OKLAHOMA STATE UNIVERSITY-OKMULGEE
(OSU-OKMULGEE)
ANNUAL STUDENT ASSESSMENT REPORT OF 2002-2003 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
2002-2003

EXECUTIVE SUMMARY

In 2002-2003, Oklahoma State University—Okmulgee used the ACT as a preliminary measure to evaluate first-time freshmen. Students scoring at least 19 on either the ACT National or ACT Residual were immediately enrolled in college credit courses. Students scoring below this cut score on any subtest required further testing before placement and enrollment. During the 2002-2003 academic year, 310 prospective students were administered the ACT Residual, and 1,086 prospective students participated in Accuplacer CPT pretesting.

Of the 3,643 students enrolled at the college during this academic year, a total of 1,081 enrollments in 98 sections of zero-level courses occurred. The entry-level course placement process resulted in 579 new students enrolling in zero-level mathematics, 235 students in zero-level communications, and 267 students in zero-level reading. Zero-level courses were offered exclusively through the College Readiness Center (CRC). Retention for students taking zero-level course work in the CRC was significantly greater than for students who did not take zero-level course work, as well as for all students in general. These results suggest that the CRC has been successful in bringing at-risk students up to necessary academic levels.

A sample of students participated in mid-level assessment of reading, writing, mathematics and critical thinking. Students were chosen on the basis of the completion of selected assessments in communication courses as well as in College Algebra. Writing portfolios were completed outside of class, and exams were administered during class. Assessment results were a part of student semester grades and served as an incentive to perform well. Beginning with Fall 2003, all entering Freshmen will be included in mid-level assessment once they have completed 45 credit hours.

Mid-level assessment standards for each objective were set at 70% of sample to achieve 75% competency. The reading and writing competency was met and exceeded. Students in the sample completed this competency at 6.7% higher competency level than standard. Additionally, the mathematics and critical thinking competency was met and exceeded. Students completed this competency at 12.2% higher competency level than standard.

Multiple measures were used to assess program outcomes. Measures included assessments in Capstone courses, posttests prior to graduation, industry certification, and graduate exit placement for students of OSU-Okmulgee. As of 2002-2003, all programs of study have implemented Capstone courses. Overall technical competency at graduation was 87.6%. This exceeded the criterion standard or benchmark of 75% by 12.6%. Each division met or exceeded the assessment standard. Outcomes varied from meeting standard to exceeding standard by 25.5%.

Positive placement of OSU-Okmulgee graduates was reported at 84% for the sample of 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 $2013.42 per month. Average annual salaries ranged from a program high of $3986.67 per month in Watchmaking & Microtechnology to a program low of $1386.67 per month in Diesel & Heavy Equipment—Komatsu.

All college programs are in the process of completing development of revised assessments for the new OSU-Okmulgee Assessment Plan. Formative and summative assessment results will be posted in student e-portfolios and tracked via software beginning with Fall 2003. Consequently, instructional and programmatic changes will follow the first full year of assessment of the new objectives and assessments.

In Spring 2003 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 457 students completed the 98-item survey, which loads items into 12 subscales.

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 "*Academic Advising/Counseling,*" "*Instructional Effectiveness,*" "*Registration Effectiveness,*" and "*Concern for the Individual.*"

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.

Alternatives were discussed to address the issue of parking space. Because the creation of parking space is costly and there exists adequate parking space on campus that is within walking distance of all buildings, this issue was shelved until budgetary flexibility is achieved. A new student portal system went online in Spring 2003, connecting students more efficiently to student services. Additionally, some student services will be made available online in 2004, and four plasma monitors have been purchased and installed in the Administration Building and Noble Center (Arts & Sciences building) to provide information more quickly to students. Finally, as a result of student feedback, more Arts & Science classes are being offered at nights and on weekends

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 Arts & Sciences 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 Fundamental Algebra (MATH 0153) or Fundamental Mathematics (MATH 0143).

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 Affairs 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.

3. What were the analyses and findings from the 2002-2003 entry-level assessment?

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. The CRC exists to meet individual students' needs by preparing them for success in their fundamental academic and career goals.

