



**OKLAHOMA STATE UNIVERSITY-OKMULGEE
(OSU-OKMULGEE)
ANNUAL STUDENT ASSESSMENT REPORT OF 2001-2002 ACTIVITY**

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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 seek assistance from the Peer Tutor Program and/or 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 0-level, basic skills courses. A passing grade is required before the academic deficiency is satisfied.

During the 2001-2002 academic year, 1271 new students enrolled in the institution. The ACT Residual was administered to 307 of these students, and 1281 prospective students participated in the Accuplacer CPT pretests. Sixty-six sections of remedial courses were offered to 273 students in remedial mathematics, 112 students in remedial communications and 131 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 has established a College Readiness Center (CRC) for entering students. The CRC provides Summer Success Camps and laboratory experiences to promote student success. Summer Success Camp activities were centered on reading, communication skills, and math skills readiness. A synergistic laboratory has been developed 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.

Mid-Level Assessment

The Office Of Institutional Assessment & Research was in transition during the 2000-2001 academic year. Consequently, the college assessment plan has only recently been updated to include mid-level assessment. During the 2001-2002 academic year, a re-evaluation of general education competencies was undertaken. Updated competencies were mapped to Secretary's Commission on Achieving Necessary Skills (SCANS) competencies and associated OSU-Okmulgee assessments. Additionally, courses through which general education competencies are taught were affirmed and mapped to competencies. Further, the process of syllabi review for inclusion of mid-level assessment goals and objectives is underway.

The revised assessment plan outlines mid-level assessment after completion of 45 credit hours of instruction. In 2001, the new Pre-Education A.S. degree was targeted to pilot mid-level assessment. This program was approved by the Oklahoma State Regents for Higher Education in 2001. Within the last year, it has been determined that mid-level assessment will be incorporated into all programs simultaneously. Significant gain between pretest and posttest of the Accuplacer CPT and criterion-referenced competency will be indicators of success. Within the next year, data will be collected and preliminary results will be reported in 2002-03.

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 technical competency at graduation, graduate technical learning gain from entry to exit, industry certification, and graduate exit placement.

Data show that 96% of students who participated in an industry certification program during the 2001-2002 academic year qualified for certification. Overall technical gain in

programs using locally developed technical pre- and posttests was +48%, 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 programs with adequate sample size.

Positive placement of OSU-Okmulgee graduates was reported at 84% for 375 graduates. Job placement for industry-based programs such as Automotive Technology and Heavy Equipment & Vehicle Institute was highest at 100%. The average annual starting salary reported among all programs was \$26,724, with a program high of \$38,052 in Construction Technology and a program low of \$17,016 in Office Information Systems. 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 (SSI) published by Noel Levitz was administered to students for the purpose of measuring expectations and satisfaction with campus services and experiences. A total of 376 students completed the survey during the spring semester. A gap analysis of student perceptions of importance and satisfaction showed positive affect for OSU-Okmulgee services and experiences. Students reported very high satisfaction with the following:

- Internships and practical experiences in degree programs
- Academic advisement
- Early-alert of academic problems
- Child care facilities

Students were notably satisfied with quality of instruction, student life activities, bookstore staff, and a sense of “what is happening on campus.” However, students felt parking space was inadequate, and they expressed only mild satisfaction with financial aid information and services.

Results of the SSI were communicated back to students via the college website and through student focus groups. Focus group discussion resulted in a student proposal for campus parking and roadway improvements. To further address student needs, 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 been approved and will be online in January 2003. This will allow all new students to be provided with personal, lifetime OSU-Okmulgee email accounts and will provide an “anytime” link to crucial college information including financial aid opportunities and requirements.

**OKLAHOMA STATE UNIVERSITY-OKMULGEE
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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.

Technical Pretests – Students enrolling in most technical programs of study were administered appropriate technical pretests. With the exception of Office Information Systems (OIS), faculty developed the program pretests. Several pretests provided new students with the opportunity to qualify for advanced standing credit. Students enrolling in OIS were administered the Office Proficiency Assessment & Certification (OPAC), which is published by Biddle & Associates, Inc. and provides the opportunity for 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 an ability to benefit 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 seeking assistance from the Peer Tutor Program or 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 0-level basic-skills courses. After course completion, they 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.

