



**OKLAHOMA STATE UNIVERSITY-OKMULGEE
(OSU-OKMULGEE)
ANNUAL STUDENT ASSESSMENT REPORT OF 2003-2004 ACTIVITY**

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EXECUTIVE SUMMARY

In 2003-2004, 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. A total of 317 prospective students were administered the ACT Residual, and 1,204 prospective students participated in Accuplacer CPT pretesting.

Of the 4,007 students enrolled at the college during this academic year, 1,074 enrollments in zero-level courses occurred. The entry-level course placement process resulted in 324 new students enrolling in zero-level mathematics, 223 students in zero-level communications, and 247 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.

Mid-level assessment of general education competencies was conducted as prescribed in each program's academic assessment plan. All competencies were directly linked to program missions and objectives and were developed by both technical faculty and Arts & Sciences faculty. Mid-level assessment standards for each objective were set at 80% of eligible students achieving 74% competency. All general education competencies were met and/or exceeded for the 2003-2004 academic year with an average of 3% higher than benchmark.

Additionally, OSU-Okmulgee participated in the National Forum Assessment Pilot Project. Sixty-seven students, who had completed at least 45 credit hours of course work and were within two semesters of graduation, participated on a voluntary basis to assess their skill levels in four areas of general studies. Four ACT WorkKeys tests were implemented to assess students in reading, business writing, mathematics, and locating information. One hundred percent of students scored at or above the recommended standard for Applied Math, Reading for Information, and Locating information. Following the national trend, Business Writing results fell one level below recommended standard.

Multiple measures were used to assess program outcomes. Measures included assessments in Capstone courses, End-of-instruction assessments such as portfolios and laboratory assignments, posttests prior to graduation, industry certification, and graduate exit placement for students of OSU-Okmulgee. Overall results indicated that 84% of students achieved at least a 74% competency level of student achievement, exceeding standard by 4%. New, comprehensive assessment software has been purchased to streamline assessment data collection, reporting, and analysis and will be implemented during the Spring 2005 semester.

A total of 441 students graduated from the college during the 2003-2004 academic year. Positive placement of OSU-Okmulgee graduates was reported at 92% for the sample of graduates. Job placement for strong industry-based programs such as Construction Technologies was highest at 100%. The average starting annual salary among reporting programs was \$1995.15 per month.

In Spring 2004 the Student Satisfaction Inventory (SSI) published by Noel-Levitz was administered to students to measure expectations and satisfaction with campus services and experiences. A total of 891 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 “*Instructional Effectiveness*,” “*Academic Advising/Counseling*,” “*Concern for the Individual*,” and “*Registration Effectiveness*.”

Students expressed strong expectations for most campus services and experiences, and they reported fundamental satisfaction 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, particularly with respect to library resources and computer lab accessibility. SSI results showed an increased performance gap with respect to on-campus childcare facilities. Currently, new childcare facilities are in the process of construction, as are additional childcare equipment. Additionally, parking remains an area for improvement, and 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 deferred until budgetary flexibility is achieved.

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) in the College Readiness Center.

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 were

qualified to enroll 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) in the College Readiness Center.

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) in the College Readiness Center.

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) in the College Readiness Center.

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 some technical programs of study were administered appropriate technical pretests, developed by faculty. Several pretests provided new students with the opportunity to qualify for advanced standing credit.

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 advisors or staff in the Assessment Center or by 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 taught by faculty in the College Readiness Center. The mission of the CRC is meet individual students' needs by preparing them for success in their fundamental academic and career goals. The College Readiness Center 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.

3. What were the analyses and findings from the 2003-2004 entry-level assessment?

An analysis of entry-level assessment revealed that 317 students were administered the ACT Residual, and 1204 prospective students participated in Accuplacer CPT pretesting. Mean student scores appear below.

