

**OKLAHOMA STATE UNIVERSITY-OKMULGEE  
(OSU-OKMULGEE)  
ANNUAL STUDENT ASSESSMENT REPORT OF 2000-2001 ACTIVITY**

**CONTACT PERSON:  
MARY MILLIKIN-DAVIES, DIRECTOR  
INSTITUTIONAL ASSESSMENT & RESEARCH  
ACADEMIC SUPPORT & DEVELOPMENT**

Telephone Number: (918) 293-5494  
FAX Number: (918) 296-4606  
e-mail: millikm@osu-okmulgee.edu  
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**OKLAHOMA STATE UNIVERSITY-OKMULGEE  
ANNUAL STUDENT ASSESSMENT REPORT  
2000-2001**

**EXECUTIVE SUMMARY**

Oklahoma State University-Okmulgee (OSU-Okmulgee) systematically collects, reviews, and uses information about its educational programs for the purpose of improving student learning and development. Its assessment plan is designed to provide a body of evidence to assist improvement efforts in the learning process, to improve institutional effectiveness and, ultimately, to maximize student success.

This document reports student evaluation at four levels: entry-level assessment and course placement; mid-level assessment; program outcomes assessment; and assessment of student satisfaction. The scope of the assessment process is discussed, as are the results of the assessments and detailed plans for institutional and instructional changes due to the assessment results.

**Entry-Level Assessment**

Effective placement for entry-level students is crucial to success in college. Consequently, OSU-Okmulgee has made entry-level course placement a focal point, and all entering students are provided entry-level assessment. This includes placement testing, review of high school and college transcripts, and career and academic counseling.

OSU-Okmulgee uses the ACT as a preliminary measure to evaluate first-time freshmen. Students scoring at least 19 on either the ACT National or ACT Residual are immediately enrolled in college credit courses. Students scoring below this cut score on any subtest necessitate further testing before placement and enrollment. The Accuplacer CPT is the secondary screening instrument and allows students to demonstrate proficiency in five areas: reading comprehension; sentence skills; arithmetic; elementary algebra; and college level mathematics.

Students with Accuplacer CPT scores below proficiency levels for the basic skills are encouraged to use: [1] the OSU-Okmulgee Student Learning Center, where software and faculty are available to assist students in learning basic general education subjects; [2] to seek assistance from the Peer Tutor Program; and/or [3] pursue self-directed review and study of deficient subjects. If students choose not to seek assistance or to retest, or if the retest score remains below the proficiency level, they enroll in appropriate zero-level, basic skills courses. A passing grade is required before the academic deficiency is satisfied.

During the 2000-2001 academic year, 1333 new students enrolled in the institution. The ACT Residual was administered to 282 of these students, and 1228 participated in the Accuplacer CPT pretests. Sixty-four remedial courses were offered to 608 students in

remedial mathematics, 185 students in remedial communications and 197 students in remedial reading.

All new students were enrolled in the OSU-Okmulgee Cornerstone course, which is designed to teach basic study skills and college success skills. In addition to learning how to use college resources and student success services, students participated in learning styles testing using the Vocational Learning Styles Inventory. Further, program-level testing was conducted to determine proficiency in skills for industry specific areas of study. Results were used for student development and the identification of need for skill enhancement.

OSU-Okmulgee established a college readiness and student success program for entering students. Summer success academies were conducted for reading, communication skills, and math skills readiness. A synergistic laboratory was established during Summer 2001 to allow at-risk students kinesthetic and experiential opportunities in reading, math and science prior to testing or retesting with the ACT or Accuplacer CPT. These services are designed to further enhance student success. Compared to the previous academic year, required college enrollments in zero-level communications classes were reduced by 14% and in reading by 21%.

### **Mid-Level Assessment**

The Office of Institutional Assessment & Research was in transition during the 2000-2001 academic year, and new staff was hired in July 2001. An updated college assessment plan includes the following.

- re-evaluation of general education program competencies
- review of syllabi for inclusion of mid-level assessment goals and objectives
- integration of mid-level assessment beginning with the 2001-2002 academic year
- field testing Accuplacer CPT as a post test instrument
- development of other mid-level assessment measures appropriate at the program level

The mid-level assessment plan involves the evaluation of updated general education competencies after completion of 45 credit hours of instruction, initially field testing students in the Pre-Education program. Ultimately, students from all programs can be assessed for these competencies at mid-level.

### **Program Outcomes Assessment**

Faculty, students, staff, and other individuals from both on and off campus are becoming increasingly involved in the development, implementation, and analysis of the assessment process. Further, OSU-Okmulgee uses multiple measures to provide assessment of degree program and institutional effectiveness. Measures include industry certification, graduate technical learning gain from entry to exit, technical competency at graduation, and graduate exit placement.

Data show that 91% of students who participated in an industry certification program during the 2000-2001 academic year qualified for certification. Overall technical gain in programs using locally developed technical pre- and posttests was +38%, and competency at graduation met the 70% level of proficiency. Statistically significant differences between mean pre- and posttest scores were observed ( $\alpha = .01$ ) for all six programs with adequate sample size.