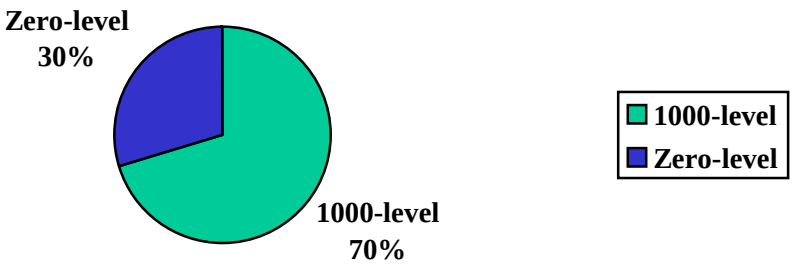
The CRC uses a hands-on, applied approach to instruction in fundamental courses. Included in instruction are hands-on materials, large and small group activities, and continuous discussion of topics. Every effort is made to present each skill using the three learning styles: visual, auditory, and kinesthetic. Contained within this learning community, the Synergistic Lab utilizes reading, writing, math, and science skills to solve problem-based career learning stations. The integrated curriculum fundamentally changes the learning environment by changing the relationship of the teacher and student. Students become responsible for their learning by working in peer communities and teachers are empowered to spend more time to assist students in the learning process.

An analysis of entry-level assessment revealed that 310 students were administered the ACT Residual, and 1,086 prospective students participated in Accuplacer CPT pretesting. Mean student scores appear below.

Mean ACT and Accuplacer CPT Scores

Test	Sub-test	Score
ACT	English	17
	Reading	18
	Math	16
	Science	18
	Comprehensive	18
Accuplacer CPT	English	85
	Reading	79
	Math	67
	Algebra	49

Of the 3,643 students enrolled at the college during this year, a total of 1,081 enrollments in 98 sections of zero-level courses occurred during this academic year. The entry-level course placement process resulted in 579 new students enrolling in zero-level mathematics, 235 students in zero-level communications, and 267 students in zero-level reading. Zero-level courses were offered exclusively through the College Readiness Center.



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.

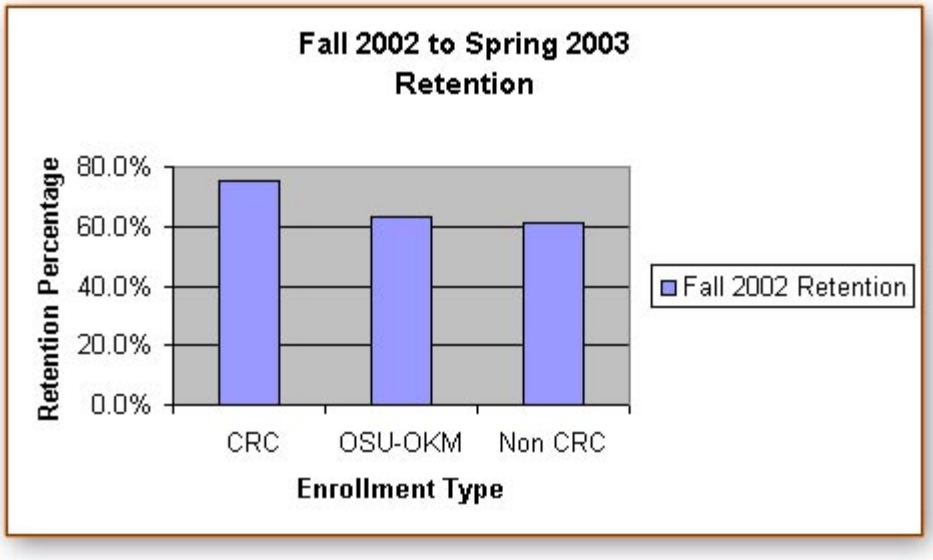
Faculty in the CRC provide one-on-one mentoring, tutoring, and academic counseling to students while enrolled in zero-level courses. A total of 63% of these academically at-risk students have passed zero-level algebra course work, 64% have passed zero-level mathematics course work, 68% have passed zero-level reading course work, and 72% have passed zero-level English course work.