Mean ACT and Accuplacer CPT Scores

| Test | Sub-test | Score |
|----------------|---------------|-------|
| ACT | English | 17.5 |
| | Reading | 18.9 |
| | Math | 17.3 |
| | Science | 19.2 |
| | Comprehensive | 18.5 |
| Accuplacer CPT | English | 83.4 |
| | Reading | 78.4 |
| | Math | 48.3 |
| | Algebra | 63.4 |

Of the 4007 students enrolled at the college during this year, a total of 1074 (26.8%) enrollments in zero-level courses occurred during this academic year. The entry-level course placement process resulted in 280 students enrolling in zero-level algebra, 324 students in zero-level mathematics, 223 students in zero-level communications, and 247 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 66% of these academically at-risk students have passed zero-level algebra course work, 73% have passed zero-level mathematics course work, 71% have passed zero-level reading course work, and 71% have passed zero-level English course work. The student pass rate has increased significantly since remediation has been centralized in the CRC.

| Course | Semester | # Students | # Passed | % Passed |
|--------------------|--------------|-------------|------------|------------|
| Algebra | Summer 2003 | 31 | 20 | 65% |
| | Fall 2003 | 124 | 85 | 69% |
| | Spring 2004 | 125 | 80 | 64% |
| | Total | 280 | 185 | 66% |
| English | Summer 2003 | 20 | 14 | 70% |
| | Fall 2003 | 133 | 102 | 77% |
| | Spring 2004 | 70 | 43 | 61% |
| | Total | 223 | 159 | 71% |
| Math | Summer 2003 | 36 | 28 | 78% |
| | Fall 2003 | 187 | 133 | 71% |
| | Spring 2004 | 101 | 74 | 73% |
| | Total | 324 | 235 | 73% |
| Reading | Summer 2003 | 23 | 15 | 65% |
| | Fall 2003 | 155 | 118 | 76% |
| | Spring 2004 | 69 | 42 | 61% |
| | Total | 247 | 175 | 71% |
| Grand Total | | 1074 | 754 | 70% |

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.

The college's Early Alert System is an electronic intervention system used by faculty to alert the system when a student is in danger of failing or not attending classes. Faculty in the Arts & Science Division send an electronic notice to a student's advisor in his or her technical program of study. The advisor sets up an appointment with the student to discuss possible solutions, and then refers that student to appropriate academic support services available on the campus. In this way, students in college-level course work are enabled to stay on track and receive academic or social interventions as needed.

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

During the 2003-2004 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. In addition, 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.

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 has committed to enrolling students earlier and providing them with greater access to readiness programs prior to the start of the semester. Additionally, the college has expanded its on campus activities for high school seniors and special enrollment days to facilitate early enrollment.

Beginning with Fall 2004, OSU-Okmulgee is transitioning to use of ACT Work Keys instruments for summative assessment of student learning. Consequently, ACT Compass will replace the CPT Accuplacer beginning Fall 2004 for entry-level diagnosis and

placement. Using instruments published by the same company allows for some conversion in scores and aligns OSU-Okmulgee with practices in common use among other Oklahoma colleges.

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.**

Faculty-Generated Assessments

Mid-level assessment of general education competencies was conducted as described in each program's academic assessment plan. All competencies are directly linked to program missions and objectives and were developed by faculty in each program of study. Student attainment of general education competencies were measured with the first four Core Objectives regardless of degree program. A uniform benchmark was set as follows: *at least 80% of students will achieve each Core Objective at the 74% level of competency or higher.* Mid-level assessments were developed and implemented by Arts & Sciences faculty college-wide and by faculty within each program of study as deemed appropriate.

ACT WorkKeys

During Fall 2003, OSU-Okmulgee participated in the Regents-sponsored National Forum Assessment Pilot Project. Students participated on a voluntary basis and were

administered two of four tests to assess mid-level progress towards general education competencies. Results are discussed below.

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.

Students who had completed at least 45 credit hours of course work , a total of 1,617 students, participated in mid-level assessment during this period as stated in the OSU-Okmulgee assessment plan. These assessments of general education competencies were faculty-developed, faculty-driven, and course-embedded to motivate students to participate to their fullest abilities.

In cooperation with the National Forum Assessment Project, 67 additional students were administered four ACT WorkKeys tests to assess their skill levels in four areas of general studies: reading, business writing, mathematics, and locating information. Students were selected if they were within two semesters of completing an Associate degree and had completed at least 45 credit hours of course work. Letters were mailed to all eligible students to invite them to participate and schedule one of four testing sessions. Because low participation initially prevailed, staff also selected college classes with students meeting requirements to implement the instruments. As an incentive, all participants received a certificate for dinner at OSU-Okmulgee's State Room.

