

Assessment Connection

Inside this issue:

Assessment in Action	1
Student Satisfaction Inventory Results	2
Title III Evaluation	2

COMING UP...

- Our one-year "How Are We Doing?" follow-up survey will be administered next month to determine how well you believe OSU-Okmulgee has achieved the goals of each of the eight patterns of characteristics of our institution.
- Our next NCA site visit is scheduled for Nov. 4 and 5.

ASSESSMENT IN ACTION

The office of Institutional Assessment & Research is working with faculty, students, administrators, support staff, advisory committees, and other key stakeholders to make assessment an integral tool for improving student learning in every program and at every level of our institution. Here are a few of the ways in which the college has integrated the assessment process into everyday practices and, ultimately, into student learning.

Capstone Course Development. Academic Units led by Rick Allison, Chair of Academic Innovation and Performance, have committed to bring Capstone course work to each program at OSU-Okmulgee. Capstone courses culminate the entire educational experience to provide a practical application of technical, business, and interpersonal skills needed



to succeed in one's career. Capstone assessment provides needed feedback to evaluate and improve student learning and institutional success.

Performance Appraisal Redesign. After a committee of faculty, students, and administrators successfully developed a new course evaluation instrument for student feedback, employees requested a new employee performance appraisal system. Three volunteer task forces have been formed consisting of faculty, support staff and administrators. They are seeking innovative ways to assess employee performance, such as classroom observation by unit leaders and one-up evaluation. Employees in every program and at all levels have been active in providing feedback. The processes

will be ready for trial run in fall 2002.

Library Survey. Faculty were asked this summer to provide feedback regarding book and journal selection for the library. Most faculty are satisfied with library size and selections. See the "Faculty Library Survey Results" on the IA&R website for more information.

Compensation Survey. In light of budget cutbacks this year, all college employees have been asked to suggest appropriate ways to compensate employees for outstanding performance. The #1 response was "Recognition". See the "Performance Appraisal and Compensation Survey Results" on the IA&R website for full details.

***We're on
the web!***

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Student Satisfaction Inventory Results

The Student Satisfaction Inventory has been annually implemented for the purpose of measuring student expectations and satisfaction with campus services and experiences. This year students were asked to rate levels of importance and satisfaction for 98 items on a scale of "1" to "7", with "1" representing lowest importance and satisfaction and "7" representing highest importance and satisfaction. Results revealed positive opinions regarding OSU-Okmulgee services and experiences. 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 re-

ported highest importance and satisfaction for the scales "Instructional Effectiveness" and "Academic Advising/Counseling." The latter resulted in a positive mean difference superior to the national average for community and technical colleges. A total of 12 individual items also achieved mean difference scores significantly above the national average. Written comments substantiated student satisfaction with such factors as quality of instruction, academic advisors, and internships. See "Spring 2002 Student Satisfaction Survey Results" on the IA&R website.

Only one item resulted in a mean satisfaction score below the midpoint, "The amount of student parking space on campus is ade-



quate." The mean difference from the national average indicated that nation-wide college students are also unhappy with parking space, but it deserves particular attention at OSU-Okmulgee. Written comments from students also indicated an eagerness for cable service problems to be quickly solved in the residence halls.

Title III Program Focuses on Student Success

The Title III project is in its fourth year of implementation and is resulting in the institutionalization of all prescribed initiatives and best practices.

This year the new SCT system, implemented in the fall of 1999, has a transfer equivalency database. The degree audit component, *On Course*, is complete and can be viewed by faculty and staff. It is also being used for graduate checks. *Web for Students*, planned for student access in the Fall

2002 semester, will allow all students to run a degree audit.

Assessment of academically at-risk student success indicates that students who seek and receive remediation for identified academic deficiencies are significantly more likely to succeed and graduate than those who do not. The College Readiness Center (CRC) has been established to address math, reading, and language arts deficiencies. Beginning fall 2002, writing skills will be

integrated into the English and Reading curriculum for students participating in the CRC. Further, a new assessment tool is currently being developed, tailored specifically for OSU-Okmulgee students, to identify at-risk students, both academically and emotionally.

Finally, the Withdrawing Student Survey is being implemented by Admissions staff to further identify at-risk indicators and enhance the early-alert system.