Positive placement of OSU-Okmulgee graduates was reported at 80% for 223 graduates. Job placement for industry-based programs such as Automotive Technology and Heavy Equipment & Vehicle Institute was highest at 100%. Placement for General Studies & Business Technology programs reported lowest rates at 53%. The average annual starting salary reported among all programs was \$27,096. Finally, numerous business and industry employers have expanded their partnership roles with OSU-Okmulgee to include augmented internships, scholarships, and guaranteed employment upon graduation.

### **Student Satisfaction Assessment**

The Student Satisfaction Inventory published by Noel Levitz was administered to students for the purpose of measuring expectations and satisfaction with campus services and experiences. A total of 515 students completed the survey during the spring semester. A gap analysis of student perceptions of importance and satisfaction showed positive results for most services and experiences. Students reported very high satisfaction with the following.

- Student Life activities
- Child care facilities
- Support services
- Sense of belongingness at OSU-Okmulgee

Students were satisfied with academic advisement, registration, bookstore staff, internships, faculty concern, and Veteran's Services. However, students felt parking space was inadequate and parking lots were not well-lighted. Further, students expressed dissatisfaction with financial aid counseling information.

OSU-Okmulgee has taken action due to student satisfaction assessment. Parking lots have been more carefully monitored for lighting replacement, and in August 2001 new residence halls were opened to the student population with additional parking space. The college website now links students to financial aid information and services, as well as to other important information. Finally, a new student portal system has recently been approved which will allow all new students to be provided with personal, lifetime OSU-Okmulgee email accounts. It will also provide a lifetime link with alumni, enabling the college to continuously improve structures, policies, and services.

**OKLAHOMA STATE UNIVERSITY-OKMULGEE  
ANNUAL STUDENT ASSESSMENT REPORT  
2000-2001**

**Introduction**

OSU-Okmulgee's assessment plan is designed to provide a body of evidence to assist improvement efforts in the learning process, to improve institutional effectiveness and, ultimately, to maximize student success. The plan asks important questions regarding the learning process and reflects the college's mission. It takes into consideration programmatic goals and objectives, and is linked to curriculum decision making and to processes such as planning and budgeting. It contains a thoughtful approach to the assessment planning process, and allows for continuity, flexibility, and improvement. To these ends, faculty, students, staff, and other individuals from both on and off campus are becoming increasingly involved in the development, implementation, and analysis of the assessment process.

**Entry-Level Assessment**

- 1. What methods were used for entry-level course placement? What were the instruments and cut-scores used for each subject area and course?**

Scores on academic and technical pretests, in conjunction with transcript evaluation, were used for initial entry-level course placement. Students enrolling under Adult Admission were also allowed evaluation of personal assessment of educational preparation, special job or work experience, special licensing and other pertinent educational documents.

### Academic Pretests

**American College Test (ACT)** – Scores on either the ACT National or the ACT Residual were used as an initial step in determining basic academic proficiency. A cut score of 19 was set for each ACT subtest: Reading, Science Reasoning, English, and Math. OSU-Okmulgee is an open-door institution, and student scores falling below the cut score indicates need for further testing before placement and enrollment. High school transcript evaluation was also used as an indicator of educational preparedness.

**Accuplacer CPT Pretest** – If students earned an ACT score below 19, they were administered the Accuplacer CPT. Five basic academic areas were assessed with this instrument: Reading Comprehension, Sentence Skills, Arithmetic, Elementary Algebra and College Level Math. New students were allowed to retest twice on any or all subtests of the Accuplacer CPT. Students enrolled in courses in their programs of study if they earned test scores at or above the following competency levels.

Reading Comprehension. A cut score of 77 was set for entry-level proficiency for the Accuplacer CPT reading comprehension subtest. Students scoring 76 or below were allowed to participate in free review and learning reading comprehension services provided by and recommended by OSU-Okmulgee before retesting. If students did not score at or above the cut point upon retesting, they were subsequently enrolled in College Reading I (READ 0133).

Sentence Skills. Students scoring 116 or above on this subtest satisfied Part I of the requirement for advanced standing credit in Freshman Composition I (ENGL 1113). To satisfy Part II requirements, subsequent testing was scheduled with the General Studies and Business Technology Division. Students scoring 80 or above passed this

requirement and enrolled in Technical Writing (ENGL 1022) or Freshman Composition I (ENGL113). Students scoring 79 or below were allowed to use the free review and learning sentence skills services provided by and recommended by OSU-Okmulgee. If after retesting students did not earn a test score exceeding 79, they enrolled in Fundamentals of English (ENGL 0123).

Arithmetic. Students scoring 70 or above proved proficiency and could enroll in Business Math (MATH 2003). Students scoring below this level were encouraged to use the free review and learning arithmetic skills services provided by the college. If students did not score at or above the cut score upon retesting, they were subsequently enrolled in Basic Mathematics (MATH 0123).

Elementary Algebra. Students scoring 74 or above qualified for advanced standing credit for Intermediate Algebra (MATH 1213). Students scoring 56 or above evidenced proficiency and could enroll in Intermediate Algebra or a math course that did not require a prerequisite. Students scoring 55 or below were encouraged to use the free review and learning elementary algebra skills services provided by OSU-Okmulgee before retesting. If students did not meet the cut score upon retesting, they enrolled in Elementary Algebra.

College Level Math – Students scoring 92 or above qualified for advanced standing credit for College Algebra (MATH1513).