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 2001-2002 entry-level assessment?

An analysis of entry-level assessment revealed that 307 students were administered the ACT Residual, and 1,281 prospective students participated in Accuplacer CPT pretesting. A total of 1,271 subsequently enrolled in the college, and 975 enrollments in 66 sections of remedial courses occurred during this academic year. The entry-level course placement process resulted in 273 new students enrolling in remedial mathematics, 112 students in remedial communications, and 131 students in remedial reading.

Because enrollment in 0-level courses delays enrollment in program-related courses and, ultimately, graduation, Student Success Camps were conducted to more quickly remediate students and help them stay in step with program schedules. Traditionally, these curricula have been offered during the month of August, prior to the start of the fall semester, and have been highly effective for students in passing the Accuplacer Reading and Sentence Skills subtests. Table 1 displays these results for Summer 2001.

These results show that, after participating in Student Success Camp activities, students passed the Reading and Sentence Skills placement tests at a high rate, with every participant in the 2001 group passing the latter. Students with deficiencies in College Level Math or Elementary Algebra had greater difficulty in overcoming deficiencies with this intervention, with only two students completing the algebra course and neither student passing. New interventions are currently under development to improve student success in the areas of math and algebra.

Technical pretests were administered to 43 students with a mean score of 43.9%. The results of the technical pretests set a baseline for measuring learning gain from program

entry to exit for the technical component of the participating 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.

In response to identified student needs, the College Readiness Center (CRC) was established during the 2001 academic year and is dedicated to student academic achievement by providing curriculum that fills the “learning gap” for students requiring remediation in one or more courses. Further, it was determined that students whose scores on placement tests were near the cut scores were more likely to pass subsequent testing than those with more disparate test scores. Analysis of the data revealed that students whose test scores missed cut scores by smaller margins were significantly more likely to pass subsequent testing. (See Table 2.) This suggests that more intensive teaching is required for students with greater disparity, and Student Success Camps may serve students better by tailoring curriculum to the level of remediation needed.

Conventional wisdom tells us that, in addition to the degree of intensity of remediation needed, the number of deficiencies with which a student enters college will affect his/her subsequent success. To address this concern, the relationship between the number of academic deficiencies and student success was explored. Student success was defined as both GPA and graduation. The resulting correlation between number of deficiencies and GPA was $-.350$, which is significant at the alpha equal to $.01$ level. In other words, the greater the number of deficiencies, the lower a student’s GPA in

subsequent course work. As Table 3 shows, most students with three or more deficiencies earned GPA's near or below 2.0 and did not graduate. In addition to completion of program course work, a GPA of 2.0 or higher is required for graduation.

Figure 1 displays the percent of graduates with respect to academic deficiencies upon first enrollment. As the graph shows, freshmen who enrolled with zero or one deficiency represented nearly 60% of the graduates from the cohort group. The average number of deficiencies for entering freshmen was 1.2. However, a minority of successful OSU-Okmulgee graduates enrolled with more than one deficiency. Students declaring a program of study and having three or more deficiencies were increasingly unlikely to graduate.

As a result, beginning Fall 2002 the CRC no longer provides traditional 0-level courses to all students whose placement test scores fall below cut scores. The CRC instead offers three levels of remediation courses:

Level 1: Remediation needed in one, two, or three subjects, all at a "slight" level

Level 2: Remediation needed in one or two subjects, at least one of which is at a "moderate" level

Level 3: Remediation needed in three or more subjects, all of which are at a "moderate" or "severe" level

"Slight," "Moderate," and "Severe" levels have been defined by Accuplacer test publisher cut score recommendations. Course curriculum has been designed to meet the needs of students at each level as identified by assessment results regarding disparity of

achievement and number of academic deficiencies. Data will continue to be collected to measure effectiveness of these new curricula.

To identify program-related student deficiencies, mean number of academic deficiencies, ACT scores, and GPA were tabulated for academic divisions and are presented in Table 4. Mean number of deficiencies ranged from 0.54 for General Studies to 2.36 among Auto Collision. Mean ACT scores ranged from 15.89 for Auto Collision to 19.47 for Information Technology, and GPA ranged from 2.00 for Auto Collision to 3.26 General Studies.

