

**Oklahoma State System
of
Higher Education**

**Annual
Student
Assessment
Report**



May 27, 2005

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FOR HIGHER EDUCATION

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*Policy Statement On The Assessment Of Students For Purposes Of Instructional Improvement And
State System Accountability*

Oklahoma State Regents for Higher Education

ANNUAL STUDENT ASSESSMENT REPORT

2003-04

The tenth annual report on student assessment in the Oklahoma State System of Higher Education is presented as required by the State Regents' *"Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability."* Summaries of reports submitted by each institution are provided as an overview of the 2003-04 academic year assessment activities. Additional remediation information will be presented to the State Regents in separate documents, the Annual Student Remediation Report and The High School Indicators Report.

BACKGROUND

Oklahoma legislation paved the way for development of a statewide assessment plan in 1991 by allowing institutions to charge students up to one dollar per credit hour to support the student assessment effort. The State Regents' Assessment Policy was adopted in October 1991.

The purpose of assessment is to maximize student success. The assessment plan requires the systematic collection, interpretation, and use of information about student learning and achievement to improve instruction. The policy also addresses the need to demonstrate public accountability by providing evidence of institutional effectiveness.

The policy is a proactive, comprehensive assessment program, which addresses institutional quality and curricular cohesiveness. It is designed so that the results of the assessment efforts will contribute to the institution's strategic planning, budgetary decision-making, institutional marketing, and improving the quality of student services.

Each institution must evaluate students at four levels (graduate student assessment is optional):

- *Entry-Level Assessment and Course Placement* - to determine academic preparation and course placement.
- *Mid-Level Assessment* - to determine general education competencies in reading, writing, mathematics, and critical thinking.
- *Program Outcomes (Exit-Level) Assessment* - to evaluate outcomes in the student's major.
- *Assessment of Student Satisfaction* - to ascertain students' perceptions of their educational experiences including support services, academic curriculum, faculty, etc.
- *Graduate Student Assessment* - to assess student learning beyond standard admission and graduation requirements and to evaluate student satisfaction.

Institutions submit an annual assessment report to the State Regents, which describes assessment efforts at each of these levels. Information on number of students assessed, results of the assessment, and detailed plans for any institutional and instructional changes due to assessment results are to be provided in the report.

ENTRY-LEVEL ASSESSMENT AND PLACEMENT

The purpose of entry-level assessment is to assist institutional faculty and advisors in making course placement decisions that will give students the best possible chance of academic success. Beginning in fall 1994, institutions were required to use a score of 19 on the ACT in the subject areas of English,

mathematics, science, and reading as the "first-cut" for entry-level assessment. Students may also demonstrate curricular proficiency by means of an approved secondary assessment process.

Students unable to demonstrate proficiency in one or more of the subject areas are enrolled in remedial courses (Table 1: First-Time Freshmen Remediation). These courses are below college-level and do not count toward degree requirements. A supplementary per credit hour fee is assessed the student for these courses.

Although all institutions currently use the ACT as the first entry-level assessment, testing instruments used for secondary evaluation vary. Commonly selected commercial instruments include the ACT Assessment of Skills for Successful Entry and Transfer (ASSET), the Accuplacer Computerized Placement Test (CPT), ACT Computer-Adaptive Placement and Support System (COMPASS), and the Nelson-Denny Reading Test. Institutionally developed writing and mathematics tests, as well as a predictive statistical model, are also used. Each institution is responsible for establishing secondary testing cut-scores.

As required by policy, institutional assessment programs not only assess the basic skills of incoming students and enroll them in appropriate courses, but also track students to measure the rates at which they succeed. In addition to measuring basic skill competencies, institutions are collecting data on student attitudes and perceptions of college life. Colleges are offering orientation courses, computer-assisted instruction, tutoring, and learning centers, all of which are intended to make initial college experiences both positive and successful.

MID-LEVEL ASSESSMENT

Mid-level assessment is designed to assess the basic competencies gained by students in the college general education program. Institutions are required to assess students in the areas of reading, writing, mathematics, and critical thinking. Mid-level assessment normally occurs after completion of 45 semester hours and prior to completion of 70 semester hours. For associate degree programs, mid-level assessment may occur halfway through the program or at the end of the program. More typically, this assessment occurs at the end of the program, after students have had sufficient time to develop basic skills.

Mid-level assessment is accomplished with a combination of locally developed and standardized testing instruments such as the ACT Collegiate Assessment of Academic Proficiency (CAAP), the Riverside College Base Academic Subjects Examination (BASE), and the Test of Adult Basic Education (TABE). These nationally validated instruments are useful, because they provide regional or national benchmark data from other participating institutions. Several institutions have developed local instruments for mid-level assessment in some subject areas. More qualitative assessments, such as portfolio assessments and course-embedded techniques, are also being used.

Assessments at mid-level and in the major academic program provide important information to institutions about the degree to which their programs facilitate student achievement of desired knowledge and competencies. Results of this process have led some institutions to redesign general education programs. Both the types of courses and the way in which courses are delivered have been examined closely.

PROGRAM OUTCOMES (EXIT-LEVEL) ASSESSMENT

Program outcomes assessment, or major field of study assessment, is designed to measure how well students are meeting institutionally stated program goals and objectives. As with other levels of assessment, selection of assessment instruments and other parameters (such as target groups, when assessment occurs, etc.) is the responsibility of the institution. Institutions are encouraged to give preference to nationally standardized instruments that supply normative data. The instrument selected

should measure skills and abilities specific to the program and to higher level thinking skills. Results are used to revise curricula.

Program outcomes assessment methods used by State System institutions are diverse. Faculty members in each academic program or major field of study are responsible for developing their own methods of assessing to what degree students meet stated program goals and objectives. Assessments include structured exit interviews, surveys of graduating seniors and employers, Educational Testing Service's (ETS) Major Field Assessment Tests (MFAT), national graduate school admission exams (GRE, MCAT, GMAT), the ACT College Outcome Measured Program (COMP), senior projects, portfolios, recitals, national and state licensing exams, internships, capstone courses, theses, transfer GPAs, admission to professional schools, retention rates, and job placement.

ASSESSMENT OF STUDENT SATISFACTION

Student and alumni perceptions are important in the evaluation and enhancement of academic and campus programs and services because they provide an indication of the students' subjective view of events and services, which collectively constitute their undergraduate experiences. Student satisfaction evaluation can be accomplished in several ways, including surveys, interviews, and focus groups. The resulting data are used to provide feedback to improve programs and services. On many campuses, students expressed satisfaction with the availability and interest of faculty and staff, academic preparation for future occupations, classroom facilities, campus buildings and grounds, class size, libraries, cost, and other services. Common areas of dissatisfaction were food services, course availability, veteran's services, availability of student housing, job placement assistance, financial aid services, student activity fee uses, and parking.

Changes have been instituted as a result of student feedback. Common changes include technology additions and upgrades to improve academic and administrative services, student access to computers and the Internet, expanded orientation programs, enhanced tutoring services, student activities, food services, and career counseling and placement. New facilities have been constructed and older facilities have been remodeled to meet students' needs.

Nationally standardized surveys are used most often, but locally developed surveys are administered at some colleges and universities. Students are often surveyed at entry, during their college experience, and after they graduate. Many institutions also survey withdrawing students. The ACT Student Opinion Survey (SOS) is the most commonly used instrument. Others include the Noel-Levitz Student Satisfaction Inventory (SSI), the ACT Alumni Survey, the ACT Withdrawing or Non-returning Student Survey, and the ACT College Outcomes Survey (COS).

GRADUATE STUDENT ASSESSMENT

Beginning fall 1996, higher education institutions that charge graduate students the student assessment fee must perform assessment beyond the standard requirements for admission to and graduation from a graduate program. Nine of the ten universities offering graduate programs (OSU, UCO, ECU, NSU, NWOSU, SEOSU, SWOAU, CU, and LU) reported graduate student assessment activities that include licensure, certification, and comprehensive exams; portfolios; capstone courses; practica; theses; interviews; and surveys.

CONCLUSION

Student assessment in the Oklahoma State System of Higher Education is defined as:

“A multi-dimensional evaluative process that measures the overall educational impact of the college/university experience on students and provides information for making program improvements.”

As evidenced by the institutional reports, Oklahoma's colleges and universities are achieving the two major objectives of student assessment: to improve programs and to provide public accountability. As institutional implementation of student assessment has evolved, continued enhancements and improvements have been documented.

The *process* of student assessment is as important as the outcomes generated. By establishing a process to assess students, institutions have learned valuable information about their students and programs. To assess the degree to which students are meeting the goals and outcomes of a program, an institution must first define the goals and desired outcomes. Institutions have used assessment tools to measure value-added gains; that is, the skill improvement that can be directly attributed to the institution. For example, institutions found, by testing new freshmen and then retesting these students after they completed the general education requirements, that the general education curriculum achieved the desired results and improvements in students' competency levels.

Institutions have also improved the process of gathering and using assessment information. Assessment days or class times are designated to encourage more students to seriously participate in mid-level and program outcomes testing. Strategies for increasing the response rates to surveys are evaluated. Assessment information has been integrated into other institutional review processes, and results are shared widely with faculty and students.

INSTITUTIONAL SUMMARIES

All institutions in the State System were required to submit an annual assessment report. The summaries included in this report provide an overview and highlights of assessment activities at each institution in the State System.

Annual Student Assessment Report

**Institutional
Summaries**

May 27, 2005

University of Oklahoma

Entry-level Assessment

The Assessment and Learning Center assesses the academic background and skill levels of all first-time students enrolling at the University of Oklahoma (OU). The Enhanced ACT assessment test is used as the preliminary screening instrument. The 2003-04 cut-scores were 19 in reading, 19 in English, and 18 in math. Students scoring below these cut-scores, or their SAT equivalents, were evaluated further to determine appropriate course placement, using the Computer-adaptive Placement and Support System (COMPASS), for reading, writing skills, and mathematics, and a locally developed standardized writing sample.

Of OU's 3,754 first-time freshmen in fall 2003, 434 (11.6 percent) enrolled in one or more remedial course as follows: 45 (1.2 percent) in English, 406 (10.8 percent) in mathematics, and 44 (1.2 percent) in reading.

Transfer students new to OU are also assessed on the basis of their ACT scores and grades in prior course work. Secondary assessment is required of all transfer students desiring to enroll in mathematics at OU who either have not completed a course at the level of Calculus I or higher or do not have a current ACT score that would enable math placement.

The percentage of first-time students enrolled in remedial courses decreased from 16.1 percent in 2002-03 to 11.6 percent in 2003-04. The percentages of first-time students enrolled were reduced in all remedial courses, except MATH 0115, which stayed the same. These results are a reflection of the increased preparedness of OU's first-time students to enroll in college-level courses. It is hypothesized that this is a direct result of increasing admission standards and the use of a waiting list to reduce the admission of less well qualified applicants. Analysis of the first-time entering students who were required to enroll in remedial classes shows that those more likely to be enrolled in remedial classes than their counterparts include women, non-residents, minorities, adult admits, those admitted through alternative admissions and students who have not declared a major.

The percentage of students successfully completing remedial courses in 2003-04 increased in MATH 0115 and MATH 0123 and decreased in all others.

All OU data on the academic success of students show that first-time students who enroll in a remedial class at OU are less likely to be successful academically than their peers who are ready for college-level work from the beginning. Students who enroll in any remedial class have lower retention rates after four semesters and are, on average, behind their peers in terms of GPA and hours earned. Needing a single remedial math course or a remedial reading course has the least negative effect on retention, whereas needing two remedial math courses has the greatest negative effect on retention. Clearly, enrolling at OU unprepared to do college-level work in any area has negative consequences for students' academic success.

The students who perform at lower levels in remedial courses are those who enroll in MATH 0115, a course that tries to raise students' math skills by the equivalent of two course levels (i.e., 0113 and 0123) in a single semester. Typically fewer than half of the students enrolled in MATH 0115 successfully complete this class, as compared to 60 percent of students who successfully complete MATH 0113. Therefore, although MATH 0115 is a good option for students whose math skills are rusty, enabling them to enter college level math more quickly, MATH 0115 is not a good option for students whose math skills are not well developed.

In fall 2003, it was determined that due to curricular requirements, student preparation, and success rates, entry into Math 1473 would be allowed with a current Math ACT score of 20, or a 19 Math ACT combined with a High School GPA of 3.5 or higher. This became effective for placement beginning in spring 2004. An analysis of the success rates of these students over the next few semesters will determine

whether the change remains permanent.

The backgrounds, attitudes and interests of 90-95 percent of new freshmen have been assessed each fall since 1975. This year's results show that the average OU freshman in 2003: has parents who are more college-educated but less likely to have attended OU; plans to work although does not need to; is more politically conservative; is more focused on earning a degree; is more self-confident but less self-disciplined; and is more likely to bring a computer to campus.

Similar to previous years, 2003 freshmen believe the main benefit of a college education is to develop skills for a job. Only 34 percent of freshmen believe becoming more open-minded is an extremely important benefit of higher education, but this is up 26 percent from 1977 (27 percent). Conversely, from 1977 to 2003 there was a 16 percent decrease in the number of students who believe it is extremely important that higher education will lead to more fully understanding social problems and issues.

Highlights of the results include:

- Parents of 2003 new freshmen have more formal education than parents of new students in 1975, continuing the trend of the past several years. Only 19 percent of the fathers and 18 percent of the mothers of 2003 new freshmen had not attended college, compared with 31 percent of the fathers and 46 percent of the mothers of 1975 new freshmen.
- Only 36 percent of the 2003 freshmen had a family member who had attended OU, down from 45 percent in 1976.
- The number of new freshmen who expected to work while in college was 53 percent. This was significantly greater than in previous decades. However, only 35 percent of new freshmen reported they had to work to go to college and only 21 percent have insufficient financial resources to complete the first year. This indicates some students are working more to support their life styles than out of a need to pay college costs.
- Of the new freshmen, 78 percent report developing skills for a specific job is an extremely important benefit of higher education, a result that has changed little since 1977. Only 50 percent report gaining a background for life-long learning is an extremely important benefit of higher education.
- More new freshmen than ever before (93 percent) stated they plan to bring a computer to campus (compared with 90 percent last year, 75 percent in fall 1999, and 49 percent in fall 1995).
- Only 43 percent of new freshmen stated that they would be interested in interaction with people whose ethnic background is different from theirs.
- As many as 90 percent of new freshmen, versus 84 percent in 1995, said they expect to stay at OU for a bachelor's degree.
- The primary reason cited for choosing OU was the presence of a "good program in my major." A close second was OU's "academic reputation."

Mid-level (General Education) Assessment

During the 2003-04 academic year, the assessment of general education focused on five projects.

- Zoology Writing-Across-the-Curriculum (WAC) Project: Undergraduate Writing
- Zoology WAC Project: GTA Workshop
- Philosophy WAC: Follow-up
- ENGL 1113 Position Paper Analyses: Student Writing
- Online Delivery Assessment Project

The **WAC Projects** grew out of concerns about writing in three specific areas: undergraduate writing, graduate student writing, and graduate assistants' writing instruction abilities. The projects were designed to develop and implement discipline-specific writing classes and workshops that graduate teaching assistants would take prior to assisting professors in the classroom or laboratory learning environment.

The **ENGL 1113 Position Paper Analyses:** Student Writing addressed students' actual productions of the position paper. The General Education Team drew a random sample of papers from the fall 2003 cohort, and analyzed them in light of typical elements of a successful position paper. Overall the analysis suggested a significant improvement in a number of areas from the prior sampling done in 2002. Areas of strength included clear thesis statements, effective deployment of source material, and a more effective production of discourse.

The **Online Delivery Assessment Project** was conducted by Dr. Hobbs and Dr. Jobe, two members of the composition staff. A prior study in 2003 revealed that on-line delivery involved significantly more time invested by the instructor than in traditional or computer mediated classrooms. This study's results indicated that on-line delivery is labor intensive compared to other forms of writing instruction. Qualitative analyses suggest certain groups of students, such as working or active service military, benefit from online delivery.

Future Directions

The Zoology WAC project is ready for the piloting of a series of Teaching Assistant (TA) workshops, with team refinement of instructional materials, and extension of the project into selected lab courses. The TA workshop should be designed to work with TAs across the semester so that the process of writing assignment construction can be coupled to practice in responding to student drafts. Refinement of instructional materials should include a standardized handout for student production of lab reports, as well as peer critique guides, sample assignment sheets, and lab report task analysis. Extension of the materials and TA support into other sections is dependent upon the Zoology and Biology staff's decision, and could include both lower- and upper-division labs having report writing as part of the curriculum.

The results of the Position Paper Analysis Project suggest a follow-up study with a larger sample next year would be beneficial. Additionally, the focus this year and in previous years has been on the students' texts themselves rather than on the instructional units driving the texts. A possible direction in following years is to request standardization of unit design in the ENGL 5113 class where TAs produce their own units under the direction of the composition staff. Of particular interest to the General Education Team was a unit using Aristotle's rhetorical triangle as organizing criteria for student responses to selected arguments.

The Philosophy WAC Project is completely self-sustaining at this point and needs only a bi-annual follow-up to help determine its effectiveness and, if indicated, to refine the curriculum already in place. One possible follow-up is a qualitative assessment of Philosophy TAs' participation in the teaching of the writing process. Longer term possibilities include tracking Philosophy TAs who have participated in the process to determine the effectiveness of applicability of writing instruction training on their early careers as professors at other institutions.

The ENGL 1113 writing curriculum is due for overall analysis to determine the effectiveness of the sequencing across assignments. Possibilities here include surveying students with respect to perceived usefulness of each unit, analyzing selected texts using criteria matched to each assigned genre, and piloting of modified units. Units which could benefit from outcome analysis by assessment of student papers include the essay test-taking unit and the community profile unit.

The Online Delivery Assessment Project is ready for expansion to include more classes and a wider range of instructors. Possible variables to be examined for contributions include level of instructor experience, gender of instructor, and student and instructor levels of computer competence.

In light of the on going concern about the ability of OU students to write, the university has implemented two changes beginning in fall 2004 to enhance writing.

First, students will no longer be able to test out of the second semester of English composition, except through the Advanced Placement program. This will affect approximately 10 percent of OU's freshman, who have previously tested out of second semester English using the CLEP exam.

Secondly, in fall 2004 OU inaugurated the Expository Writing (EXPO) program. Students in this program will enroll in EXPO 1213 in lieu of ENGL 1213, the traditional second semester composition course. Enrollment in EXPO 1213 will be limited to 18 students per section and focus on expository writing in the context of a specific topic. Classes will be taught by doctoral level lecturers with expertise in expository writing hired specifically to teach these courses.

Program Outcomes Assessment

During the 2003-04 academic year, 47 of 49 academic units reported on activities designed to assess undergraduate programs. A variety of tools were used to assess how well students in each undergraduate degree program met the goals set by the faculty. These tools include:

- Exit interviews and surveys of graduating seniors.
- Standardized achievement tests.
- Capstone projects.
- Capstone course portfolios.
- Capstone course performance.
- Recitals.
- Alumni surveys.
- Employer surveys.
- Performance on professional certification exams.
- Rates of admission to professional schools.
- Performance of students in internships.
- Portfolio reviews.
- Job placements.

The 2003-04 academic year marked the initial year of formal graduate program assessment at OU. Each academic unit with a graduate degree program was required to develop a program to assess the outcomes of the program and to report the findings. Reports were received from 42 of 44 units. Measures used to assess how well graduate students are meeting goals set by the faculty include:

- Exit interviews and surveys of graduates.
- Performance on general exams and professional exams.
- Student portfolios.
- Performance on thesis defenses.
- Placement of students in more advanced programs and jobs.
- Publications.

- Presentations at professional meetings.
- Degree completions rates.
- Course evaluations.
- Employer surveys.
- Public performances.
- Nationally competitive fellowships and scholarships.

The results of each academic unit's assessment activities are reported in the accompanying Program Outcomes Assessment Report for the 2003-04 academic year, volumes 1, 2 and 3. On the basis of the findings, many units have adopted or proposed changes in their degree programs to enhance student performance and success in meeting the program's objectives. Changes include: changes in course content or scheduling; creation of new courses; deletion of courses; changes in degree requirements; modification of exams; establishment of departmental computer labs; providing access to specialized software; changes in internship programs; changes in assessment procedures; establishment of faculty review committees; and reviews of admission and scholarship criteria. These are described in more detail in this volume in response to question number 14 and in the individual assessment reports.

Student Satisfaction Assessment

The Student Opinion Survey (SOS), developed by ACT has been utilized at OU each year since 1993 and is used to assess student satisfaction. The ACT survey measures usage and satisfaction with campus services, along with satisfaction with the college environment. Every student was invited to participate in the survey on-line or in selected classroom settings. The number of students completing the ACT survey was 3,139, 8 percent of undergraduates and 18 percent of graduate students.

Areas showing the highest levels of satisfaction are university libraries, veterans' services, and the student union. Areas of highest dissatisfaction are parking, day care services, job placement services, course availability and use of student activity fees.

Comparison of data from the 2004 SOS with results from previous years showed:

- As many as 85 percent of students expressed satisfaction with the university in general, up 18 percentage points from 1993.
- The areas of highest satisfaction (80 percent or higher) are: honors programs (80 percent), student union (86 percent), library facilities/services (89 percent), this college in general (85 percent), recreational services (82 percent), cultural programs (81 percent), and veterans' services (86 percent). All of these areas were in the category of highest satisfaction last year. Areas dropping out of this category in 2004 were: general condition of buildings and grounds (77 percent) and CLEP programs (79 percent).
- The areas of highest dissatisfaction remained unchanged from last year include parking facilities and services (73 percent), course availability at the times you can take them (37 percent) and use of student activity fees (37 percent). Dissatisfaction for each of these areas, however, decreased in the last year. An addition to the highest dissatisfaction category in 2004 was day care services at 40 percent.
- Of the 65 areas in which student satisfaction was assessed, the mean satisfaction of OU students was higher than among students at a national group of comparator institutions in 27 areas, down from 40 areas in 2003 and 38 areas in 2002.
- Areas showing the greatest increase in mean satisfaction (>10 percent on a 1-to-5 scale) between 1993 and 2004 include:

- Student health services (up 39 percent).
- Racial harmony (up 25 percent).
- Student union (up 18 percent).
- General registration procedures (up 17 percent).
- Concern for you as an individual (up 14 percent).
- Financial aid services (up 14 percent).
- Opportunities for student employment (up 14 percent).
- Student voice in college policies (up 11 percent).
- Student employment services (up 14 percent).
- Attitude of non-teaching staff (up 13 percent).
- Billing and fee payment procedure (up 13 percent).
- Honors program (up 13 percent).
- Use of student activity fees (up 13 percent).
- Food services (up 12 percent).
- Opportunity for involvement in campus activities (up 12 percent).
- The college in general (up 12 percent).
- Academic calendar (11 percent).
- Class size relative to type of course (11 percent).
- General admissions procedures (up 11 percent).
- Attitude of faculty toward students (10 percent).
- Availability of pre-enrollment financial aid information (up 10 percent).
- College-sponsored social activities (up 10 percent).
- Personal security and safety (10 percent).

Six areas showed a decrease in mean satisfaction between 1993 and 2004, with job placement services showing a 10 percent decrease, career planning services a 6 percent decrease, college mass transit a 3 percent decrease, classroom facilities a 2 percent decrease, recreational services a 1 percent decrease, and college sponsored tutorial services a 0.5 percent decrease.

Complete Withdrawal Survey

During the 1998-99 academic year, a new process was implemented for students completely withdrawing from the Norman campus that allowed data to be collected as to the reasons for their withdrawal and their satisfaction with OU. The level of general satisfaction of students withdrawing from the university was higher than that of students participating in the Student Opinion Survey. The mean satisfaction of students withdrawing during spring 2004 was 4.3 on a 5-point scale. The most common reasons given for withdrawing were; family problems, financial issues and work conflicts

Oklahoma State University

Entry-Level Assessment

Three methods are used for entry-level assessment at Oklahoma State University (OSU): the ACT, a locally-developed predictive statistical model called Entry Level Placement Analysis (ELPA), and ACT Computer Adaptive Placement and Support System (COMPASS) placement tests. The first stage of entry-level assessment is the ACT subject area test scores; an ACT subscore of 19 or above (or SAT equivalent) automatically qualifies a student for college-level coursework in that subject area. The ACT Reading subscore is used to indicate readiness for courses in reading-intensive introductory courses in Sociology, Political Science, Psychology, History, Economics, and Philosophy. The second stage of entry-level assessment is ELPA; it is a multiple regression model that uses high school grades, high school class rank and size, and ACT scores to predict student grades in entry-level courses. Students scoring below a 19 on the ACT subject area test and with predicted grades from ELPA of less than “C” in a particular subject area were recommended for remedial coursework. All first-time OSU students were assessed using the ACT and ELPA prior to enrollment. The third stage of assessment is the COMPASS placement tests; students who were not cleared for enrollment in college level courses via their ACT scores or ELPA results may waive a remedial course requirement by passing a COMPASS test. Students who are missing ACT information or high school grade information needed for ELPA may also take the COMPASS placement test to waive a remedial course requirement.

In 2003-04, entry-level assessment was conducted for all admitted and enrolled new freshmen and new transfer students with fewer than 24 credit hours (n=4,328). After all stages of entry-level assessment were completed, 617 new students (14.3 percent of the total number enrolled) were recommended to take at least one remedial course. Of these, 86 (2.0 percent) were recommended to enroll in remedial English (UNIV 0133); 515 (11.9 percent) needed remedial math (UNIV 0123); 173 (4.0 percent) needed remedial science (UNIV 0111), and 67 (1.5 percent) were recommended to enroll in a course focused on reading and study skills (CIED 1230) (note: some students are required to take remedial courses in more than one subject area).

Of OSU’s 3,464 first-time freshmen in fall 2003, 58 (1.7 percent) enrolled in one or more remedial course as follows: 10 (0.3 percent) in English, 48 (1.4 percent) in math, and 4 (0.1 percent) in reading. Institutional Research and University Academic Services track success of students in remedial courses each semester. These results were consistent with findings from previous years.

Additional entry-level assessments used at OSU include the Cooperative Institutional Research Program (CIRP) Freshman Survey and the Noel-Levitz College Student Inventory. The CIRP Freshman Survey is a university-wide survey that is conducted in alternate years and was conducted in fall 2004. The College Student Inventory by Noel-Levitz, Inc., is a retention-management tool that may be used to identify potential problem areas for new students and is used each year in the College of Human Environmental Sciences.

General Education (Mid-Level) Assessment

OSU’s assessment program uses three tools to evaluate student achievement of the expected learning outcomes for general education and the effectiveness of the general education curriculum: (1) institutional portfolios, (2) university-wide surveys, and (3) a general education course content database. Each of these methods are aimed at evaluating expected student learning outcomes that are articulated in the OSU General Education Course Area Designations Criteria and Goals document. Revisions to this document were approved in 2004, to facilitate a more effective assessment of student learning goals. General education assessment is also guided by the

university's mission statement and the purpose of general education as articulated in the OSU catalog.

Institutional portfolios directly assess student achievement of the primary learner goals for general education. Separate portfolios are developed to evaluate each general education learner goal, and each portfolio includes students' work from course assignments collected throughout the undergraduate curriculum. Faculty members (including assessment committee members and additional faculty members involved in undergraduate teaching) work in groups to evaluate the work in each portfolio and assess student achievement of the learner goal by using standardized scoring rubrics. The results provide a measure of the extent to which students are achieving OSU's expected general education competencies.