Science. Students with a science transcript deficiency and an ACT subscore less than 19 in science could use a combined Accuplacer score in Reading Comprehension and Elementary Algebra. The cut score for the total of the Reading Comprehension and

Elementary Algebra scores was set at 150 with no deficiency in either reading or algebra. Failure to meet these criteria resulted in the student enrolling in Science (PHYC 0123).

Social Science. Students who did not demonstrate proficiency in Reading Comprehension were required to satisfy this requirement prior to enrolling in a college-level social science course.

**Local Pretests.** Students enrolling in most technical programs of study were administered appropriate technical pretests. With the exception of Office Information Systems (OISA) programs, faculty developed the program pretests. Several pretests provided new students with the opportunity to qualify for advanced standing credit.

**Office Proficiency Assessment & Certification (OPAC).** Students enrolling in OIS programs were administered the OPAC published by Biddle & Associates, Inc. and had the opportunity to receive advanced standing credit for Keyboarding (OIS 1323).

**2. How were instruments administered? Which students were assessed? Describe how and when they were assessed, including options for the students to seek retesting, tutoring, or other academic support.**

Academic Pretests

Entry-level, basic-skills assessment instruments were administered by members of the Student Support & Development team in the Assessment Center, dedicated to certification, licensing and career, academic and personal development. Students who had not taken the ACT National were administered the ACT Residual. All first-time college students and transfer students with less than 24 college credit hours—with the exception of students who scored 19 or higher on the ACT, students who were admitted under Special or Adult Admission, and concurrent students—took the Accuplacer CPT

after completing the Admission Application and before scheduling classes. All secondary assessment of basic skills (Accuplacer CPT) was available for administration online at the OSU-Okmulgee campus and at remote sites approved by the college. This allowed students access to testing at flexible hours and numerous sites, including those abroad. Students were allowed to test three times on each of the Accuplacer CPT subtests, except for students demonstrating proficiency for Financial Aid, who were allowed to test only twice.

Accuplacer CPT software provides immediate results and subtest scores upon completion of the test. Student placement information and test scores are saved to a computer file, and students are provided with a hard copy of test results. If students did not score at subtest proficiency level but were within a predetermined range, they were allowed to retest again the same day. If their scores were significantly below the proficiency score levels, they were encouraged to retest after taking measures to improve performance by: [1] using the OSU-Okmulgee Student Learning Center (SLC) where software and faculty were available to assist students in learning basic general education subjects; [2] seeking assistance from the Peer Tutor Program in the Learning Resource Center; or [3] pursuing self-directed review and study of the subjects.

If students chose not to seek assistance or to retest or if the retest score remained below the proficiency level, students enrolled in the recommended zero-level, basic-skills courses. Grades earned for these courses were either “pass” or “no pass.” A passing grade in that course satisfied the academic deficiency.

### Technical Pretests

Technical pretests were administered by faculty within the first week of classes each semester, and results were reported to the Institutional Assessment & Research Office. No cut scores were set for the technical pretests. These pretests were scored from 0% to 100%. No options for retesting were provided. The scores were used to establish baseline data in measuring technical gain and competency of technical knowledge and skills from program entry to exit.

### **3. What were the analyses and findings from the 2000-2001 entry-level assessment?**

An analysis of entry-level assessment revealed that 282 students were administered the ACT Residual, and 1,228 prospective students participated in Accuplacer CPT pretesting. A total of 1,333 subsequently enrolled in the college, and 990 enrollments in 64 remedial courses occurred during this academic year. The entry-level course placement process resulted in 608 new students enrolling in remedial mathematics, 185 students in remedial communications, and 197 students in remedial reading.

Technical pretests were administered to 217 students with a mean score of 33.5%. The results of the technical pretests set a baseline for measuring learning gain from program entry to exit for the technical component of the programs. Student placement and enrollment were not dependent on results of the pretests.

### **4. How was student progress tracked? Describe analyses of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process as a result of findings.**

All students scoring at “at-risk” levels of proficiency on college pretests were placed in one-on-one classroom settings. Students who scored higher but still deficient were placed in an asynchronous learning environment for successful instruction.

Zero-level course enrollees retested on the appropriate Accuplacer CPT pretest. When students reached or exceeded the cut-score, they received a grade of “pass” for the class. If student scores remained below the cut-score, students were required to pursue continued instruction in the subject area. This process was repeated until students attained the required level of proficiency. Accuplacer CPT scores were recorded in the student database with demographics, ACT scores, GPA, and other critical information for purposes of performance tracking.

All new students enrolled in the college Cornerstone course, a class designed to teach basic study and college success skills. Within Cornerstone, they became familiar with college library resource services, tutoring opportunities, college counseling services, and other available services to maximize student success. Students enrolled in Cornerstone also participated in learning styles testing using the Vocational Learning Styles Inventory (VLSI). The VLSI is a computerized assessment program designed to identify primary and secondary learning styles, preferred learning environments and other preferences. Students received copies of their learning styles summaries and were provided with opportunities for career counseling to optimize their learning potential. Feedback from students in Cornerstone was used to guide curriculum changes for the subsequent academic year.