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

During the 2001-2002 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.

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.

Further, OSU-Okmulgee has developed an Early Alert System, designed to promote early identification of at-risk students and provide avenues for interventions. The College Student Inventory (CSI) was piloted in Fall 2001 with students who were identified as academically unprepared by the Accuplacer placement assessment. The CSI is a paper-based assessment of at-risk factors in the areas of academic, social, and personal need. Both faculty and students have provided feedback that this instrument accurately identifies student needs and is a useful tool for advisement. Currently, only the highest at-risk students in the College Readiness Center are administered the CSI, with interventions being tailored for students by area of concern. Results are shared with

academic advisors with student permission. Eventually, all students will complete an assessment for early need identification.

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. Consequently, the college has moved forward by one month the deadline for scholarship and financial aid application.

The College Readiness Center success has instituted significant curricular change with regard to intensity and multiplicity of remediation in 0-level courses as described in #4. “Slight,” “Moderate,” and “Severe” levels of need have been determined. Upon review of deficiency data, the Automotive Technology division was selected for implementation of a specialized model for teaching 0-level courses. Because Automotive Collision students tend to be higher at-risk academically, and because Automotive programs are among those that have developed lock-step curriculum alternating course work and internships at each mid-semester point, remediation curriculum taught by the CRC now occurs in a 7-1/2 week time frame to coincide with internships. This allows Automotive students with deficiencies to begin first semester

internships on time and keep in-step with other class members. Efficacy of this model will be evaluated each semester, and results will be used to further student success for the Automotive division and for possible implementation in other divisions.

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.

During the 2001-2002 academic year, a re-evaluation of general education competencies was undertaken. Updated competencies were mapped to state SCANS competencies and associated OSU-Okmulgee assessments. Additionally, courses through which general education competencies are taught were affirmed and mapped to competencies. Further, the process of syllabi review for inclusion of mid-level assessment goals and objectives is underway.

The revised assessment plan outlines mid-level assessment after completion of 45 credit hours of instruction. In 2001, the new Pre-Education A.S. degree was targeted to pilot mid-level assessment. This program was approved by the Board of Regents in 2001. Within the last year, it has been determined that mid-level assessment will be incorporated into all programs simultaneously. Significant gain between pretest and posttest of the Accuplacer CPT and criterion-referenced competency will be indicators of

success. Within the next year, data will be collected and preliminary results will be reported in 2002-03.

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 for 2002-03.

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 for 2002-03.

10. What were the analyses and findings from the 2001-2002 mid-level assessment?

Because the OSU-Okmulgee mid-level assessment plan is in the early stage of implementation, results will be reported for 2002-03.

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, instructional changes will follow 2002-03.

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. Table 5 displays these measures.

13. What were the analyses and findings from the 2001-2002 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 earn EPA Refrigeration Technician Certification. Of the 68 students who completed the certification exam during the 2001-2002 academic year, 65 students (95.6%) qualified for certification.

Technical Gain and Competency

Some technical programs, such as in Small Business Occupations and Air Conditioning & Refrigeration 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 6 and 7. 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 +48.5%, and competency at graduation was 75%. 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 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 84% for 375 graduates. Job placement for strong industry-based programs such as Automotive Technology and Heavy Equipment & Vehicle Institute was highest at 100%. The average starting annual salary reported among all programs was \$26,724. Average annual salaries ranged from a program high of \$38,052 in Construction Technology to a program low of \$17,016 in Office Information Services. Tables 8-10 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?

College Cornerstone is a foundation course at OSU-Okmulgee designed to help students develop basic knowledge and skills needed to succeed in college as well as in the work place. This course is required of all entering freshman and has been traditionally coordinated by staff at the Learning Resource Center.