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

As determined in the college assessment plan, assessment of general education competencies and objectives was evaluated and recorded using the university's SCT system. Programs of study with more developed data collection processes utilized Excel files to record multiple assessments of objectives. Because the assessment tracking system was implemented during Fall 2003, computer challenges arose and the data collected the first semester (Fall 2003) was spurious and will not be reported with the results of the other two semesters for this academic year. Beginning with the 2004-2005 academic year, new assessment software will be used that will facilitate more accurate data collection and efficient reporting. As can be seen in the table below, students exceeded the benchmark by 3% for formative assessment of general education requirements or Core Objectives.

Participants in the ACT WorkKeys study received individual feedback, and overall results appear in Section 10. Comments from students regarding results of the Business Writing test included, "This is not my strong point. I didn't know I was going to have to write," and "I think I did better on the math test." These results suggest that students were aware of their strengths and areas of concern regarding general education competencies, and testing results validated this for them. Individual feedback helped students make more informed choices with regard to remaining electives. These results are consistent with other two-year colleges in the state of Oklahoma.

CORE OBJECTIVES DATA
All Students in Fall 2003 Cohort

| Course In Which Assessment Occurs | | Percent of Students Completing this Objective at the 74% or Higher Level of Performance | | | |
|-----------------------------------|-------------------|-----------------------------------------------------------------------------------------|--------------------------|-------------|--------------------------|
| | | Spring 2004* | | Summer 2004 | |
| | | % NA | % Pass who were reported | % NA | % Pass who were reported |
| #1 Communication | ENGL 1033 | 6% | 89% | 0% | 83% |
| | ENGL 1113 | 4% | 73% | 10% | 64% |
| | ENGL 1213 | 7% | 78% | 21% | 77% |
| | ENGL 2033 | 100% | -- | 0% | 87% |
| | SPCH 1113 | 6% | 85% | 21% | 89% |
| | Cumulative | 12% | 82% | 11% | 82% |
| #2 Critical Thinking | MATH 1513 | 52% | 89% | 32% | 83% |
| | MATH 1613 | 100% | -- | 100% | -- |
| | MATH 2003 | 84% | 77% | 100% | -- |
| | Cumulative | 76% | 85% | 68% | 83% |
| #3 Ethics | PHIL 1213 | 9% | 87% | 0% | 86% |
| #4 History & Government | POLS 1113 | 44% | 78% | 13% | 90% |
| | HIST 1483 | 100% | -- | 100% | -- |
| | HIST 1493 | 81% | 87% | 8% | 66% |
| | Cumulative | 67% | 80% | 15% | 80% |
| #5 Technology | GTIT 1133 | 24% | 74% | 80% | 82% |
| Mean Average | | 38% | 82% | 35% | 85% |
| TOTAL | | 83% | | | |

NA indicates data not available/reported.

10. What were the analyses and findings from the 2003-2004 mid-level assessment?

Mid-level assessment of general education Core Objectives indicate that students have met and exceeded expected standards. Overall communication, including writing

and speech, exceeded the standard by 2%. Writing assessments consisted of comprehensive portfolios evaluated by a team of English faculty.

Critical thinking skills, measured in mathematics courses, exceeded the standard by 4%. College Algebra was the first course to implement mid-level assessment. Remaining math courses will be added during the coming academic year.

A reflective essay was selected for required course, Ethics 1213, to assess student understanding of personal and business ethics. Results indicate students exceeded expectations by 6.5%.

Objectives taught in history and government courses were also assessed through written exams developed and administered by faculty expressly for this purpose. Overall, 80% of students met the benchmark of 74%.

Finally, students' ability to understand and use technology was assessed primarily in an introductory computer course that most programs require. Although the student average did not meet the benchmark during the spring 2004 semester, it was exceeded by 5% during the summer semester. These results indicate that students have successfully met mid-level general education academic standards and are well prepared for the work place.

With regard to ACT Workkeys, most occupations associated with programs of study at OSU-Okmulgee require a minimum score of Level 3 or higher. Results of this evaluation indicate that 100% of students who completed the Locating Information test scored at Level 3 or higher; 100% of students who completed the Applied Math test scored at Level 3 or higher; and 100% of students who completed the Reading for Information test scored at Level 4 or higher. Only Business Writing results fell below

expected standards. For students who submitted this test, 38.3% scored at least a Level 3.