In 2003-04, institutional portfolios were used to evaluate student written communication skills and science problem solving skills, also a process to assess critical thinking skills was developed and tested. The writing skills portfolio includes work from OSU students in all classes (freshmen through seniors) and disciplines; the work included in the science portfolio was primarily from freshmen and sophomores taking lower division science courses. Each artifact of student work in the institutional portfolios is evaluated by a team of faculty reviewers and scored using a 5-point rubric, where a score of 5 represents excellent work. For writing assessment, 69 percent of students received a score of 3 or higher (representing acceptable, good, or very good work). Portfolio results show that seniors demonstrate significantly better writing skills than freshmen. For science assessment, 69 percent of students received a score of 3 or higher. Each year, the use of institutional portfolios is expanded to cover additional general education student learner goals.

University-wide surveys, such as the National Survey of Student Engagement (NSSE) and OSU Alumni Surveys indirectly assess student achievement of general education learner goals and are used to corroborate evidence collected from the institutional portfolio process. For example, the General Education Advisory Council (GEAC) used results from the NSSE (conducted in 2000 and 2002), in conjunction with institutional portfolio results, to assess the general education program. After review of assessment results, GEAC implemented new standards to increase opportunities for students to develop written communication skills in general education courses.

The web-based General Education Course Database is used to evaluate how well each general education course is aligned with the expected learning outcomes for the general education program. Instructors are asked to submit their course information online via a web-based form, and the General Education Advisory Council reviews the submitted information during regular course reviews. Instructors identify which general education learning goals are associated with the course and describe course activities that provide students with opportunities to achieve those learning goals. The database provides a tool for summarizing general education course offerings and evaluating the extent to which the overall general education goals are met across the curriculum.

OSU's general education assessment methods are aimed at holistically evaluating student achievement of general education outcomes and critically evaluating the curriculum itself by assessing how each course incorporates general education learner goals. Institutional portfolios and university-wide surveys are implemented such that student participants are anonymous; therefore, these methods do not permit tracking individual students into future semesters. Information from general education assessment is presented annually to the General Education Advisory Council, Assessment Council, Instruction Council, and Faculty Council. The process has generated attention to student learning, general education outcomes, and how individual general education courses provide opportunities for students to develop general education knowledge and skills. Four years after implementation, these assessments are yielding interesting results and influencing change at several institutional levels.

Program Outcomes Assessment

All OSU degree programs, including undergraduate and graduate programs, must have an outcomes assessment plan and must submit an annual assessment report describing assessment activity.

Assessment plans and reports may be submitted by colleges, schools, departments, or by individual degree programs, depending on the organizational level that faculty from these programs have elected to use for assessment. The Assessment Council periodically reviews all assessment plans and reports; this year the schedule for these reviews was modified to support the Academic Program Review (APR) process. Since documentation of the use of assessment results for program development is now requested for the APR process, the Assessment Council will review and provide feedback on outcomes assessment one year in advance of the program's participation in APR.

Academic units use a broad range of methods to assess student achievement of the learning outcomes articulated in assessment plans, and these are described in detail in the individual assessment reports submitted by each unit. The most commonly used program outcomes assessment methods reported in 2003-04 were:

- Capstone course projects, papers, presentations evaluated by faculty or by outside reviewers.
- Senior-level projects and presentations.
- Course-embedded assessments and classroom assessment techniques.
- Exams, local comprehensive exams, local entry-to-program exams.
- Exams, standardized national exams, certification or licensure exams,
- Exit interviews.
- Internships, evaluations from supervisors, faculty members, student participants.
- Portfolios, reviewed internally or externally.
- Projects, portfolios, exhibits, or performances, evaluated by professional jurors or evaluators.
- Student performance in intercollegiate competitions.
- Alumni surveys.
- Employers or recruiters surveys.
- Student surveys.
- Faculty survey.
- Enrollment data, student academic performance in particular courses, student participation in extracurricular activities related to the discipline, degree completion rates, and time-to-degree completion.
- Alumni employment tracking.

Graduate programs reported the following outcomes assessment methods in addition to the methods described above:

- Qualifying exams.
- Theses, dissertations, creative component papers, projects, presentations, and defenses.
- Comprehensive exams.
- Tracking research activity, publications, professional presentations, and professional activity.

In addition to these outcomes assessment methods, the Office of University Assessment and Testing, coordinates alumni and student surveys and provides program-specific results of these surveys to academic programs so that faculty may use this information for program outcomes assessment.

In keeping with the guidelines of the Higher Learning Commission of the North Central Association and the policy of the OSU Assessment Council, faculty are encouraged to develop effective program outcomes assessment methods that will provide meaningful information for program development and improvement. The Assessment Council review of outcomes assessment programs show that most degree programs are satisfactorily implementing their assessment plans and using assessment results for program development and improvement. Academic units are encouraged, but not required, to use assessment methods that may provide comparison of student performance with statewide or national norms. Programs that use such assessments report their findings in their individual annual outcomes assessment reports.

The number of individuals who participate in each outcomes assessment method within each academic unit are reported by each academic unit. Academic units are required to report the number of individuals

assessed by each assessment method. Because the same students are assessed by multiple methods, the reporting process does not provide an accurate count of the total number of students that participated in outcomes assessment. Outcomes assessment reports demonstrate that academic programs use multiple assessment methods and a majority of students within each program participate in outcomes assessment measures. The sum of all individuals who participated in all assessment methods is 22,564, but this total includes multiple counts of the same students (because students participate in multiple assessment methods) and also may include non-students (because, the ‘number of individuals assessed’ in an alumni survey or employer survey, for example, would reflect numbers of alumni or employers, respectively, rather than current students).

Uses of assessment results are unique to each program but can be generally categorized as sharing assessment information with faculty members, developing curriculum changes in response to assessment findings, and using assessment results to justify curriculum changes that have recently been implemented. The most commonly cited uses include:

- Changes in course content.
- Addition or deletion of courses.
- Changes in degree requirements or degree sheet options.
- Development of tutorial and academic services for students.
- Justification of past curriculum changes and to show program improvement resulting from those changes.
- Further refine the assessment methods or to implement new assessment methods.
- Changes in course sequences.
- Changes in advising processes.
- Facilitate curriculum discussions at faculty meetings, curriculum committee meetings, and faculty retreats.
- Changes to student facilities such as computer labs and science labs.
- Development of program-based websites to provide students with academic and program information.

Student and Alumni Satisfaction Assessment

Student and alumni surveys are conducted to evaluate perceptions of academic and campus programs and services, and the results were used in developing and improving those programs and services. The surveys complement program outcomes assessment because they were designed to provide feedback from students and alumni for use in continuous quality improvement in academic and student programs.

Alumni surveys are conducted every year at OSU; undergraduate program alumni and graduate program alumni are surveyed in alternate years. The surveys are intended to identify institutional strengths and areas for improvement as perceived by recent graduates; to track the careers and continuing education of recent OSU graduates; and to evaluate achievement of learning outcomes as perceived by alumni from individual academic programs. The alumni surveys target alumni who are one and five years post-graduation. The surveys are conducted as telephone interviews, and the questionnaire covers employment, continued education, and general satisfaction. Also, individual academic programs may include program-specific questions in the questionnaire for their program alumni; these data are used in program outcomes assessment as well as assessing alumni satisfaction. Alumni surveys have become a cornerstone of assessment at the university, college, and program level by providing regular feedback from OSU graduates about their perceptions of their educational experiences at OSU and its impact on their career and personal development.

The Undergraduate Program Alumni Survey was conducted in January 2004, and 2,520 alumni responded to the survey out of a target population of 5,875 graduates (response rate = 43 percent). Most alumni (94 percent) stated that they were satisfied or very satisfied in their educational experiences at OSU, and 93 percent indicated that their undergraduate program prepared them very well or adequately for their current career. About 68 percent of the alumni contacted for the survey were residing in Oklahoma, and about 32 percent were contacted out of state.

Graduate Student Assessment

Student outcomes assessment in graduate programs is part of Program Outcomes Assessment and is reported in that section of this report. In addition, a Graduate Student Satisfaction Survey is conducted in alternate years and the Office of University Assessment and Testing conducts the Survey of Alumni of Graduate Programs in alternate years. These university-wide assessments provide university- and program-level assessment information about graduate students. A Graduate Student Satisfaction Survey will be conducted in fall 2004, and the third Survey of Alumni of Graduate Programs will be conducted in spring 2005.

University of Central Oklahoma

The mission of the Assessment Program at the University of Central Oklahoma (UCO) is to institute program-focused assessment in all areas of university life. The collection and analysis of information on student performance enables decision-makers to measure the effectiveness of the academic curricula and support services for continuous improvement.

As part of the assessment effort, speakers and travel are funded to provide faculty and staff learning opportunities for refinement of their understanding of assessment. Dr. Susan Hatfield, Director of Assessment at Winona State University, presented faculty enhancement sessions in April 2004 on how to assess competencies. A team of faculty from the College of Liberal Arts visited another campus to explore options to improve assessment in their disciplines.

Entry-Level Assessment

Assessment of students at the time of admission is used to determine each student's readiness for college-level courses. The student's transcript(s) and/or ACT scores are reviewed to determine if secondary placement testing is required for course placement. Accuplacer Computerized Placement Test (CPT) is the instrument used for English, mathematics, reading, and science placement. Science placement is based on the mathematics and reading test scores.

A total of 1,812 students completed the secondary test for placement in remedial courses. The percentage of students taking each subject test was: mathematics (81 percent), English (46 percent), and reading (38 percent). Of the students tested in each subject area the percentage of students placed in remedial coursework was: mathematics 1,075 students (73 percent), English 177 students (21 percent), and reading 320 students (46 percent). The remedial coursework is offered by Rose State College on the UCO campus.

The University has implemented the Success Central course, designed to help freshmen in their transition to college. Currently space is available each semester for about 200 students. Plans are to increase the number of sections. The impact on retention is being monitored.

Mid-Level (General Education) Assessment

In fall 2004, the university will implement a revised general education curriculum, which has been named the University Core Curriculum. A holistic measure, the Touchstone Project, is being developed to assess a sample of student's work on communications and critical thinking skills. A panel of faculty members will evaluate the artifacts based on University Core competency criteria. The Touchstone Project will be piloted in fall 2005.

Currently, general education goals are assessed through course embedded methods in English, mathematics, biology, communications, humanities, and philosophy. Methods used include pre- and posttests, computerized essays, and science lab reports. Student performance is at an acceptable level. However, the English research writing assessment is not meeting the faculty needs for program improvement, so the assessment method is being revised.

The Graduating Student Survey has a section focusing on the general education goals. All of the questions either had an increase or remained stable. The National Survey for Student Engagement (NSSE) is also being used to measure student perception of the general education curriculum. In fall 2003 the NSSE was administered to students enrolled in the College of Mathematics and Science general education sections. Respondents who indicated they studied less than six hours a week preparing for class made up 43 percent of the population, yet 74 percent indicated that they spent significant amounts of time studying. Faculty are encouraged to emphasize the expectation of study time for their course.

Program Outcomes Assessment

To streamline reporting, UCO has incorporated the annual assessment report in the department strategic plan report document. The department strategic plan and strategic plan report documents are based on criteria defined by the Higher Learning Commission. The four criteria include:

- 1) Helping Students Learn.
- 2) Accomplishing Other Distinctive Objectives.
- 3) Understanding Students' and Other Stakeholders' Needs.
- 4) Valuing People.

Criterion 1, Helping Students Learn, addresses the assessment report information.

Departments use a wide range of methods addressing attitudinal and cognitive assessment. Surveys (paper and on-line), focus groups, and interviews are used to collect attitudinal data. Nationally normed tests, embedded test questions, essays, performances or presentations, and portfolios are used to determine student competency in the discipline. Undergraduate and graduate programs are assessed by the faculty in the colleges. Highlights of some outcomes used in the academic colleges include:

- College of Arts, Media and Design has developed a sophomore performance review as an assessment tool. The Art and Design programs use portfolios of student work. Programs in Music, Theater, and Dance have juried performances.
- College of Business Administration embeds test questions assessing specific competencies in midterm or final examinations of required business courses.
- College of Education has students from every department presenting research studies, practicum experiences, or lesson plans at the student symposium. External evaluators assess the student work.
- College of Liberal Arts coordinates student satisfaction assessment through academic advisement days. The move is to use online survey instruments.
- College of Mathematics and Science departments with accreditation criteria are adjusting their assessment methods to address the required standards.

Student Satisfaction Assessment

The NSSE and the Graduating Student Survey (GSS) were administered this year. The NSSE was administered in the spring 2003 semester. The GSS is part of the student application for graduation packet.

Graduate Student Assessment

UCO has implemented a survey schedule to manage the cost and workload of survey administration and reporting. The NSSE national administration was last conducted in spring 2003 and is scheduled to be administered again in 2006 (three-year cycle). The Cooperative Institution Research Project (CIRP), coordinated by the Higher Education Research Institute at UCLA, is administered to a group of freshmen every fall semester. The GSS is used each year and is distributed to every bachelor degree candidate.

The CIRP data was used to develop initiatives for the "First Day" experience in the College of Liberal Arts and programming for Student Affairs.

Analysis of the written comments on the GSS identified enrollment services, financial aid, physical environment in the colleges, and parking as areas of concern. The comments are forwarded to existing committees for action. Although parking is still an area of concern, the written comments referencing parking dropped from 7.6 percent in the academic year 2001-02 to 4 percent in 2003-04 of the total number of comments.

East Central University

Entry-Level Assessment

The East Central University (ECU) Assessment Center uses ACT subject scores, ACT Computer Adaptive Placement and Support System (COMPASS) test scores, and other secondary tests to assess the academic skills of entering freshmen. Entering freshmen with ACT subject scores below 19 must pass the related COMPASS module or other appropriate secondary test to enroll in college-level course work in that subject area. The COMPASS modules used to assess students' academic backgrounds in English, mathematics, and reading are Writing Skills, Algebra, and Reading, respectively. The Integrated Process Skills Test II (IPS) is used to assess the students' academic background in science. During the 2003-04 academic year, 57 percent of freshmen admitted had at least one ACT subject score below 19. After secondary testing, the highest proportion of academic skills deficiencies was in mathematics (42 percent), followed by reading (11 percent), English (11 percent), and science (5 percent). The courses and pass rates for students who enrolled in remedial courses were Fundamentals of English (83 percent), Intermediate Algebra (69 percent), Developmental Reading (74 percent), and Concepts in Science (82 percent).

Of ECU's 642 first-time freshmen in fall 2003, 244 (38.0 percent) enrolled in one or more remedial course as follows: 57 (8.9 percent) in English, 216 (33.6 percent) in mathematics, 29 (4.5 percent) in science, and 48 (7.5 percent) in reading.

The ECU Assessment Center tracked student performance in entry-level college courses by dividing students into three cohorts for each ACT subject area based on their performance on the ACT and secondary placement tests. The first cohort consisted of students who had ACT subject scores of 19 or higher. The second cohort contained students who had ACT subject scores below 19, but passed secondary placement testing. The third cohort contained students who had ACT subject scores below 19 and failed secondary testing. Students in the first cohort generally out performed students in the second and third cohorts. The students in the second cohort performed better than the students in the third cohort only in the two math courses.

For the freshman class of 2003-04, ECU's cut-scores appeared to be effective in ENG 1113 and MATH 1413. However, the cut-scores were not as effective for the other subject areas. The "C" cohorts in these subject areas did not meet the 70 percent grades of "C" or higher performance goal or perform at the same level as the "N" cohort for the same subject. Curriculum and pedagogical changes in the zero-level math courses have resulted in a significant increase in the number of students successfully completing math remediation.

Mid-Level (General Education) Assessment

ECU assessed nine student outcomes for six academic skill areas during 2003-04. These outcomes covered critical thinking, library skills, oral or expressive communication, reading, math skills, and written communication. To obtain data on student performance on these outcomes, the Assessment Center and the University Assessment Committee used two instruments, the College Basic Academic Subjects Examination (CBASE) and the ACT Alumni Survey. A total of 408 students were assessed using the CBASE and 251 ECU graduates were assessed using the Alumni Survey. The CBASE was administered to students in UNIV 3001, the general education capstone course; students were given 50 points for taking the exam.

The 2003-04 cohort had an overall average score of 267 on the CBASE multiple choice test. Overall, the 2003-04 cohort's performance was slightly better than the students taking the exam in the same format during the 2001-02 and 2002-03 academic years. However, this was 14 points lower than students in ECU's CBASE 1:1 peer group; differences of 17 or more points are significant. The difference in the composite score from the peer group average is primarily due to the significant difference in the average

mathematics score (51 points). The large difference in mathematics scores raises questions concerning the CBASE 1:1 testing format, student motivation, and the fit between the exam and general education mathematics course content.

In 2003-04, ECU student overall performance on the writing multiple choice section of the test was 10 points below the average for 2002-03 ECU students, and three points below students in the 2001-04 CBASE 1:1 peer group. The ECU students tested during 2003-04 performed comparably on both sections of the exam to past ECU students and the CBASE 1:1 peer group. The CBASE Writing Test was administered to 56 ECU students during summer 2004. Nineteen ECU students received a score of two, 35 ECU students received a score of three, and two ECU students received a score of four. No ECU students received ratings of five (good) or six (excellent). The relative performance of ECU's students and the comparison group raises more concern about their motivation to meaningfully participate. It is uncertain how much of the differences in performance between the two groups are due to academic background differences and the quality of instruction.

The 2003-04 ACT Alumni Survey respondents indicated their education at ECU made slightly more of a contribution to their personal growth in writing effectively, compared to past ECU alumni respondents and respondents in the public college sample. Fifty percent of respondents indicated that ECU had contributed "very much" to their personal growth in "Writing Effectively". The 2003-04 alumni survey respondents also indicated their education at ECU made about the same contribution to their personal growth in "Understanding Written Information" as past ECU alumni respondents and respondents in the public college sample.

In 2003-04, ECU students' overall performance on the CBASE reading section was 10 points higher than 2002-03 ECU students, 22 points higher than 2001-02 ECU students, and 7 points lower than the 2001-04 CBASE 1:1 peer group. The section of the CBASE most closely related to the reading student outcomes is "Reading Critically". On this section and the somewhat related "Reading Analytically" section, fewer ECU students than in 2002-03 performed at the low level.

ECU alumni respondents were more satisfied than the public college norm with their acquired skills related to their ability to "Speak Effectively". The 2003-04 survey respondents indicated their education at ECU made less contribution to their personal growth in "Recognizing Assumptions, Making Logical Inferences, and Reaching Correct Conclusions" than past ECU alumni and the respondents in the public college sample. Personal growth contributions to "Defining and Solving Problems" were also lower than past ECU alumni and the public college sample. ACT Alumni Survey data indicate ECU's alumni are slightly less satisfied than the public college norm with the University's contribution to their personal growth in using the library. Increasingly, students are using online research instead of the library.

In 2003-04, ECU students' overall performance in General Mathematics was 30 points below the average for 2002-03 ECU students, 43 points below the average for 2001-02 ECU students, and 56 points below the 2001-04 CBASE 1:1 peer group. ECU 2003-04 students overall performance in Algebra was 13 points below the 2002-03 ECU students, 22 points below 2001-02 ECU students, and 54 points lower than the 2001-04 CBASE 1:1 peer group. The 2003-04 ACT Alumni Survey respondents indicated their education at ECU made a slightly lower contribution to their personal growth in "Understanding and Applying Math in Daily Activities" and "Understanding Graphic Information" compared to past ECU alumni respondents and respondents in the public college sample.

Program Outcomes Assessment

During 2003-04, 954 students were assessed as part of undergraduate program assessment. Degree programs used a variety of instruments to assess student outcomes, including locally developed exams, standardized tests (such as the ETS Major Field Achievement Tests (MFAT) and the Area Concentration Achievement Tests (ACAT)), portfolios, and various constituent surveys. Licensing and certification tests, such as the Certified Public Accountant (CPA) Exam, Oklahoma Council on Law Enforcement

Education and Training (CLEET) Exam, National Council Licensing Exam for Registered Nurses (NCLEX-RN), and the Certification Exam for Oklahoma Educators (CEOE) were also used.

Student performance for many programs met or exceeded performance goals with the majority of students tested either passing the exams or scoring at or above a specified level on these exams. The following are some of the program changes resulting from outcomes assessment:

- The Business/Office Technology program is placing more emphasis in the quantitative areas in appropriate classes as well as consulting with the faculty who teach accounting, management, and economics/finance. This will allow for greater integration of the curriculum.
- As a result of the certification test results and the survey results, the Special Education program will be revising the required course work for Special Education majors during fall 2004. These changes include requiring a course on identification and strategies for students with emotional disorders. The committee will also look at the objectives on “Understanding Students with Mild/Moderate Disabilities” and then peruse each special education course syllabi to assure the objectives are being addressed.
- The Physics program plans to continue incorporating the Pittsburgh State University Achievement Tests in Physics in a required course for all physics majors and may allow it to count for more course credit, which should motivate students to perform well on the test. The results show a significant improvement over last year and indicate that efforts to involve more students in research, tutoring, and the physics student organization are succeeding. No physics major from ECU has ever failed the Oklahoma Teacher Certification Exam in Physics.
- The Art program has instituted preliminary action to address weaknesses in the three dimensional area through curricular and budgetary enhancements. Correction is effective in sculpture, but ceramics still needs improvement. Though not alarming, slipping scores prompted the faculty to include more written responses in course work throughout the major. Subtle indicators have prompted the department to include more critical readings and oral presentations throughout the major.
- In Criminal Justice, the new Juvenile Justice Systems text added during this assessment period seems to have contributed to higher ratings. Marked improvement was gained in the legal aspects content area in CRJS 4333 Legal Aspects due to changes in content. An additional positive factor may be employing the District Judge to teach the class. A review of two classes, CRJS 2353 Adult Correctional Systems and CRJS 4413 Correctional Programs and Settings is necessary. Program faculty will review the syllabi of these courses to ensure the objective is addressed. This area needs to be monitored in 2004.
- In Legal Studies the curriculum has been revised to require Legal Systems Application. Communication skills will continue to be stressed in all of the major classes. Courses that stress communication skills were added to the curriculum under “Other Related Work.” Practical paralegal assignments have been increased in the legal specialty classes.

Student Satisfaction Assessment

In 2003-04, ECU administered the ACT Survey of Student Opinions and ACT Alumni Survey, collecting 464 responses from currently enrolled students and 251 responses from alumni who graduated within the past five years.

The results for 2003-04 show ECU students still rate most items higher than the public college norm. The rating for student union facilities continues to exceed the public college norm by the largest amount. The rating of “residence hall rules and regulations” fell significantly below the public college norm. Overall, the students responding to the survey indicated they were more satisfied with ECU than the average public college student is with other institutions of higher education. “Class size relative to the type of course” received the highest average rating of all items.

In the college services category, the average survey response for 2003-04 exceeded the 1998-02 average ECU response but was slightly lower than the public college norm average. The difference, however, is not significant. Survey items receiving relatively high and significant ratings were financial aid services, food services, computer support and services, parking facilities and services, academic advising services, student health insurance program, and student health/wellness services. Job placement services, career planning services, student employment services, college sponsored tutorial services, credit by examination program, recreational and intramural programs/services, honors program, college sponsored social activities, college orientation program, residence hall services and programs, cultural programs, and day care services continued to receive relatively low and significant negative ratings.

Given the large number of significantly negative ratings in the college services area, it is worthwhile to note the number using these services and the relative importance to students of the services. Three items, job placement services, career planning services, and student employment services were of above-average importance (higher than 3.0) with relatively low satisfaction ratings. The item credit by examination program was of below-average importance with relatively low satisfaction. Items of relatively high importance with highest ratings were, financial aid services, parking facilities and services, academic advising services, student health insurance program, and student health/wellness services.

Responses to the ACT Alumni Survey were generally positive. All but two survey items received higher ratings in 2003-04 than in the past. The ratings for relative quality of education and improved quality of life fell below both earlier ECU responses and the public college norms. The 2003-04 ratings on the other survey items exceeded the public college norm, which is the performance goal for these items.

Graduate Student Assessment

A total of 173 graduate students were assessed during the 2003-04 academic year using the Certification Exam for Oklahoma Educators (CEOE), the National Counselor Preparation Exam (NCPE), the Rehabilitation Counselor Certification Exam, locally developed comprehensive exams, internships, practicum's, portfolios, and various constituent surveys. The pass rate on the CEOE for school counseling graduate students exceeded 89 percent in all areas. For 2003 the ECU mean score on the NCPE was 79.5, slightly lower than the national mean of 84.9. Other assessment data collected to date indicate that most program goals are either being met or close to being met. In addition, alumni and employer surveys show a high degree of satisfaction with ECU's graduate programs.

Northeastern State University

Entry-Level Assessment

Effective spring 1992, all first-time entering freshmen and freshmen transfer students enrolling at Northeastern State University (NSU) with six or fewer credit hours, were required to participate in English and mathematics placement examinations prior to enrolling. The English placement examination used was the Test of Standard Written English (TSWE). The mathematics placement examination used was the Basic Algebra Test (BAT). Because the Office of Assessment Services gave the TSWE and the BAT tests to all prospective NSU students through the spring and summer of 1994, full implementation of using the ACT as the first cut-score began in the spring of 1995. Students scoring below the ACT subscore of 19 in reading were administered the Nelson-Denny reading test. Students not performing at the 12th grade reading level were required to enroll in remedial reading.

Beginning fall 2000, a written version of CPT was introduced to place students beginning spring 2001. Computer versions began in spring 2001. Students scoring 80 or above on the CPT, Sentence Skills test are placed in English 1113 and students scoring below 80 are placed in English 0123. Students who score below 80 on the English CPT may take an English written test. If the students are successful in this writing event, they are allowed to enroll in English 1113. Students scoring 75 or above on the CPT, Elementary Algebra test are placed in Math 1513, College Algebra, or Math 1473, Math Structures 1; students scoring between 44 and 74 on the CPT are placed in Math 0133, Intermediate Algebra; and those scoring below 44 are placed in Math 0123, Elementary Algebra. Students scoring below 75 on the CPT, Reading Comprehension are required to complete CAI 0112, Fundamentals of Reading, during the first semester of enrollment. Students who score below 19 on the Natural Science section of the ACT, but whose English and Mathematics ACT sub-scores average 34, or ACT Mathematics and Reading sub-scores average 34, or CPT Math is 44 or above and CPT Reading comprehension is 75 or above, are allowed to enroll in college level science classes. Students not meeting this standard will be required to enroll in Science 0122, Concepts of Science. Students who have a reading, mathematics and science deficiency must complete the reading and mathematics deficiency before enrolling in the zero level science class.

Of NSU's 1,234 fall 2003 first-time freshmen, 634 (51.4 percent) enrolled in at least one remedial course: 179 (14.5 percent) in English, 574 (41.0 percent) in math, 2 (0.2 percent) in science, and 202 (16.4 percent) in reading.