In an effort to evaluate the efficacy of this course, 412 students enrolled in the Cornerstone course during Fall 2001 were surveyed to determine perceptions and to gather feedback for course improvement. Differences in student perceptions of Cornerstone curriculum were found to differ by program of study. Additionally, some perceptual differences were found to exist as a result of demographic variables. Because of these findings, it was determined that Cornerstone courses should be re-examined and redeveloped on a program-by-program basis and tailored to meet the specific needs of students by faculty, unit leaders, and division chairs who know their students best. This instructional and organizational change took effect beginning Fall 2002, and the office of Institutional Assessment & Research will monitor the results.

Additionally, all college programs are in the process of implementing comprehensive 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, and information from graduate

exit interviews, 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 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 376 students completed the 98-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 OSU-Okmulgee results were compared with national norms.

16. What were the analyses and findings from the 2001-2002 student satisfaction assessment?

Students reported satisfaction levels above the midpoint for 97 out of 98 items. A gap analysis of student perceptions was conducted by calculating the difference between mean importance and mean satisfaction for each item. Students reported highest

importance and highest satisfaction for the scales “*Instructional Effectiveness*” and “*Academic Advising/Counseling*,” the latter with a positive mean difference superior to the national average for community and technical colleges. Items for which satisfaction significantly exceeded the national average are presented in Table 11 in descending order.

Only one item resulted in a mean satisfaction score below the midpoint of 4.0. Item #39, “*The amount of student parking space on campus is adequate*” had a satisfaction score of 3.71. The mean difference from the national average was -0.56 , which is statistically significant at the .001 level. This indicates that college students are unhappy with parking space nation-wide, and it deserves particular attention at OSU-Okmulgee. Further analysis revealed a negative correlation between the number of semesters at OSU-Okmulgee and satisfaction with parking. In other words, the longer students attend college, the more inconvenienced they feel regarding parking.

Results for Spring 2002 were compared with results for Spring 2001 and Spring 2000. Even a small effect size is important in identifying perceptual change, and an effect size of 10% of the performance gap was selected to determine practical significance. Table 12 presents the SSI results for the last three years. Items evidencing practical significance are listed in bold type.

A majority of items, 73 percent, resulted in significant improvement. The greatest improvement was “*Parking lots are well-lighted and secure.*” Once this problem was identified in 2001, light bulbs in parking lots were replaced and lighting was maintained. Although “*The amount of student parking space on campus is adequate*” resulted in the least satisfactory response for 2002, it also showed significant improvement over the last

year, coinciding with the additional parking space added with the construction of the new residential halls.

In summary, students have strong expectations for most campus services and experiences, and they are fundamentally satisfied at OSU-Okmulgee. Instructional effectiveness and academic advising and counseling are major strengths for the college, and the performance gap between importance and satisfaction continues to improve. Parking remains the single area of dissatisfaction, with student ratings of most aspects of college life similar to those of other community and technical colleges.

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

Results of the SSI were communicated to students via the college website and through student focus groups. Focus group discussions resulted in a student proposal for campus parking and roadway improvements. Specific areas have been identified for minor repair (e.g., potholes).

Although students were satisfied in general with the number of study areas on campus, when the SSI was analyzed at the program level, it was found that students in certain programs desired access to more computer and study areas. Consequently, a new computer lab and study area has been scheduled for completion in the Student Union November 2002. All students will have access to this lab during daytime and evening hours.

Further, as a result of student feedback, the college website now links students to financial aid information and services, as well as to other important information. Additionally, a new student portal system has been approved and will be online in

January 2003. This will allow all new students to be provided with personal, lifetime OSU-Okmulgee email accounts and will provide an “anytime” link to crucial college information including financial aid opportunities and requirements. “Web 4 Students” is another new service provided to students October 2002. Students now have online access to a variety of student services, including grades, personal information, transcripts, and course enrollment.