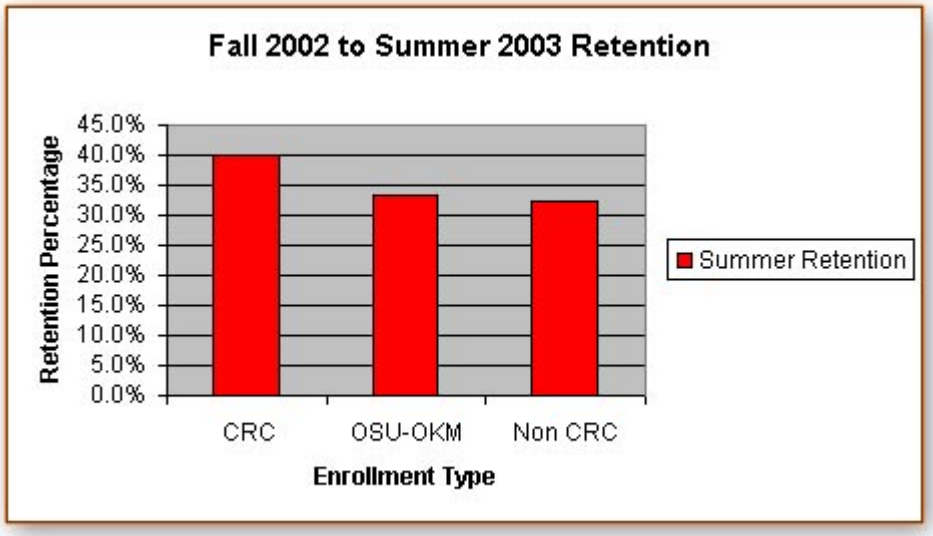
Effectiveness of Student Placement in Zero-level Courses

Course	Semester	# Students	# Passed	% Passed
Algebra	Spring 2002	13	8	62%
	Summer 2002	0	0	0
	Fall 2002	126	86	68%
	Spring 2003	101	57	56%
	Total	240	151	63%
English	Spring 2002	0	0	0
	Summer 2002	0	0	0
	Fall 2002	177	135	76%
	Spring 2003	42	22	52%
	Total	219	157	72%
Math	Spring 2002	18	14	78%
	Summer 2002	0	0	0
	Fall 2002	183	121	66%
	Spring 2003	63	35	56%
	Total	264	170	64%
Reading	Spring 2002	0	0	0
	Summer 2002	0	0	0
	Fall 2002	177	136	77%
	Spring 2003	47	28	59%

	Total	224	164	73%
	Grand Total	947	642	68%

Further, retention for students taking zero-level course work in the CRC was significantly greater than for students who did not take zero-level course work, as well as for all students college wide. These results suggest that the CRC has been successful in bringing at-risk students up to necessary academic levels. Further, evaluation of cut scores and entry-level placement processes continues to be reviewed.





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. Additionally, before students could be accepted in the Multimedia Technology Program, they were required to meet minimum a keyboarding proficiency of 25 words per minute with five or less errors.

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 entry-level assessment. Faculty have been hired who specialize in teaching high-risk students and provide one-on-one, individualized learning and tutoring. Further, the Automotive Technology division was selected for implementation of a specialized model for teaching zero-level courses. Because Automotive Technology 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 Technology 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 year, 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.**

Beginning March 2003, the membership of the OSU-Okmulgee Assessment Committee was changed to that of faculty-only membership, with the director of Institutional Assessment and Research serving as consultant. During this year, the committee refurbished the college Assessment Plan, which includes reviewed and revised general education competencies (Core Objectives). These general education competencies include reading, writing, mathematics and critical thinking. Assessment measures to evaluate student accomplishment of these competencies and objectives were reviewed and redeveloped as needed.

Assessment measures for reading and writing, "Effectively communicate electronically, verbally and in writing," are being administered in Technical Writing and Composition I and II courses, as well as in Speech. Student portfolios, activities, and presentations have been selected and created by communications faculty to uniformly collect for all students in these classes.

Assessment measures for mathematics and critical thinking, "Demonstrate logical, systematic problem-solving techniques," are being conducted in all mathematics courses. Standardized exams have been created by mathematics faculty to uniformly collect for all students in these classes.

These course-embedded assessments are part of students' course grades, which serves as an incentive for students to perform at their best. Because these assessments were finalized during the Fall 2003 semester and are not uniformly available until the end of the semester, a sample of students was selected for pilot testing, using transitional course-embedded assessments.

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.

During this transitional year, 26 students participated in mid-level assessment of reading, writing, mathematics and critical thinking. Students were chosen on the basis of the completion of selected assessments in communication courses as well as in College Algebra. Writing portfolios were completed outside of class, and exams were administered during class. Assessment results were a part of student semester grades and serve as an incentive to perform well. Beginning with Fall 2003, all entering Freshmen will be included in mid-level assessment once they have completed 45 credit hours.