During the fall 2003 semester, students who were enrolled in Mathematics 0123 and 0133 demonstrated a pass rate of 52.4 percent and 61.5 percent respectively. Math 1513 had a pass rate of 64.0 percent. English 0123 had a pass rate of 61.0 percent and English 1113 showed a pass rate of 74.9 percent. For spring 2004, the pass rates were 37.0 percent for Mathematics 0123, 67.6 percent for Mathematics 0133, and 64.0 percent for Mathematics 1513. English 0123 had a pass rate of 58.3 percent in the spring of 2004 and English 1113 had a pass rate of 64.2 percent. These pass rates include students who have withdrawn sometime during the semester. During fall 2003, the remedial mathematics classes were similar to fall 2002. Spring 2004 did not demonstrate a pattern of improvement or decline in performance. Students scoring below the designated cut-scores for each test were required to participate in remediation before enrolling in college-level courses. Students who complete remedial courses were re-tested using the CPT. Students who did not score above the cut-score on the post-test were encouraged to participate in remediation. The use of CPT began fall 2000 and is currently being utilized for placement decisions.

Typically, each fall and spring NSU administers the Freshman Inventory. This instrument was developed on the NSU campus and serves two purposes. The first purpose is to enable NSU to gather information that will help shape beneficial freshman activities and programs and secondly to enable freshman to directly communicate to NSU concerning their desires to be included in specific programs and services. As a result of suggestions of the recent NCA visit, NSU will now administer the Freshman Inventory every three years on a rotational basis.

Although individual students on the Freshman Inventory are not tracked from semester to semester, individual departments review student cohort groups on a semester to semester basis. Several colleges are developing their own longitudinal data base.

Mid-Level (General Education) Assessment

NSU utilizes the College Basic Academic Subjects Examination (BASE) as the primary assessment instrument for general education. The College BASE test is a criterion-referenced test that determines the degree to which student mastery has been attained on particular skills. A locally developed instrument is used to assess the content areas not measured on the College BASE test: humanities, speech, and health/nutrition. NSU administers the test to students who have taken between 45 and 70 credit hours. Any student who has transferred six or more hours to NSU does not take the test.

During spring 2003, a new scenario was utilized for General Education Assessment. Teachers were asked to give up one class period at 11:00, M W F or 11:00 T-TH if they taught at that time. The students went to the Auditorium and were administered either one part of the College Base or a test in humanities, health/nutrition, or speech. The numbers were much higher than in previous assessment scenarios. For fall 2003 sub-scores were: English (253), mathematics (246), science (350) and social studies (397). The composite score for fall 2003 was 312, almost one standard deviation above the mean. In spring 2004, the scores of 289 in English, 246 in mathematics, 276 in science and 296 in social studies were all below the national norm. For fall 2003 there were 12 complete tests. For spring 2004, there were 26 complete tests. Locally developed mid-level assessment instruments were administered to measure health/nutrition, humanities and speech. The results of the humanities, speech and health/nutrition tests are lower than desired for the 2002-03 year.

Several institutional changes have been proposed in response to the mid-level assessment results. Units that offer general education courses were encouraged to reevaluate course objectives and develop tests that would best measure these objectives. Meetings between the Office of the Vice President and faculty were held to discuss the variance that exists between instructors and sections of the same offerings. A new NSU assessment committee, with a new chair, was created in 2002-03. The committee was given a specific charge of developing a new mid-level assessment. Each academic unit has been asked to develop a list of enduring values from which essay scenarios will be developed to assess student proficiency in each of these general education areas.

Program Outcomes Assessment

The first step in program assessment is to prepare and annually update the objectives in all academic majors. The objectives were reviewed by the faculty in each discipline for consistency and format. During the 1992 fall term, outcomes assessment measures were in place for half of the majors in each college. During the spring of 2002, the form for reporting assessment outcome measures was revised and explained to all faculty/administrators. This revision took place at the academic affairs level with input from the newly formed NSU assessment committee. This new form allows departments (academic majors) to state future goals based upon assessment results. This document also includes the NSU and college's mission statements. Recent emphasis has been to assess fewer outcomes but to assess ones that are critical to the academic unit. This newly revised form also includes assessment tools, criteria for success, results, plans for action, future objectives and requested resources. This revised form was presented to faculty as a template and an interactive report can be stored in a retrievable file and accessed by interested persons. This electronic copy allows for easy storage, retrieval and access.

Several significant institutional successes/changes have resulted from assessment in the academic major.

College of Liberal Arts

The faculty designed multiple choice map quizzes for the Fundamentals of Geography classes. They also designed essay/short answer exams, in-class group projects and individual independent projects in GEOG

3513 (Map Interpretation) and in GEOG 4813 (GIS).

The Criminal Justice department will reevaluate the outcome assessment test and determine whether an entrance assessment exam would add value. Additionally, the department will evaluate a method of assessing the writing skills of the paralegal majors.

In Health Care Administration, a class project is created which requires students to draw out the various ramifications of a demographic or policy change in one area as it impacts other areas and, especially, health care.

Native American Studies will ask each faculty to contribute up to 20 multiple choice questions covering their core class.

Sociology will evaluate and likely revise the assessment instrument in this area. Also, it will utilize a research project or research proposal written for a class as an additional assessment method.

History majors will develop portfolios as a requirement for graduation. The development of these portfolios and their presentations by students to faculty committees could be a valuable device in assessing student performance.

College of Business and Technology

The Environmental Management graduating students will be given the post-program assessment test. Their scores will be compared to both their own pre-test scores and those of other students to determine knowledge gain.

In Industrial Operations Management, the areas of deficiency will be addressed in various classes and the core curriculum has been changed significantly to address multiple areas previously indicated in assessment testing.

In Management Information Systems, graduating students will be given the post-program assessment test. Their scores will be compared to both their own pre-test scores and those of other students to determine knowledge gain.

In Entrepreneurship, all students should have several courses in cross-cultural areas such as foreign languages and/or other cross cultural experiences.

College of Education

The School Administration program will continue the program/portfolio handbook to provide a user friendly aid for successful completion of the degree program.

The Elementary Education department developed a pre and post test.

Psychology students will be given a 17 item questionnaire about their satisfaction with the psychology program.

HPE classes use new laboratory equipment and technology.

The Library Media program is being monitored to determine if knowledge and theory matches practice using a survey.

College of Science and Health Professions

Computer Science has identified an extensive list of common topics to be covered in all core courses. By November 2004, the department will have reviewed or screened questions to derive a better set of topics or questions to actually be used for an exit exam. By December 2004, a complete exit exam will be ready for graduating seniors in the capstone class. The department will administer both the new test and the ETS standardized tests for comparison.

Master in Science in Speech Pathology will develop a review packet including the 15 competencies for special education.

The Nursing program has developed a Terminal Program Objectives (TOP) model and will assess objectives against this model.

Mathematics is setting up a system to analyze the scores from the departmental test to detect flaws in student understanding of areas of poor performance.

Student Satisfaction

Every other year a standardized national assessment measure is administered to a representative sample of NSU students to determine their satisfaction with institutional effectiveness. During the even-numbered years the College Student Experiences Questionnaire is administered and during the odd-numbered years the Student Opinion Survey is given. As suggested in the NCA review, NSU is administering many of its assessments of institutional effectiveness every three years on a rotational basis.

The Senior Survey was administered to 120 and 149 students in fall 2003 and spring 2004. Graduating students report overall satisfaction with their experiences at NSU and rate transcript services, admission, and official publications as the highest student services. They are least satisfied with parking services, degree checks, and classroom facilities.

Graduate Student Assessment

Graduate student assessment is a requirement of both the graduate college and individual departments awarding graduate degrees. Assessments range from written compositions, capstone experiences, national/state certification test results, and in some cases, oral examinations. Comparison of graduate student performance, based upon national and state testing, reflects that NSU graduate students perform at or above these national and state norms

Northwestern Oklahoma State University

Entry-level Assessment

During the 2003-04 academic year, Northwestern Oklahoma State University (NWOSU) used Accuplacer's Computerized Placement Test (CPT) as an entry-level assessment tool. The primary function of the CPT is to determine which course placements are needed and whether remedial courses will be required. It is a four-component system consisting of testing in English, algebra, reading, and arithmetic. The CPT system does not contain a science testing component; therefore, members of the science faculty have chosen to combine the reading and arithmetic portion of the CPT to place students into science classes. A total of 247 students were tested using the CPT. This included first-time freshman that scored below 19 on any subject score of the ACT or less than a 455 on the mathematics or verbal portions of the SAT assessment. These freshmen were required to participate in secondary testing to ensure proper placement in mathematics, reading, science, and English courses.

Of NWOSU's 339 first-time freshmen in fall 2003, 149 (44.0 percent) enrolled in one or more remedial courses as follows: 84 (24.8 percent) in English and 123 (36.3 percent) in mathematics.

Area counselors and students are advised of the four subjects in which students may be required to test so that students prepare accordingly. NWOSU believes it is the responsibility of students to prepare themselves to participate in any college-level entrance examination. Therefore, the University provides no tutoring to help prepare for the required secondary test nor is there a retest option available to students. The administration at NWOSU has recently revised the policy regarding retaking the placement tests to allow for reevaluation. The student cannot retake the test, though, within 30 days of initially failing it. It is hoped that the student will engage in tutoring or study skills, in an effort to receive a better score upon retesting. Students are only allowed to retake the placement tests on one occasion.

Mid-Level (General Education) Assessment

The College Basic Academic Subjects examination (BASE) produced by the Assessment Resource Center (ARC) assesses students in relation to a defined body of knowledge rather than comparing student performance against the performance of others. This makes the results better suited for assessing strengths and weaknesses of individual students and academic programs than for comparing the different institutions. The College BASE was chosen because test items closely match the objectives of NWOSU General Education Program.

In October of 2003, 23 Rising Juniors were tested at NWOSU using the College BASE. For the purposes of mid-level testing, Rising Juniors are defined as students who have completed an identified core of classes in the general education curriculum. Student names are drawn from the University database and the student is sent a letter requesting that they participate in the testing. The student is given a choice of several dates when they can complete the test. A student who is invited to test but fails to do so is not allowed to pre-enroll for the spring semester. A total of 23 tests were submitted to ARC in October 2003 for grading. All tests were judged to be complete, resulting in reporting for all 23 students.

The first score of importance is the Composite score, which represents overall performance. The Composite score for NWOSU was 284 for all students, up from 278 for the Rising Junior group last year. There were no comparative strengths or weakness indicated since none of the score differed by more than 17 points. However significant improvements were noted in the areas of Science and Social Studies as those scores improved by more than 17 points over last years results. The developers of the College BASE have established 17 points as the number necessary to affirm a significant difference between scores.

Program Outcomes Assessment

This is the eighth year of program outcomes assessment at NWOSU. Program outcomes were initially

assessed in most programs on campus in the spring of 1996 with every academic program participating in the outcome assessment endeavor during the 2003-04 academic year with a total of 2,144 (duplicated number) students being assessed. This is a significant increase in the number of students assessed over previous years primarily due to the administration's commitment to conducting meaningful assessment on the campus. Many programs assess students at various points during the course of the degree program (i.e. Nursing) which accounts for the duplication in headcount.

In the Business Department, the percentiles for accounting, finance, marketing, and international issues dropped. However, the percentiles for economics, management, quantitative business analysis, and legal and social environment rose. The overall percentages for both business administration and accounting majors declined from the last-year percentages. The faculty feel confident in the outcome students are achieving though and do not anticipate making significant changes based upon the results from these results.

The agriculture program began using the Area Concentration Achievement Test (ACAT) during the 2002-03 academic year. This is the second year the test has been in use. Data from the 2002-03 and 2003-04 exams indicated that NWOSU agriculture student scores, when expressed as standard percentiles, increased by 17.7 percent in animal science, 6.1 percent in soil science, and 2.2 percent in agri-business and economics while percentile scores in the plant science area decreased by 2.4 percent over the same time period. It should be noted that this change represented only a 4-point difference in standard scores (478 vs. 474) between the 2002-03 and 2003-04 data sets. Since this was the second year for that program to use the ACAT, more data will be gathered before any instructional changes are made based upon the results.

The Biology Department also used the ACAT for the first time during the 2002-03 academic year. Average scores in the all areas of the ACAT were observed with the exception of the genetics area. Those scores will be monitored in future years to determine if interventions need to occur to address those scores. Laboratory performance is a second measure the department is using on a consistent basis and findings reveal significant correlations between course performance and laboratory performance. This is something the faculties in that area believe is important.

The Chemistry Department continues to utilize the American Chemical Society tests (ACS) following the completion of specified courses within their curriculum. The faculty members in that department have utilized these measures for a period of time but are looking into a variety of methods for interpreting the results that might yield more usable data.

The Mathematics and Computer Science Department utilized a locally constructed test along with an alumni survey to evaluate their program during the 2003-04 academic year. While those taking the test did not score as well as the faculty members would have liked, they will continue to administer it in an effort to gather more data.

Approximately 80 percent of the students enrolled in the capstone course required for the criminal justice, social work, and sociology degree programs received a satisfactory score in that course. The primary emphasis of that course is the development of research skills specific to that discipline.

The E-Commerce Department is a relatively new department at NWOSU that recognized five graduates during the 2003-04 academic year. A portfolio review is the primary direct outcome measure used in the department. All of those submitting portfolios received acceptable grades.

In education, majors are assessed using a comprehensive portfolio process that spans the entire program. The final review of the complete portfolio is a requirement for the successful completion of the program. The department assessed a total of 81 student portfolios for the 2003-04 academic year.

The English Department had two students who took the ACAT in Literature. One student scored at the 53rd percentile rank while the second scored at the 66th. In addition, the department uses the state

teacher certification tests to assess its majors in the area of English education. Five NWOSU graduates took those tests during the 2003-04 academic year with four of the five passing the OSAT. The department began establishing trends regarding performance in the composition classes required as part of the general education requirements of all students. A total of 985 students (duplicated number) were assessed via classroom writing assignments. Faculty members are pleased with the results at this time and plan to continue with assessment methodology in the future.

The Foreign Language Department had four graduates during the 2003-04 academic year. All four of the graduates completed the capstone course and received scores that were at or above the faculty's expectations. Scores are given on a variety of tasks the students must complete during that course. Examples of the tasks include carrying on a conversation in Spanish for 15 minutes with two fluent speakers, and making presentations in the Spanish language.

The Department of Health and Physical Education continues to utilize its locally developed test as an outcome measure. Consistent scores were once again obtained during the academic year. The faculty are pleased with their performance and do not anticipate any academic changes based upon those results. The department offers a wellness promotion option as part of the health and physical education degree. A locally developed test was constructed two years ago which the department continues to use. The faculty is pleased, for the most part; with the scores students obtain on the test. Faculty members believe the instructional objectives are being met at this time.

The History and Political Science Department have selected the ACAT for their outcome measure for history graduates. During the 2003-04 academic year, there were five graduates with a history major. The ACAT was administered to them but more data is needed before any trends can be established. There was one student who graduated with a political science major and completed the capstone course to an acceptable level.

The Mass Communications Department utilized the receipt of awards by students, portfolio reviews, and internship evaluations as their outcome measures. There were nine who completed the internship requirements with all of them receiving high marks by external evaluators for their performance while serving as an intern.

The Music Department used an analysis of the results from their graduates who took the state teacher competency exams. During the 2003-04 academic year, there were five students of NWOSU who took the OSAT with all of them receiving passing scores.

Natural science education also uses the state teacher certification examinations as one of their outcome measures. Three students took the exam specific to that degree program with all three receiving passing scores. A second measure used by the department is observation ratings completed by observers while the student is in their student teaching semester. The department is satisfied with the results received and do not report making any instructional changes at this time.

The Nursing Department has multiple assessments conducted at both the junior and senior levels. During the 2003-04 academic year, a total of 314 (duplicated number) nursing students were assessed using Educational Resources, Inc. (ERI) tests. The ERI exams are used to prepare students to take the national nursing licensing exam. At the present time, the department is satisfied with the results since NWOSU students consistently surpass the standard established for passing the ERI exams. A total of 24 graduates from that program took the NCLEX exam with 71 percent passing on the first administration. Faculty members are concerned about the drop in pass rates and have implemented a variety of interventions aimed at improving those rates. No instructional changes are planned at this time. The Nursing Department began using a new curriculum during the 2001-02 academic year and is in the process of evaluating its effectiveness.

The Psychology Department continues to utilize the ACAT as its outcome measure. During the 2003-04 academic year, the exam was administered to 17 students who declared psychology as their major. The

results indicated an overall score of 493 (mean of 500 and a standard deviation of 100). Therefore, the students performed within the average range. This score is up slightly from the score obtained last year. The content area scores ranged from a high of 508 (53rd percentile) in History and Systems to a low of 482 (43rd percentile) in Experimental Design.

Social Studies education uses performance on the state teacher competency exams as well as student teacher observation forms as one of their methods of outcome measures. Another measure is the student teacher evaluation forms that are completed by a faculty member observing student teachers in the field. All of the students observed consistently receive high marks with the faculty believing that no changes are necessary at the present time.

Speech and theatre had no graduates during the 2003-04 academic year. Therefore, no one took the state certification test during this reporting period.

Student Satisfaction

NWOSU conducted a Student Opinion Survey (SOS) during spring 2003. A total of 150 students participated in the survey. These students were selected by a stratified sampling method to ensure students at each level of undergraduate work were represented.

The most significant information gathered from the survey was that NWOSU students rate the university 3.5 out of 4.0 in level of satisfaction. In the area of college services, students were most satisfied with the library facilities and service (4.01) and least satisfied with parking facilities and services (2.70). Student satisfaction for the college environment was addresses in the survey. All areas included in this section of the survey average between 2.97 and 4.21. Students were most satisfied with class size relative to the type of course (4.21); and least satisfied with purposes for which student activity fees are used (2.97).

An alumni survey was conducted to gather data from NWOSU graduates to aid in the overall assessment of the university. The instrument used to gather information from the 1997 graduates was the ACT Alumni Survey. One hundred-fifty graduates were randomly selected to participate in the survey. Unfortunately, the response was very small; therefore, interpretation of results may not be valid.

Alumni listed location and type of programs available as the two main reasons for attending NWOSU. More than 77 percent rated the quality of education at NWOSU in comparison to other colleges to be about the same or better.

Graduate Student Assessment

NWOSU conducted a Student Opinion Survey (SOS) during the spring semester of 2003. A total of 119 students participated in the survey. They were selected by a stratified sampling method to ensure students at each level of graduate work were represented. The SOS produced by ACT was used to measure student satisfaction.

The most significant information gathered from the survey was that NWOSU students rate the University in general a 3.9 out of 5.0 in level of satisfaction. In the area of college services, students were most satisfied with the computer services followed by recreation and intramural programs. The respondents were least satisfied with parking facilities and services (3.4). However, this was an increase over past ratings of this service. Student satisfaction for the college environment was addressed in the survey. All areas included in this section of the survey had averages between 3.3 and 4.3 with many of the areas being significantly above the ratings received by similar institutions (t-test). Students were most satisfied with class size relative to the type of course (4.3) and least satisfied with flexibility to design your own program of study (3.7).

An alumni survey was conducted to gather data from NWOSU graduates to aid in the overall assessment of the University. The instrument used to gather information from the 1998 graduates was ACT'S Alumni Survey. A total of 150 graduates were randomly selected to participate in the survey. Due to the small

response rate (n=26) the results may be slightly skewed.

Over 92 percent of the alumni listed NWOSU as their first choice of colleges at the time of their original admission with just less than four percent indicating it to be their second choice.

Southeastern Oklahoma State University

Entry-Level Assessment

All students entering Southeastern Oklahoma State University (SEOSU) for the first time were assessed on the basis of their ACT or SAT subject test scores and college course work completed. Students who did not meet the ACT or SAT requirements, or who have not completed course work in the deficient area, were required to participate in SEOSU's secondary testing. Secondary assessment may consist of one or more of the following tests: Accuplacer-Computerized Placement Test (CPT) in mathematics, English, reading, and/or the Stanford Test of Academic Skills in Science.

Data from the 2003-04 Student Remediation Survey indicated SEOSU admitted 1,860 undergraduate students whose initial enrollment at SEOSU occurred during the summer 2002, fall 2003, and spring 2004 semesters. During this reporting period 23 percent of the total students admitted were required to take the English secondary test; 33 percent were required to take the mathematics secondary test; 20 percent were required to take the secondary test in reading; and 26 percent were required to take the secondary test in science. The enrollment status of this population included first-time freshmen, transfers, readmits, and withdrawals that were still enrolled after the initial withdrawal period.

OF SEOSU's 676 first-time freshmen in fall 2003, 284 (42.0 percent) enrolled in one or more remedial course as follows: 128 (18.9 percent) in English, 149 (22.0 percent) in mathematics, 115 (17.0 percent) in science, and 121(17.9 percent) in reading.

A comparison of this data with SEOSU's 2002-03 assessment results indicated a decrease in the number of students who were required to participate in secondary testing and in the number of students who were placed in remedial course work. Although this cohort was more prepared for college, it will still be several years before seeing the full impact of the Brain Gain 2010 strategies.

The success of SEOSU's Entry-level Assessment and Placement program was measured by a number of factors including: retention in both remedial and college level courses, course GPA comparisons, and student satisfaction. The data revealed that students enrolled in remedial courses made significant gains after completing one semester of instruction particularly in the area of mathematics, less so though in English and reading. Another measure of program effectiveness was the comparison of course GPA as developmental students matriculated into regular college courses. The data indicated that developmental students compared favorably with their peers who tested out on the secondary assessment or who were not required to test because of their ACT/SAT score.

Many elements contributed to instructional change due to entry-level assessment. The expected outcome of entry-level assessment and placement policies was the improved retention of entering students. In fall 2001 two changes occurred. There was a renewed effort to enroll undecided majors in the college-level orientation course, and the university opened the Academic Advising and Outreach Center. This center supports the strategies that the Oklahoma State Regents for Higher Education have put into place to increase student success rates and to improve college and universities graduation rates.

All facets of the entry-year process at SEOSU strive to determine, and then monitor, those factors that influence learning. The Entry-Year Assessment Program is committed to higher standards of academic excellence, personal success, and will continue efforts to raise the levels of academic achievement.

Mid-Level (General Education) Assessment

Mid-level assessment is an evolutionary process at SEOSU. Beginning with the 2000-01 academic year discussions have ensued to strengthen the evaluation of general education. Since 1998, SEOSU has used the ACT Collegiate Assessment of Academic Proficiency (CAAP) as its barometer for the general education competencies. Even though a trend developed over the years where fall semester scores were consistently higher than spring semester scores, one thing was very evident regardless of which semester the test was administered; SEOSU was consistently below the national normed average on all subsections.

The General Education Committee, working with the Director of Assessment and the Associate Vice President for Academic Affairs, began a process of self-evaluation. The committee requested from the Institutional Assessment Committee and the Office of Institutional Research that beginning with the spring 2003 semester mid-level testing procedures are changed. Changes that were incorporated are:

- On assessment day two subject tests will be administered: For critical thinking and reading 30 students in each classification level (freshmen, sophomore, junior, senior) will take the critical thinking subject tests, and 30 additional students in each classification level will be administered the reading subject test. Thus, on assessment day, 240 students will have participated in mid-level assessment. The 240 students are selected randomly from a group of their peers.
- In the month of November for the fall semester, and April for the spring semester, the other three subject tests in writing skills, mathematics, and science reasoning, will be administered in class. The goal is to have 100 students take the writing skills subject test in ENG 1213, Composition II; 100 students will take the mathematics subject test in MATH 1513, College Algebra, and 100 Students will take the science reasoning subtest in BIO 1114, General Biology.

As previously stated, since SEOSU has been using the ACT CAAP for mid-level assessment, the mean scores for spring semesters have consistently been lower than those of the fall semesters. As the Table below demonstrates, this trend was reversed with the new procedures in place. And for the first time since SEOSU begin administering the ACT CAAP, a subject test mean score exceeded the national mean score: Critical Thinking - 63.2 (spring 2003), National Mean - 62.1. One test administration is not enough to draw solid conclusions. The results will be monitored for the next few years to see if the trend continues.

CAAP Mean Scores

	Critical Thinking	Mathematics	Reading	Science Reasoning	Writing Skills
Fall 2002	60.0	56.2	60.6	63.2	62.4
Spring 2003	63.2	57.1	62.4	NA	61.3
Fall 2003	62.1	57.0	61.0	58.1	60.2
Spring 2004	61.4	56.2	61.8	57.8	62.1
National Average	62.1	58.1	62.6	61.1	64.5

It should also be noted that in two other subject tests, reading and mathematics, the mean score went up for the first time in a spring semester. The results are encouraging, but not conclusive. To link the General Education Program to its competencies, a Director of General Education was appointed in February 2003. Part of his charge is to revisit SEOSU's objectives and outcomes in the General Education Program. His first major effort was to complete an inventory of general education courses. In February 2003 each chair in each department that offered at least one general education course was requested to complete a questionnaire concerning which of the basic program objectives, program outcomes, and ACT CAAP skills were addressed by the course(s) in the department. Additionally they were asked to estimate the level of emphasis for each. After this was completed the next step in the course inventory was to examine how each instructor and department assessed student success in achieving the objectives and outcomes addressed by specific courses. Once the course inventory was analyzed it was determined that all objectives and outcomes of the general education program were covered by at least one course. SEOSU were satisfied to find out that no matter which combination of

courses were completed by a student, each of the objectives and outcomes were addressed by at least one course.

This past summer the Director of General Education, working in conjunction with the Associate Vice President for Academic Affairs and the Director of Assessment, developed a proposal to change the General Education Committee to the General Education Council. This proposal was submitted to the Faculty Senate and approved at its October 8, 2003, meeting. The first meeting of the General Education Council was October 29, 2003.

Program Outcomes Assessment

SEOSU faculty members were asked to respond to the types of assessment that were used and the number of students that were being assessed. The faculty then provided a summary and explanation of the assessment results.

Comprehensive standardized examinations, locally developed comprehensive examinations, certification tests, surveys, interviews, and senior seminars were some of the more popular tools currently used by the faculty. Based upon assessment, changes are occurring on a more rapid basis. All departments were assessed this past year using the Higher Learning Commission's three levels of assessment implementation. Departments are now thinking and using assessment to make decisions for planning, budgeting, personnel, and curricular matters. More modification is being made to programs to meet the needs of the students and to foster student learning. We are looking at doing more writing in the general education courses, in some instances programs have been deleted, and others added. Existing programs have deleted obsolete courses and added more relevant courses. This may have occurred in time, but assessment accelerated the process. In addition, courses were modified and implemented with the intent of improving student performance. As the assessment process matures at SEOSU more and more improvements will be made to enhance the learning environment, and hence, improve student learning.