Figure 1
Percent Graduates by Number of Deficiencies

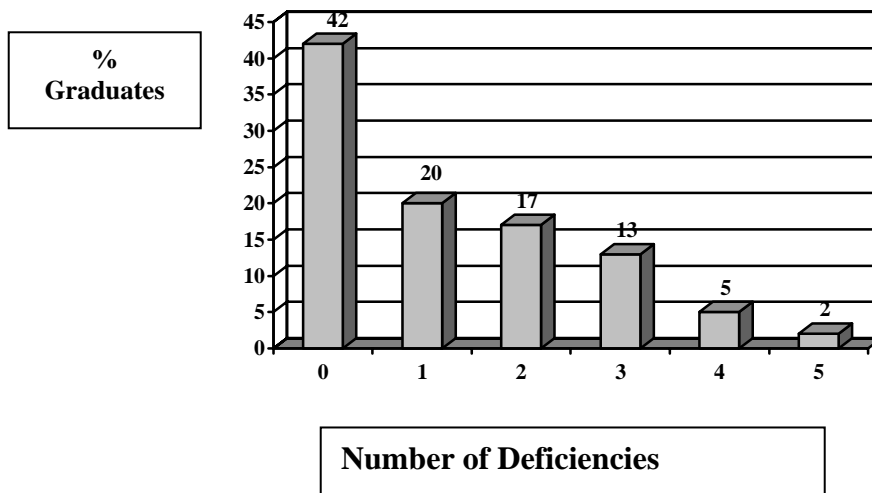


Table 1
2001 Success Camp Outcomes

ACCUPLACER SCALE	Cut Score	Minimum	Maximum	Mean	Std. Deviation	Percent Passing
Sentence Skills Pretest	80	60	77	71.57	6.08	100%
Sentence Skills Posttest		82	101	92.43	7.59	
Reading Comprehension Pretest	77	59	76	69.56	5.68	78%
Reading Comprehension Posttest		66	100	82.11	10.71	
College Level Math Pretest	92	34	66	50.71	11.10	22%
College Level Math Posttest		66	119	90.14	18.03	
Elementary Algebra Pretest	74	30	53	40.67	11.59	0%*
Elementary Algebra Posttest		38	63	54.67	14.43	

Note: 27 sets of test scores were collected from 2001 Student Success Camps

**Only two students completed the algebra success course.*

Table 2
Analysis of Disparity of Test Scores from Cut Scores

Success Status	Mean Disparity	t Value	Significance
Pass	11.12%	-3.238	.004
Not Pass	33.13%		

Table 3
Comparison of GPA By Number of Deficiencies

Number of Deficiencies	Mean GPA	N	Std. Deviation
0	3.26	407	0.854
1	2.59	223	0.995
2	2.49	165	0.929
3	2.16	141	0.934
4	2.23	36	1.088
5	1.70	10	0.859
TOTAL	2.98	982	1.003

Table 4
Program-Related Student Deficiency Data

Academic Division	N	Mean # Deficiencies	Mean ACT	Mean GPA
Automotive Technology & Heavy Equipment Vehicle Institute				
Automotive Collision Repair Technology	25	2.36	15.89	2.00
Automotive Service Technology	66	1.28	17.58	2.82
Heavy Equipment & Vehicle Institute	66	1.18	17.62	2.95
Construction Technology				
Construction Technology	46	1.60	16.90	2.66
Air Conditioning & Refrigeration Technology	55	1.55	17.21	2.69
Engineering Technologies				
Electrical & Electronics Technology	51	1.36	18.75	2.67
Engineering Graphics Technology	41	0.98	19.09	2.98
Manufacturing Technology	8	1.47	18.52	2.98
General Studies & Business Technology				
Business Technologies	14	1.59	18.21	2.55
General Studies	335	0.54	18.12	3.26
Hospitality Services				
Hospitality Services	46	1.20	17.55	2.85
Information Technologies				
Information Technologies	102	1.16	19.47	2.86
Small Business Occupations				
Small Business Occupations	23	1.17	17.75	3.18
Visual Communications				
Visual Communications	104	0.90	19.31	2.40
College Total	982	1.19	18.46	2.98

Table 5
Assessment Measures for Degree Programs

Program	Assessment Measure	Number Students Assessed
Air Conditioning & Refrigeration Technology, Office Information Systems Technology, Jewelry Technology, Shoe, Boot and Saddle and Pedorthics	Pretest	43
Air Conditioning & Refrigeration Technology, Office Information Systems Technology, Jewelry Technology, Shoe, Boot and Saddle and Pedorthics	Posttest	35
Air Conditioning & Refrigeration Technology, Culinary Arts-Dietetics Technology	Industry Certification	68
All Programs	Graduate Exit Interview	375
All Programs	Capstone Projects and Portfolios	*