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

As designed in the OSU-Okmulgee 2003 Assessment Plan, formative assessment results will be posted in student e-portfolios and tracked via software. Immediate feedback provides students with information needed to improve knowledge, skills, and competencies as explicated in program technical and core objectives. This tracking system should be in place by Spring 2004.

10. What were the analyses and findings from the 2002-2003 mid-level assessment?

Assessment standards for each objective were set at 70% of sample to achieve 75% competency. The reading and writing competency was met and exceeded. Students in

the sample completed this competency at 6.7% higher competency level than standard. Additionally, the mathematics and critical thinking competency was met and exceeded. Students completed this competency at 12.2% higher competency level than standard. The table below displays assessment standards and results.

Mid-level Assessment Results

Competency/Objective	Assessment Standard	Assessment Results	Outcome
Effectively communicate electronically, verbally and in writing	70% of students will complete selected portfolio, exam, and presentation at the 75% competency level.	100% of students completed selected assignments at the 81.7% level.	Exceeded Standard
Demonstrate logical, systematic problem-solving techniques	70% of students will complete selected exam at the 75% competency level.	100% of students completed selected assignments at the 87.2% level.	Exceeded Standard

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

A full year's data collected from newly devised assessments is required for analysis and presentation to faculty and staff in order to provide needed information for general education program change. Full cohort group data will be used for programmatic change during 2003-2004.

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 assessments in Capstone courses, posttests prior to graduation, industry certification, and graduate exit placement for students of OSU-Okmulgee.

Program Outcomes Assessment

Division	Program	Number of Students Assessed	Assessment Measures
Automotive and HEVi Technologies	Automotive Service	41	Capstone Assessment and Graduate Exit Placement
	Collision	45	Capstone Assessment and Graduate Exit Placement
	Heavy Equipment Vehicle Institute	37	Capstone Assessment and Graduate Exit Placement
Construction Division	Air Conditioning & Refrigeration Technology	48	Industry Certification, Capstone Assessment and Graduate Exit Placement
	Construction Technology	16	Capstone Assessment and Graduate Exit Placement
Engineering Technologies	Electrical & Electronics Technology	17	Capstone Assessment and Graduate Exit Placement
	Engineering Graphics Technology	17	Capstone Assessment and Graduate Exit Placement
	Manufacturing Technology	-	Graduate Exit Placement
	Watchmaking & Microtechnology	4	Capstone Assessment and Graduate Exit Placement
Health & Environmental Technologies	Orthotic & Prosthetic Technology	1	Posttest, Capstone Assessment and Graduate Exit Placement
	Pedorthic Technology	7	Posttest, Capstone Assessment and Graduate Exit Placement

	Shoe, Boot, & Saddle	7	Posttest, Capstone Assessment and Graduate Exit Placement
Hospitality Services Technology	Culinary Arts Technology	24	Capstone Assessment and Graduate Exit Placement
Information Technologies	Information Technologies	50	Capstone Assessment and Graduate Exit Placement
Visual Communications	Graphic Design	31	Capstone Assessment and Graduate Exit Placement
	Jewelry Technology	1	Capstone Assessment and Graduate Exit Placement
	Multimedia Technology	15	Capstone Assessment and Graduate Exit Placement
	Photography	14	Capstone Assessment and Graduate Exit Placement
TOTAL		**375**	

13. What were the analyses and findings from the 2002-2003 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 48 students who completed the certification exam during the 2002-2003 academic year, 32 students (67%) qualified for certification.

Technical Competency

Some technical programs, such as in Air Conditioning & Refrigeration Technology and in Health & Environmental Technology, can be assessed using posttest paper-and-pencil measures to evaluate program technical competency. These assessments were

developed locally, and results for the academic year are presented below. Student grades were not affected by tests. Testing was conducted on a voluntary basis, and no reward or penalty was linked to test scores.

Overall technical competency at graduation was 83.1%. This exceeds the criterion standard or benchmark of 75% by 7.6% . Assessment of students in the Air Conditioning programs resulted in a mean score of 82.6% competency, exceeding the standard by 7.6%. Assessment of students in Health & Environmental Technology programs resulted in a mean score of 85.0%, exceeding standard by 8.3%.