Student Satisfaction Assessment

Since 1985 several student satisfaction assessment surveys have been added. These surveys were linked with ongoing activities and were imbedded within the activities so that they become a natural type of feedback for the institution. Four examples are described below. First, annual surveying of graduating seniors was initiated in the spring 1992 semester. A process was developed in which the survey was administered to graduating seniors by personnel in the Office of Academic Affairs at the time the individual students signed up for graduation. This process has continued to operate very smoothly since its inception. Two surveys currently used with the graduating seniors are the ACT Student Opinion Survey (SOS) and the College Outcomes Survey (COS). Second, juniors have been surveyed on a continual basis since 1992. The survey itself has changed over the years with requests from departments and offices being integrated to obtain feedback about their programming or services. Third, beginning with the 1995-96 academic year, the School of Graduate Studies implemented a local survey for graduating Masters' candidates. Currently discussions are ongoing as to the validity of this survey. The Graduate Council will make recommendations during the 2003-04 academic year. A fourth area that has been surveyed is the Academic Advising and Outreach Center's Survey for matriculating freshmen. This survey was developed and implemented starting with fall 2001 semester. Data were collected and analyzed for the fall 2001, fall 2002, and fall 2003. The results of the survey were as follows:

- Freshmen self-advising dropped from 21 percent in 2001, to 6 percent in 2002, to 0 percent in 2003.
- Approximately 94 percent had a positive experience with advising on campus.
- Approximately 96 percent reported that they were able to see their advisor in a timely manner.
- Approximately 85 percent of the students reported satisfaction with advisors exploring individual strengths and needs before choosing classes.

- Approximately 90 percent reported satisfaction with their advisor's explanation of the relationship between individual class schedule and the students' goals.
- Approximately 92 percent communicated satisfaction with their advisor's explanation of other campus services and where to go after enrollment.

Currently, more than 1,500 students, ranging from freshmen to alumni, are surveyed annually at SEOSU. Student satisfaction ratings have shown that SEOSU students feel very positive about their experiences on this campus and with the services provided by SEOSU offices. In many instances, SEOSU students gave significantly higher ratings than the norms of national user groups. This type of surveying will be used as feedback to continue to enhance the quality of services offered by SEOSU to its student body.

Graduate Student Assessment

Over the past two years positive gains have been made in the area of assessment in the School of Graduate Studies. SEOSU offers five masters degree programs: the Master of Business Administration (M.B.A.) and Master of Science (M.S.) in Aerospace Administration, both of which are housed in the School of Business, the Master of Behavioral Studies (M.B.S.) and Master of Education (M.Ed.), both of which are housed in the School of Education and Behavioral Sciences, and the Master of Technology (M. T.) which resides in the School of Arts and Sciences (formerly the School of Science and Technology). Each of these programs have reached different levels of maturity. The assessment culture for the M.Ed. and the M.B.S. programs are at a more advanced level and rely on multiple sources of assessment data including teacher certification tests, student surveys, and nationally normed tests. The M.T. program and M.S. programs are not as advanced in the development of assessment programs primarily due to their newness. As assessment continues for the M.B.A. degree, it is also going through a process of meeting standards as set forth for accreditation. New standards were developed and implemented during the spring 2003 semester and then again during the fall 2003 semester.

For the M.B.S. program students were administered the locally developed Master's Programs Graduate Survey and took the Counselor Preparation Comprehensive Examination (CPCE). Results of the CPCE and the Graduate survey indicated that the outcomes for the M.B.S. program were being met.

The M.Ed. program uses a variety of assessment methods which include the Local Masters Graduate Survey, The Oklahoma State Certification Examination (OSAT), the comprehensive exam, and a writing sample. For the 2003-04 academic year the M.Ed. Program reported the following assessment activities: 69 students were administered the comprehensive examination with a first attempt pass rate of 90 percent; 37 students took the state certification test with a pass rate of 89 percent; and 67 students took the writing sample with an 82 percent first attempt pass rate.

The M.B.A. program assessed eight students this past year using multiple types of assessment. Assessment tools included: standardized tests; exit and alumni surveys; capstone course evaluations, advisory boards; benchmarking with peer institutions; employment data; and alumni tracking.

The Master of Science in Aerospace assessed 63 students this past year. Types of assessment used were: student critiques; student surveys; expert review of courses and specific goals and objectives in those courses; and feedback from supervisors and employers. The M.S. in Aerospace is one the fastest growing programs at SEOSU. It currently has over 100 students in the program.

The Master of Technology, in the area of assessment, has demonstrated marked improvement. A total of 23 students were assessed. Having this many students participate in the program substantiates all the hard work by the School of Arts and Sciences, the M.T. coordinator, and the assessment specialist to bring the M.T. online as a productive and viable degree program. The M.T. has a current Assessment Plan on file that it is following. It does however; continue to recognize weaknesses that need to be corrected.

A variety of changes have been implemented by the graduate programs based on assessment data. The M.Ed. program in School Administration developed a School Administration Steering Committee to work

with the program in strengthening its curricular offerings. The M.S., based upon recommendation from its panel of experts, developed and added courses to the degree program. The M.B.S. has reacted to its students and graduates by developing a two-year course rotation. The M.Ed. in School Counseling has revised syllabi, written new questions for the Comprehensive Exam, and developed a new scoring rubric.

Southwestern Oklahoma State University

Entry-Level Assessment

Southwestern Oklahoma State University (SWOSU) uses Accuplacer Computerized Placement Tests (CPT) on both the Weatherford and Sayre campuses for secondary placement testing. Tests are administered in testing labs by appointment or on a drop-in basis. At the Weatherford Campus, 1,177 pretest CPT's were administered for the 2003-04 academic year; 500 were administered at the Sayre Campus. Students are allowed an opportunity for one re-test in each subject area. During 2003-04, 48 percent who retested cleared remedial English; 27 percent cleared mathematics remediation; and 34 percent cleared remedial reading.

In fall 2003, 449 (40.3 percent) of SWOSU's 1,115 first-time freshmen on both the Weatherford and Sayre campus enrolled in one or more remedial courses as follows: 154 (13.8 percent) in English, 379 (34.0 percent) in mathematics, and 195 (17.5 percent) in reading.

Effectiveness of the entry-level placement process has been verified by tracking student success levels from 1994 to 1999 as they completed remedial and collegiate courses. Reports indicated that student success levels met expectations.

A new tracking study of a cohort of fall 2001, fall 2002 and fall 2003 entering freshmen will reveal more specific success and retention rates in following academic years. Current data for the 2003-04 academic year shows 982 enrollments in remedial courses with a 40 percent success rate.

Faculty and administration revisited and raised cut-scores for each of the three subject areas effective fall 2002 in order to further increase student success.

Mid-Level (General Education) Assessment

Curriculum-embedded methods are used in all general education courses on the Weatherford and Sayre campuses and assess four main goals, which include:

- Competency in written and oral communications.
- Mastery of core mathematics concepts and understanding of mathematics principles, symbols, and logic.
- Skills in problem solving and critical and creative thinking.
- Understanding and competency in use of technology, computer literacy, and information systems.

Faculty members rely on feedback from formative methods to improve instruction and modify activities. Sharing the information with students and making the assessment part of the course requirements create an environment for meaningful participation of students.

Data indicate that benchmarks for student achievement are being met in the general education courses. Faculty reported revisions in methods of assessment and instruction as well as refinements of course objectives. The flexibility of curriculum-embedded assessment allows changes to be made and efficacy of changes to be assessed more efficiently.

Program Outcomes Assessment

Outcomes assessment at SWOSU is faculty-driven. Faculty design, select, administer, and report findings collectively to the Assessment Center by majors for the associate, baccalaureate, and graduate degree programs. Faculty used all types of measures for about 900 students, which include portfolios; focused interviews; pre- and post tests; research projects; standardized tests; locally developed tests; student performance on licensure and certification exams; and evaluation of entry-year teaching, clinicals and internships.

Outcomes assessment in many forms reflects the levels of student achievement taking place. Some examples are SWOSU students' excellent track records on licensure and certification exams. In most instances, the pass rates exceed state, regional, or national pass rates.

Several degree programs utilize standardized exams for external measures of academic achievement. Students' scores on the nationally normed exams help determine needed curricular revisions. Pharmacy graduates are an excellent example of graduates of health related majors who excel on registry exams. During this academic year, SWOSU pharmacy graduates earned a 100 percent pass rate on the national licensure exam (NAPLEX).

Student Satisfaction Assessment

Instructional quality and university services are assessed using various evaluation and survey instruments. Some degree programs have also administered specialized surveys and focus group interviews.

This year, results from over 26,000 Course and Instructor Evaluation responses have shown that SWOSU students agree that their instructors demonstrate positive teaching habits. Other various satisfaction surveys indicate that SWOSU students are satisfied with faculty and that satisfaction with their academic experience at SWOSU is high or very high.

The intellectual and personal growth needs as well as the educational and career preparation needs of students on the Sayre campus were met according to Sayre graduates. Overall, 94 percent felt prepared for further education; 83 percent felt prepared for a career.

Graduate Student Assessment

More than 130 students completed admissions testing for graduate school at SWOSU, primarily participating in the Graduate Management Admission Test (GMAT) and the Graduate Record Examinations (GRE).

Graduate students participated in assessment, and results from 2003-04 compared favorably with data from previous years. Approximately 70 assessments were completed in the field of education with a 94 percent pass rate.

Due to licensure, certification, and professional accrediting agency requirements, appropriate assessment goals and methods are revisited and revised as needed.

Rogers State University

Entry-Level Assessment

The purpose of entry-level assessment at Rogers State University (RSU) is to analyze the college preparedness of all new students, first-time freshmen as well as transfer students. Students' scores on the American College Test (ACT) are the primary indicator of academic readiness used at RSU. Transfer students are evaluated using both ACT scores and prior coursework. Students with low ACT subject scores or no prior coursework receive secondary testing. Based on their performance students identified as at risk in one or more basic skills areas are enrolled in appropriate developmental studies classes. During the 2003-04 academic year, all entering students were evaluated on the basis of ACT scores, secondary testing, or prior coursework.

Of RSU's, 865 first-time freshmen in fall 2003, 475 (54.9 percent) were enrolled in one or more remedial course as follows: 280 (32.4 percent) in English, 403 (46.6 percent) in mathematics, 29 (3.4 percent) in science, and 113 (13.1 percent) in reading.

Of the 2,049 required enrollments in developmental coursework during 2003-04, there were 1,178 successful completions. A key measure of the effectiveness of the placement decision process and related developmental program at RSU is the academic success of students who proceed into college-level courses. RSU tracks performance in college-level coursework of students who have completed developmental course. No notable patterns of performance were noted during the 2003-04 academic year.

RSU has begun to pilot test two learning community cohort groups for students requiring assistance in mathematics and writing. Data from an evaluation of this pilot program as well as subsequent student achievement data will be analyzed to gauge the effectiveness of this new program.

Mid-Level (General Education) Assessment

As RSU continues in its transition to a regional comprehensive baccalaureate granting university, general education assessment endeavors continue to evolve. At present, mid-level assessment relies primarily upon course embedded assessment of student performance by faculty. This strategy has as its foundation the nine general education outcomes identified by RSU faculty. Faculty members also specify the core knowledge areas of each course and establish appropriate performance criteria and assessment procedures to measure student mastery of course content. During the 2003-04 academic year, student performance satisfied faculty expectations on all nine general education outcomes.

Although the assessment of general education outcomes by RSU students will remain a central component of the mid-level assessment program, the institution has undertaken several initiatives to enhance the assessment of rising juniors as well as graduating associate degree students. During the 2003-04 academic year, RSU participated in the National Forum on College-Level Learning as a two-year institution. As part of that project, the RSU Office of Institutional Research and Assessment administered two standardized instruments: The Community College Survey of Student Engagement (CCSSE) and the ACT Work Keys assessments. The CCSSE surveys students about their educational experiences in several key areas demonstrated by research to be highly associated with student learning. Work Keys is a set of assessments designed by ACT that measure students' skills in several areas considered to be essential for job success. One of the reports generated from the Work Keys score data was a breakdown of student performance relative to a predetermined cut-score on each assessment. The percentage of RSU students who exceeded predetermined cut-scores was higher than the percentage of students statewide who exceeded the cut-score on three of the four Work Keys assessments.

During the 2004-05 academic year, RSU will participate in the National Survey of Student Engagement (NSSE) and will administer the ACT Collegiate Assessment of Academic Proficiency (CAAP) to a sample of graduating associate degree students and rising juniors. The annual Student Opinion Survey (SOS) was administered during fall 2003. There were 798 completed questionnaires returned from

students from all RSU campuses and programs. Six items on the SOS are related to the general education outcomes. Those items ask students how important they consider courses related to their writing ability, their oral presentation skills, and their critical thinking to be, as well as their level of satisfaction with those courses. Most students surveyed responded that they were either Satisfied or Very Satisfied with the courses related to their general education outcomes.

During the fall 2003 semester, 42 RSU associate degree students expected to graduate in spring 2004, participated in the National Forum on College-Level Learning project. As part of that participation, each student was administered two of four ACT Work Keys assessments: Reading for Information, Applied Mathematics, Locating Information, or Business Writing. One of the reports generated from the Work Keys score data was a breakdown of student performance relative to a predetermined cut-score on each assessment. The percentage of RSU students who exceeded predetermined cut-scores was higher than the percentage of students statewide who exceeded the cut-score on three of the four Work Keys assessments.

The general education student performance data, student responses to the annual SOS, and ACT Work Keys performance by RSU students all suggest that graduating associate degree students and rising junior baccalaureate students at RSU are mastering the course content of the general education curriculum. In order to provide more evidence regarding general education performance of RSU students, the institution will collect additional data during the 2004-05 academic year. RSU will participate in the National Survey of Student Engagement (NSSE) and administer the ACT Collegiate Assessment of Academic Proficiency (CAAP) to a sample of graduating associate students and rising baccalaureate juniors. The faculty assessment committee is working to design an enhanced method of using the course-embedded student performance data to better analyze student performance across the inter-disciplinary General Education curriculum.

Program Outcomes Assessment

Departmental faculty members have direct responsibility for assessing individual program goals, and have implemented a variety of assessment methodologies to assess student academic achievement and student satisfaction. Methods for assessment of program goals include portfolios, capstone projects, licensure and certification exams, pretest/posttests, standardized exams, and surveys of students, graduates, alumni, and employers.

Key findings from the 2003-04 assessment of program outcomes at RSU include:

- Liberal Arts. The capstone portfolio proved to be an effective measure of student performance for this program, and results were very positive. Nearly 80 percent of the graduating seniors earned an overall score of 3 or better on a four-point scale.
- Nursing. RSU students passed the NCLEX-RN at a rate that was considerably higher than the national rates. The program completion rate for nursing students has increased. Alcohol and Drug Abuse Counseling. Three of three graduates successfully completed Certified Alcohol and Drug Counselor certification.
- All (100 percent) Information Technology students in networking classes earned cumulative scores of 80 percent or higher.

The 2003-04 assessment data suggest that RSU students are satisfying faculty expectations by demonstrating mastery of both course and programmatic content.

Student Satisfaction Assessment

The assessment of student satisfaction at RSU is grounded in its stated mission and purposes that provide the basis for all assessment activities. Student satisfaction assessments target those dimensions in the RSU Mission and Purposes from a multi-faceted standpoint and provide valuable information for an evolving new regional university in maintaining its effectiveness in the student educational experience. Five

different surveys were administered during the fall 2003 and spring 2004 semesters. Those instruments were designed to measure the attitudes of currently enrolled students, graduating students, and withdrawing students. Key findings of those surveys include:

- Currently enrolled students who responded to a Student Opinion Survey (SOS) generally reported that they were Satisfied or Very Satisfied with their educational experience at RSU.
- A high percentage of students who responded to course evaluations reported that they Agree or Strongly Agreed with positive statements regarding their instructors.
- Graduating students who responded to a graduate survey reported, overall, that they Agree or Strongly Agree with positive statements regarding their education at RSU.
- A survey was administered to students who withdrew from classes, in order to identify the factors that lead to withdrawal. Seventeen reasons were listed on the questionnaire, and students were asked to indicate the degree to which each reason had played a role in their decision to drop classes. Only two of the 17 reasons were cited by 25 percent or more of the withdrawing students as playing an important role in their decision. The directors of the Office of Institutional Research and Assessment and the Center for Teaching and Learning have modified the instrument previously used so that other reasons students may have for withdrawing from courses might be identified. More detailed analyses performed on the resulting data will focus on certain sub-groups of the student population, such as students currently or previously enrolled in developmental courses.

An ad hoc committee was convened during fall 2004 to study the current SOS and to recommend enhancements in instrument design as well as data collection and reporting.

Cameron University

Entry-Level Assessment

At Cameron University (CU) during 2003-04, there were 1,744 new students enrolled. Performance deficiencies were determined by applying either the ACT definition (below 19) to students younger than 21, or the equivalent Computer Placement Test (CPT) score to adults and students who are on active-duty status with the United States Armed Forces. These students were advised to enroll in pre-college courses with 814 in English, 1,149 in mathematics, and 763 in reading.

Of CU's 935 first-time freshmen in fall 2003, 539 (57.6 percent) enrolled in one or more remedial course as follows: 355 (38.0 percent) in English, 439 (47.0 percent) in mathematics, and 101 (10.8 percent) in reading.

Mid-Level (General Education) Assessment

Measurements for mathematics were taken in the College Algebra course, writing skills in the English Composition II course, and speaking skills in the Speech course. Creative thinking skills were measured as part of the United States History course. The ACT Collegiate Assessment of Academic Proficiency (CAAP) writing skills essay form, CAAP mathematics skills test, and CAAP critical thinking examinations are used to assess students in general education.

In addition to the Institutional Assessment Committee (IAC), 44 faculty members and 802 students participated in general education assessment activities. The student population included students at the main campus, the Duncan Higher Learning Center, and Fort Sill. Classes were randomly selected to include evening and weekend courses.

The General Education Committee has institutionalized a course review process to improve the teaching and learning environment and increase program improvement. New courses submitted for consideration in general education must provide detailed assessment procedures for improving student learning.

Program Outcomes Assessment

The academic departments have defined program objectives and their relationship to CU's mission. These definitions are then translated to assessment activities and measurements. The number of direct measurements of student learning has increased. More faculty members are involved in the assessment process.

Method of Program Outcomes Measurement			
	Associate Degree	Baccalaureate Degree	Graduate Degree
• Portfolio Review (Direct Measure)	110	128	43
• Performance Rating (Direct Measure)	33	377	178
• Locally Developed and tested exams	16	379	199
• Standardized Exams (Direct Measure)	0	634	28
• Capstone Course (Direct Measure)	52	127	24
• Benchmarking (Direct Measure)	0	31	80
• Exit Interviews (Indirect Measure)	4	75	80
• Graduate Survey (Indirect Measure)	0	122	5
• Student Perceptions (Indirect Measure)	7	34	408
• Employer Perceptions (Indirect Measure)	4	84	0
• Faculty Perceptions (Indirect Measure)	4	50	0
• Graduating Students (Indirect Measure)	0	0	0
Total for Program Assessments	339	1,695	1,041

Student Satisfaction Assessment

Under the leadership of Enrollment Management, a retention program is being developed. Funding from the Brain Gain Improvement grant will be used to measure and improve retention and graduation rates.

This year's assessment included an online survey for student housing. The results of the survey were used in the development of a new student housing program.

Improvements include:

- CU developed an Enrollment Management Plan with campus-wide participation.
- Student Services and Enrollment Management units have been consolidated and reorganized to obtain effective use of personnel and resources.
- Decision processes have been revised and improved.
- Recruitment will focus on traditional entry-level college students with the goal to increase the education level of Southwest Oklahoma while providing improved services to the communities' continuing education needs and programs for the military bases: Fort Sill, Altus Air Force Base, and Tinker Air Force Base.
- A New student housing project has been financed and construction will be completed by August 2005 for student occupancy.

Graduate Assessment

CU graduate programs continue to demonstrate efficiency of improved student learning. Graduate student learning is assessed with multiple direct measurements. Each media and site for life experiences is measured and compared to traditional campus courses. Assessment results indicate the students are meeting or exceeding the programs' outcome objectives.

Langston University

Entry-Level Assessment

Langston University (LU) uses the ACT test scores as the primary assessment instrument for first-time entering freshmen. The College Board College Entry-level Assessment for Written English and Algebra Skills and the Nelson-Denny Reading Test are secondary assessment instruments for English, mathematics, and reading. Cut-scores of 20 were established for English and mathematics and 12 for reading.

Of LU's 531 first-time freshmen in fall 2003, 400 (75.3 percent) enrolled in one or more remedial course as follows: 133 (25.0 percent) in English, 367 (69.1 percent) in mathematics, 115 (21.7 percent) in science, and 32 (6.0 percent) in reading.

First-time entering freshmen with less than 12 earned academic credit hours are generally required to take the secondary assessment tests. LU is an open enrollment institution of higher education. Students may elect to enroll in the fall, spring, or summer terms. Each enrollment cycle begins with admission, orientation, entry-level assessment, course placement, and enrollment.

Current students do not have a retest option. Generally, students are not allowed to retest within 60 days of initial test. No formal requests were submitted during the past four academic years. LU has an active student retention taskforce in place to identify potential student academic problems. This task force maintains contact with those students in need of tutoring and academic support. Additionally, these efforts are coordinated by the Office of Student Support Services and each academic school within the office of Academic Affairs.

Data obtained from the entry-level assessment database for 2003-04 reflects moderate improvements in reading, mathematics and English when compared and contrasted to 2002-03. These moderate improvements strongly suggest entering freshmen are not adequately prepared for college work nor do they take seriously the primary and secondary assessment instruments.

Student progress is tracked by instructors at least four times each semester. Feedback is shared with each student. Academic counseling, tutoring support, and other academic services are available for students who are not performing up to standard. Two years ago, a student retention committee was formed to explore early intervention strategies to assist students with success strategies for living.

The retention committee is making a difference one student at a time. The committee indexes basic skills scores to target those students most in need of a success strategy for living. Additionally, a bridge has been constructed for students and instructors to engage in dialogue to enhance the academic performance of the institution.

LU believes course placement decisions are effective and meet student needs. The office of Academic Affairs makes necessary adjustments when errors of judgment surface. Institutional tracking suggests a happy, well informed student is an academically productive student.

Cut-scores are evaluated periodically against both internal and external forces. These forces have been a relatively good barometer for student success in a higher education environment. Collectively, cut-score evaluations and analyses of entry-level basic skills scores have resulted in relatively few changes to the entry-level assessment process. The Vice President for Academic Affairs critiques each assessment cycle against our predetermined goals and objectives to ensure continuous qualitative and quantitative improvement. During 2004-05, the secondary entry-level assessment instruments will be administered in one session of 100 students twice daily during the assessment period.

Mid-Level (General Education) Assessment

The instruments used to assess college readiness as a secondary measure are used to assess mid-level accomplishments. These instruments make comparisons easy and provide a predictive value for academic

attainment in the established general education competencies. Results from the mid-level assessment are made available to all academic units, the responsibility managers, and executives who supervise and provide direction to responsibility managers. Additionally, the general education committee reviews the data and makes recommendations to the Academic Policy Committee and Faculty Senate for action.

The mid-level assessment pool is made up of all students with 40 to 70 earned academic hours. A total of 286 students were assessed during 2004 compared to 129 in 2003. The mid-level assessment pool was 365 and 324 respectively for 2004 and 2003.

The test instrument is a written exercise administered in a classroom environment. Students can take mid-level assessment during one morning or afternoon during the three scheduled days in groups of 75 students. Given our relatively small mid-level assessment pool, all students in the pool are selected for participation. There are no effective strategies in place to motivate students to participate in a meaningful way. Most often, students opt out when they have choices without consequences.

Throughout each semester, the course instructor tracks student progress against established course objectives at least four times; provide student feedback; offer academic counseling and support; and share negative performance with the retention committee for additional follow-up counseling. Generally, those students who are able to remove their basic skills deficiencies within earning 30 credit hours tend to stabilize and perform toward their degree plans.

Overall, substantial progress is being made between the entry-level and mid-level assessments. The gains are 11 percent in English; 29 percent in mathematics; and 15 percent in reading.

Program Outcome Assessment

The Schools of Agriculture, Arts and Sciences, Business, Education and Behavioral Sciences, and Nursing participated in the Program Outcomes Assessment in 2003. The results follow:

The School of Agriculture and Applied Sciences

During the 2003-04 academic year, a total of 76 agriculture majors participated in the regular university-wide subject-based midterm and final exams. In addition, four of the graduating seniors submitted to a comprehensive test that evaluated their mastery of essential principles and concepts in agriculture. The Agriculture Comprehensive Assessment Test (ACAT) was administered in one sitting to the seniors. The test is locally made and requires an average of three hours to complete.

The ACAT currently consists of three sections. Performance level for students in the 2003-04 academic year ranged between 61 percent and 82 percent. Student performance reflected their major area of concentration, with students performing best in sections pertaining to their areas of academic concentration. Several students enquired about study guides for the test.

Enhancements of the ACAT continue. Questions are being revised to reflect current trends in the emphasis in the curricula. The test is slated for comprehensive review in spring 2005. To be a more effective assessment instrument, the faculty would like to have two major sections on the test – a general section that would be compulsory for all students, and a major-specific section for each of the four major areas of concentration. Plans to computerize the test will proceed following the proposed overhaul. It is proposed to consider including a practical components of the test, since agriculture is a hands-on program.

The School of Arts and Sciences

Biology

Faculty reviewed each student's performance in each area of evaluation. Examination results were compared with previous reports over the past three years, which indicate consistent low performance (less than the national means) in all areas of testing. The scores on these tests are intended to provide one measure of a student's level of mastery of concepts, principles and knowledge at the conclusion of the baccalaureate program of study in biology.

In an effort to improve our student's test scores, a Biology review course, designed in a seminar format, was offered over an eight-week period during the spring semester of 2004. Each faculty member with teaching responsibility in each major content area was assigned the responsibility for a specific portion of the course, thereby encouraging each faculty participant to assume a greater personal responsibility for improving student performance. Review books were distributed to senior students at the beginning of the semester to allow students an advance period for preparation. In the review course, concept-based modules providing overviews of the unifying themes of biology were presented - each followed by a series of problems designed to provide both greater depth and an opportunity to clarify material which the student may not have completely understood.

Overall student scores on the end-of-program ETS Major Field Test improved only slightly. While faculty remains convinced that the review course was adequate in its design, our effort was not enough to overcome deficiencies in student preparation. Student attendance of each session was far less than desired. No incentives or rewards were in place to foster student interest.

Other speculations for the students' poor attendance and low interest include the following: (1) the course was selective and not required; (2) because the course was not required, student interest in preparing for the examination was less than desired; (3) the timing of the administration of the assessment exam; (4) the timing of the course late in the semester competed with other senior activities; (5) an unacceptably high rate of students may be experiencing difficulty with scientific reasoning.

Department of Music

Music Education majors must successfully pass a battery of evaluative tools to achieve their degree. Furthermore, upon successful completion of all degree requirements, graduates are strongly encouraged to take the Oklahoma State Teachers Certification Examination, K-12. The tests given within the department are normally assessed at the conclusion of the fall or spring semesters--based upon student need, excluding the freshmen music entrance exam.

Students may take examinations as many times as necessary to pass. After an individual test has been passed, there is not a penalty for retaking an exam. Students are encouraged to start taking the exams as early as possible in order to become familiar with them, as well as to complete degree requirements. Only the Senior Recital and the Oklahoma State Teachers Certification Exam must be taken after the completion of Theory IV, Music Education Methods, and Music History II. The passing score on each individual section is 70 percent minimum. Results will normally be available within 24 hours of the exam.