* *Comprehensive Capstone curriculum among all programs in final stages of development.*

Table 6
Technical Gain & Competency

INSTITUTION

Name	n	Mean Pretest	Mean Posttest	Technical Gain	Significant Gain	% Competency
OSU-Okmulgee	35	26.1%	74.6%	48.5%	Yes	75%

Table 7
Technical Gain & Competency

PROGRAM

Name	n	Mean Pretest Score	Mean Posttest Score	Mean Technical Gain	Dependent t		Statistical Significance	% Competency
					Test Value	Critical Value		
Air Conditioning & Refrigeration Technology	18	43.6%	71.4%*	27.8%	6.042	2.567	Yes	71%
Office Information Systems Technology	9	**	66.0%	**	**	**	**	66%
Jewelry Technology	3	*	100.0%	*	*	*	*	100%
Shoe, Boot and Saddle	5	26.0%	86.7%	60.7%	18.200	3.747	Yes	87%

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

**Competency-based test only. No pretest given.

Table 8
Graduate Exit Positive Placement

Year	Summer	Fall	Spring
2002	89%	82%	73%
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%	--
Mean	85.1%	81.4%	79.2%

Table 9
Graduate Exit Positive Placement

Academic Year	% Positive Placement
2001-2002	84%
2000-2001	80%
1999-2000	87%
1998-1999	82%
1998-1997	83%
1997-1996	85%
1996-1995	85%
1995-1994	86%
Mean	84.0%

Table 10
Graduate Exit Placement Report

Name	Total Number of Graduates	% Graduates seeking employment	% Grads w/ program-related employment	Average Salary	% Positive Placement*
OSU-Okmulgee Total	375	93%	75%	\$2227	84%
Divisions					
Automotive & HEVi Technologies	97	99%	99%	\$2270/mo	99%
Business Technologies	38	100%	95%	\$1532/mo	95%
Construction Technologies	53	90%	88%	\$2684/mo	98%
Engineering Technology	53	93%	79%	\$2751/mo	86%
Hospitality Services Technology	35	75%	50%	\$1733/mo	75%
Information Technologies	43	100%	50%	\$2577/mo	50%
Small Business Occupations	15	67%	50%	\$1733/mo	83%
Visual Communications	41	90%	72%	\$2002/mo	75%

BY PROGRAMS OF STUDY

Name	Total Number of Graduates	% Graduates seeking employment	% Grads w/ program-related employment	Average Salary	% Positive Placement*
Automotive & HEVI Technologies					
Automotive Collision Repair Technology	13	100%	100%	\$1983/mo	100%
Automotive Service Technology	51	98%	98%	\$2450/mo	100%
Toyota T-TEN	11	100%	100%	\$2187/mo	100%
Ford ASSET	16	100%	100%	\$2543/mo	100%
GM ASEP	12	100%	100%	\$2444/mo	100%
Nissan	2	50%	0	--	50%
Chrysler CAP	10	100%	100%	\$2606/mo	100%
Heavy Equipment & Vehicle Institute	33	100%	96%	\$1949/mo	96%
CAT Dealer Prep	10	100%	100%	\$2051/mo	100%
Ditch Witch	**	**	**	**	**
Freightliner	11	100%	100%	\$1719/mo	100%
Komatsu	8	**	**	**	**
Natural Gas Compression	4	100%	75%	\$2467/mo	75%
Toyota T-LIFT	**	**	**	**	**
Construction Technologies					
Air Conditioning & Refrigeration Technology	27	100%	96%	\$2196/mo	96%