Posttest Assessment Results

Program	Number of Students	Criterion Standard	Percent Competency	Outcome
Air Conditioning & Refrigeration	48	75%	82.6%	7.6%
ACR	28	75%	86.2%	11.2%
HVAC	20	75%	78.7%	3.8%
Health & Environmental Technology	14	75%	85.0%	10.0%
Pedorthics	7	75%	83.3%	8.3%
Shoe, Boot, & Saddle	7	75%	86.7%	11.7%
TOTAL	70	75%	83.1%	8.1%

The primary means of assessing program outcomes for the 2002-2003 academic year was via Capstone course assessments. These consisted of portfolios, performance evaluations, and written exams where appropriate. As of 2002-2003, all programs of study have implemented Capstone courses. Overall technical competency at graduation was 87.6%. This exceeds the criterion standard or benchmark of 75% by 12.6% . Each division met or exceeded the assessment standard. Outcomes varied from meeting

standard to exceeding standard by 25.5%. These Capstone assessments do not reflect the revisions in the new 2003 Assessment Plan, which will be reported Fall 2004.

Capstone Assessment Results

Division	Program	Assessment Standard	Assessment Score	Outcome
Automotive and HEVi Technologies	Automotive Service	75%	90.4%	15.4%
	Collision	75%	83.4%	8.4%
	Heavy Equipment Vehicle Institute	75%	91.2%	16.2%
Construction Division	Air Conditioning & Refrigeration Technology	75%	90.4%	15.4%
	Construction Technology	75%	95.0%	20.0%
Engineering Technologies	Electrical & Electronics Technology	75%	75.0%	0%
	Engineering Graphics Technology	75%	85.0%	10.0%
	Manufacturing Technology	75%	--	--
	Watchmaking & Microtechnology	75%	80.0%	5.0%
Health & Environmental Technologies	Orthotic & Prosthetic Technology	75%	95.0%	20.0%
	Pedorthic Technology	75%	83.3%	8.3%
	Shoe, Boot, & Saddle	75%	85.0%	10.0%
Hospitality Services Technology	Culinary Arts Technology	75%	95.0%	20.0%
Information Technologies	Information Technologies	75%	88.9%	13.9%
Visual Communications	Graphic Design	75%	84.1%	9.1%
	Jewelry Technology	75%	95.5	20.5%
	Multimedia Technology	75%	83.6%	8.6%
	Photography	75%	91.7%	16.7%

TOTAL		**75%**	**87.6%**	**12.6%**

Exit Placement

Positive placement of OSU-Okmulgee graduates was reported at 84% for the sample of 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 $2013.42 per month. Average annual salaries ranged from a program high of $3986.67 per month in Watchmaking & Microtechnology to a program low of $1386.67 per month in Diesel & Heavy Equipment—Komatsu.

Graduate Exit Mean Monthly Salary
by Semester and Division

Semester	Program	Graduates	Mean	Division	Graduates	Mean
Fall 2002	EET	5	$2,683.89	ETD	9	$2,722.88
Fall 2002	IT	1	$3,900.00	Vis Com	3	$2,153.33
Fall 2002	MFG	2	$1,599.87	IT	1	$1599.87
Fall 2002	MMT	2	$2,450.00			
Fall 2002	PHO	1	$1,560.00			
Fall 2002	WMT	1	$3,986.67			
Total		12	$2,580.58		12	$2,505.15
Spring 2003	CUA	4	$2,000.00	HOSP	4	$2,000.00
Total		4	$2,000.00		4	$2,000.00
Summer 2003	AUC	16	$1,663.75	Auto/HEVi	22	$1,706.55
Summer 2003	DHEK	2	$1,386.67			
Summer 2003	DHEL	4	$2,036.67			
Total		22	$1706.55		22	$1706.55
ANNUAL TOTAL		38	$2013.42	**ANNUAL TOTAL**	38	$2013.42

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

All college programs are in the process of completing development of revised assessments for the new OSU-Okmulgee Assessment Plan. Formative and summative assessment results will be posted in student e-portfolios and tracked via software beginning with Fall 2003. Consequently, instructional and programmatic changes will follow the first full year of assessment of the new objectives and assessments.

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 2003 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 457 students completed the 98-item survey, which loads

items into 12 subscales. The instrument was administered by faculty 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 2002-2003 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 "*Academic Advising/Counseling,*" "*Instructional Effectiveness,*" "*Registration Effectiveness,*" and "*Concern for the Individual.*" Items for which satisfaction significantly exceeded the national average are presented below in descending order.