Ten first-time entering music majors, four males (40 percent) and six females (60 percent), were administered the freshman music entrance exam as an initial pre-test in determining propensity for successful completion of the degree. Results of that exam demonstrated the need for nine of the participants to take the Music Fundamentals sequence as a part of their academic pursuits. One male student successfully tested into Music Theory—a pass rate of 10 percent. Of the remaining students, seven (78 percent) successfully passed Music Fundamentals (i.e., MS 1711 and MS 1721) by the conclusion of the 2003-04 school year. Two female (22 percent) withdrew from the music program at the conclusion of their first semester. Eleven music majors, five males (45 percent) and six females (55 percent), petitioned to take the piano proficiency examination. Two students successfully tested out of the piano course sequence. The pass rate was 18 percent (one male and one female). Two of the male music majors qualified for the Senior Recital as a final in-house assessment tool for achievement of the music degree. The Oklahoma State Teachers Certification Examination was successfully administered to both graduates of the Department of Music.

The Department of Music has vigorously and successfully worked to improve the quality of its degree offering at this historic institution. Signs of this successful pursuit include the following multifaceted approach: Self-directed individualized tutorial programs in Music Theory and Western Music History are now available via the department's computer laboratory. The music program will be reviewed during the

spring of 2005 semester.

Enrichment seminars are given as an incremental part of each major's training offered through the Performance Seminar class.

A comprehensive musicianship assessment approach is used as the grading rubric for the Performance Seminar class as a means of continual student performance-based assessment.

Major Applied music specialists will be added to the music faculty during the 2005-06 school year to ensure that all components of the performance-based assessment approach are met. The results of the exams are shared with the student, advisor and content faculty.

The School of Business

The goal of the School of Business is to equip graduates with a knowledge base that fosters systematic self-reflection as the foundation for life-long learning and professional development. Knowledge acquired by students will enable them to work in the private, public, or nonprofit sector; engage in entrepreneurial venture; or pursue graduate education.

This assessment report presents analysis of the results achieved by various undergraduate program majors in the School of Business. The report is based on the ETS Business II tests administered in the spring of 2004. The Major Field Tests measure achievement in specific fields of study. The tests assess core knowledge of materials commonly associated with specific fields of study in a typical undergraduate degree program. Scores on these tests are intended to provide a measure of students' level of mastery of principles, concepts, and cognate knowledge at the end of study in a major field. We believe performances on these tests reflect how successful the School of Business has been in imparting core business knowledge to its students.

As reported by the ETS, the data indicate that all (100 percent) students who took the test were seniors. The instrument utilized tested formal knowledge acquired in the following eight core business field: (1) Accounting, (2) Economics, (3) Management, (4) Quantitative Business Analysis, (5) Finance, (6) Marketing, (7) Legal Environment, and International Issues. Essentially, the ETS test is designed to assess the level of mastery of the common professional components of undergraduate business degree program by graduating students.

The School of Business has inaugurated a standing committee on assessment (Assessment Committee). The committee is charged with the responsibility of monitoring on an on-going basis student performance and determining when and where interventions are needed. Using the 2004 ETS test data as baseline, the committee will review student performances on all indicators and suggest ways and means for continuous improvement.

Student Satisfaction Assessment

An in-house developed student perception survey was administered during the second semester of the 2003-04 academic year. This 50 item instrument was administered in conjunction with the mid-level assessment. Students rated each item with a one to five ranging from very dissatisfied to very satisfied. These ratings were very consistently applied as previous two years. A total of 281 of the 286 student pool elected to participate in the survey. The students were identified from the mid-level assessment pool.

Additionally, a few academic units administered some measure of student satisfaction during 2003-04. This report does not reflect any data under this section. Any reference to student satisfaction will be included under the program outcomes assessment heading of this report.

LU received a weighted average of 2.95 during 2003-04. This represents a drop of two 2.3 percent when compared to 2002-03, and 4.8 percent for 2001-02. The mid-level cohorts present the University its greatest opportunity to drive student perception and satisfaction.

Four of the 2003 top five remained in the ratings for 2004. Class size in major dropped from the number

one ranking to number six) being replaced at the number one by system of awarding grades.

Class size and racial harmony are the top two vote getters of students when compared to the three-year period ending 2004. Class size dropped from the top five ranking this year; shifting heavily toward racial harmony. Students graded harder this year than the previous years. The weighted average scores, for the 50 item assessment measure, were significantly lower than 2002 and 2003 results. Funding issues and management's adaptations to crisis for dollars appear to have contributed to these ratings when class size and quality of teaching are factored in.

The bottom five ranking for 2003-04 saw major shift when compared to 2003 and 2002. While there are shifts in rankings, there were improved ratings during 2003 that ranged from 4 percent to 53 percent. Food services and student parking experienced gains of 53 percent and 32 percent respectively.

Graduate Student Assessment

All graduate students must meet certain admission requirements. These requirements are predictive of success in the graduate programs. They include:

- Complete requirements for a bachelor's degree at an accredited college or university.
- Maintained a minimum undergraduate cumulative grade point average (GPA) of 2.50 on a scale in which 4.0 equals an A or a minimum GPA of 3.00 in the graduate major.
- Submitted the aptitude section of the Graduate Record Examination.
- Obtained a minimum score of 80 on the Langston University Writing Skills Tests.

University of Science and Arts of Oklahoma

Entry-Level Assessment

At the University of Science and Arts of Oklahoma (USAO), all students who make below a score of 19 on the ACT in the areas of math, writing, or science are required to take a placement test to determine whether a remedial or college-level course may be taken. The Computerized Adaptive Placement Assessment and Support System (COMPASS) is used to provide placement testing for math and writing. A test developed by the science department at USAO is used for the sciences.

Of the 151 students who took the writing placement test, 51 (34 percent) passed the test and 100 (66 percent) were required to take a developmental course. A total of 193 students took the math placement test and 18 (9.03 percent) passed the test and 175 (90.7 percent) required remedial coursework. As many as 88 students were assessed for having a science deficiency, and 36 (41 percent) passed the assessment and 52 (59 percent) required remediation.

Of USAO's 294 first-time freshmen in fall 2003, 110 (37.4 percent) enrolled in one or more remedial course as follows: 31(10.5 percent) in English, 94 (32.0 percent) in mathematics, and 36 (12.2 percent) in science.

As a follow-up to students assessed during 2003-04, of the 30 students who passed the writing placement test and subsequently took a college-level writing class, 23 made a "C" or better. Twenty-four students who did not pass the writing placement test took the developmental writing class and passed. Of the 12 students who did not pass the writing placement test and subsequently took a remedial writing class, ten made a "C" or better in the college-level writing class.

Of the 18 students who passed the COMPASS Math Placement Test and subsequently took a college level math class, 10 made a "C" or better. Of the 94 students who did not pass the COMPASS Math Placement Test and took the first of two developmental math courses (Basic Math), 61 passed. Of 26 students who did not pass the COMPASS Math Placement Test and took the second of two developmental math classes (Basic Algebra), 18 passed. Of five students who did not pass the COMPASS Math Placement test, took a zero-level math class, then took a college-level math class, two made a "C" or better.

Of the 13 students who passed the locally developed science placement test and took a college-level science course, two made above a "C". Of the 39 students who did not pass the science placement test and took a developmental science course, 16 passed.

The Noel-Levitz College Student Inventory (CSI) was not funded for the 2003-04 academic year.

Mid-Level (General Education) Assessment

The ACT Collegiate Assessment of Academic Proficiency (CAAP) was given to 89 students during this reporting period. Randomization of test distribution resulted in 19 juniors completing the writing exam, 18 completing the math exam, 16 completing the reading exam, 17 completing the critical thinking exam, and 19 completing the science exam. In this group, the mean scores for USAO ranged from 0.8 points above to 1.6 points below the national mean.

Program Outcomes Assessment

Arts and Humanities

- Changes are anticipated as new faculty members will be hired to replace retiring faculty and the particular strengths and ideas of these new faculty members will be incorporated into the program.
- The Communications degree has been restructured from a 36-hour program to a 45-hour program with a focus on journalism as its foundation.

- The English department reports that the portfolio requirement for graduation has shown a marked degree of improvement in the level of competence.

Business and Social Sciences

- The standardized exit exam for the business department has been implemented with a mean score of 59 percent.
- The American Indian Studies Program is now assessed using an essay exam format. This exam has shown a need to incorporate a required law class.
- The Psychology Major Field Test offered by Education Testing Service has been incorporated.
- Success of the Criminal Justice minor within the Sociology department may result in the creation of a Criminal Justice major.

Education

A graduate follow-up study was conducted during the spring 2004 for graduates in their first year of teaching. Questionnaires were mailed to students known to have accepted their first teaching position for the last year and to their administrators. The response was excellent from administrators, 20 graduates (69 percent), and 26 administrators (90 percent).

- Analysis of the data indicated administrators generally considered the weakest area to involve legal aspects of teaching and were very pleased with the other 18 areas assessed.
- Although overwhelmingly pleased, students rated assisting students with career awareness and competence in a variety of teaching strategies as their weakest areas.

Math, Science and Physical Education

- The biology department may require adjunct assistance as the department head may lessen his load or retire in the near future.
- The Computer Science program is considering changing the required exit exam.

Student Satisfaction Assessment

A means of ensuring student satisfaction is to involve them in the planning and decision-making processes. The USAO University Committees include student membership.

The students also evaluate all courses and instructional personnel at the end of each trimester via an in-house survey. All information is scanned and results are provided for each department. At the request of the faculty, no cumulative data is kept in the assessment office.

The Academic Resource Center (ARC) was created as a result of a Title III, Strengthening Institutions Grant from the Department of Education awarded in 1999. It provides enhanced student learning support interventions and faculty development opportunities targeted toward the first-time entering student.

Given the activities of the ARC, the freshman to sophomore retention rate has increased since the inception of the grant, with the number of freshmen on academic probation declining.

Oklahoma Panhandle State University

Entry-Level Assessment

Oklahoma Panhandle State University (OPSU) uses results from the Computerized Placement Test (CPT) to determine entry-level course placement. Students under age 21 with ACT subscores below 19 on English, mathematics, science, or reading are required to take the CPT. First-time students age 21 or over were required to participate in the entire CPT battery.

The entry-level assessment indicated that during 2003-04, 369 students took 468 placement tests. As a result, 245 students are enrolled in one or more remedial courses. Of OPSU's 308 first-time freshmen in 2003, 149 (48.4 percent) enrolled in one or more remedial course as follows: 98 (31.8 percent) in English, 109 (35.4 percent) in mathematics, and 120 (39.0 percent) in reading.

A tracking system has been implemented to follow the academic progress of the developmental students.

The University implemented a college preparatory program in the fall of 2003. Named The University College offers college preparatory courses that will better address the needs of the developmental students. The University has hired a Director of Development to administer this program and all faculty and staff are in place.

Mid-Level (General Education) Assessment

OPSU uses the Collegiate Assessment of Academic Proficiency (CAAP), the Oklahoma General Education Test (OGET) and the Pre-Professional Skills Test (PPST) to assess mid-level performance. These assessment activities were linked to the general education program competencies by comparing student scores on these exams to the cut-scores and to state averages.

The PPST test was administered to 48 students as part of their pre-professional certification in education. In all tests, the average results compared favorably to the state cut-scores. A total of 64 students took the OGET as part of their pre-professional certification in education and 26 education majors took the OSAT as part of their pre-professional certification.

Of the students taking the PPST, 64 percent passed the reading test, 64 percent passed the writing test, and 59 percent passed the mathematics test.

On the OSAT, 85 percent of those taking the exam passed the test; the state pass rate was 82 percent. The results from the OGET show that 72 percent passed compared to the statewide pass rate of 74 percent. The overall average for passing these exams was 81 percent compared to the statewide average pass rate of 86 percent.

Program Outcomes Assessment

Each academic department has its own method of assessing graduates including certification exams, in house exit exams, portfolios, recitals, job placement, and employment history. The portfolio reviews at all three levels of elementary education show that the teacher candidates are well prepared to become teachers in the public schools. Results from portfolios, Oklahoma teacher certification examinations, and a graduate exit survey indicate that English coursework prepares majors very well for positions in public school classrooms, private sector, or graduate school. The Behavioral and Social Science Department developed a course to teach critical thinking. The majority of psychology graduates pursue graduate work and are qualified candidates for advanced degrees.

Assessment of the accounting program in previous years determined that the program needed to make technological or curricular improvements. Computers with projection systems have been installed in almost every classroom used by accounting professors.

Based on each department's program outcomes assessment, the following instructional changes have been

planned:

- The Education Department is currently working on the new elementary education program review for the Oklahoma Commission for Teacher Preparation, which will contain some major changes in the methodology of assessing teacher candidates.
- OPSU students will be encouraged to take an additional speech course as an elective course, will be offered current websites which include information on technical speech terminology, and will be offered a bibliography of speech texts. In addition, faculty will begin collecting a library of textbooks relating to the speech field; students will be encouraged to read such materials prior to taking certification examinations.
- The Behavior and Social Sciences Department intends to revamp its degree plans in social studies, political science, sociology, economics, and history. The degree plans will allow students more experience in all facets of social studies.
- To ensure that students are prepared mathematically for general education curriculum mathematics courses, the Department of Mathematics and Physics has decided to implement standard mid-term and final examinations in the remedial mathematics course.
- To better prepare students in statistics, the biology faculty has developed and implemented a course in biological statistics.
- Several courses were added to the Computer Information Systems curriculum to facilitate the computer graphics option of the Bachelor of Fine Arts degree.
- Industrial technology has changed the teaching method and now requires the student to know by memory all programming codes by the 3rd week instead of the 9th week.

Student Satisfaction Assessment

The graduating student survey indicated that 94 percent of the students in the graduating class were satisfied with the quality of the education they received at the University. Moreover, the survey strongly indicated that students enjoyed their instructors and felt they were part of the OPSU family and would recommend the University to a friend. Student housing was the area where the students indicated the greatest dissatisfaction. Next was the general lack of things to do around campus. Finally, upgrading the infrastructure was mentioned as a needed undertaking.

The new Aggie Apartments have opened, helping to alleviate the housing problems at OPSU. The Library has undergone significant upgrades to the lighting, making the place brighter. The theater facility has instituted a plan for renovations and improvements in the lighting system and all the stage soft goods (curtains, borders, etc.) aimed at providing an attractive facility that will bring in more humanities majors.

To provide for more on campus activities OPSU has opened the Noble Activity and Culture Center and hired a Student Events Coordinator. Other current and future projects in infrastructure upgrades include the total replacement of steam lines, and air conditioning on campus. The next major project is the replacement of water and steam lines in resident hall – (Holter Hall) for spring 2005.

Carl Albert State College

Entry-Level Assessment and Placement

All first-time entering freshmen at Carl Albert State College (CASC) are assessed through accepted test and measurement techniques in order to determine students' levels of competency in reading, writing, mathematics, science, and critical thinking skills. First-time entering freshmen levels of past academic experience are evaluated in order to assess educational readiness. Results from entry-level assessment are utilized during advisement and enrollment so that students may be given the best chance to succeed during their collegiate experience. Finally, results from entry-level assessment are used to evaluate and recommend any changes to the orientation class, the developmental education curriculum, and the registration and advisement process.

CASC is a national and residual testing site for the ACT. CASC also offers the ACT Computerized Adaptive Placement Assessment and Support System (COMPASS) (computerized testing) to nontraditional students (age 21 or older) or to those traditional students who may wish to test out of developmental education.

In the 2003-04 academic year, 360 CASC students participated in the national ACT. Their composite score was 18.3, also during this year 1,807 COMPASS test units were given. During the fall 2003 Freshman Orientation class, 226 first-time, full-time students took the Cooperative Institutional Research Program (CIRP) Entering Student Survey and the Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking module.

Of CASC's 1,151 first-time freshmen in fall 2003, 229 (19.9 percent) enrolled in one or more remedial course as follows: 71 (6.2 percent) in English, and 218 (18.9 percent) in mathematics.

Based on its high levels of persistence for first-time full-time freshmen as demonstrated by OSRHE data, CASC believes that its entry-level assessment has been effective in meeting the needs of students through placement and advisement.

Mid-Level (General Education) Assessment

The objectives of mid-level assessment are to assess all students who have attained 45 or more hours in order to determine students' academic progress and learning competencies in the areas of reading, writing, mathematics, and critical thinking. The results from mid-level assessment will be used to evaluate, to improve, and to recommend any changes to the general education and academic program curricula.

During the spring 2004 semester, all CASC students that had completed 45 or more hours were notified about the Collegiate Assessment of Academic Proficiency (CAAP) testing and asked to participate. A total of 183 students did participate. Test modules that were administered were Reading, Writing Skills, Mathematics, Science Reasoning, and Critical Thinking.

The results of the CAAP were compared to national norms and to the performance of 52 CASC students who had tested with the ACT as entry-level assessment. Based on those results, CASC students performed at or close to national norm levels in all four levels.

Program Outcomes Assessment

The objectives of program outcomes assessment include assessing all students by academic program to determine student abilities to meet program goals and objectives and to utilize results to strengthen CASC's academic programs. The purpose of program outcomes assessment is to improve curriculum and instruction. Additional benefits are strengthened recruitment and retention, increased cost-effectiveness, providing a context for planning, and meeting accreditation requirements at all levels

Program Outcomes Assessment includes the following instruments: ACT CAAP, licensure examinations,

post transfer GPA comparison data, ACT Alumni Survey, program review/accreditation, and capstone courses that included a variety of faculty-selected tests and surveys.

Review of program outcomes assessment data provides evidence that CASC does provide appropriate curriculum and instruction in its programs. The Allied Health division is very strong in state licensure pass rates. Survey results indicate that former students are extremely satisfied with their CASC experience. CAAP results indicate that CASC students are of a knowledge and cognitive level consistent with students from two-year schools from across the nation.

Assessment of Student Satisfaction

The objectives of student satisfaction assessment are to evaluate student and graduate satisfaction with college programs and services; to use results from data to improve existing programs and services and to develop new ones; to evaluate faculty and professional staff to improve performance; and to improve classroom instruction and student services.

In the spring 2004 semester, CASC students and former students participated in student satisfaction assessment. CASC administered the ACT Student Opinion Survey to 743 students at its three campuses: Poteau, Sallisaw, and Idabel. In addition, 66 former students participated in the ACT Alumni Survey for Two-Year Schools. CASC also appraises all faculty and professional staff performance through campus-written instruments.

Results from the surveys indicate that present and former students are extremely satisfied with their CASC experiences and overall, their attitudes toward the school are very positive. Some changes in academic performance and services were recommended by students. Results of the faculty and professional staff performance evaluations are confidential and not included in the assessment report.

Connors State College

Entry-Level Assessment

All first-time freshmen and transfer students with less than 30 earned credits are subject to entry-level assessment at Connors State College (CSC). High school transcripts and ACT subject area scores are utilized for the initial placement process, and the ACT COMPASS is used for secondary testing. CSC assesses students in the areas of English, reading, and mathematics.

In 2003-04, 767 of the 1,089 (70.4 percent) of first-time freshmen and transfer students were assessed. A total of (84 percent) of all CSC first-time freshmen were required to enroll in at least one developmental course based on skill level compared to an average of 51.8 percent for Oklahoma two-year colleges. Of CSC's 738 first-time freshmen, 310 (42.0 percent) enrolled in one or more remedial course as follows: 108 (14.6 percent) in English, 297 (40.2 percent) in mathematics, and 11 (1.5 percent) in science.

Compared to the 2002-03 academic year, there was a significant increase in 2003-04 in the proportion of students placed in developmental reading classes, Fundamentals of English, Elementary Algebra and Intermediate Algebra classes. The proportion of students placed in Concepts of Science and Basic Mathematics decreased significantly. A total of 84 percent of all 2003-04 entering freshmen and transfer students were required to take at least one developmental course based on skill levels. This compares to 51.8 percent of all first-time freshmen at two-year colleges in Oklahoma (OSRHE Annual Student Remediation Report, February, 2004). Students scoring less than 19 on the subject tests of the ACT that passed secondary placement tests were placed in collegiate level classes in 2003-04 at the following rates: English; 21.9 percent, mathematics; 6.5 percent, reading; 43.3 percent, and science; 16.2 percent.

Developmental students in Concepts of Science, Fundamentals of English, and Intermediate Algebra continued to be tracked into collegiate level courses during 2003-04. Findings include the following:

- A total of 71 percent of students completing Concepts of Science in the spring 2003 semester and enrolling in fall 2003 collegiate level science successfully completed the collegiate level science course with a grade of 70 or better.
- A total of 79 percent of students completing Intermediate Algebra in the spring 2003 semester and enrolling in a collegiate level math course in fall 2003 successfully completed the collegiate level math course with a grade of 70 or better.
- As much as 75 percent of students completing Intermediate Algebra in fall 2003 and enrolling in a collegiate level mathematics course in spring 2004 successfully completed the collegiate level mathematics course with a grade of 70 or better.
- A total of 67 percent of students completing Fundamentals of English in spring 2003 and enrolling in English Composition I in fall 2003 successfully completed English Composition I with a grade of 70 or better.
- As much as 58 percent of students completing Fundamentals of English in fall 2003 and enrolling in English Composition I in spring 2004 successfully completed English Composition I with a grade of 70 or better.
- A total of 79 percent of students completing Concepts of Science in fall 2003 and enrolling in a collegiate level science course in spring 2004 completed the collegiate level science with a grade of 70 or better.

There were several changes made during the 2003-04 academic year due to entry-level assessment, which includes:

- CSC changed entry-level assessment instruments from CPT to ACT COMPASS in July 2003. The change will affect all first-time freshmen and transfer students entering after July 2003. The new assessment instrument, ACT COMPASS, enables CSC to utilize ACT CAAP (Collegiate Assessment

of Academic Proficiency) for mid-level assessment, providing for more accurate pre- to post-growth in learning.

- With the large number of students in developmental classes, CSC is focusing upon improvements in that area. This includes curricular redesign. For example, the developmental reading class was changed from a two hour course to a three hour course to provide more time on task for students.
- The College joined the National Association of Developmental Education, with plans to send at least one representative to the national conference.
- CSC completed two grants that focused upon developmental education, one of which was funded.

Mid-Level (General Education) Assessment

CSC assesses the areas of writing, reading, science, and mathematics during mid-level or general education assessment. All graduating sophomores are required to participate in this process. The instrument utilized in 2003-04 was the ACT Collegiate Assessment of Academic Proficiency (CAAP).

In the 2003-04 academic year, 324 students completed general education assessment. The mean GPA of participating students was 3.07, with a standard deviation of 0.50.

CSC students scored slightly below the national mean in writing (-0.4), mathematics (-1.1), and science (-0.4) and exceeded the mean slightly in reading (+0.1).

- Overall, Caucasian students scored higher than African American students in reading, writing, math, and science. Caucasian students scored higher than American Indian students in reading, writing, and science.
- American Indian students outperformed African American students in reading, writing, math and science.

In addition to ethnic differences, gender differences were analyzed. Female students outperformed male students in writing and the reverse was true in science. No gender differences were detected in the reading and mathematics scores.

The linkage report provided by ACT revealed that 96 percent of CSC students made expected or higher than expected progress in writing, 92 percent in mathematics and reading, and 90 percent in science.

Feedback on CSC transfer students was provided by ECU, NEO, and OSU. Tracking reports revealed that CSC students experienced an average GPA decline of 0.15 grade points. The largest decline in GPA (0.36) was experienced at OSU with 205 transfer students and the smallest decline in GPA (0.04) was experienced at NSU with 380 transfer students.

Changes as a result of general education assessment include:

- In 2003-04, CSC utilized ACT CAAP to assess graduates in writing, reading, mathematics, and science. A better correlation between entry-level assessment and exit-level assessment resulted.
- In 2003-04, course embedded assessment was utilized to assess citizenship (full-time faculty) and critical thinking (part-time faculty) within the classroom. Global awareness will be added in 2004-05 academic year for full-time faculty and adjunct faculty will assess citizenship utilizing classroom based embedded assessment techniques.

Program Outcomes Assessment

The Nursing and Child Development programs were reviewed through analysis of local to state and national based standards in the 2003-04 academic year. Reviews of Student Support Services and the English, Fine Arts, Journalism, and Speech programs were also made through general program review and student satisfaction surveys.

The Nursing Department utilizes the results of CSC students attempting the National Council Licensure Exam (NCLEX) as one method of assessment. In 2003-04, 51 students attempted NCLEX and 40 students (78.4 percent) successfully completed the exam on the first attempt. This compares to 83.3 percent in Oklahoma and 85.3 percent in nationwide, according to the most recent statistics available (2002). The CSC NCLEX success rate although lower in 2003-04 was not significantly different when compared to the CSC NCLEX success in 2002-03 (84.6 percent).

As many as 13 of the 16 (81.3 percent) Child Development Scholars for Excellence students earned the National Credential Exam in Child Development in 2003-04.

Student Support Services successfully reached all program objectives, but made some changes based upon student feedback. The English, Fine Arts, Journalism, and Speech programs remained as low-productivity programs, with change needed in program design.

Changes as a result of program outcomes assessment include:

- Beginning in fall 2004 the nursing faculty will change the internal pass rates for ERI exams from the National Passing score to the National Average score.
- Disaster planning will be strengthened in the nursing curriculum.
- Nursing faculty will use item analysis and peer review to strengthen exams.
- The Child Development Program altered the sequence of required courses to insure an adequate foundation is provided for more advanced courses making Child Growth and Development (CHDV 2523) a prerequisite for other CHDV content courses.
- The Child Development faculty offered Effective Parenting to inmates at the Eddie Warrior correctional facility.
- The Child Development faculty, as a result of advisory board input, also offered several continuing education short courses for area child care staff.
- The Student Support Services added computers, computer resources, and furniture.
- The English, Fine Arts, Journalism, and Speech Programs are recommending program deletions and redesign of the Fine Arts into an Arts and Letters Program.

Student Satisfaction Assessment

In fall 2003, CSC administered the ACT Faces of the Future Survey to 377 CSC students. The survey collected data in four categories: General background information, employment background, educational background, and current college experience. The Survey utilizes the following Likert Scale: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Results of the survey indicated that the student responses were similar to the national mean for community colleges. CSC scored the highest on student agreement with the following statements:

- Instructors and Administrators treat students of my gender with respect (CSC = 4.04, National = 4.16).
- I feel a sense of general safety and security while on campus and attending classes (CSC = 4.00, National = 4.05).
- Instructors treat students in my racial or ethnic group with respect (CSC = 4.06, National = 4.16).
- Administrators and non-teaching staff treat students in my racial/ethnic group with respect (CSC = 4.05, National = 4.10).
- I would recommend this college to friends and relatives (CSC = 4.06, National = 4.11).

- In 2002-03, students ranked CSC higher on the same five statements by an average of 0.09 points.

In 2003-04, the CSC mean decreased in 13 of the 19 areas on the ACT Faces of the Future Survey; five areas increased and one area remained the same as 2002-03. Decreases in the following means were statistically significant when compared to 2002-03:

- I feel a sense of general safety and security while on campus and attending classes.
- Instructors and administrators treat students of my gender with respect.
- Instructors were available outside of class time.

Overall, 81 percent of respondents expressed satisfaction with CSC. This compared to 83 percent nationally for community colleges. The survey was administered to broad section of students including beginning freshmen and students in their final semester at CSC.