**5. What other studies of entry-level assessment have been conducted at the institution? Describe results.**

During the 2000-2001 academic year, entry-level assessment occurred at the program level as well at the institutional level. Program testing was used to determine proficiency in skills needed for industry-specific areas of study. For example, the Automotive Service Technology—GM ASEP program used the Valpar 2000 Spatial Aptitude Test and the Size and Shape Discrimination Test to identify students with lower proficiency in spatial reasoning skills. Students earning low scores on the Valpar 2000 were informed that these aptitudes are necessary for success in the program and on the job, and these students were advised to increase study time to improve needed skills. Because the test was not used to screen out students and was used for student development, Automotive Technology Unit Leaders reported that faculty sought out students with identified need for skill improvement and provided additional time and opportunities for skill enhancement.

Additionally, the Watchmaking & Microtechnology program used the Bennett Mechanical Comprehensive Test (BMCT) to measure student aptitude to learn mechanical skills. This test focused on spatial perception and tool knowledge rather than on manual dexterity. Results provided students with a sense of preparedness for the program and identified areas of need for improvement. Program faculty reported improved student-program fit. Although not designed as a selection battery, two students who discovered a gap between required and realized aptitude as a result of this test selected Engineering Graphics for their program of study and expressed satisfaction with the change.

Before students could be accepted in the Management Information Systems Technology Program or the Multimedia Technology Program, they were required to

meet minimum a keyboarding proficiency of 25 words per minute with five or less errors. Similarly, students were not admitted to the Accounting or Business Administration Programs before completing the introductory Cost Accounting course (ACCT 2043) with a passing grade. This allowed students to enroll in core courses only when prepared, maximizing their potential for success.

**6. What instructional changes occurred or are planned due to entry-level assessment?**

It was found that a positive relationship exists between early student enrollment and college readiness. Conversely, there exists a strong negative relationship between late enrollment and college readiness. When students are assessed early in the process, they have far greater opportunities to seek assistance and take advantage of college readiness activities and student success programs. Consequently, OSU-Okmulgee encourages students to enroll earlier and provides them with greater access to readiness programs prior to the start of the semester. Beginning Spring 2001, the college moved forward by one month the deadline for scholarship and financial aid application.

Further, the college established a substantive college readiness and student success program available to any OSU-Okmulgee student or prospective student. Because reading is critical to success in any program and because many students demonstrate deficiencies in math, summer success academies were instituted for reading, communication skills, and math skills readiness. Academies were designed with notably low student/teacher ratios and, in some cases, one-to-one student/teacher

ratios. To facilitate learning retention, kinesthetic and tactile learning opportunities were integrated into the programs. By the end of the 2000-2001 academic year, required enrollments in zero-level reading classes dropped by 51 students (21%) to a total of 197, and enrollments in zero-level communications dropped by 30 students (14%) to 185.

Entry-level assessment has shown that many students who demonstrate academic deficiencies tend to rely more heavily on tactile learning rather than traditional methods of instruction. As a result, OSU-Okmulgee established a synergistic laboratory within the Academic Innovation & Performance Division during the Fall 2001 semester. This lab will allow students kinesthetic and experiential opportunities in reading, math and science. State-of-the-art educational equipment has been integrated into strategic curriculum plans to further enhance student readiness and promote student success.

### **Mid-Level Assessment**

- 7. What measures were used to assess reading, writing, mathematics, critical thinking, and other institutionally recognized general education competencies? Describe how assessment activities were linked to the institutional general education program competencies.**

The Office of Institutional Assessment & Research (IA&R) was in transition during the 2000-2001 academic year, and new staff was hired in July 2001. Consequently, the college assessment plan has only recently been updated to include mid-level assessment.

Currently, the college is in the process of re-evaluating general education program competencies to meet today's changing industry standards, and it anticipates completion of this process by January 2002. These competencies will be mapped to all existing programs as well as to the new Business and Pre-Education Associate in Science Degree programs.

The revised assessment plan outlines the evaluation of updated general education competencies after completion of 45 credit hours of instruction for mid-level assessment. The plan involves the following:

- re-evaluation of general education program competencies
- review of syllabi for inclusion of mid-level assessment goals and objectives
- integration of mid-level assessment beginning with the 2001-2002 academic year
- field testing the Accuplacer CPT as a post test instrument
- development of other mid-level assessment measures appropriate at the program level

Significant gain between pretest and posttest of the Accuplacer CPT and criterion-referenced competency will be indicators of success. A field test of students in the Pre-Education program has been planned using the Accuplacer CPT, which is currently used in entry-level assessment. Ultimately, students from all programs will be assessed for these competencies at mid-level.

**8. Which and how many students participated in mid-level assessment? Describe how the instruments were administered and how students were selected. Describe strategies to motivate students to participate meaningfully.**

Because the OSU-Okmulgee mid-level assessment plan is in the early stage of implementation, results will be reported in subsequent reports.

**9. How was student progress tracked into future semesters and what were the findings?**

Because the OSU-Okmulgee mid-level assessment plan is in the early stage of implementation, results will be reported in subsequent reports.

**10. What were the analyses and findings from the 2000-2001 mid-level assessment?**

Because the OSU-Okmulgee mid-level assessment plan is in the early stage of implementation, results will be reported in subsequent reports.