Staff who administered these tests noted that many students wrote very little and may not have been writing to their abilities as when their work is used as part of a course grade.

Results appear below.

WorkKeys Business Writing Results

| | Frequency | Percent |
|---------------|-----------|---------|
| 0 | 3 | 9.7% |
| 1 | 6 | 19.4% |
| 2 | 7 | 22.6% |
| 3 | 12 | 38.6% |
| 4 | 2 | 6.5% |
| 5 | 0 | 0 |
| 6 | 0 | 0 |
| 7 | 1 | 3.2% |
| Totals | 31 | 100.0% |

WorkKeys Locating Information Results

| | Frequency | Percent |
|---------------|-----------|---------|
| 0 | 0 | 0 |
| 1 | 0 | 0 |
| 2 | 0 | 0 |
| 3 | 3 | 12.0% |
| 4 | 11 | 44.0% |
| 5 | 11 | 44.0% |
| 6 | 0 | 0 |
| 7 | 0 | 0 |
| Totals | 25 | 100.0% |

WorkKeys Applied Math Results

| | Frequency | Percent |
|----------|-----------|---------|
| 0 | 0 | 0 |
| 1 | 0 | 0 |
| 2 | 0 | 0 |
| 3 | 3 | 7.3% |

| | Frequency | Percent |
|---------------|------------------|----------------|
| 4 | 6 | 14.6% |
| 5 | 7 | 17.2% |
| 6 | 14 | 34.1% |
| 7 | 11 | 26.8% |
| Totals | 41 | 100.0% |

WorkKeys Reading Information Results

| | Frequency | Percent |
|---------------|------------------|----------------|
| 0 | 0 | 0 |
| 1 | 0 | 0 |
| 2 | 0 | 0 |
| 3 | 0 | 0 |
| 4 | 5 | 20.8% |
| 5 | 5 | 20.8% |
| 6 | 13 | 54.2% |
| 7 | 1 | 4.2% |
| Totals | 24 | 100.0% |

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

Upon review of the data, English faculty determined to restructure the writing portfolio used to assess Communication. Although assessment results meet assessment standards and the WorkKeys Business Writing results suggest under-motivated student response, the process generated intra-group discussion and it was determined that the assessments could be streamlined. Changes will be implemented in the 2004-2005 academic year.

Mathematics faculty initially planned to have assessments for critical thinking implemented in the college's Assessment Center. Upon review, concern was expressed

that students might not be motivated to perform to full capabilities if the evaluation was not linked to personal consequences. Therefore, math faculty determined to embed these assessments in math curriculum. Assessments will be implemented in Trigonometry and Business Math classes beginning with the 2004-2005 academic year.

Furthermore, the Arts & Science division has reformed its curriculum and assessment teams to continue to address student placement, mid-level assessment, and program outcomes assessment. These teams will provide unity across objectives and across programs of study.

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. The OSU-Okmulgee assessment plan outlines summative measures of student academic achievement. Beginning with the Fall 2003 Cohort, measures will include assessments in Capstone courses, end-of-instruction (EOI) assessments, posttests prior to graduation, industry certifications, and graduate exit placement. Graduates during Summer 2003 through Spring 2004 consisted primarily of the Freshman Fall 2001 Cohort, and results of their outcomes assessment appear below.