A total of 44 students (15.1 percent) out of 292 surveyed, responded to an institutionally-designed alumni survey. Surveys were mailed to the 1999 graduating class. Gender composition of respondents included 29 females and 15 males. Educational level included three master's degrees, 18 bachelor's degrees, and 23 associate degrees. The strongest areas of CSC as indicated by the alumni respondents were:

- Overall Quality of Education – 98 percent satisfaction.
- Quality of Academic Courses – 98 percent satisfaction.
- Availability of Faculty – 98 percent satisfaction.
- Attitude of Faculty – 98 percent satisfaction.

The weakest areas included:

- Quality of Campus Facilities – 32 percent.
- Career Counseling – 21 percent were dissatisfied.

A total of 18 students completed the institutionally-designed withdrawing student survey. Gender composition included seven males and 11 females. Ethnic composition included two African American, five American Indian, 10 Caucasian students and one unknown. The top three reasons given for withdrawing were: personal (50 percent), health (11 percent), and financial (6 percent). Additional analysis of the surveys revealed that 33 percent of the withdrawing students never met with an advisor, 89 percent were involved in no activities at CSC, and 56 percent spent less than 10 hours per week preparing for classes.

The following changes were made due to project management and departmental identification of needs:

- Replaced two student computer labs and the FOCUS (Welfare-to-Work) computer lab with new computers to maintain updated technology.
- Added seven multimedia projectors and multimedia computers for instructional use.
- Continued to upgrade faculty and staff computers.
- Added a new instructional television lab with updated multimedia equipment, tables, and chairs for students.
- Purchased numerous items including hospital beds, software, and skeletons for the Nursing Department.

Eastern Oklahoma State College

Entry-Level Assessment

Entry-level evaluation at Eastern Oklahoma State College (EOSC) includes transferring students and first-time entering freshmen. The primary methods of entry-level assessment are ACT scores and/or the Computerized-Adaptive Placement Assessment and Support System (COMPASS). Students are assessed in the academic areas of English, reading, science, and mathematics using the Oklahoma State Regents' mandated cut-score of 19 on each ACT subject test. Students scoring below 19 are required to take the COMPASS for course placement.

Of EOSC's 537 first-time freshmen in fall 2003, 249 (46.4 percent) enrolled in one or more remedial course as follows: 140 (26.1 percent) in English, and 192 (35.8 percent) in mathematics.

Curriculum changes in developmental education included the addition of a fast-track developmental reading and developmental English class at both the Wilburton and McAlester campuses. These classes will be offered in eight blocks, giving students an opportunity to complete developmental classes in a timely manner and with more frequent exposure to classroom material. Students in these fast-track classes will be tracked in the future to determine the feasibility of fast track versus traditional classroom settings. Through the efforts of a Title III grant, a new computer lab was added to supplement curriculum for developmental classes.

A steering committee composed of administration, faculty, and staff was formed to serve as the decision-making body for the institution. Recommendations from various committees are forwarded to this committee for review. Policy recommendations from the steering committee are forwarded to the President for his approval.

Developmental education continues to be supported by Student Support Services through tutoring and mentoring programs. Various faculty members participated in pilot programs designed to diversify teaching methods and accommodate a variety of learning styles. As a result, several faculty members have incorporated these changes into the curriculum.

Two, year long studies revealed that 72 percent of the students enrolled in developmental math classes subsequently enroll in college algebra and complete the course with a passing grade. As many as 82 percent of the students enrolled in developmental English subsequently enroll in ENGL 1113 and succeed. Tracking of developmental reading class students into American history classes revealed that 76 percent of those enrolled in American history for credit successfully passed the course. Students deficient in science were placed in a developmental science class with 76 percent of those students completing a credit science class.

Mid-Level (General Education) Assessment

Mid-Level (General Education) Assessment includes the administration of the American College Assessment of Academic Proficiency (CAAP). CAAP is not used as a condition for graduation but as an evaluation of the academic strengths and weaknesses of the institution. Findings are utilized for program improvements and curriculum development in the area of general education.

Results of the CAAP writing skills test showed that EOSC graduates scored an average of 59.0 overall, only slightly lower than last year's average and 0.8 below the national average of 59.8. Overall, these test results reveal that students show significant progress, after attending this institution, when comparing scores of pretests (ACT) and posttests (CAAP) to the national average at each level. EOSC students typically enter with pretest (ACT) scores below the national average in all subjects' areas and results of the CAAP show that Eastern graduates perform at a proficiency level comparable to national norms.

Programs Outcomes Assessment

Department chairpersons, under the direction of the division chairperson, assess all program outcomes. Departmental assessment plans are designed to accommodate the informational needs of the individual programs and address only student performance within respective majors. This process includes testing student performance, informal self-evaluation, peer and supervisor evaluation of faculty, and external evaluation by accrediting agencies. A formalized student assessment includes entrance and exit exams in each department to measure the students' gain in knowledge and understanding of information and skills. Evaluation compares student performance on standardized tests with peers and national norms. The final reports summarize program mission and goals, populations assessed, program outcomes, student satisfaction, method of testing, results, and plans for implementation of program improvements. More than 1,000 students were included in the outcome assessments using a variety of assessment measures. Posttest results from all six divisions indicate a great level of improvement over pretest scores. Assessment of learning styles continues to influence individual student needs. Supplemental instructional methods and new technology are being implemented to accommodate the diversity of the student population and several departments now have courses available via the Internet. Retention and recruitment of students continues to be a primary focus for all divisions.

Student Satisfaction Assessment

Surveys to measure student satisfaction, administered during 2002-03, include the ACT Entering Student Survey, ACT Student Opinion Survey, ACT Outcomes Survey, and ACT Withdrawing or Non-returning Student Survey.

EOSC will continue its emphasis on recruiting in the nine county areas that provides the greatest number of students enrolled. The development foundation is continually increasing fund-raising efforts to provide scholarships for deserving students and one hundred percent of the faculty and administrative staff now participates in the scholarship foundation by making annual contributions to the foundation. The Financial Aid Office also works closely with the Director of Admissions in offering workshops pertaining to financial aid procurement.

Murray State College

Entry-Level Assessment

Murray State College (MSC) uses two methods to determine entry-level course placement. First, ACT scores for each student are reviewed to determine if the subject scores are 19 or above. Students with subject scores of 19 and above are considered ready for college-level course work. Students with ACT subject scores below 19 are given another opportunity to show evidence of academic preparedness through secondary assessment in that area.

For secondary placement assessment, MSC uses the ACT Assessment of Skills for Successful Entry and Transfer (ASSET) and the ACT Computer-Adaptive Placement Assessment and Support System (COMPASS). Of the 571 fall 2003 first-time freshmen, 324 (56.7 percent) enrolled in at least one remedial course as follows: 126 (22.1 percent) in English, 298 (52.2 percent) in mathematics, and 3 (0.5 percent) in science.

The ASSET/COMPASS was administered twice daily during all early and regular enrollment periods at the Counseling Center. Retesting was available to students who complete at least five hours of computerized tutorial instruction. Once students were enrolled in the appropriate courses as indicated by assessment, tutorial software and peer and professional tutors were available for assistance.

The academic advisor and the Registrar's Office track student progress. At the end of the semester, academic advisors received grade reports for their advisees that indicated student performance for both remedial and college-level courses. The academic advisor and the student then made any necessary changes to the student's class schedule in the following semesters.

On a semiannual basis, the Director of Counseling reviews with remedial course instructors the effectiveness of student placement. Reports of recommended changes are submitted to the MSC Academic Council. A total of 185 (42 percent) of fall 2003 first-time freshmen enrollments in remedial courses received a grade of satisfactory. While a higher success rate would certainly be desirable, the placement decisions are effective in that the decisions are objectively based on the student test scores in relation to the cut-scores. The ranges of cut-scores are reviewed annually.

There is on-going refinement of the curriculum based on communication between instructors of remedial courses and instructors of college-level courses.

Mid-Level (General Education) Assessment

MSC uses the ACT Collegiate Assessment of Academic Proficiency (CAAP) test to measure reading, writing, math and critical thinking. The CAAP is curriculum based so results can be related to college courses. The CAAP items are drawn from the general education college materials in humanities, social and natural sciences and mathematics.

A total of 113 students participated in the CAAP test for the 2003-04 academic year. The identified population included potential 2004 spring graduates who entered MSC as first-time freshmen. The students were notified they were required to select one of three scheduled dates to participate in the CAAP. Students were encouraged to do their best on the CAAP through two means: (1) a sense of student responsibility to MSC, in that scores could impact the curriculum taught and (2) a direct benefit in that the scores could be reported to the four-year institution to which the student is transferring. Comparisons between MSC scores and the national two-year mean scores revealed that MSC students scored 1.7 points below the national norm in writing; scored 1.1 points below the national norm in mathematics; 2.2 points below the national norm in reading; 2.4 points below the national norm in critical thinking; and 2.6 points below the national norm in science reasoning. Since the mean ACT scores for first-time students at MSC were below the national mean ACT scores by 3.4 points, these CAAP scores indicated success in general education outcomes. To further improve results, faculty developed general education learning goals and objectives and identified measurable outcomes for these goals. The results

will be evaluated in fall 2004.

Since MSC is a two-year college, the CAAP is an exit assessment and students are not tracked in subsequent semesters.

Program Outcomes Assessment

Most of the degree programs at MSC use locally developed tests to assess student performance at the outcomes level. The one exception is the nursing program that utilizes the National League of Nursing-Registered Nurse test. Analyses of the outcomes assessments indicated that the majority of students met the desired proficiency of their programs. No major changes in the degree programs are planned at this time; however, each program chair annually studies the outcomes to determine if any refinement in the curriculum is necessary.

Student Satisfaction Assessment

MSC administers a locally developed questionnaire during the spring semester to measure student satisfaction and student opinions on all aspects of college life. The questionnaire was administered to 464 students from a random selection of both day and evening classes.

The results of the 2003-04 student satisfaction assessment showed that 76 percent of students rated the college's quality of instruction as satisfactory. Surveyed students approved of academic advisement and the services of the bookstore, library and registration.

Northeastern Oklahoma A&M College

Entry-Level Assessment

All students seeking admission into associate in arts, associate in science, or associate in applied science degree programs at Northeastern Oklahoma A&M College (NEOAMC) are required to participate in entry-level assessment and placement. The preliminary screening instrument for recent high school graduates and non-graduates 20 years of age and younger, was the Enhanced ACT, with established cut-scores in the subject tests of English, mathematics, reading and science. Adult students 21 years of age and older were screened using either the Enhanced ACT and/or the Computerized Placement Test (CPT).

Students scoring below the established ACT cut-scores were required to undergo additional evaluation with the CPT to determine readiness for college-level work. Students with cut-scores below the college-level range were required to successfully complete the designated remedial courses in preparation for college-level coursework.

Of NEOAMC's 683 first-time freshmen in fall 2003, 440 (64.4 percent) enrolled in one or more remedial course as follows: 244 (35.7 percent) in English, 374 (54.8 percent) in mathematics, and 110 (16.1 percent) in science.

Mid-Level (General Education) Assessment

General education is an integral part of the curriculum at NEOAMC. The College uses two instruments to assess student competencies related to general education. The Academic Profile Test (APT) is administered to students who are enrolled in transfer programs and the Test for Adult Basic Education (TABE) is given to students enrolled in technical/occupational programs. The Testing and Assessment Center personnel administer the assessment tests in the freshmen orientation courses. The assessment instruments are administered again at the end of the cohort group's program of study. A comparison of the assessment results enables the College to determine value-added particularly in the realm of general education.

During fall 2002, the APT was administered to 313 students in the orientation classes. During spring 2004, 176 students preparing for graduation participated in the APT assessment. The students demonstrated improvement in all areas, but critical thinking skills remain the weakest area.

The TABE was administered to 94 students in fall 2002 and 85 students in spring 2004. The students preparing for graduation demonstrated an improvement in all areas, with the greatest improvement in language skills.

Program Outcomes Assessment

The technical and occupational programs use several outcome measures including graduate follow-up surveys, employer surveys, and employment rates in the field of study. In addition, the health science programs assess licensure or registry pass rates for the individual programs. Four of the six graduates in the Medical Laboratory Technology program have taken the registry exam with a 100 percent pass rate. The Physical Therapist Assistant program had a 60 percent pass rate for 2003 graduates.

Student Satisfaction Assessment

NEOAMC uses the ACT Student Opinion Survey (SOS) to assess student satisfaction. The survey is administered to students in their final semester. The Testing and Assessment Center administered the survey to 280 students in spring 2004.

The SOS provides both quantitative and qualitative data about students' experiences at NEOAMC. Students indicated the greatest satisfaction with the information provided by advisors, tutorial services,

veterans' services, availability of faculty, and the Learning Resource Center. The students expressed least satisfaction with parking, food services, and resident life. More specifically the students indicated that they wanted to be able to park closer to the classroom buildings and have more variety in the cafeteria.

The cafeteria has expanded its menu and offered new food items throughout the year. In addition, the cafeteria has changed the hours for serving meals on Sunday to accommodate the needs of the students. Space constraints limit the amount of parking available adjacent to each individual classroom building; therefore, the College does not have any plans to modify parking.

Northern Oklahoma College

Entry-level Assessment

Northern Oklahoma College (NOC) uses ACT scores to evaluate first-time freshmen. Secondary testing is conducted using the ACT Computer Adaptive Placement and Support System (COMPASS). NOC uses ACT scores as the primary placement tool for entry into college-level courses.

Of the 895 first-time freshmen in fall 2003, 535 (59.8 percent) enrolled in one or more remedial course as follows: 204 (22.8 percent) in English, 491 (54.9 percent) in mathematics, 10 (1.1 percent) in science, and 91 (10.2 percent) in reading.

Students who did not have a 19 or higher on the ACT composite or subscores were tested using the COMPASS tests in writing, reading, and mathematical skills. The reading and mathematics tests were required of all pre-nursing students. Of the 1,074 entering freshman, 587 or 54.6 percent required one or more remedial courses. These courses include Elementary and Intermediate Algebra, Basic Composition, Developmental Reading, and Basic Science.

Students whose placement enrolled them in remedial work were largely successful in completing those courses. Exit COMPASS exams were administered upon the completion of the remedial course. Data is still being analyzed at this time. Preliminary information suggests that students are increasing their test scores in English and reading. Algebra scores are improving only slightly or are remaining static. The math department is reviewing this information to see if changes are necessary. NOC continues to utilize self-paced, computer-assisted curriculum to allow students to work at their own pace and from remote locations. The goal for all remedial courses is a 70 percent pass rate for that specific course and the subsequent college-level course.

Mid-level (General Education) Assessment

In spring 2004, 624 students took the ACT Collegiate Assessment of Academic proficiency (CAAP) tests to assess general education outcomes. When NOC scores were compared to the national norm for all two-year public college sophomores, NOC students scored above the national norm in mathematics (57.8 compared to 56.2), slightly below the national norm in Critical Thinking (59.5 compared to 60.5), slightly above the national norm in Reading (61.0 compared to 60.6), and below the national norm in Writing (2.7 compared to 3.1). A total of 700 tests were administered to assess mid-level proficiency.

The Language Arts Department made broad changes to return to more rigorous assignments which are carefully evaluated on a consistent basis to ensure increasing proficiency in the future. Initiatives continue across the disciplines to discuss ways to encourage writing across the curriculum and to improve critical thinking and reading performance.

When tracking NOC students who transfer to senior institutions, information show they perform satisfactorily. For example, NOC students who transferred to OSU entered with a 3.17 GPA which fell to 2.77 after the first semester but rose to 2.8. This data is comparable to other transfer students. NOC students who transferred to Northeastern entered with a 2.89 GPA and rose to a 2.96 after the first semester.

Program Outcomes Assessment

During the assessment of program outcomes, the transfer programs were grouped into clusters for review. The assessment of these programs used results of the CAAP tests (see above results) and success of NOC students who transferred to regional and comprehensive universities. Both measures indicated that NOC students ranked above or equal to norms.

Some individual A.A., A.S., or A.A.S. programs are reviewed annually. They are reviewed utilizing information from course grades, student surveys, and advisory committee surveys. Most of these

programs showed excellent results from both graduates and employers.

An exemplary AAS program, nursing, continues to document high rates of success on the national exam (93 percent) and employer surveys. Nursing classes are adapted each year as a result of student and employer demands. 100 percent of employers would hire NOC graduates.

Many programs recommend changes directly resulting from outcomes assessment reviews. For example, Accounting/Business Management is part of an Association of Collegiate Business Schools and Programs (ACBSP) accredited program that has combined degree programs to offer more applicable degree options and new courses.

Internships are encouraged as part of each degree program. Process Technology routinely places students in summer internships. These internships often lead to future employment in the organization where the internship occurs.

Multi-Media/Digital Communications has altered the entire format of the program as a result of program review. The program has implemented a one year course of study rather than the intensive one semester program. Student satisfaction and performance will be examined after the trial year. All use advisory committee suggestions and are continuously monitoring the effectiveness of instruction based on employer review.

Special services offered to students include interactive television classes within the surrounding areas; facilitated, self-paced classes in technology and mathematics; fast-tracking and internet offerings, and tutorial services in most areas of study.

Satisfaction Assessment

During 2003-04, 496 students were given the ACT Student Opinion Survey (SOS) during their semester of graduation. Results indicated that NOC students gave higher satisfaction ratings to services offered at NOC than the national sample.

The SOS assesses student use of various services. Most NOC students used the computer services (68.1 percent) or academic advising (64.5 percent), and financial aid services (64.5 percent). Of the 20 services assessed in the Usage Survey, NOC results showed higher percentages of use than the national norm in 15 areas. Only College Orientation Programs, Cafeteria/Food Services, and Purposes for Which Student Fees Are Used were below the national average, but not significantly below the national average.

College Orientation, Cafeteria/food services, and Purposes for Which Student Fees Are Used have been addressed by the appropriate areas. The College Orientation program underwent restructuring in the 2003-04 year with orientation held the weekend prior to the beginning of classes. Evaluations by current students indicate strong satisfaction with the new format. Emphasis on academic skills such as study skills, test taking and time management will enable assessment for increases persistence, GPA's, and graduation rates. A student committee meets on a regular basis with the VP for Student Affairs to discuss issues surrounding food services. Suggestions are addressed and incorporated when possible. The VP for Financial Affairs is addressing issues surrounding the use of student fees by drafting a short memo to be given to students to provide clarity as to how student fees are used in the college community.

NOC graduating sophomores indicated greater satisfaction in nearly every area than the national norm. The services receiving the highest satisfaction ratings include: Student employment services, Vocational guidance/career planning services, Cultural Programs and Activities, Personal Counseling Services, Credit by Examination Program, Class Size Relative to the Type Of Course, This College in General, Attitude of the Teaching Staff toward Students, Value of the Information Provided by Your Advisor, and the Availability of Your Advisor.

A total of 399 students (84.9 percent) stated they would probably or definitely choose NOC again. This compares to the national norm of 70.9 percent. 50.6 percent stated that they would definitely choose

NOC again as compared to the national norm of 37.9 percent. 206 respondents or 44.0 percent of NOC students gave an excellent as their overall impression of educational quality compared to the national norm of 31.6 percent.

Oklahoma City Community College

Entry-Level Assessment

Oklahoma City Community College (OCCC) provides entry-level assessment to all students entering credit classes. Entry-level assessment includes testing, a review of high school or college grades, and interview information. The ACT test and the Computer-Adaptive Placement Assessment and Support System (COMPASS) test were used to place students in appropriate classes. Students with science deficiencies take the Riverside Chemistry test for placement into college-level chemistry; the Riverside Biology test for placement into college-level biology; and a locally developed Anatomy and Physiology test for placement into college-level anatomy and physiology. Students for whom English is a second language demonstrate proficiency in English through the Test of English as a Foreign Language (TOEFL). Students who need to test in only one area do not have to test until they are ready to enroll in the specific class. For example, students may not take the mathematics assessment test until the second semester if they do not plan to take mathematics in their initial semester.

Of OCCC's 2,778 first-time freshmen in fall 2003, 1,668 (60.0 percent) enrolled in one or more remedial course as follows: 901 (32.4 percent) in English, 1,389 (50.0 percent) in mathematics, 16 (0.6 percent) in science, and 47 (1.7 percent) in reading.

OCCC regularly reviews the placement of students. Information for the review is obtained from faculty surveys and from student completion rates in specific classes. On a periodic basis, surveys are administered that request information on whether the faculty member believes each student in their class was placed appropriately. The information from this survey is reviewed for patterns or trends. If the grouped data reveals that more than 5 percent of the students are placed at the wrong level then the cut off scores are reviewed for possible adjustment. This survey is carried out once every three years, on request, or a year after a new test is implemented.

Course completion rates are also reviewed. If more than a 10 percent fluctuation in completion rates is experienced then a review is initiated to identify possible reasons for the fluctuation. If placement is determined to be a part of the problem, then a recommendation to change placement scores may be made.

A comprehensive tracking system to determine how well students do in developmental classes and then how they do in college-level classes after completing developmental classes is completed each year. The Developmental Student Tracking Report follows the progress of students who began in developmental classes from 1998 through 2004. A brief summary follows:

- Students who completed developmental reading classes had completion rates between 55 percent and 89 percent in college-level classes that have been identified as requiring minimum reading competency.
- This is a slightly lower completion rate in three of the five college-level classes identified as requiring reading competency than students who were directly placed in these classes; however, in two of the five identified college-level classes, completion rates were higher than for students who did not complete a developmental reading class.
- Students who completed developmental writing classes had completion rates of 79 percent to 85 percent in college-level classes that have been identified as requiring writing competency.
- This is a slightly higher completion rate in college-level classes identified as requiring writing competency than students who did not take an associated developmental class.
- Students who completed developmental math classes had completion rates of 54 percent to 88 percent in college-level math classes.
- This is a higher completion rate in Contemporary Math, but lower in Math for Business Careers and College Algebra than students who did not take an associated developmental class.

Mid-Level (General Education) Assessment

General education assessment at OCCC examines the student's academic progress and learning on the eight general education competencies. Therefore, mid-level assessment occurs when a student has completed the required course work to meet their general education competencies.

In 2000, the General Education Committee completed a major project that increased the number and types of outcomes and their measures related to each General Education competency. The General Education Outcomes Assessment Plan was approved by the General Education Committee in September of 2001 and includes an implementation timeline. In 2004, the competencies of political science and physical and biological processes were evaluated in depth.

In 2002 the General Education Committee decided to look at administering the Academic Profile Test (APT) to intact classes. In this pilot year, 100 students in two sophomore level classes were asked to take the test. The APT measures general education in the areas of reading, writing, critical thinking, math, humanities, social science, and natural science. The results of this pilot test were positive and it was determined that the Academic Profile Test would be used annually to assess general education competencies. In 2004 the test was given to 201 students in 15 sections of classes identified as having students who had potentially completed most of their general education classes.

Program Outcomes Assessment

Starting in 1998, a process has been in place to assess program and student outcomes in each academic program. All academic programs identified goals, objectives, and instruments to measure effectiveness using a form approved by the Institutional Effectiveness Committee (IEC). The IEC reviews these completed forms during October. Program faculty use the data collected on the form not only to demonstrate program effectiveness, but also to make adjustments to their programs when deficiencies or concerns were identified. These adjustments might entail changes in course content, course sequence, methodology, mode of instruction, as well as other areas.

In addition, each college program is evaluated in detail once every five years. A large portion of that evaluation is to assess how students who complete the program are doing. Assessment information includes data from graduates reported in a survey one year after completing the program, results from licensure exams, transfer GPA at other institutions, advisory committee annual review, and any program specific information that may be available. These in-depth evaluations are used to improve the overall program. They require recommendations for improvement, and these recommendations are monitored to assure their accomplishment.

The results of the program outcome measures show that the programs are meeting their purposes. Graduate information was obtained from students who graduated between summer 2002 and spring 2003. Information is not yet available for 2003-04 since surveys are sent out 12 to 18 months after graduation. Graduates who responded to the survey appear to be very satisfied with their training.

A number of the programs have capstone courses. These courses provide the student with the opportunity to combine all of the knowledge they have gained into a practical application. This application may be in the development of a comprehensive project or in lab or clinical experiences. The successful completion of capstone courses is an indication that the student has the knowledge and ability to be successful on the job. Eleven of the 15 associate of applied science programs conducted exclusively at OCCC have capstone courses. The completion rate (students who receive a D or better) in ten of eleven courses range from 80 percent to 100 percent. With this as an indication of future success on the job, it appears that these programs are preparing students for employment.

Licensure examinations are another outcome measure used by a number of programs to indicate their success. Five of the above referenced 15 programs use this as a measure of success. All five of the programs had a pass rate of over 80 percent. Passing a licensure exam is an indication that the graduate

possesses the knowledge needed to be a successful employee. In all five programs, students from OCCC had a higher licensure rate than the national licensure rate for that program. Licensure information is reviewed annually, and the program curriculum is adjusted if areas of weakness are identified.

In spring 2003, the Oklahoma State Regents evaluated all technical-occupational programs. The site team recommended all programs as meeting the evaluation criteria with the exceptions of the Certificate in Real Estate, the Certificate in Insurance, and the Accounting, Management, and Finance options under the Associate of Applied Science in Business. For these programs, the team recommended continuation of the program for three years with an implementation plan and submission of annual reports through 2006.

Student Satisfaction Assessment

OCCC uses two standardized measures of student satisfaction. The first measure is the ACT Student Opinion Survey (SOS). It is administered every other year in the spring to a stratified, random sample of enrolled students. The most recent SOS was spring 2004. A total of 935 students completed surveys that were used in the study.

A review of the SOS results reveals that the students are relatively satisfied with the College. When asked how satisfied they were with the College in general, 84 percent indicated that they were satisfied or very satisfied. In commenting on the overall quality of the education at the College, 78 percent responded either very satisfied or satisfied. The lowest areas dealt with parking facilities, academic advising/course placement services, student employment services, academic advising, personal counseling, financial aid services, and availability of financial aid information prior to enrolling.

Areas in the 2002 SOS, which indicated low satisfaction, were addressed and the changes resulted in four of the six low scores having improved ratings on the 2004 survey. One of the two that still needs improvement is the registration process, which may have been caused by the problems of the implementation of the new Datatel computer system. It is anticipated that with the next administration of the SOS in spring 2006 the registration process will have an improved rating. The other area not showing improvement was parking, which continues to be a concern on campus. Additional parking places were added fall 2004 which may improve response in the next administration of the SOS.

Two areas that were low, student voice in college policies and satisfaction with financial aid, in the 2002 SOS showed significant improvement in the 2004. This gives credence to the changes that were made from the information obtained on the 2002 survey.

The second standardized measure seeks student input on individual classes. Students are requested to complete a Student Instructional Inventory in each class they are attending. In spring 2004 a total of 7,233 evaluation forms were processed. Responses are reported back to the individual faculty, and they use this information to change or enhance aspects of their teaching. In some cases, these results are used to determine individual performance objectives.

Oklahoma State University - Oklahoma City

Entry-Level Assessment

The 2003-04 academic year saw several important changes in assessment at Oklahoma State University-Oklahoma City (OSU-OKC). The membership of the Assessment Committee changed and a redirection of assessment efforts resulted. Another change was the reestablishment of a separate Assessment budget. The Assessment report itself has changed and will more closely follow the suggested format.