**11. What instructional changes occurred or are planned in the general education program due to mid-level assessment?**

Because the OSU-Okmulgee mid-level assessment plan is in the early stage of implementation, results will be reported in subsequent reports.

**Program Outcomes Assessment**

**12. Attach a table listing the assessment measures and number of individuals assessed for the degree program or department.**

Multiple measures were used to provide assessment of degree program and institutional effectiveness. Measures include industry certification, graduate technical learning gain from entry to exit and technical competency at graduation, and graduate exit placement for students of OSU-Okmulgee. Tables 1-5 display these results.

### **13. What were the analyses and findings from the 2000-2001 program outcomes assessment?**

#### *Industry Certification*

Students in the Air Conditioning and Refrigeration Technology program receive training for effective refrigerant recovery and recycling. They have the opportunity to participate in the EPA Refrigeration Technician Certification Program. Of the 58 students who participated in the certification program during the 2000-2001 academic year, 53 students (91.4%) qualified for certification. Because industry certification is a regionally and nationally accepted measure of competency for on-the-job performance, other certification-relevant programs, such as Food Services Management—Dietetic Technology, will assess program outcomes by similar means beginning in the next academic year.

#### *Technical Gain and Competency*

Some technical programs, such as Air Conditioning & Refrigeration Technology and Computer Systems Technology, can be assessed using pre- and posttest paper-and-pencil measures to evaluate program technical gain and competency. These pre- and posttests were developed locally, and results for the academic year are presented in Tables 1 and 2. Student grades were not affected by posttests. Testing was conducted on a voluntary basis, and no reward or penalty was linked to posttest scores.

Overall technical gain was +38%, and competency at graduation was 70%. A dependent t test was conducted using pre- and posttests from each program. Statistically significant differences in mean pre- and posttest scores at the  $\alpha = .01$  were observed in all six programs with adequate samples.

Because competencies in many technical programs are highly skills-based and cannot be measured with paper-and-pencil tests alone, program assessment plans are being revised to provide accurate outcomes measurement using Capstone program projects and portfolios.

### Exit Placement

Positive placement of OSU-Okmulgee graduates was reported at 80% for 223 graduates. Job placement for strong industry-based programs such as Automotive Technology and Heavy Equipment & Vehicle Institute was highest at 100%. Placement for General Studies & Business Technology programs reported lowest rates at 53%. The average starting annual salary reported among all programs was \$27,096. Annual salaries ranged from a high of \$35,352 in Small Business Occupations to a low of \$18,096 in Hospitality Services Technology. Tables 3-5 display the results of the graduate exit interviews of students.

### **14. What instructional changes occurred or are planned in the programs due to program outcomes assessment?**

All college programs have successfully implemented Capstone projects or portfolios into the final semester of program curriculum. These projects are products of change driven by the need for course continuous improvement and assessment tools with which to measure them. Program assessment plans are being revised to use Capstone project competencies as measures of program outcomes to supplement, and in some cases to replace, pre- and posttest measures.

As more programs incorporate industry certification tests into their assessment plans, needed changes in curriculum are easily identified from implied competencies inherent in evaluation questions.

Graduate exit interviews have validated the importance of business and industry partners in OSU-Okmulgee programs. Programs with the highest job placement rates and the highest starting salaries are those with strong, industry partners. Students returning from internships with industry partners provide feedback during graduate exit interviews that help identify need for new equipment and latest trends in business. Further, an important role for partners is the assistance in continuous curriculum updates to stay abreast with trends and changes in technology in business. The new assessment plan highlights employer survey information as a crucial source for instructional changes.

### **Student Satisfaction Assessment**

**15. What assessment activities were used to measure student satisfaction? Describe the measures used, which students were assessed, how many students, and how they were selected.**

In Spring 2001 the Student Satisfaction Inventory published by Noel Levitz was administered to students to measure expectations and satisfaction with campus services and experiences. A total of 515 students completed the 80-item survey, which loads items into 12 subscales. The instrument was administered by trained staff during class time, and all students were given the opportunity to respond.

Students were asked to rate, on a scale of zero to seven, both the importance of and satisfaction with college services and resources. The gap or difference between the

importance and satisfaction ratings was calculated for each item and is presented in Table 6 in descending order of disparity.

**16. What were the analyses and findings from the 2000-2001 student satisfaction assessment?**

Gap analysis revealed that more than one-third of all items showed low disparity between student perceived importance and satisfaction; 39% of all items resulted in gap scores of 1.0 or less. Students were highly satisfied with Student Life activities, child care facilities, support services, and felt a strong sense of belonging at OSU-Okmulgee. They were satisfied with academic advisement, registration, bookstore staff, internships, faculty concern, and Veteran's Services. The college website met their needs, and students felt nearly all faculty are highly knowledgeable in their fields.

Only 4% of items evidenced a gap of 2.0 or higher. These items indicate that students felt parking space was inadequate, and parking lots were not well-lighted and, consequently, did not feel secure. Further, students expressed dissatisfaction with financial aid counseling information. Of moderate disparity between student satisfaction and importance was financial aid announcements, class scheduling, and laboratory equipment.

Mean subscale scores showed greatest satisfaction with Academic Advising/ Counseling, Instructional Effectiveness, Concern for the Individual, and Registration Effectiveness. All mean subscale scores were well above the response midpoint.