Program Outcomes Assessment

| Division | Program | Number of Graduates Assessed | Assessment Measures |
|-------------------------------------|---------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------|
| Arts & Sciences | Business Systems Technology | 29 | Industry Certification, Pre/Posttesting, Capstone Assessment, End of Instruction, and Graduate Exit Placement |
| | Pre-Education | 18 | Capstone Assessment, End of Instruction Assessment, and Graduate Exit Placement |
| | Pre-Education—Secondary | 20 | Capstone Assessment, End of Instruction Assessment, and Graduate Exit Placement |
| | Sub-total | 67 | |
| Automotive and HEVi Technologies | Automotive Service | 60 | Capstone Assessment, End of Instruction Assessment, and Graduate Exit Placement |
| | Automotive Collision Repair Technology | 16 | Capstone Assessment, End of Instruction Assessment, and Graduate Exit Placement |
| | Heavy Equipment Vehicle Institute | 38 | Capstone Assessment, End of Instruction Assessment, and Graduate Exit Placement |
| | Sub-total | 114 | |
| Construction Division | Air Conditioning & Refrigeration Technology | 26 | Industry Certification, Pre/Posttesting, Capstone Assessment, End of Instruction, and Graduate Exit Placement |
| | Construction Technology | 24 | Capstone Assessment, End of Instruction Assessment, and Graduate Exit Placement |
| | Sub-total | 50 | |
| Engineering Technologies | Electrical & Electronics Technology | 22 | Capstone Assessment, End of Instruction Assessment, and Graduate Exit Placement |
| | Engineering Graphics Technology | 13 | Capstone Assessment, End of Instruction Assessment, and Graduate Exit Placement |
| | Manufacturing Technology | 5 | Capstone Assessment, End of Instruction Assessment, and Graduate Exit Placement |
| | Watchmaking & Microtechnology | 10 | Capstone Assessment, End of Instruction Assessment, and Graduate Exit Placement |
| | Sub-total | 50 | |
| Health & Environmental Technologies | Orthotic & Prosthetic Technology | 6 | Pre/Posttest, Capstone Assessment, End of Instruction Assessment, and Graduate Exit Placement |
| | Pedorthic Technology | 2 | Pre/Posttest, Capstone Assessment, End of Instruction Assessment, and Graduate Exit Placement |

| Division | Program | Number of Graduates Assessed | Assessment Measures |
|---------------------------------|--------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------|
| | Shoe, Boot, & Saddle | 4 | Pre/Posttest, Capstone Assessment, End of Instruction Assessment, and Graduate Exit Placement |
| | Sub-total | 12 | |
| Hospitality Services Technology | Culinary Arts Technology | 53 | Capstone Assessment, End of Instruction Assessment, and Graduate Exit Placement |
| Information Technologies | Information Technologies | 47 | Capstone Assessment, End of Instruction Assessment, and Graduate Exit Placement |
| Visual Communications | Graphic Design | 17 | Capstone Assessment, End of Instruction Assessment, and Graduate Exit Placement |
| | Jewelry Technology | 6 | Capstone Assessment, End of Instruction Assessment, and Graduate Exit Placement |
| | Multimedia Technology | 8 | Capstone Assessment, End of Instruction Assessment, and Graduate Exit Placement |
| | Photography | 17 | Capstone Assessment, End of Instruction Assessment, and Graduate Exit Placement |
| | Sub-total | 48 | |
| TOTAL | | 441 | |

13. What were the analyses and findings from the 2003-2004 program outcomes assessment?

The primary means of assessing program outcomes for the 2003-2004 academic year was via Capstone course assessments, consisting of portfolios, performance evaluations, and written exams where appropriate, as well as EOI assessments and internship evaluations. Overall results indicate that 84% of students achieved at least a 74% competency level of student achievement. This exceeds by 4% the criterion standard or benchmark of 80%. Individual programs of study results ranged from 100% to 70%.

Program Outcomes Assessment Results

| Division | Program | Benchmark | Assessment Score | Outcome |
|--------------------------------------------------------|----------------------------------------------------------------|------------------|-------------------------|---------------------|
| Arts & Sciences | Business | 80% | 80% | Met |
| | Pre-Education | 80% | 78% | Did not meet |
| | Pre-Education— Secondary | 80% | 78% | Did not meet |
| Automotive and HEVi Technologies | Automotive Service | 80% | 86% | Exceeded |
| | Collision | 80% | 84% | Exceeded |
| | Heavy Equipment Vehicle Institute | 80% | 88% | Exceeded |
| Construction Division | Air Conditioning & Refrigeration Technology | 80% | 88% | Exceeded |
| | Construction Technology | 80% | 80% | Met |
| Engineering Technologies | Electrical & Electronics Technology | 80% | 77% | Did not meet |
| | Engineering Graphics Technology | 80% | 89% | Exceeded |
| | Manufacturing Technology | 80% | 100% | Exceeded |
| | Watchmaking & Microtechnology | 80% | 91% | Exceeded |
| Health & Environmental Technologies | Orthotic & Prosthetic Technology | 80% | 90% | Exceeded |
| | Pedorthic Technology | 80% | 91% | Exceeded |
| | Shoe, Boot, & Saddle | 80% | 100% | Exceeded |
| Hospitality Services Technology | Culinary Arts Technology | 80% | 74% | Did not meet |
| Information Technologies | Information Technologies | 80% | 83% | Exceeded |
| Visual Communications | Graphic Design | 80% | 74% | Did not meet |
| | Multimedia Technology | 80% | 70% | Did not meet |
| | Photography | 80% | 74% | Did not meet |
| TOTAL | | 80% | 84% | Exceeded |