Of OSU-OKC's 1,069 first-time freshmen in fall 2003, 660 (61.7 percent) enrolled in one or more remedial course as follows: 191 (17.9 percent) in English; 586 (54.8 percent) in mathematics; 16 (1.5 percent) in science; and 340 (31.8 percent) in reading.

Currently a matriculation study is being conducted on campus to help align the objectives within each course sequences of developmental studies areas (i.e. writing, reading, mathematics). By ensuring that the exit-level competencies in each developmental course match the entry-level competencies in the next course, it is felt that student success can be improved.

In fall 2003 codes indicating the necessary prerequisite skills in reading, writing, math and science were added to the OSU-OKC's catalog listing of general education courses. These codes were designed to inform students, faculty, and staff about the entry-level skills needed for success in general education courses.

A number of changes were made in developmental courses as the results of pre- and post-test analysis of student competencies. Other changes in developmental courses were the results of faculty efforts to improve success rates in specific courses.

Mid-Level (General Education) Assessment

The 2003-04 academic year at OSU-OKC has been a rebuilding year in mid-level assessment. The Assessment Committee evaluated the primary mid-level assessment instrument—ACT's CAAP—for usefulness. It was decided to no longer use the CAAP. There were several reasons for this decision: 1) its limited data collection capability; 2) its lack of feedback specific enough to be useful to general education faculty when considering course improvements and 3) its cost. In addition, the committee felt the previous efforts to implement the course-embedded assessment measures across campus had not been successful.

Although the decision to eliminate the two primary assessment measures was made, no formal measures have been identified as replacements. During the fall 2004 faculty in-service meeting, the Vice President of Academic Affairs updated the faculty on the decisions made by the Assessment Committee and outlined the goals for assessment for the remainder of the 2004-05 academic year. The goals pertaining to mid-level assessment were: 1) determine when to conduct mid-level assessment; 2) identify suitable instruments and methods of administering mid-level assessment measures; and 3) develop results that are more suitable to improving general education courses.

In a later meeting the Assessment Committee agreed that mid-level assessment would be accomplished when students had completed approximately forty-five credit hours in their programs. The committee also agreed on two processes that would be implemented in the spring 2005 semester to provide mid-level assessments that would be of use to the general education faculty.

During the spring 2005 faculty in-service, a survey will be administered to obtain general perceptions of faculty regarding the level at which their students perform general education skills in the classroom. Faculty will evaluate their students' readiness differently based on their subject matter and to what extent reading, writing, mathematics, and critical thinking are integrated in their specific course content. Faculty will be asked to comment on the degree to which students are prepared to write at the level they expect in their courses and whether they can read and understand their text and materials. Faculty will also be

asked to evaluate students' math skills when they enter their course and describe students' level of critical thinking abilities. The faculty will also be asked to offer suggestions for improvement in the mid-level skills of writing, reading, mathematics, and critical thinking for general education faculty to use in their deliberation of proposed course changes.

Criteria and procedures will be established to assess student writing, mathematic, and critical thinking skills. A sample of students determined to have completed their general education writing and mathematics requirements at OSU-OKC will be identified from a data set that includes all degree programs. Program faculty will be asked to submit student work samples to be evaluated by general education faculty using the baseline reading, writing, math, and critical thinking criteria. The criteria will assess the general education skill levels and readiness of a student as they progress in their degree programs. Results from the assessment will be coordinated by the Assessment Committee and shared with the general education faculty for use in their consideration of course changes.

Program Outcomes Assessment

OSU-OKC has made progress over the last few years in the area of program outcomes assessment. Many of the academic departments have created plans for assessing student performance and are in the implementation phase of their plans. Some programs have made significant changes in their programs based on program outcomes assessment results, ranging from change in faculty, to adding new methods of curriculum delivery, to modifying exam formats and revising program curricula.

While it is assumed that most programs on campus have taken an active role in the area of program outcomes assessment, documented results are inconsistent. Many direct and indirect methods of assessment are taking place but results are not always being captured nor reported to the Assessment Committee or to the campus administration.

It is not clear that all faculty members have a clear understanding of program outcomes assessment and its implementation. Training is needed campus-wide and a process established for gathering and sharing data. Lack of participation is often due to a lack of knowledge on the specific activities that are useful in gathering information needed by academic programs.

In the September meeting of the Assessment Committee several steps were suggested that would help ensure that all programs at OSU-OKC had specific, measurable program outcome objectives.

First, since many of the programs already have suitable program objectives, faculty in those programs will be asked to post existing program outcomes objectives on the institution's internal website. The goal is to have all program faculty members post their objectives on the internal website by May of 2005.

In order to assist faculty in completing this process, the following steps were suggested: 1) that faculty be given guidelines on developing program outcome objectives; 2) that an in-service session in January be devoted to this topic; 3) that faculty (full-time and adjunct) organize brainstorming sessions to develop program outcome objectives; and 4) that faculty look for common and/or shared objectives in related programs.

The development and posting of appropriate program outcome objectives for all certificate and degree programs at OSU-OKC would accomplish several critical functions. First, these types of objectives help provide accountability to external groups such as advisory committees. They also provide faculty members the chance to thoughtfully examine what overarching competencies their program graduates should possess. Finally, the measurable program outcome objectives provide faculty members with a tool to assess the effectiveness of their programs and courses.

Student Satisfaction

Instructional Evaluation Surveys

Using the five-point Likert scale for questions 1 through 5, arithmetic means were computed regarding

students' perceptions of their instruction. The 2002 through 2004 Instructional Evaluation Survey results overall averages for all seven questions were very positive and consistently above 4.0.

Graduating Student Survey

This survey asks graduates to rate the quality of instruction, grading/testing procedures, content of courses and the use of multimedia. They were also asked about the quality of instruction in their major field of study as well as in mathematics, science, social sciences, humanities, distance education and instructional technology classes. Student Services areas, i.e. bookstore, financial aid, job placement, etc. were also rated. Finally, students were asked to respond to questions about continuing their education, interest in the Alumni Association, employment, their recommendation of OSU-OKC, and make comments or suggestions regarding improvements.

Overall, students reported being very satisfied with the instructional strategies within their majors and less satisfied with math, science, social science and humanities courses. They were least satisfied with humanities courses. Use of multimedia consistently received more positive evaluations in major courses than in other subject areas. The majority of students who took online or cable courses during these three years rated them Good or Excellent.

Students consistently rated Student Services areas very high over the three year period. Most areas in Student Services were rated Good or Excellent by 80 percent or 90 percent of the students responding. Only three areas were rated as Good or Excellent by less than 60 percent of the students responding to the FY04 survey. Those areas were Student Activities, (55 percent), the Wellness Center (44 percent) and Job Placement (30 percent).

Noel-Levitz Student Satisfaction Survey

As part of the Title III grant, 300 Noel-Levitz Student Satisfaction Inventories were distributed to the six academic divisions. The division heads randomly selected day and night classes for administering the surveys. As many as 254 or 85 percent of the surveys were returned, scored, analyzed and reported. Students rated each item in the inventory by the importance to them as well as their satisfaction with that item.

On the Noel-Levitz Student Satisfaction Survey students reported being very satisfied with their OSU-OKC experience. On all items, students reported being more satisfied than the national pool of two-year college students. Some of the areas that scored highest in terms of student satisfaction include the following.

1. The quality of instruction I receive in most of my classes is excellent.
2. Nearly all of the faculty are knowledgeable in their fields
3. My academic advisor is knowledgeable about my program requirements.
4. I am able to experience intellectual growth here.
5. There is a good variety of courses provided on this campus.
6. Program requirements are clear and reasonable.
7. Faculty are fair and unbiased in their treatment of individual students.
8. Students are made to feel welcome on this campus.

Oklahoma State University Technical Branch-Okmulgee

Entry-Level Assessment

In 2003-04, Oklahoma State University Technical Branch - Okmulgee (OSUTB-OKM) 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 Computer Placement Test (CPT) pre-testing.

Of the 4,007 students enrolled at the college during 2003-04 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.

Of OSUTB-OKM's 1,226 first-time freshmen in fall 2003, 330 (26.9 percent) enrolled in one or more remedial courses as follows: 141 (11.5 percent) in English, 287 (23.4 percent) in mathematics, 38 (3.1 percent) in science, and 160 (13.1 percent) in reading.

Mid-Level (General Education) Assessment

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 and Arts and Sciences faculty. Mid-level assessment standards for each objective were set at 80 percent of eligible students achieving 74 percent competency. All general education competencies were met and/or exceeded for the 2003-04 academic year with an average of 3 percent higher than benchmark.

Additionally, OSUTB-OKM participated in the National Forum Assessment Pilot Project. A total of 67 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 Work Keys tests were implemented to assess students in reading, business writing, mathematics, and locating information. One hundred percent of students scored at the 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.

Program Outcomes Assessment

Multiple measures were used to assess program outcomes. Measures included assessments in Capstone courses, End-of-instruction assessments such as portfolios and laboratory assignments, post-tests prior to graduation, industry certification, and graduate exit placement for students of OSU-Okmulgee. Overall results indicated that 84 percent of students achieved at least a 74 percent competency level of student achievement, exceeding the standard by 4 percent. 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 2003-04 academic year. Positive placement of OSUTB-OKM graduates was reported at 92 percent for the sample of graduates. Job placement for strong industry-based programs such as Construction Technologies was highest at 100 percent. The average starting annual salary among reporting programs was \$1995.15 per month.

Student Satisfaction Assessment

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 OSUTB-OKM. 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 shelved until budgetary flexibility is achieved.

Redlands Community College

Entry-Level Assessment

Through the use of high school transcripts, ACT results, the ACT ASSET, and Computer-Adaptive Placement Assessment and Support System (COMPASS) instruments, Redlands Community College (RCC) assesses and places first-time entering freshmen. The College tests all students who lack ACT scores or who score below 19 in ACT sub-testing.

For fall 2003, RCC administration of ASSET and COMPASS revealed the following information:

- A total of 58.7 percent of the students assessed required additional basic skills in reading.
- A total of 48.9 percent required assistance in English.
- A total of 98.3 percent required assistance in mathematics.
- A total of 75.0 percent of the first-time-entering freshmen required secondary assessment.
- A total of 77.7 percent required remediation

For students testing into a developmental course, RCC recommends a study skills course and an orientation course in conjunction with developmental course work. The College also offers peer tutoring for all students. Students are allowed one retest opportunity during an enrollment period if (1) the examinee's performance was influenced by factors other than ability, or (2) a significant change in the examinee's ability has occurred.

Of RCC's 451 first-time freshmen in fall 2003, 211 (46.8 percent) enrolled in one or more remedial courses as follows: 84 (12.4 percent) in English, 176 (25.9 percent) in mathematics, and 59 (8.7 percent) in reading.

Mid-Level (General Education) Assessment

During the 2001-02 academic year, Redlands Community College initiated its Assessment Through Writing pilot study. The Assessment through writing program is used as one mid-level assessment tool. In spring 2004, the Writing Assessment was administered to 126 students. Of those students, 108 (85.7 percent) met the predetermined standards, while 18 (14.3 percent) failed to meet the established standards.

Program Outcomes Assessment

The faculty employs various program assessment instruments which includes the following:

- License exam results.
- Faculty-designed tests.
- Individual portfolios.
- Transfer student success at four-year institutions.

Some outcome measures require financial resources for implementation and are being put into practice as the institutional funds become available.

Nursing Program outcomes assessment for the 2003 year licensure exam resulted in 85 percent of the 27 first-time writers passing the state licensure exam.

Emergency Medical Technology Program outcomes assessment; first attempt licensure exam results for 2003 are as follows.

- 87.5 percent EMT: Basic

- 100 percent EMT: Paramedic

The Mathematics Department followed committee recommendations by offering a student friendly mathematics developmental sequence. The Mathematics Department maintains a common test question bank for common mid-term and final exams in all zero-level math courses. This allows effective data collection regarding student performance. All mathematics classes used the graphing calculator approach, with the exception of MATH 0013, Basic Mathematics. The Mathematics Department recommended all developmental mathematics students attend a tutorial laboratory session following any unit test score that fell below 75 percent. These tutorial sessions for developmental math are held in the Academic Assistance Center (AAC). In addition, students in all daytime developmental math classes take their class exams in the AAC rather than the classroom. This practice allows instructors an average of eight additional hours in the classroom for review, instruction, and practice of math concepts. Students have a designated period of time (typically 3-5 days) to take their exam. Both students and instructors have been pleased with this format.

The Health, Physical Education and Recreation Department continue to use comprehensive exams in many of its courses (e.g. First Aid, Sports Officiation, and the Care and Treatment of Athletic Injuries) to assess the effectiveness of students in the program. The degree Associate in Applied Science was modified to Associate in Science to facilitate student articulation opportunities. The first full rotation of course offerings will be completed in spring 2004. An industry partnership with Heath South remains in place.

On going computerized assessment continues for graduating sophomores in the Technology area. This assessment is conducted through the Office Proficiency Assessment and Certification exam created by the International Association of Administrative Professionals.

Previously, pre-test and post-test were required of students in RCC Accounting and Economics courses. However, in the academic year 2000-01, a decision was made to review, revise and improve both the pre-test and post-test instruments that were being used. However, upon review, it was noted that many of the accounting and economic courses now have computerized materials with include tutorial and pre- and post-testing. Therefore, manual scoring of hard copy tests has become unnecessary.

The Agriculture and Equine programs use a variety of methods to assess their students and program. The program continues to use comprehensive exams in all of the courses. The instructors also depend greatly upon the feedback from students, industry partners and four year institutions for assessment purposes. A restructuring of the curriculum and its alignment should be fully in place by fall 2005. The majority of the RCC students go on to a four year institution; however, students have been extremely successful with placement in a variety of new jobs related to the agriculture and equine areas.

Of the students attending RCC, 62 percent indicated that one of their goals was to complete an associate's degree. Another 43 percent indicated that completing a certificate program was a goal. Sixty-two percent indicated that transfer to a four year institution was a goal. RCC uses information provided by four-year institutions to assess the success of transfer students. Comparison of GPAs and review of individual students' performances in specific classes assist in assessing effectiveness of the academic programs. The College implements follow-up strategies where the students are showing slow academic progress. If curricular changes are required, the changes are implemented when feasible.

Student Satisfaction

In 2003, RCC chose to utilize The Community College Survey of Student Engagement (CCSSE) to assess student satisfaction. This assessment could provide us better data to determine the opinions of freshman and sophomores alike. In 2002, we used both the ACT student satisfaction survey for two-year colleges and the community college survey of student engagement. Prior to 2002, we used the ACT student satisfaction survey only.

Rose State College

Entry-Level Assessment

Rose State College (RSC) is dedicated to assisting students in achieving their academic goals. The purpose of the testing and assessment process is to place students in appropriate pre-collegiate level courses when needed. The American College Test (ACT) continues to be utilized as the primary assessment and placement instrument. The ACT's Computer-Adaptive Placement Assessment and Support System (COMPASS) is the secondary instrument being used.

RSC requested an ACT student profile or characteristics report of the fall 2003 students who took the COMPASS assessment. The report of 3,201 students tested included demographics, educational goals, requests for assistance, and ability profiles. A total of 58 percent were Caucasian, 23 percent African American, 6 percent Native American, 6 percent Asian, 5 percent Hispanic, and 2 percent as other.

Approximately 2,427 students took the English portion of the COMPASS test. A total of 76 percent of all students taking the COMPASS assessment took the Writing Skills test. The median score for this group was 65.1 as compared to 66.7 last year. Fall 2003, 45 percent placed at freshmen level English as compared to 37 percent in fall 2002. A total of 55 percent were placed in remedial English classes.

Approximately 2,505 students took the reading portion of the COMPASS test. A total of 78 percent of students taking the COMPASS assessment during the fall 2003 semester took the reading assessment. As many as 80 percent placed in the acceptable reading level range of 72-100, which was consistent with fall 2002. The median score for this group was 82, compared to last year's score of 83.

Approximately 2,664 students took the math portion of the COMPASS test. Although pre-algebra scores are not used for college-level placement, students may enroll in classes designed to prepare them for college-level coursework. RSC has approved a three-tiered math assessment composed of pre-algebra, algebra, and college algebra. During fall 2003 semester, 83 percent of all students taking the assessment test took the pre-algebra test as compared to eighty percent for fall 2002. A total of 22 percent took the algebra test, which was the same as fall 2002, and six percent took the college algebra test.

Of RSC's 1,698 first-time freshmen in fall 2003, 977 (57.5 percent) enrolled in one or more remedial course as follows: 428 (28.7 percent) in English, 839 (49.4 percent) in mathematics, 9 (0.5 percent) in science, and 15 (0.9 percent) in reading.

Mid-Level (General Education) Assessment

At RSC, mid-level assessment involves students who have completed either their Associate in Arts (AA) or Associate in Science (AS) two-year transfer degree. RSC graduated 737 students in 2004 of which 395, (53.6 percent), were either AA or AS degrees. RSC had an increase of 75 graduates (11.3 percent) over 2003.

Program Outcomes Assessment

Program outcomes assessment relates to evaluation within the program for improvement of the college degree programs. It is also involved with employment accomplishments following student graduation or transfer to another college prior to or after graduation. Efforts to evaluate the programs include:

- Capstone courses for Associate in Applied Science degrees.
- Business and Information Technology Division had 197 students in capstone courses and 222 students, 88.7 percent, were successful.
- Health Sciences Division had 202 students enrolled in capstone courses and 216 students, 93.5 percent, were successful.

- Humanities Division had 21 students enrolled in capstone courses and 17 students, (81.0 percent), were successful.
- Social Sciences Division had 12 students enrolled in capstone courses, and 10 students, (83.3 percent), were successful.
- Uses of licensing or credentialing test results.
- Approximately 91 percent of those students sitting for a licensing or credentials exam passed. Question 12 includes a chart, which indicates the students' success. Not all licensing or credentials testing results are available to the College. In some cases, the College must rely on the student to share the results of the external credentialing examinations.
- The Radiologic Technology Program and Nursing Program were reviewed by their external accrediting agencies and were reaccredited in 2004.
- Transfer reports from other academic institutions.
- The students' success when they transfer to a four-year institution is the College's assessment measure for mid-level.

Student Satisfaction Assessment

Two student satisfaction surveys were conducted in 2004:

- The ACT Student Satisfaction Survey was administered in November 2003. The Academic Deans from the five divisions were asked to select classes for its administration to students across campus. As many as 510 students with majors in the following divisions completed the survey: Business and Information Technology, 172; Engineering and Science, 43; Health Sciences, 170; Humanities, 31; Social Sciences, 51; and 43 of the respondents surveys were either blank, left the major blank, or filled out the survey in pen rather than pencil.
- In spring 2004, 126 graduates of the respondent's surveys with majors in the following divisions completed the ACT Student Satisfaction Survey: Business and Information Technology, 35; Engineering and Science, 6; Health Sciences, 30; Humanities, 15; Social Sciences, 25; and 15 of the respondent's surveys were either blank, left the major blank, or filled out the survey in pen rather than pencil. The back of the survey asks for comments or suggestions concerning the College. The responses were shared with the appropriate vice presidents, deans, or student services area.

The changes implemented since 1998 appear to have improved the overall campus attitude toward assessment. The Academic Assessment Committee continues to suggest methods and procedures for gathering information that will increase institutional effectiveness and improve strategic planning.

- In fall 2003, full-time faculty assessed four hundred and nine classes. A total of 6,310 students participated with 5,154 (81.9 percent) demonstrating successful critical thinking skills based on the context-specific criteria of the individual professors. A breakdown by division is as follows: Business and Information Technology had 826 students participated in the assessment and 752 (91.0 percent) were successful; Engineering and Science had 1,432 students participated and 1,089 (76.0 percent) were successful; Health Sciences had 835 students participated and 699 (83.7 percent) were successful; Humanities had 1,499 students participated and 1,265 (84.4 percent) were successful; and Social Sciences had 1,718 students participated and 1,350 (78.6 percent) were successful.
- In spring 2004, adjunct faculty assessed two hundred thirty-one classes. A total of 3,583 students participated with 2,781 (77.6 percent) demonstrating successful critical thinking skills based on the context-specific criteria of the individual professors. A breakdown by division is as follows: Business and Information Technology had 423 students participated and 3,537 (83.5 percent) were successful; Engineering and Science had 881 students participated and 618 (70.2 percent) were

successful; Health Sciences had 129 students participated and 86 (66.7 percent) were successful; Humanities had 789 students participated and 688 (86.2 percent) were successful; and Social Sciences had 1,352 students participated and 1,036 (76.6 percent) were successful.

Seminole State College

Entry-Level Assessment

Seminole State College (SSC) primarily uses ACT data the Computer-Adaptive Placement Assessment and Support System (COMPASS) and Assessment of Skills for Successful Entry and Transfer (ASSET) standardized assessment tests for entry-level course placement. The Nelson-Denny test is used as an additional indication for reading placement. Students with less than 19 on the Science Reasoning ACT Test and who want to enroll in chemistry are given the Toledo Chemistry Exam. Those who want to enroll in other science courses are given the TIPS II test and twenty-four institutionally developed test questions.

Seminole State College's fall 2003 enrollment was 2,231 students. Of SSCs 700 first-time freshmen in 2003, 345 (49.3 percent) enrolled in one or more remedial course as follows: 192 (27.4 percent) in English, 298 (42.6 percent) in mathematics, 6 (0.9 percent) in science, and 99 (14.1 percent) in reading. The ACT composite (mean) score for these students was 18.6 (N=224) compared to 18.5 (N=319) for the previous year. The SSC mean score has increased less than one point but is almost one point higher than the 17.7 from two years ago. The mean remains less than the national average of 21.7, but it is only slightly less than the 18.8 average for students in two-year colleges. It is interesting to note that, of the students entering SSC, 108 (48.2 percent) had a composite score of 19 or higher. This is essentially the same percentage as the year before which was a 3.8 percent increase over the previous year. In addition, the percentage is about the same as that for three years ago.

For fall 2003 and spring 2004 scores from one of these sources were used to place 702 students in at least one non-credit course. The number of students placed in non-credit courses varied a great deal—nearly two-thirds of the students participating in writing tests, about one-fifth of those participating in science tests, nearly all students participating in a mathematics test, and about two-fifths of those who took reading tests were enrolled in a non-credit course.

During fall 2003, 1,005 students were enrolled in non-credit courses. Of this number, 692 (68.9 percent) successfully completed the course. Enrollment data for spring 2004 reveals 639 students enrolled in non-credit courses with 393 (61.5 percent) successfully completing the courses. When combined totals are considered, it is seen that 1,644 students were enrolled in non-credit courses with 1,085 (66.0 percent) successfully completing those courses.

Mid-Level (General Education) Assessment

Seminole State College uses the term Mid-Level Assessment to mean an assessment of the educational experiences of those students who are graduating with associate degrees and those students completing terminal degree programs designed to let them enter the work force immediately. The college has determined that students with 45 or more credit hours should participate in mid-level assessment.

It has been the practice for several years to analyze grades for students enrolled in select general education courses whose enrollment typically has a large number of students in this category. These courses are English Composition II, General Biology, Principles of Biology, American National Government, College Algebra, and General Psychology. When data are analyzed, the following information is revealed: (1) Enrollment for fall 2003 was 1,246 with 915 (75.4 percent) successfully completing their course; (2) Enrollment for spring 2004 was 1,345 with 997 (74.1 percent) successfully completing their course; (3) Combined enrollment for the two semesters was 2,591 with 1,912 (73.8 percent) students successfully completing their respective course; and (4) The successful completion percentages were slightly lower (0.2 percent) for 2003-04 than the previous year.

In addition to grades in these courses, SSC has used instruments such as the CAAP Exam and ACT pre- and post-test comparison in the past. Now, however, it has focused on the Educational Testing Service's Academic Profile test. After conducting a pilot-test in 2002, the college administered the test in spring

2003 and fall 2004. Results of the spring 2003 test confirm what other assessment tools have previously indicated—Seminole State College is fulfilling its academic mission. At this time, the fall 2004 results are not available.

In October 2003 the college participated in a five-state national pilot project which used four ACT Work Keys tests, Reading for Information, Applied Mathematics, Locating Information, and Business Writing. SSC selected students to be tested who were likely to earn the associate's degree by the end of the 2003 academic year, 103 students participated. The average number of hours for those who participated was 66, well above the 45 or more hours required by the SSC assessment procedure for Mid-Level and Program evaluation.

Benchmarks for each of the four tests were determined and the mean performance of test-takers was compared as a standardized index score. These scores were created to allow comparisons across tests with different scoring schemes and ranged from 0 to 1. Mean scores and percentages of students scoring in the high category for SSC students compare favorably with these scores for all Oklahoma students who participated. In particular, SSC means are lower than the state means scores as follows: Applied Mathematics, 0.015; Locating Information, 0.025; and Business Writing, 0.033. However, the SSC mean for Reading for Information is 0.016 higher than the state mean. While SSC mean scores are lower than the five-state mean scores, the differences are small. They are as follows: Reading for Information, 0.008; Applied Mathematics, 0.071; Locating Information, 0.016; Business Writing, 0.026.

Some additional components used in meeting the objectives of this area are the annual SSC Graduate Opinion Survey, the biennial SSC Student Opinion Survey, and reports from receiving institutions. As has been the case for several years, data from these documents suggest that students and employers are pleased with the educational experiences at SSC. In fact, the 2002-03 SSC Graduate Opinion Survey revealed that 80.4 percent rated their experience at SSC as excellent or above average while 17.4 percent marked average. Only one student rated their experience as below average.

Program Outcomes Assessment

SSC offers Associate in Applied Science Degrees in Business/Information Systems, Medical Laboratory Technology, and Nursing. Faculties in these areas are continually collecting information that will help them provide the appropriate training for these degrees. Several outside agencies help to provide guidance in this regard. In addition, the following components are used to evaluate program outcomes, the OSRHE Technical Program Review, the SSC Survey of Employers, the Comprehensive Program Review, the NLN Achievement Exam, National Certification and Licensure Examinations, National and State Professional Accreditation, and Reports from Receiving Institutions.

Areas and the number of graduates are as follows: Business and Information Systems (87), MLT (5), and Nursing (25). Three of the five MLT graduates have taken and passed the Board of Registry Exam and four are currently employed. In addition, of the 25 nursing graduates, 22 passed the national licensing exam and are employed.

Student Satisfaction Assessment

The primary tools used in this area of assessment consist of the Student Feedback on Classroom Instruction Form, the SSC Student Opinion Survey, and the SSC Graduate Opinion Survey. In addition, the college uses other nationally recognized tools when possible. In particular, the ACT Faces of the Future Survey and the ACT Community College Survey of Student Engagement (CCSSE) were administered during the 2003-04 academic year.

The Student Feedback on Classroom Instruction Form is used each fall for faculty, both full-time and part-time. The Assessment of Student Learning Committee decided to administer the ACT Faces of the Future Survey and the ACT Community College Survey of Student Engagement to students during the fall 2003 semester instead of waiting to administer the Student Opinion Survey scheduled for fall 2004.

Students responding to the Faces of the Future Survey were asked their level of satisfaction with 19 items ranging from a sense of general safety and security while on campus to the registration process is student friendly to I would recommend this college to friends and relatives. Each item was ranked from 5 (Strongly Agree) to 1 (Strongly Disagree). An Agreement Average was calculated and the items were ranked from highest to lowest. The highest average was 4.3 for Instructors treat students in my racial/ethnic group with respect. The lowest was 3.4 for I received all the help I needed from the financial aid office personnel to make my application(s) for financial aid. In addition, when asked their level of satisfaction with SSC, 84.6 percent responded with Very Satisfied or Satisfied.