Satisfaction Greater Than National Average
(In order by difference from national norm)

ITEM	Mean Satisfaction (4.0 = midpoint)	Difference from National Norm
25. My academic advisor is concerned about my success as an individual.	5.21	1.28 ***
9. Child care facilities are available on campus.	5.04	0.69 ***
10. Internships or practical experiences are provided in my degree/certificate program.	5.34	0.43 ***
6. My academic advisor is approachable.	5.65	0.36 ***
32. My academic advisor is knowledgeable	5.52	0.29 ***

ITEM	Mean Satisfaction (4.0 = midpoint)	Difference from National Norm
about my program requirements.		
65. Students are notified early in the term if they are doing poorly in a class.	5.04	0.26 ***
17. Personnel in the Veterans' Services program are helpful.	4.70	0.25**
48. Counseling staff care about students as individuals.	5.25	0.23**
57. Administrators are approachable to students.	5.30	0.22**
11. My academic advisor helps me set goals to work towards.	5.07	0.21**
12. My academic advisor helps me set goals to work towards.	5.07	0.21**
2. Faculty care about me as an individual.	5.46	0.19**
53. The assessment and course placement procedures are reasonable.	5.29	0.17*
16. The college shows concern for students as individuals.	5.14	0.16*
1. The quality of instruction in the vocational/technical programs is excellent.	5.43	0.14*
54. Faculty are interested in my academic problems	5.17	0.14*

Difference statistically significant at α=.05; **Difference statistically significant at α=.01 level; ***Difference statistically significant at α=.001

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 3.98. This item is also resulted in the lowest national mean rating. This indicates that college students are unhappy with parking space nation-wide, and it deserves particular attention at OSU-Okmulgee.

Results for Spring 2003 were compared with results for Spring 2002, 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. The table below presents the SSI results for the last four years.

Student Satisfaction Inventory Performance Gap By Academic Year

ITEM	Spring 2003 Survey	Spring 2002 Survey	Spring 2001 Survey	Spring 2000 Survey
The amount of student parking space on campus is adequate.	2.06	2.53	2.92	3.13
Library resources and services are adequate.	1.32	1.15	1.22	1.52
Computer labs are adequate and accessible.	1.32	1.06	1.36	1.79
Parking lots are well-lighted and secure.	1.30	0.96	2.09	1.93
Adequate financial aid is available for most students.	1.26	1.65	1.70	1.80
The equipment in the lab facilities is kept up to date.	1.18	1.39	1.72	2.15
Classes are scheduled at times that are convenient.	1.17	1.44	1.77	1.67
Financial aid awards are announced to students in time to be helpful in college planning.	1.12	1.65	1.78	1.92
Financial aid counselors are helpful.	1.08	1.77	2.02	1.74
I seldom get the “run around” when seeking information on this campus.	1.03	1.56	1.72	1.71
Channels for expressing student complaints are readily available.	1.00	1.36	1.44	1.72
Security staff respond quickly in emergencies.	0.96	1.07	1.14	1.50
My academic advisor is knowledgeable about the transfer requirements of other schools.	0.94	0.72	1.30	1.32
The career services office provides students with the help they need to get a job.	0.92	0.92	1.19	1.24
I generally know what’s happening on campus.	0.92	0.67	1.06	0.86
I am able to register for classes I need with few conflicts.	0.91	1.15	1.56	1.57
Students are notified early in the term if they are doing poorly in a class.	0.90	1.09	1.61	1.76
Faculty are fair and unbiased in their treatment of individual students.	0.89	1.18	1.32	1.45
The college shows concern for students as individuals.	0.87	1.30	1.25	1.49
There is a good variety of courses provided on this campus.	0.87	1.11	1.18	1.20
Faculty are understanding of students’ unique life circumstances.	0.87	0.98	1.34	1.41
This school does whatever it can to help me reach my educational goals.	0.86	1.33	1.38	1.38
The campus is safe and secure for all students.	0.86	0.87	1.38	1.37
Faculty provide timely feedback about student progress in a course.	0.82	0.99	1.30	1.35
It is an enjoyable experience to be a student on this campus.	0.80	1.29	1.31	1.30
The quality of instruction I receive in most of my classes is excellent.	0.80	0.90	1.16	1.31
There are a sufficient number of study areas on campus.	0.80	0.68	0.83	0.84
There are convenient ways of paying my school bill.	0.79	1.09	1.20	1.16
The student center is a comfortable place for students to spend their leisure time.	0.79	0.82	1.12	0.96
Faculty take into consideration student differences as they teach a course.	0.78	0.94	1.27	1.24
Billing policies are reasonable.	0.77	1.13	1.10	1.09
Admissions staff are knowledgeable.	0.77	0.91	1.09	1.08
There are adequate services to help me decide upon a career.	0.77	0.87	1.02	1.06