Construction Technology	26	80%	80%	\$3171/mo	100%
Engineering Technologies					
Electrical & Electronics Technology	21	93%	79%	\$2751/mo	86%
Engineering Graphics Technology	22	**	**	**	**
Manufacturing Technology	9	**	**	**	**
Watchmaking & Microtechnologies	1	**	**	**	**
General Studies & Business Technologies					
Business Technology	17	100%	88%	\$1714/mo	88%
Pre-Education	1	100%	96%	\$2196/mo	96%
Office Information Systems	20	100%	100%	\$1418/mo	100%
Hospitality Services					
Food Service Management-Culinary Arts	32	75%	50%	\$1733/mo	75%
Food Service Management-Dietetics Technology	3	**	**	**	**
Information Technologies					
Information Technologies	12	**	**	**	**
Computer Services Technology/Management Information Services Technology	31	100%	50%	\$2577/mo	50%
Small Business Occupations					
Jewelry Technology	6	100%	50%	\$1733/mo	50%
Shoe, Boot and Saddle	5	75%	50%	\$1733/mo	75%
Shoe, Boot and Saddle-Pedorthic Technology	4	**	**	**	**
Orthotics & Prosthetics	--	--	--	--	--
Visual Communications					
Graphic Design Technology	16	100%	75%	\$2014/mo	75%
Multimedia Technology	7	100%	67%	\$2054/mo	67%
Photography Technology	13	75%	62%	\$1588/mo	88%

*Accounts for students choosing to continue their education

**Information not available

Table 11
SSI Satisfaction Greater Than National Average

ITEM	Mean Satisfaction (4.0 = midpoint)	Difference from National Norm
9. Internships or practical experiences are provided in my degree/certificate program.	5.62	0.71 ***
25. My academic advisor is concerned about my success as an individual.	5.35	0.42 ***
32. My academic advisor is knowledgeable about my program requirements.	5.63	0.40 ***
10. Child care facilities are available on campus.	4.72	0.37 **
6. My academic advisor is approachable.	5.63	0.34 ***
65. Students are notified early in the term if they are doing poorly in a class.	5.10	0.32 ***
62. Bookstore staff are helpful.	5.61	0.28 ***
11. My academic advisor helps me set goals to work towards.	5.11	0.25 ***
1. The quality of instruction in the vocational/technical programs is excellent.	5.50	0.21 **
44. I generally know what's happening on campus.	4.96	0.19 *
43. Class change (drop/add) policies are reasonable.	5.47	0.17 *
57. Administrators are approachable to students.	5.24	0.16 *

Difference statistically significant at $\alpha=.05$; **Difference statistically significant at $\alpha=.01$ level; *Difference statistically significant at $\alpha=.001$*

Table 12
Student Satisfaction Inventory Performance Gap By Academic Year

ITEM	Spring 2002 Survey	Spring 2001 Survey	Spring 2000 Survey
The amount of student parking space on campus is adequate.	2.53	2.92	3.13
Financial aid counselors are helpful.	1.77	2.02	1.74
Financial aid awards are announced to students in time to be helpful in college planning.	1.65	1.78	1.92
Adequate financial aid is available for most students.	1.65	1.70	1.80
I seldom get the “run around” when seeking information on this campus.	1.56	1.72	1.71
Classes are scheduled at times that are convenient.	1.44	1.77	1.67
The equipment in the lab facilities is kept up to date.	1.39	1.72	2.15
Channels for expressing student complaints are readily available.	1.36	1.44	1.72
This school does whatever it can to help me reach my educational goals.	1.33	1.38	1.38
The college shows concern for students as individuals.	1.30	1.25	1.49
It is an enjoyable experience to be a student on this campus.	1.29	1.31	1.30
Faculty are fair and unbiased in their treatment of individual students.	1.18	1.32	1.45
I am able to register for classes I need with few conflicts.	1.15	1.56	1.57
Library resources and services are adequate.	1.15	1.22	1.52
Billing policies are reasonable.	1.13	1.10	1.09
There is a good variety of courses provided on this campus.	1.11	1.18	1.20
I am provided with the information I need to make informed choices about my education and career.	1.11	1.16	--
Students are notified early in the term if they are doing poorly in a class.	1.09	1.61	1.76
There are convenient ways of paying my school bill.	1.09	1.20	1.16
The policies and procedures regarding registration and course selection are clear and well-publicized.	1.09	1.06	1.11
Security staff respond quickly in emergencies.	1.07	1.14	1.50
Computer labs are adequate and accessible.	1.06	1.36	1.79
Admissions counselors accurately portray the campus in their recruiting practices.	1.00	1.11	1.10
Faculty provide timely feedback about student progress in a course.	0.99	1.30	1.35
Faculty are understanding of students’ unique life circumstances.	0.98	1.34	1.41
Parking lots are well-lighted and secure.	0.96	2.09	1.93
Faculty take into consideration student differences as they teach a course.	0.94	1.27	1.24
Faculty are interested in my academic problems.	0.94	1.14	1.21
I am able to experience intellectual growth here.	0.94	1.02	1.06
The personnel involved in registration are helpful.	0.94	0.79	0.83
The career services office provides students with the help they need to get a job.	0.92	1.19	1.24
People on this campus respect and are supportive of each other.	0.91	1.16	1.07
Admissions staff are knowledgeable.	0.91	1.09	1.08