**17. What changes occurred or are planned due to student satisfaction assessment?**

Because security and perceptions of security are critical, parking lots have been more carefully monitored for lighting replacement. Additionally, in August 2001 new residence halls were opened to the student population, and new parking lots were added. New equipment was purchased for programs as a result of student and faculty feedback. For instance, state-of-the-art painting process equipment in the Automotive Technology programs was installed during the 2000-2001 academic year.

The college website links students to financial aid information and services, as well as to other important information that students, prospective students, alumni, and the public can access. New information regarding financial aid and student services is posted to the website on a timely basis and is emailed to faculty and staff.

Further, a new student portal system has recently been approved. This system will allow all new students to be provided with personal, lifetime OSU-Okmulgee email accounts. Students will be able to retrieve information and communicate needs more expeditiously. It will also provide a lifetime link with alumni, enabling the college to continuously improve structures, policies, and services.

**Table 1**  
**TECHNICAL GAIN & COMPETENCY**  
**Program Report**  
**Academic Year 2000-2001**  
(Summer 2000, Fall 2000, Spring 2001)

**INSTITUTION**

Name	n	Mean Pretest	Mean Posttest	Technical Gain	Significant Gain	% Competency
OSU-Okmulgee	104	32.1%	70.5%	38.4%	Yes	70%

**DIVISION**

Name	n	Mean Pretest	Mean Posttest	Technical Gain	Significant Gain	% Competency
Automotive & HEVi Technologies Division	--	--	--	--	--	--
Construction Technologies Division	44	48.1%	71.2%	23.1%	Yes	71%
Creative Arts Technologies Division	11	29.2%	81.9%	52.7%	Yes	82%
Engineering Technologies Division	29	23.7%	57.3%	33.6%	Yes	57%
General Studies & Business Technologies Division	20	27.4%	71.5%	44.1%	Yes	72%

**DEPARTMENT**

Name	n	Mean Pretest	Mean Posttest	Technical Gain	Significant Gain	% Competency
Air Conditioning & Refrigeration Technology	44	48.1%	71.2%	23.1%	Yes	71%
Automotive Technology	--	--	--	--	--	--
Business Technology	20	27.4%	71.5%	44.1%	Yes	71%
Construction Technology	--	--	--	--	--	--
Electrical & Electronics Technology	27	22.1%	55.1%	33.0%	Yes	55%
Engineering Graphics Technology	2	45.5%	87.0%	41.5%	*	87%
HEVi	14	--	82.0%	--	--	82%
Hospitality Services Technology	--	--	--	--	--	--
Manufacturing Technology	--	--	--	--	--	--
Small Business Occupations	11	29.2%	81.9%	52.7%	Yes	82%
Visual Communications	--	--	--	--	--	--

**Table 2**  
**TECHNICAL GAIN & COMPETENCY**  
**Program Report**  
**Academic Year 2000-2001**  
(Summer 2000, Fall 2000, Spring 2001)

**PROGRAM**

Name	n	Mean Pretest Score	Mean Posttest Score	Mean Technical Gain	Dependent t		Signifi-cant Gain	% Compe-tenency
					Test Value	Critical Value		
Automotive Collision Repair Technology	--	--	--	--	--	--	--	--
Automotive Service Technology – Chrysler CAP	--	--	--	--	--	--	--	--
Automotive Service Technology – Ford Asset	--	--	--	--	--	--	--	--
Automotive Service Technology – General Motors ASEP	--	--	--	--	--	--	--	--
Automotive Service Technology – Nissan Pro Cap	--	--	--	--	--	--	--	--
Automotive Service Technology - Toyota T-TEN	--	--	--	--	--	--	--	--
Heavy Equipment & Vehicle Institute – Freightliner	--	--	--	--	--	--	--	--
Heavy Equipment & Vehicle Institute – Caterpillar	14	NA	82%	NA	NA	NA	NA	82%
Heavy Equipment & Vehicle Institute – DitchWitch	--	--	--	--	--	--	--	--
Heavy Equipment & Vehicle Institute – Komatsu	--	--	--	--	--	--	--	--
Heavy Equipment & Vehicle Institute – Natural Gas Compression	--	--	--	--	--	--	--	--
Heavy Equipment & Vehicle Institute – Toyota T-Lift	--	--	--	--	--	--	--	--
Air Conditioning & Refrigeration Technology	22	44.5%	76.2% *	31.7%	11.138	2.518	Yes	76%
ACR-HVAC Technology Industry Specific	22	51.8%	66.2%	14.4%	5.374	2.518	Yes	66%
Construction Management Technology	--	--	--	--	--	--	--	--
Construction – Electrical	--	--	--	--	--	--	--	--
Construction – High Voltage Electricity	--	--	--	--	--	--	--	--
Construction – Plumbing	--	--	--	--	--	--	--	--
Electrical Electronics	27	22.1%	55.1%	33.0%	11.649	2.479	Yes	55%
Engineering Graphics	2	45.5%	87.0%	41.5%	*	*	*	87%