Exit Placement

A total of 441 students graduated from OSU-Okmulgee between Summer 2003 and Spring 2004, with the Automotive & HEVi Technologies division comprising 25.9% of graduates. Positive placement of OSU-Okmulgee graduates was 92% for the sample of graduates reported. Positive placement ranged from 75% in Business Technologies to 100% in Construction Technologies. The average starting salary for the sample of programs reporting during the 2003-2004 academic year was \$1995.15 per month.

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

Because 2003-2004 was the pilot year for the new OSU-Okmulgee assessment plans, assessments processes are being fine-tuned before major curricular decisions are made. For example, HEVi Technologies measured only 33% of students achieving 74% competency in one summative assessment of a technical objective. However, upon investigation it was determined that that only 33% of students attempted this course-embedded assessment, as they had the option to drop or not complete one assessment for their course grade, and most of them selected this particular measure. Because this assessment was selected as a Program Assessment Technique, beginning with the 2004-2005 academic year, the instrument will become a requirement rather than an option for course completion in order to provide a more accurate measure of student performance.

In programs where drop-out rates are more problematic, lower mean assessment scores were observed. Because the current assessment data collection system only allows for nominal data entry, results are far less robust than desired. Consequently, a major change to the assessment system is planned for implementation during the Spring 2005

semester. New assessment software has been purchased that will enable faculty and administrators to summarize and review student achievement for any program objective or general education core objective at any time. This will provide real-time formative assessment and comprehensive summative assessment results to aid in data-driven decision-making and, ultimately, appropriate 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 2004 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 891 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 2003-2004 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*,” “*Academic Advising/Counseling*,” “*Concern for the Individual*,” and “*Registration Effectiveness*.” The scales are presented below along with mean satisfaction ratings and statistical significance.

Institutional Summary

| SCALE | Mean Satisfaction (4.0 = midpoint) | Difference from National Norm |
|---------------------------------------|---------------------------------------|-------------------------------|
| Instructional Effectiveness | 5.35 | 0.05 |
| Concern for the Individual | 5.28 | 0.16*** |
| Academic Advising/Counseling | 5.28 | 0.19*** |
| Admissions and Financial Aid | 5.05 | 0.08* |
| Registration Effectiveness | 5.27 | -0.03 |
| Academic Services | 5.15 | -0.13*** |
| Campus Climate | 5.19 | 0.02 |
| Student Centeredness | 5.27 | 0.03 |
| Service Excellence | 5.20 | 0.08* |
| Safety and Security | 4.64 | -0.18*** |
| Campus Support Services | 4.97 | 0.13*** |
| Responsiveness to Diverse Populations | 5.15 | -0.21*** |

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

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 3.96. 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 2004 were compared with results for Spring 2003, Spring 2002, and Spring 2001. 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 within the last year. The table below presents the SSI results for the last four years.