Table 12
Student Satisfaction Inventory Performance Gap By Academic Year

ITEM	Spring 2002 Survey	Spring 2001 Survey	Spring 2000 Survey
The quality of instruction I receive in most of my classes is excellent.	0.90	1.16	1.31
The quality of instruction in the vocational/technical programs is excellent.	0.90	1.11	1.22
Students are made to feel welcome on this campus.	0.89	0.98	1.07
The campus is safe and secure for all students.	0.87	1.38	1.37
My academic advisor helps me set goals to work toward.	0.87	1.02	1.16
There are adequate services to help me decide upon a career.	0.87	1.02	1.06
Admissions counselors respond to prospective students' unique needs and requests.	0.87	0.96	1.02
Program requirements are clear and reasonable.	0.86	1.00	1.01
My academic advisor is concerned about my success as an individual.	0.85	1.04	1.10
The campus staff are caring and helpful.	0.84	1.04	0.91
Administrators are approachable to students.	0.84	0.93	1.08
New student orientation services help students adjust to college.	0.84	0.91	0.98
The student center is a comfortable place for students to spend their leisure time.	0.82	1.12	0.96
Nearly all of the faculty are knowledgeable in their fields.	0.81	1.00	0.96
Nearly all classes deal with practical experiences and applications.	0.79	1.04	1.05
The business office is open during hours which are convenient for most students.	0.78	1.02	1.15
The assessment and course placement procedures are reasonable.	0.77	1.03	1.09
Academic support services adequately meet the needs of students.	0.76	1.14	1.08
Tutoring services are readily available.	0.76	0.99	1.04
Counseling staff care about students as individuals.	0.75	1.00	0.96
Security staff are helpful.	0.73	0.96	1.05
My academic advisor is knowledgeable about the transfer requirements of other schools.	0.72	1.30	1.32
Library staff are helpful and approachable.	0.72	1.05	0.81
My academic advisor is knowledgeable about my program requirements.	0.72	0.75	0.80
This institution has a good reputation within the community.	0.71	0.83	0.82
On the whole, the campus is well-maintained.	0.70	1.16	1.18
There are a sufficient number of study areas on campus.	0.68	0.83	0.84
Student Life activities are offered at times that are convenient for me.	0.68	0.78	--
Faculty care about me as an individual.	0.68	0.67	0.85
I generally know what's happening on campus.	0.67	1.06	0.86
Internships or practical experiences are provided in my degree/certificate program.	0.65	0.74	0.78
My academic advisor is approachable.	0.65	0.62	0.79
Faculty are usually available after class and during office	0.64	0.94	1.07

Table 12
Student Satisfaction Inventory Performance Gap By Academic Year

ITEM	Spring 2002 Survey	Spring 2001 Survey	Spring 2000 Survey
hours.			
Student Life provides effective nutrition and exercise plans for students.	0.56	0.95	--
Class change (drop/add) policies are reasonable.	0.52	0.84	0.83
I am informed, in a timely manner, of the various Student Life activities that are offered.	0.45	0.70	--
Most students feel a sense of belonging here.	0.39	0.44	0.41
Bookstore staff are helpful.	0.38	0.82	0.82
This campus provides effective support services for displaced homemakers.	0.34	0.45	0.51
I enjoy participating in the various Student Life activities that are offered.	0.16	0.41	--
Personnel in the Veterans' Services program are helpful.	0.11	0.47	0.27
Childcare facilities are available on campus.	-0.05	0.00	0.11