Name	n	Mean Pretest Score	Mean Posttest Score	Mean Technical Gain	Dependent t		Signifi-cant Gain	% Compe- tency
					Test Value	Critical Value		
Manufacturing Technologies	--	--	--	--	--	--		
Watchmaking and Microtechnology	--	--	--	--	--	--		
Business Systems Technology	3	47.1%	65.4%	18.3%	*	*	*	65%
Management Information Systems Technology	9	13.7%	75.8%	62.1%	12.090	2.896	Yes	76%
Computer Systems Technology	7	10.0%	73.7%	63.7%	156.605	3.143	Yes	74%
Office Information Systems Technology	1	38.7%	71.0%	32.3%	*	*	*	71%
Food Services Management – Baking	--	--	--	--	--	--	--	--
Food Services Management - Culinary Arts	--	--	--	--	--	--	--	--
Food Services Management - Dietetic Technology	--	--	--	--	--	--	--	--
Jewelry Technology	2	20.0%	75.0%	55.0%	*	*	*	75%
Orthotics	--	--	--	--	--	--	--	--
Prosthetics	--	--	--	--	--	--	--	--
Shoe, Boot and Saddle	4	32.5%	92.5%	60.0%	*	*	*	92%
Shoe, Boot and Saddle – Pedorthic Technology	5	35.0%	78.2%	43.2%	4.105	3.747	Yes	78%
Graphic Design Technology	--	--	--	--	--	--	--	--
Multimedia Technology	--	--	--	--	--	--	--	--
Photography Technology	--	--	--	--	--	--	--	--

\*Insufficient sample of matched pre- and posttests to conduct t test. ( $\alpha = .01$ , one tail)

**Table 3**  
**GRADUATE EXIT POSITIVE PLACEMENT**  
**Semester Report**  
**Academic Year 2000-2001**  
(Summer 2000, Fall 2000, Spring 2001)

<b>Year</b>	<b>Summer</b>	<b>Fall</b>	<b>Spring</b>
2001	84%	70%	74%
2000	84%	--	69%
1999	88%	90%	80%
1998	85%	79%	86%
1997	83%	80%	84%
1996	83%	90%	88%
1995	84%	84%	89%
1994	88%	83%	70%
1993	83%	75%	--

**Table 4**  
**GRADUATE EXIT POSITIVE PLACEMENT**  
**Annual Report**  
**Academic Year 2000-2001**  
(Summer 2000, Fall 2000, Spring 2001)

<b>Academic Year</b>	<b>% Positive Placement</b>
2000-2001	80%
1999-2000	87%
1998-1999	82%
1998-1997	83%
1997-1996	85%
1996-1995	85%
1995-1994	86%

**Table 5**  
**GRADUATE EXIT PLACEMENT REPORT**  
**Academic Year 2000-2001**  
(Summer 2000, Fall 2000, Spring 2001)

**INSTITUTION**

<b>Name</b>	<b>Total Number of Graduates</b>	<b>% Graduates seeking employment</b>	<b>% Grads w/ program-related employment</b>	<b>Average Salary</b>	<b>% Positive Placement</b>
OSU-Okmulgee	223	83%	72%	\$2258	80%

**DIVISION**

<b>Name</b>	<b>Total Number of Graduates</b>	<b>% Graduates seeking employment</b>	<b>% Grads w/ program-related employment</b>	<b>Average Salary</b>	<b>% Positive Placement</b>
Automotive & HEVi Technologies Division	59	100%	98%	\$2164	98%
Construction Technologies Division	36	86%	82%	\$2849	93%
Creative Arts Technologies Division	48	84%	58%	\$2134	75%
Engineering Technologies Division	41	100%*	82%*	\$2425	78%
General Studies & Business Technologies Division	39	80%	41%	\$1582	53%

**DEPARTMENT**

<b>Name</b>	<b>Total Number Of Graduates</b>	<b>% Graduates seeking employment</b>	<b>% Grads w/ program-related employment</b>	<b>Median Salary</b>	<b>% Positive Placement</b>
Air Conditioning & Refrigeration Technology	21	93%	83%	\$2698/mo	86%
Automotive Technology	36	100%	100%	\$2164/mo	100%
Business Technology	39	80%	41%	\$1582/mo	53%
Construction Technology	15	80%	80%	\$3000/mo	100%
Electrical & Electronics Technology	29	I	I	\$2850/mo	75%
Engineering Graphics Technology	10	100%	82%	\$2000/mo	82%
HEVi	23	100%	100%	\$2431/mo	100%
Hospitality Services					

Technology	17	88%	58%	\$1508/mo	71%
Manufacturing Technology	2	I	I	I	I
Small Business Occupations	11	80%	73%	\$2946/mo	93%
Visual Communications	20	84%	44%	\$1949/mo	60%

I = Incomplete information

\* = Does not include Electrical & Electronics Technology or Manufacturing Technology

**Table 6**  
**STUDENT SATISFACTION INVENTORY**  
**Academic Year 2000-2001**  
(Spring 2001)  
n = 515

Satisfaction with the college experience is achieved when an expectation is met or exceeded by an institution. A student satisfaction inventory was administered to OSU-Okmulgee students in Spring 2001, and items are listed below in descending order of performance gap mean scores. Performance gap scores are calculated by subtracting the satisfaction rating from the importance rating. These results illustrate the degree to which the college meets overall student expectations. Items with narrower performance gap suggest institutional strength, while items with broader performance gap suggest need for change. The Student Satisfaction Inventory items are listed below in descending order of performance gap values.