Student Satisfaction Inventory Performance Gap By Academic Year

| ITEM | Spring 2004 Survey | Spring 2003 Survey | Spring 2002 Survey | Spring 2001 Survey |
|-----------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Most students feel a sense of belonging here. | 0.21 | 0.31 | 0.39 | 0.44 |
| 2. Faculty care about me as an individual. | 0.48 | 0.46 | 0.68 | 0.67 |
| 3. The quality of instruction in the vocational/technical programs is excellent. | 0.55 | 0.62 | 0.90 | 1.11 |
| 4. Security staff are helpful. | 0.83 | 0.54 | 0.73 | 0.96 |
| 5. The personnel involved in registration are helpful. | 0.58 | 0.59 | 0.94 | 0.79 |
| 6. My academic advisor is approachable. | 0.52 | 0.44 | 0.65 | 0.62 |
| 7. Adequate financial aid is available for most students. | 1.21 | 1.26 | 1.65 | 1.70 |
| 8. Classes are scheduled at times that are convenient. | 1.00 | 1.17 | 1.44 | 1.77 |
| 9. Internships or practical experiences are provided in my degree/certificate program. | 0.59 | 0.63 | 0.65 | 0.74 |
| 10. Childcare facilities are available on campus. | 0.20 | -0.10 | -0.05 | 0.00 |
| 11. Security staff respond quickly in emergencies. | 0.93 | 0.96 | 1.07 | 1.14 |
| 12. My academic advisor helps me set goals to work toward. | 0.74 | 0.65 | 0.87 | 1.02 |
| 13. Financial aid awards are announced to students in time to be helpful in college planning. | 1.38 | 1.12 | 1.65 | 1.78 |
| 14. Library resources and services are adequate. | 0.82 | 1.32 | 1.15 | 1.22 |
| 15. I am able to register for classes I need with few conflicts. | 1.02 | 0.91 | 1.15 | 1.56 |
| 16. The college shows concern for students as individuals. | 0.93 | 0.87 | 1.30 | 1.25 |
| 17. Personnel in the Veterans' Services program are helpful. | 0.30 | 0.12 | 0.11 | 0.47 |
| 18. The quality of instruction I receive in most of my classes is excellent. | 0.68 | 0.80 | 0.90 | 1.16 |
| 19. This campus provides effective support services for displaced homemakers. | 0.41 | 0.47 | 0.34 | 0.45 |
| 20. Financial aid counselors are helpful. | 1.04 | 1.08 | 1.77 | 2.02 |
| 21. There are a sufficient number of study areas on campus. | 0.70 | 0.80 | 0.68 | 0.83 |
| 22. People on this campus respect and are supportive of each other. | 0.79 | 0.70 | 0.91 | 1.16 |
| 23. Faculty are understanding of students' unique life circumstances. | 0.94 | 0.87 | 0.98 | 1.34 |
| 24. Parking lots are well-lighted and secure. | 1.35 | 1.30 | 0.96 | 2.09 |
| 25. My academic advisor is concerned about my success as an individual. | 0.78 | 0.77 | 0.85 | 1.04 |
| 26. Library staff are helpful and approachable. | 0.61 | 0.75 | 0.72 | 1.05 |
| 27. The campus staff are caring and helpful. | 0.61 | 0.60 | 0.84 | 1.04 |
| 28. It is an enjoyable experience to be a student on this campus. | 0.80 | 0.80 | 1.29 | 1.31 |
| 29. Faculty are fair and unbiased in their treatment of individual students. | 0.83 | 0.89 | 1.18 | 1.32 |
| 30. The career services office provides students with the help they need to get a job. | 0.83 | 0.92 | 0.92 | 1.19 |
| 31. The campus is safe and secure for all students. | 0.89 | 0.86 | 0.87 | 1.38 |