Student Satisfaction Inventory Performance Gap By Academic Year

ITEM	Spring 2003 Survey	Spring 2002 Survey	Spring 2001 Survey	Spring 2000 Survey
My academic advisor is concerned about my success as an individual.	0.77	0.85	1.04	1.10
Library staff are helpful and approachable.	0.75	0.72	1.05	0.81
The policies and procedures regarding registration and course selection are clear and well-publicized.	0.71	1.09	1.06	1.11
People on this campus respect and are supportive of each other.	0.70	0.91	1.16	1.07
Admissions counselors respond to prospective students' unique needs and requests.	0.70	0.87	0.96	1.02
Admissions counselors accurately portray the campus in their recruiting practices.	0.69	1.00	1.11	1.10
Academic support services adequately meet the needs of students.	0.69	0.76	1.14	1.08
Faculty are interested in my academic problems.	0.68	0.94	1.14	1.21
Tutoring services are readily available.	0.66	0.76	0.99	1.04
I am able to experience intellectual growth here.	0.65	0.94	1.02	1.06
My academic advisor helps me set goals to work toward.	0.65	0.87	1.02	1.16
Students are made to feel welcome on this campus.	0.64	0.89	0.98	1.07
Internships or practical experiences are provided in my degree/certificate program.	0.63	0.65	0.74	0.78
The quality of instruction in the vocational/technical programs is excellent.	0.62	0.90	1.11	1.22
Administrators are approachable to students.	0.62	0.84	0.93	1.08
Nearly all classes deal with practical experiences and applications.	0.62	0.79	1.04	1.05
The business office is open during hours which are convenient for most students.	0.61	0.78	1.02	1.15
My academic advisor is knowledgeable about my program requirements.	0.61	0.72	0.75	0.80
The campus staff are caring and helpful.	0.60	0.84	1.04	0.91
The personnel involved in registration are helpful.	0.59	0.94	0.79	0.83
Program requirements are clear and reasonable.	0.57	0.86	1.00	1.01
Nearly all of the faculty are knowledgeable in their fields.	0.57	0.81	1.00	0.96
On the whole, the campus is well-maintained.	0.57	0.70	1.16	1.18
Bookstore staff are helpful.	0.57	0.38	0.82	0.82
New student orientation services help students adjust to college.	0.56	0.84	0.91	0.98
Class change (drop/add) policies are reasonable.	0.55	0.52	0.84	0.83
Security staff are helpful.	0.54	0.73	0.96	1.05
Faculty are usually available after class and during office hours.	0.54	0.64	0.94	1.07
The assessment and course placement procedures are reasonable.	0.51	0.77	1.03	1.09
This campus provides effective support services for displaced homemakers.	0.47	0.34	0.45	0.51
Faculty care about me as an individual.	0.46	0.68	0.67	0.85
My academic advisor is approachable.	0.44	0.65	0.62	0.79
This institution has a good reputation within the community.	0.38	0.71	0.83	0.82
Most students feel a sense of belonging here.	0.31	0.39	0.44	0.41
Personnel in the Veterans' Services program are helpful.	0.12	0.11	0.47	0.27
Childcare facilities are available on campus.	-0.10	-0.05	0.00	0.11

A majority of items, 75%, resulted in significant improvement. The greatest improvement was "*The amount of student parking space on campus is adequate.*" This coincides 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.

18. 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. These results initiated the opening of a new computer lab and study area in the Student Union in Spring 2003 and the addition of several more computers in the library.

Alternatives were discussed to address the issue of parking space. Because the creation of parking space is costly and there exists adequate parking space on campus that is within walking distance of all buildings, this issue was shelved until budgetary flexibility is achieved.

A new student portal system went online in Spring 2003, connecting students more efficiently to student services. Additionally, some student services will be made

available online in 2004, and four plasma monitors have been purchased and installed in the Administration Building and Noble Center (Arts & Sciences building) to provide information more quickly to students. Finally, as a results of student feedback, more Arts & Science classes are being offered at nights and on weekends.