reflect the purpose of the general education curriculum, which is to:

- Emphasize the broad knowledge and skills characteristic of a lifelong learner
- Serve as the foundation of the education experience
- Equip graduates with transferable skills required to adapt, respond, and contribute to an ever-changing workforce and diverse world
- Provide a shared foundation, regardless of specialization, that unites recipients of higher education

Goals:

- Introduce techniques to reach conclusions through critical thinking
- Provide practical application of technological and information literacy
- Provide instruction on effective communication

General Education Outcomes

Upon the completion of a program, students will be able to:

Think Critically

- Define a problem or question appropriate to context
- Gather info/data necessary to address problem/question
- Evaluate information/data for credibility and relevance
- Develop appropriate conclusion/solution

Demonstrate Information and Technological Literacy

- Access and use relevant, accurate information with appropriate technology tools to facilitate student learning
- Evaluate information critically using technology as a resource
- Use information and technology ethically and responsibly
- Communicate information utilizing a variety of technology

Communicate Effectively

- Address the purpose of writing
- Demonstrate content development
- Demonstrate use of sources and evidence
- Express communication free of technical error

Assessment Process

The Faculty General Education Assessment Committee, which consists of a division chair and designated full-time general education and program faculty, guides the general education faculty with assessment planning and with the analysis and reporting based on aggregated annual assessment results.

General education outcome assessment is mission-focused. Curricular goals state what the general education curriculum strives to provide and accomplish. Institutional-level student learning outcomes (GEOs) are derived from those goals. These outcomes identify essential skills that all graduates should possess upon completing their academic journey at CASC. Performance indicators define the outcomes for all stakeholders and serve as the criteria for evaluating evidence of student learning using developmental outcome rubrics.

Course-embedded assessment is the method of assessing student learning. Student artifacts are collected at the advanced level of instruction within academic programs. The expected performance level (EPL) or standard/proficiency for meeting the outcome is based on the developmental outcome rubric. Thresholds specify the minimum percentage of student work to meet the EPL. An interdisciplinary group of faculty members evaluates student artifacts using

the outcome rubrics. Data are aggregated by performance indicator and overall outcome achievement, categorized as "below/progressing" or "meets/exceeds."

Additionally, CASC uses indirect measures to capture students' perceptions of their mastery of outcomes. These may include surveys, focus groups, and the CASC Graduate Survey results.

The Program Assessment Leader (PAL) for General Education coordinates and completes the annual summary report, which is reviewed by the Academic Assessment Committee. During committee meetings, resource requests related to action plans are presented to the President for consideration and approval.

Academic Program Outcomes

Assessment Process

For each academic year, program faculty complete assessment plans detailing the data collection process. Faculty utilize curriculum maps to identify courses where evidence of student learning can be collected at the advanced level of instruction. CASC uses the course-embedded assessment approach, which allows for the use of direct measures such as written assignments, presentations, projects, exams, and observations.

Faculty select appropriate measures and data collection and evaluation tools, including program outcome rubrics and observation tools. Expected performance levels and thresholds are aligned with the evaluation tools. Each program incorporates at least one indirect measure to provide insight into the students' perception of their learning.

Faculty involved in the assessment process collect data, which is then aggregated and shared with program faculty for analysis. The findings, analyses, and action plans with related resource requests are detailed in annual program summaries. Action plans are implemented during the subsequent academic year and reassessed to determine whether the changes improved student learning.

Each academic program has a Program Assessment Leader (PAL) who coordinates and completes the annual summary report. This report is reviewed by the Academic Assessment Committee. During committee meetings, resource requests related to action plans are presented to the President for consideration and approval.

Student Engagement and Satisfaction

Assessment Methods

CASC rotates the yearly online administration of the Noel Levitz Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE).

Administration

These surveys are administered during the spring semester. All currently enrolled students who are enrolled in at least one credit bearing or developmental education course are invited to take the surveys.

Results

Survey results are analyzed by the administration and used to inform improvements in student learning, operations, and student services, as well as to support institutional strategic planning.