Student Satisfaction Inventory Performance Gap By Academic Year

| ITEM | Spring 2004 Survey | Spring 2003 Survey | Spring 2002 Survey | Spring 2001 Survey |
|------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 32. My academic advisor is knowledgeable about my program requirements. | 0.58 | 0.61 | 0.72 | 0.75 |
| 33. Admissions counselors accurately portray the campus in their recruiting practices. | 0.68 | 0.69 | 1.00 | 1.11 |
| 34. Computer labs are adequate and accessible. | 0.99 | 1.32 | 1.06 | 1.36 |
| 35. The policies and procedures regarding registration and course selection are clear and well-publicized. | 0.69 | 0.71 | 1.09 | 1.06 |
| 36. Students are made to feel welcome on this campus. | 0.67 | 0.64 | 0.89 | 0.98 |
| 37. Faculty take into consideration student differences as they teach a course. | 0.83 | 0.78 | 0.94 | 1.27 |
| 38. The student center is a comfortable place for students to spend their leisure time. | 0.69 | 0.79 | 0.82 | 1.12 |
| 39. The amount of student parking space on campus is adequate. | 2.15 | 2.06 | 2.53 | 2.92 |
| 40. My academic advisor is knowledgeable about the transfer requirements of other schools. | 0.81 | 0.94 | 0.72 | 1.30 |
| 41. Admissions staff are knowledgeable. | 0.71 | 0.77 | 0.91 | 1.09 |
| 42. The equipment in the lab facilities is kept up to date. | 0.91 | 1.18 | 1.39 | 1.72 |
| 43. Class change (drop/add) policies are reasonable. | 0.52 | 0.55 | 0.52 | 0.84 |
| 44. I generally know what's happening on campus. | 0.73 | 0.92 | 0.67 | 1.06 |
| 45. This institution has a good reputation within the community. | 0.57 | 0.38 | 0.71 | 0.83 |
| 46. Faculty provide timely feedback about student progress in a course. | 0.85 | 0.82 | 0.99 | 1.30 |
| 47. There are adequate services to help me decide upon a career. | 0.74 | 0.77 | 0.87 | 1.02 |
| 49. Admissions counselors respond to prospective students' unique needs and requests. | 0.65 | 0.70 | 0.87 | 0.96 |
| 50. Tutoring services are readily available. | 0.65 | 0.66 | 0.76 | 0.99 |
| 51. There are convenient ways of paying my school bill. | 0.75 | 0.79 | 1.09 | 1.20 |
| 52. This school does whatever it can to help me reach my educational goals. | 0.90 | 0.86 | 1.33 | 1.38 |
| 53. The assessment and course placement procedures are reasonable. | 0.61 | 0.51 | 0.77 | 1.03 |
| 54. Faculty are interested in my academic problems. | 0.70 | 0.68 | 0.94 | 1.14 |
| 55. Academic support services adequately meet the needs of students. | 0.65 | 0.69 | 0.76 | 1.14 |
| 56. The business office is open during hours which are convenient for most students. | 0.69 | 0.61 | 0.78 | 1.02 |
| 57. Administrators are approachable to students. | 0.55 | 0.62 | 0.84 | 0.93 |
| 58. Nearly all of the faculty are knowledgeable in their fields. | 0.49 | 0.57 | 0.81 | 1.00 |
| 59. New student orientation services help students adjust to college. | 0.67 | 0.56 | 0.84 | 0.91 |
| 60. Billing policies are reasonable. | 0.76 | 0.77 | 1.13 | 1.10 |
| 61. Faculty are usually available after class and during office hours. | 0.55 | 0.54 | 0.64 | 0.94 |
| 62. Bookstore staff are helpful. | 0.48 | 0.57 | 0.38 | 0.82 |
| 63. I seldom get the "run around" when seeking information on this campus. | 0.93 | 1.03 | 1.56 | 1.72 |
| 64. Nearly all classes deal with practical experiences and applications. | 0.61 | 0.62 | 0.79 | 1.04 |

Student Satisfaction Inventory Performance Gap By Academic Year

| ITEM | Spring 2004 Survey | Spring 2003 Survey | Spring 2002 Survey | Spring 2001 Survey |
|----------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 65. Students are notified early in the term if they are doing poorly in a class. | 0.99 | 0.90 | 1.09 | 1.61 |
| 66. Program requirements are clear and reasonable. | 0.62 | 0.57 | 0.86 | 1.00 |
| 67. Channels for expressing student complaints are readily available. | 0.89 | 1.00 | 1.36 | 1.44 |
| 68. On the whole, the campus is well-maintained. | 0.58 | 0.57 | 0.70 | 1.16 |
| 69. There is a good variety of courses provided on this campus. | 0.80 | 0.87 | 1.11 | 1.18 |
| 70. I am able to experience intellectual growth here. | 0.64 | 0.65 | 0.94 | 1.02 |

Ten items were specific to the OSU-Okmulgee campus and had no normative data. Because these ten items vary from year to year, there is no annual trend data for them, and they were not included in the table above, nor were the remaining demographic variables.

A majority of items, 74%, resulted in significant improvement. The greatest improvement as measured by reduced performance gap was “*Library resources and services are adequate,*” with a change of 0.50 from 2003. “*Computer labs are adequate and accessible,*” also experienced significant improvement with a change of 0.33 from last year.

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.

12. 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 assessment newsletter. Results from the 2003 SSI were a factor in the opening of a new computer lab and study area in the Student Union and the addition of several more computers in the library.

The item with the greatest increase in performance gap was “*Childcare facilities are available on campus.*” Although the vast majority of students at OSU-Okmulgee do not have children and do not require childcare services, it is important that we meet the needs of those students who do require these services. A new childcare building is currently in the process of construction, and updated playground equipment will be purchased in the coming year.

Alternatives were discussed to address the persistent 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.