ITEM	Spring 2001 Survey	Spring 2000 Survey
The amount of student parking space on campus is adequate.	2.92	3.13
Parking lots are well-lighted and secure.	2.09	1.93
Financial aid counselors are helpful.	2.02	1.74
Financial aid awards are announced to students in time to be helpful in college planning.	1.78	1.92
Classes are scheduled at times that are convenient.	1.77	1.67
The equipment in the lab facilities is kept up to date.	1.72	2.15
I seldom get the “run around” when seeking information on this campus.	1.72	1.71
Adequate financial aid is available for most students.	1.70	1.80
Students are notified early in the term if they are doing poorly in a class.	1.61	1.76
I am able to register for classes I need with few conflicts.	1.56	1.57
Channels for expressing student complaints are readily available.	1.44	1.72
This school does whatever it can to help me reach my educational goals.	1.38	1.38
The campus is safe and secure for all students.	1.38	1.37
Computer labs are adequate and accessible.	1.36	1.79
Faculty are understanding of students’ unique life circumstances.	1.34	1.41
Faculty are fair and unbiased in their treatment of individual students.	1.32	1.45
It is an enjoyable experience to be student on this campus.	1.31	1.30
Faculty provide timely feedback about student progress in a course.	1.30	1.35
My academic advisor is knowledgeable about the transfer requirements of other schools.	1.30	1.32
Faculty take into consideration student differences as they teach a course.	1.27	1.24
The college shows concern for students as individuals.	1.25	1.49
Library resources and services are adequate.	1.22	1.52
There are convenient ways of paying my school bill.	1.20	1.16
The career services office provides students with the help they need to get a job.	1.19	1.24
There is a good variety of courses provided on this campus.	1.18	1.20

The quality of instruction I receive in most of my classes is excellent.	1.16	1.31
On the whole, the campus is well-maintained.	1.16	1.18
People on this campus respect and are supportive of each other.	1.16	1.07
I am provided with the information I need to make informed choices about my education and career.	1.16	--
Security staff respond quickly in emergencies.	1.14	1.50
Faculty are interested in my academic problems.	1.14	1.21
Academic support services adequately meet the needs of students.	1.14	1.08
The student center is a comfortable place for students to spend their leisure time.	1.12	0.96
The quality of instruction in the vocational/technical programs is excellent.	1.11	1.22
Admissions counselors accurately portray the campus in their recruiting practices.	1.11	1.10
Billing policies are reasonable.	1.10	1.09
Admissions staff are knowledgeable.	1.09	1.08
The policies and procedures regarding registration and course selection are clear and well-publicized.	1.06	1.11
I generally know what's happening on campus.	1.06	0.86
There is sufficient information listed on the web site about my program of study.	1.06	--
Library staff are helpful and approachable.	1.05	0.81
My academic advisor is concerned about my success as an individual.	1.04	1.10
Nearly all classes deal with practical experiences and applications,.	1.04	1.05
The campus staff are caring and helpful.	1.04	0.91
The assessment and course placement procedures are reasonable.	1.03	1.09
My academic advisor helps me set goals to work toward.	1.02	1.16
The business office is open during hours which are convenient for most students.	1.02	1.15
I am able to experience intellectual growth here.	1.02	1.06
There are adequate series to help me decide upon a career.	1.02	1.06
Program requirements are clear and reasonable.	1.00	1.01
Nearly all of the faculty are knowledgeable in their fields.	1.00	0.96
Counseling staff care about students as individuals.	1.00	0.96
Tutoring services are readily available.	0.99	1.04
Students are made to feel welcome on this campus.	0.98	1.07
Security staff are helpful.	0.96	1.05
Admissions counselors respond to prospective students' unique needs and requests.	0.96	1.02
Student Life provides effective nutrition and exercise plans for students.	0.95	--
Faculty are usually available after class and during office hours.	0.94	1.07
Administrators are approachable to students.	0.93	1.08
New student orientation services help students adjust to college.	0.91	0.98
Class change (drop/add) policies are reasonable.	0.84	0.83
There are a sufficient number of study areas on campus.	0.83	0.84
This institution has a good reputation within the community.	0.83	0.82
Bookstore staff are helpful.	0.82	0.82
I can easily find information on the web site.	0.82	--

The personnel involved in registration are helpful.	0.79	0.83
Student Life activities are offered at times that are convenient for me.	0.78	--
There is sufficient information listed on the web site about campus services.	0.78	--
My academic advisor is knowledgeable about my program requirements.	0.75	0.80
Internships or practical experiences are provided in my degree/certificate program.	0.74	0.78
I am informed, in a timely manner, of the various Student Life activities that are offered.	0.70	--
Faculty care about me as an individual.	0.67	0.85
The web site is a resource for finding useful information.	0.67	--
My academic advisor is approachable.	0.62	0.79
Covelle Hall is open at times that are convenient for me.	0.58	--
Personnel in the veterans' Services program are helpful.	0.47	0.27
This campus provides effective support services for displaced homemakers.	0.45	0.51
Most students feel a sense of belonging here.	0.44	0.41
I enjoy participating in the various Student Life activities that are offered.	0.41	--
Child care facilities are available on campus.	0.00	0.11