Students who participated in the ACT Work Keys test also were given the CCSSE, a survey designed to collect data to use for the improvement of the college/student experience. Mean scores for SSC students were compared with students from other small colleges (enrollment less than 5,000) and with all other students participating in the survey. For the most part, SSC mean scores were within 0.05 of the mean scores for other small colleges and 0.16 of the mean scores for all other students. Students were asked, how would you evaluate your entire educational experience at this college? Options ranged from 1 (Poor) to 4 (Excellent). Interestingly, the mean scores were as follows: (1) SSC; 3.3, (2) other small colleges;3.3, and (3) all other students;3.3.

Another important tool used in the assessment process is the annual Seminole State College Graduate Opinion Survey. For the 2003-04 report, 271 surveys were mailed to recent graduates with a return rate of 17.0 percent, the lowest in several years. As in past surveys, students made it clear that their educational experience at SSC was a positive one. Asked for their overall academic rating of SSC, 76.1 percent gave a rating of Excellent or Above Average. When asked about their overall experience at SSC, 80.4 percent of the respondents gave a rating Excellent or Above Average. And finally, when asked if they would start at SSC again, 88.6 percent indicated that they would. This is consistent with past survey results.

While factors such as location and cost may have influenced their decision to attend SSC, students appear very satisfied with the quality of instruction and services provided to them. In addition, the concern shown by faculty and staff continues to be one of the most important aspects of the SSC educational experience. Thus, it appears that SSC is providing the type of educational experience most students want and expect.

Tulsa Community College

Entry-Level Assessment

Entry-Level assessment at Tulsa Community College (TCC) has been an ongoing process since the College opened 34 years ago (1970). The ACT has been the primary test used to measure levels of student achievement and subsequent entry-level placement at TCC. The College Board Computerized Placement Test (CPT) is the secondary test for entry-level assessment. The CPT is used by TCC to supplement the ACT for purposes of assisting students in selecting levels of college courses for which they have the greatest chance for success.

During the 2003 summer and fall semesters and the 2004 spring semester, TCC evaluated incoming student proficiency levels in English and mathematics. Screening in the reading and sciences occurred primarily to identify course deficiencies as required by the OSRHE policy and as approved in the TCC Assessment Plan. Test score information is used as a guideline by academic advisors, who use test data to place students in various courses at TCC.

Of TCC's 2,877 first-time freshmen in fall 2003, 1,566 (54.4 percent) were enrolled in one or more remedial course as follows: 759 (26.4 percent) in English, 1,329 (46.2 percent) in mathematics, and 18 (0.6 percent) in reading.

As mentioned, the CPT was used as a secondary testing strategy for assessing student achievement reflected in entry-level course placement. The intention of this testing strategy was to compensate for the following situations: (1) designated cut-score levels on the ACT were not attained; (2) ACT scores were not available; (3) ACT scores were in question based upon length of time since tested; (4) student was identified as an adult learner; or (5) the validity and/or reliability of the individual's ACT scores was questioned. The CPT, when administered, was given usually only once. However, students were allowed to take the test twice in a given semester.

More than half (56.7 percent) of entering TCC students scored high enough on the ACT reading test to be placed in college level reading courses. More than one-third (36.9 percent) scored within a range of scores that would place them into a remedial Reading II course. Finally, 6.4 percent of these students scored within a range of scores that would place them into a remedial Reading I course.

About two-fifths (41.0 percent) of the students who took the CPT Reading test scored high enough to be placed into college level reading. One-fourth (26.6 percent) scored at the level for placement in a Reading II course. Almost one-third (32.3 percent) scored within the range for placement in a Reading I course.

More than half (52.1 percent) of the new TCC freshmen scored high enough on the ACT English sub-test to be placed in a Freshman Composition I course. Approximately one-third (38.7 percent) scored within a range of scores that would place them into a remedial Writing II course. Finally, 9.2 percent scored within a cut-score range for placement in a remedial Writing I course.

For the CPT Sentence Skills sub-test, 57.1 percent of those tested scored high enough to be placed into a Freshman Composition I course. Fewer students (14.3 percent) scored within the range for placement in the Writing II course, and over one-fourth (28.6 percent) scored within the cut-score range for placement in the Writing I course.

More than one-third (37.7 percent) of the new TCC freshmen scored high enough on the ACT Mathematics sub-test to be placed into College Algebra. Again, over one-third (37.6 percent) scored within a cut-score range for placement into Intermediate Algebra. Almost one-fourth (24.7 percent) scored within the range for placement in Beginning Algebra. Finally, no student scored within the cut-score range for placement into Basic Mathematics.

Conversely, 2.6 percent scored within a cut-score range on the CPT Mathematics sub-test to be placed into College Algebra, and 4.5 percent had scores that would place them into Intermediate Algebra. About

one percent (1.2 percent) had scores that would place them into Beginning Algebra. Finally, of those tested, 91.6 percent tested within a cut-score range for placement into Basic Mathematics.

The Entry-Level Assessment Committee completed a three-year project for reading assessment and development. This first year included a change in TCC enrollment practice and a program of data collection. In May 2002, the college re-instituted an enrollment control for reading competency for courses listed in the general education requirements for transferable degree programs. Because institutional research indicated that students showed the best pattern of success when they took developmental reading courses concurrently with college level courses, students with reading skills below the college level were permitted to enroll in college level courses, provided they also enrolled in developmental reading courses.

Our assessment and development project ties future recommendations for reading development to empirical evidence of student success. Therefore, the committee continued to collect pre- and post-testing data for developmental reading throughout the 2002-03 academic year from Accuplacer CPT Reading scores, ACT Reading scores, and Nelson-Denny Reading Test scores. The results of these data, reviewed and analyzed during the 2003-04 academic year, show that the pre- and post- scores do not necessarily reflect student achievement or success in the course. These tests may be used for placement and initial diagnostics, but they should not be used to measure the achievement of the course goals.

The Entry-Level Assessment Committee also reviewed results from the research project initiated concerning course placement in developmental and college level mathematics. The research study indicated that placement practices for college algebra are sound. It appeared, however, that adjustments to cut-scores for placement in developmental mathematics may be appropriate. Recommended changes to cut-scores were officially implemented in the fall 2003 Semester.

Finally, specifications were developed by the Entry-Level Assessment Committee for a study to validate TCC's placement practices for developmental writing and Freshman Composition. During the 2003-04 academic year, the Office of Institutional Research and Assessment reported on the validity study for developmental writing, which generally affirmed the value of the developmental program and our placement methods.

Mid-Level (General Education) Assessment

The mid-level assessment strategy at TCC is equivalent to measuring student competencies developed in general education courses. The primary goal of this process continues to center upon the improvement of institutional effectiveness toward facilitating student chances for academic success in meeting their educational objectives.

During the 2003-04 academic year, faculty at TCC assessed the general education goals of civic responsibility and global awareness using a course-embedded process for assessing each general education goal across all academic programs and discipline areas. The process is context-specific in that each goal is assessed according to the methods most appropriate for the context in which the goal is observed. For example, one of the general education goals assessed this year was civic responsibility. The general education committee has established a definition for civic responsibility that was accepted across all academic programs and disciplines. The faculty agreed upon a set of expectations that, if successfully demonstrated, would characterize students who have developed effective communication skills.

In order to assess the developed competencies for students who have completed the core general education courses, each faculty member was asked to assess students in one of their courses. These faculty members were asked to submit a completed reporting form for the general education goal being assessed. The reporting form is designed to collect information regarding the means of assessment and the criteria for success as well as the intended use of assessment results for improving teaching and learning.

All adjunct faculty members were asked to assess student demonstration of civic responsibility, while all full-time faculty members administered global awareness assessment. Results were compiled and aggregated by the Office of Institutional Research and Assessment. A total of 6,019 students were assessed for civic responsibility, with 79 percent of those students demonstrating successful critical thinking skills based on the context-specific criteria of the individual instructors. Likewise, 3,707 students were assessed for global awareness, yielding an 81 percent success rate for those students assessed. A comprehensive feedback report, including quantitative results and proposed uses of the results, was presented to associate deans, deans, and instructional staff in early spring 2003.

All faculty members will participate in the assessment process during the 2004-05 academic year. Adjunct faculty will assess global awareness, while full-time faculty will assess general education goal number 5, computer proficiency.

Program Outcomes Assessment

The college implemented a new course-embedded discipline and program outcomes assessment process during the 2001-02 academic year. The use of this new process continued through the 2003-04 academic year, and parallels that of mid-level (general education) assessment. Faculty members defined learning outcome goals and competencies for each specific discipline or program in general and for each course within the disciplines or programs specifically. Instructors were asked to assess student performance toward one of their discipline's or program's goals. Student performances were evaluated against standard criteria determined by the instructor for the particular goal assessed.

With this process, instructors have immediate feedback results from their own students and may use those results in real-time to reshape and improve instruction in their classrooms. While each instructor may define their own means of assessment, all instructors submit their results via a common reporting form to the Office of Institutional Research and Assessment. These results have been aggregated and disseminated to the appropriate division offices. These offices use the data to identify resources and development opportunities for learning improvement at the institutional level.

Results from the course embedded assessment process indicate that 276 instructors assessed 5,105 students revealing an 82.4 percent success rate toward discipline/program goals as defined by the individual instructors' criteria. These quantitative results are documented for benchmarking purposes and will be compared to results in subsequent assessments in the years to come. In addition to the quantitative measures, instructors provided qualitative responses to the assessment results by forming action plans for themselves and by advising action plans for the institution.

In addition to the course-embedded assessment of student performance outcomes, the outcome assessment plan focuses on the processes and services affected by the college. In order to facilitate this plan, TCC actively involves both students and community employers through the use of multiple and varied assessment methods. These outcomes assessment methods at TCC are derived from three referent group questionnaires (e.g., course/instructor evaluation, graduate student survey results, and employer survey results), student transfer data, and program accreditation/certification records. Results from these assessments are presented to program and service areas to assist program improvement and enhance student learning.

During the spring 2003 semester, 12,226 students completed and returned the course/instructor evaluation. This instrument attempts to assess course/instructor effectiveness relative to the student's perspective. Overall, the results from this measure were positive. The majority of responding students (93 percent) found the course to be a challenging and learning experience. Also, a large number of the students agree or strongly agree that faculty are patient with students' learning (93 percent), are well prepared for the courses taught (94 percent), and maintain high course standards (95 percent).

Student Satisfaction Assessment

Results from the graduate survey indicate 69 percent of the respondents are continuing their education. Furthermore, 84 percent of the respondents indicated that they are employed. Among respondents who were employed, 56 percent reported that they are either working in their major field or in a discipline that is closely related to their area of study while at TCC. Among the respondents who are working, 75 percent reported that they are working full-time.

In addition to counting the number of former students who are working or who are continuing their education, the survey measures the general satisfaction that former students have with their educational experiences while at TCC. An overwhelming majority of the respondents indicated that they would be at least somewhat likely to make the same decision if they had the opportunity to attend TCC again (98 percent).

Results from the employer survey indicate that 93 percent of the participating employers report that they are satisfied or very satisfied with the performance of the employed TCC graduates and students. In addition, 93 percent of the respondents rated the employed TCC graduates' or students' ability to work productively as above average or excellent, while 100 percent confirmed that graduates are able to work independently without direct supervision. Of the respondents, 80 percent rated the employees' ability to perform the technical aspects of the job as above average or excellent. Communication skills were rated as above average or excellent by more than three-fourths (80 percent) of the employers. The general attitude toward the work performed was rated as above average or excellent by 100 percent of the participating employers. Employers reported that TCC graduates are above average or excellent in their ability to identify, analyze problems (80 percent) and to solve problems or suggest possible solutions (80 percent). Finally, 80 percent rated their employed TCC graduates' or students' ability to accept supervision and criticism as above average or excellent.

Graduates of TCC's nursing and allied health programs continue to perform at a very high level when they complete their licensure and certification exams. Test results from these exams are excellent indicators on the quality and effectiveness of the college's health related programs. Feedback allows for the improvement of courses and program curricula.

Western Oklahoma State College

Entry-Level Assessment:

Western Oklahoma State College (WOSC) primary assessment instruments are high school transcripts and ACT results, with Computerized-Adaptive Placement Assessment and Support System (COMPASS) test in English, mathematics, and reading serving as its secondary testing tools. All students entering WOSC with less than 12 hours of general education college course work and who plan to enroll in general education courses, must prove proficiency through either primary or secondary assessment measures before being enrolled in parallel college level courses. Western Oklahoma State College's report illustrates a continuing need for providing development courses for entering students. The assessment report reveals the mean composite ACT of entering freshman as 17.1, lower than the previous year (17.3) and 3.4 below the state average of 20.5 and 3.7 below the national average of 20.8 for all entering college freshman.

Of WOSC's 551 first-time freshmen in fall 2003, 225 (40.8 percent) enrolled in one or more remedial course as follows: 110 (20.0 percent) in English; 198 (35.9 percent) in mathematics; and 71 (12.9 percent) in reading.

Mid-Level (General Education) Assessment:

The assessment report describes Western's attempt to measure and determine a value-added gain in general education outcomes. For general education exit assessment, Western used CAAP Assessments. CAAP objective tests by ACT were chosen so that scores could be linked to COMPASS and ACT. However, only students taking both the COMPASS and ACT would be linked. Both scores are needed to make a valid comparison. Reports would show whether or not students have shown progress since entering the institution. Students participated in one or more of the following exams: Writing Skills, mathematics, reading, and critical thinking.

A total of 254 students participated in the mid-level (exit) assessment at Western at the end of spring 2003-04 semesters. Exit tests were given in the classroom with instructors present. It was expected that motivation would greatly increase when the instructors were present during testing. In addition, students were briefed about the importance of sincere participation. Students taking the Writing Skills exam were tested in English Composition classes. Students taking the Mathematics exam were tested in College Algebra classes. Students taking the Reading exams were tested in various classes such as American History, Western Civilization, Federal Government, and Psychology. Students taking Critical Thinking exams were tested in various classes such as Biology, Chemistry, General Physical Science, and Geology. Only sophomores were tested in Reading and Critical Thinking. These tests are graded by ACT. Linkage reports were then given to the institution comparing COMPASS to CAAP.

The report compares assessed areas by linking admission and exit tests. It was noted that figures are based on those students who took both COMPASS and CAAP assessments. Also, scores from COMPASS and CAAP are on different scales. Because the CAAP test requires greater knowledge and more complex cognitive skills than the ACT assessment, Students scoring at the same level on both tests must have increased their knowledge and cognitive skills. Therefore, we note that gains were realized.

Program Outcomes Assessments:

Program and course assessment is conducted by the divisions responsible for each of the programs, options, and emphases. Each division has created and implemented its own plan of assessment. This arrangement allows the instructors overseeing the various programs the kind of flexibility needed to better tailor their plan to suit the needs of the programs. The divisions do have some guidelines for their plans, specified by the Institutional Assessment Committee to create some commonality, but great leeway has been granted in the creation and implementation of their plans.

In the 2003-04 assessment, most courses were assessed though some departments chose to select specific classes to assess. In effect, every program had assessment data to work with, as well as guaranteeing that every student was in some way assessed in their program coursework. By having most assessment measures embedded into existing evaluation instruments literally hundreds of responses are produced which gives a valid sample for analysis. Overall, the competencies averaged a success rate in excess of 77.5 percent, an increase over last year.

Tracking studies tied to developmental education were initiated in the 2001-02 assessment and continued with this assessment. The intent was to determine how well these students fared once they entered college level classes and programs. Results have shown that the success rates and GPA compare favorably with students that do not need developmental courses. English success rates were 77.3 percent with a 2.52 GPA for those who took developmental courses versus and 88.6 percent rate of success and a 2.91 GPA for students who did not take developmental courses. Math showed a 72.8 percent rate of success with a 2.6 GPA for developmental students versus 77.1 percent rate of success and a 3.02 GPA for non-developmental students. With rate of success directly indicating the retention rate, the potential for keeping students in academic programs has greatly increased due to developmental work.

Every program instituted changes based upon the previous year's assessment. The prevalent change was that many disciplines and programs reevaluated and restructured their competencies. There was also significant change in instructional methods and evaluation instruments. In addition, many programs altered or added to their assessment methods and tools by introducing experiential elements, portfolios, pre and post-testing, and tracking studies. The use of assessment to implement change shows that great progress has been made.

Student Satisfaction:

Western measures student satisfaction with the following instruments: ACT Entering Student Survey, the ACT Continuing Student Opinion Survey, the ACT College Outcomes Survey, and the ACT Alumni Survey.

The college administered the Entering Student Survey to 184 day and evening students. The report describes the major reasons why students attend college at Western. Findings indicate that students enroll at Western for goal-oriented activities. Western students juggle multiple life roles which often leave little time for additional activities. On the survey, students indicated their main reason for attending college were: to meet education requirements for their chosen occupation (78.8 percent), to become a better educated person (71.7 percent), to qualify for a high level occupation (70.1 percent), and to increase their earning power (60.9 percent). Their reasons for choosing Western specifically were for its utility in meeting these goals. The entering student's main sources of funding for college were non-earned: educational grants (58.7 percent), scholarships (34.2 percent), and parents/relatives (26.6 percent).

On the Entering Student Survey, students reported needing the most help in the following areas: improving math skills (71.7 percent), improving public speaking skills (54.9 percent), developing better study skills and habits (58.7 percent), and improving test taking skills (59.8 percent). Additionally, students expressed overall low desire to participate in extracurricular activities which is consistent with former years. This, too, is consistent with the general profile of community college students who must juggle multiple life roles and thus have very little discretionary time for additional activities.

Students major aspirations were varied, with the highest areas as follows: Health Sciences (23.4 percent), Business Management (9.8 percent), and Education (9.8 percent). However, 9.8 percent were still undecided. This is not an unusual trend for students to demonstrate so early in their college career. Students reported that their decision to attend Western was based primarily on: financial aid or scholarship (64.7 percent), location (58.2 percent), and cost (54.3 percent). 62.5 percent of the entering students surveyed reported that Western was their first choice of college and most (49.5 percent) made their choice after high school. Additionally, 48 percent of the students reported that their parents or

relatives were a major source of information about the college with visits to the campus following with 47 percent.

A total of 133 students completed the Continuing Student Opinion Survey for students who have attended Western over 24 college hours. Congruent with the Entering Student Survey, these students report attending this college for very utilitarian reasons with 60.2 percent of the students living less than 10 miles from the campus.. Community Service and Business and Management are the current areas of study for this group with Education following. Like their entering student counterparts, this group is attending Western for its convenient location (56.4 percent), low cost (51.1 percent), and being able to work while attending college (47.4 percent). 67.7 percent of the continuing students reported they would definitely or probably attend this college if they could start college over. 79.7 percent gave the college an above average rating.

Two hundred eighty four graduating students completed the College Outcomes Survey. 58 percent plan to enroll in another college while 13 percent are undecided about their plans. Although 21 percent plan not to attend another college, it can be assumed most of these students will enter their vocations after receiving an Applied Science Degree. In general, students report higher educational aspirations than the attainment of their parents. Also their educational aspirations increased during their years of college attendance. Overall, 46 percent of students report that Western has helped them meet the goals they came to achieve, and 53 percent are proud of their accomplishments at this college.

Annual Student Assessment Report

Appendix

May 27, 2005

APPENDIX A

Policy Statement on the Assessment of Students For Purposes of Instructional Improvement And State System Accountability

The Constitution of Oklahoma charges the Oklahoma State Regents for Higher Education with responsibility for prescribing standards for admission, retention, and graduation applicable to each institution in The Oklahoma State System of Higher Education. The State Regents also have the responsibility to provide leadership in the coordination of the orderly transfer of students between and among institutions of the State System. Inherent in such responsibilities is the prescribing of mechanisms to monitor and facilitate the assessment of students for purposes of instructional improvement and State System accountability.

Statement of Accountability:

Accountability to the citizens of Oklahoma within a tax-supported educational system is of paramount importance. The public has both the need and right to know their tax dollars are being used wisely, and most importantly, producing tangible, measurable outcomes of learning for individual students enrolled within the State System. Improvement in student learning and on-going faculty development, measurable through assessment programs, are achievable and essential outcomes, and the responsibility of the State System to the public.

Definition and Purpose:

Assess: The original definition of *assess* was *to sit down beside*. The term has evolved to mean careful evaluation based on the kind of close observation that comes from *sitting down beside*. Such a definition captures the desired relationship between teacher and student and the spirit of the following policy statement.

For purposes of this policy, student assessment in The Oklahoma State System of Higher Education is defined as a multi-dimensional evaluative process that measures the overall educational impact of the college or university experience on students and provides information for making program improvements.

Assessment is not an end in and of itself. Similarly, to document performance is not necessarily to improve performance. Thus the purpose of assessment is to **maximize student success** through the assessment process by the systematic gathering, interpretation, and use of information about student learning or achievement to improve instruction. The results of assessment contribute to and are an integral part of the institution's strategic planning and program review process to improve teaching and learning. As previously noted, it also is one mechanism to monitor the effectiveness of the State's System of Higher Education. Finally, student assessment is designed to contribute to assuring the integrity of college degrees, and other educational activities or goals, to increasing the retention and graduate rates of college students, to enhancing the quality of campus life in general, and to encouraging high school students to improve their academic preparation for college.

Institutional Requirements

Each college and university shall assess individual student performance in achieving its programmatic objectives. Specifically, each institution will develop criteria, subject to State Regents' approval, for the evaluation of students at college entry to determine academic preparation and course placement; Mid-Level (General Education) Assessment to determine basic skill competencies; exit assessment to evaluate the outcomes in the student's major; and student perception of program quality including satisfaction with support services, academic curriculum, and the faculty. Such evaluation criteria must be tied to stated program outcomes and learner competencies.

In recognition of varying institutional missions and clientele served, such assessment components will be campus based under the leadership of the local faculty and administrators providing the procedures meet the requirements detailed in the following sections. Assessment programs should consider the needs of special populations in the development of policies and procedures. Finally, as institutions develop criteria and select assessment mechanisms, each program component should be coordinated and complement the whole.

Entry-Level Assessment and Placement

The purpose of entry-level assessment is to assist institutional faculties and counselors in making decisions that will give students the best possible chance of success in attaining their academic goals. Each institution will use an established ACT score in the four subject areas of science reasoning, mathematics, reading, and English as the first cut in determining individual student readiness for college-level course work.² Should a student score below the level, they will be required to remediate in the discipline area or, consistent with institution's approved assessment plan, undergo additional testing to determine their level of readiness for college-level work. Similarly, institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT subject test score requirement. These subject test score requirements will be communicated to college bound students, parents, and common schools for the purpose of informing them of the levels of proficiency in the basic skills areas needed to be adequately prepared for college-level work. Additionally, these ACT subscores provide a standard yardstick for measuring student readiness across the State System.

For high school students wishing to enroll concurrently in college courses the established ACT score in the four subject areas will apply as follows: A high school student not meeting the designated score in science reasoning, mathematics, and English will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English).

Institutional entry-level assessment programs should include an evaluation of past academic performance, educational readiness (such as mental, physical, and emotional), educational goals, study skills, values, self-concept and motivation. Student assessment results will be utilized in the placement and advisement process to ensure students enroll in courses appropriate for their skill levels. Tracking systems should be implemented to ensure information from assessment and completion of course work is used to evaluate and strengthen programs in order to further enhance student achievement and development. The data collection activities should be clearly linked to instructional improvement efforts.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents in the following format:

1. the number of students participating in entry-level assessment and the assessment results including a frequency distribution;
 2. the number of students requiring additional basic skills development by area;
 3. a summary and explanation of the assessment results; and
 4. the methodologies (courses, tutoring, etc.) by which students were required to participate in the improvement of basic skills.
- The tracking of these students in future semesters is expected.

Mid-Level (General Education) Assessment

Generally, Mid-Level (General Education) Assessment competencies are gained through the student's general education program. Thus, the results of Mid-Level (General Education) Assessment should be used to improve the institution's program of general education. Assessment at mid-level is designed to assess the student's academic progress and learning competencies in the areas of reading, writing,

mathematics, and critical thinking.

Mid-Level (General Education) Assessments will normally occur after the student has completed forty-five semester hours and prior to the completion of seventy semester hours for students in baccalaureate programs. For associate degree programs assessments may occur at mid-level or at the end of the degree program.

Examples of appropriate measures include academic standing, GPA, standardized and institutionally developed instruments, portfolios, etc.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

1. the number of students assessed and the assessment results including a frequency distribution;
2. a summary and explanation of the assessment results; and
3. detailed plans for any instructional changes due to the assessment results.

The tracking of these students in future semesters is expected.

Program Outcomes Assessment

Program Outcomes Assessment, or major field of study assessment, is the third component of the State Regents' policy. Such assessments should be designed to measure how well students are meeting institutionally stated program goals and objectives.

As with other levels of assessment, selection of the assessment instruments and other parameters (such as target groups, when testing occurs, etc.) is the responsibility of the institution subject to State Regents' approval as previously specified. Preference should be given to nationally standardized instruments. The following criteria are guidelines for the section of assessment methodologies:

- a) Instrument(s) should reflect the curriculum for the major and measure skills and abilities identified in the program goals and objectives;
- b) Instrument(s) should assess higher level thinking skills in applying learned information; and
- c) Instrument(s) should be demonstrated to be reliable and valid.

Nationally normed instruments required for graduate or professional study, or those serve as prerequisites to practice in the profession, may be included as appropriate assessment devices. Examples are the GRE (Graduate Record Exam), NTE (National Teacher Exam), and various licensing examinations.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

1. the number of students assessed and the assessment results including a frequency distribution;
2. a summary and explanation of the assessment results; and
3. detailed plans for any instructional changes due to the assessment results.

Assessment of Student Satisfaction

Perceptions of students and alumni are important in the evaluation of and the enhancement of academic and campus programs and services. Such perceptions are valuable because they provide an indication of the students' subjective view of events and services, which collectively constitute their undergraduate experiences. Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Resulting data are to be used to provide feedback for the improvement of programs and services.

Examples of programs or activities to be included in this level of assessment are satisfaction with student services, quality of food services, access to financial aid, residence hall facilities, day care, parking, etc.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

1. the number of students assessed and the assessment results including a frequency distribution;
2. a summary and explanation of the assessment results; and
3. detailed plans for any instructional changes due to the assessment results.

Graduate Student Assessment:

Higher education institutions that charge their graduate students the student assessment fee must perform assessment beyond the standard requirements for admission to and graduation from a graduate program. An institution that charges the assessment fee will include a description of graduate student assessment and assessment fee usage in its institutional assessment plan. Graduate student assessment results will be included in the institution's annual assessment report to the State Regents. In addition to the annual reporting requirements described above, graduate programs should attempt to present instrument data that compare graduate student performance with statewide or national norms.

The institution's plan for graduate student assessment will explain each graduate program's assessment process, including stages of assessment, descriptions of instruments used, methods of data collection, the relationship of data analysis to program improvement, and the administrative organization used to develop and review the assessment plan. Emphasis should be placed on assessing student learning and evaluating student satisfaction with instruction and services. The institution will adopt or develop assessment instruments that augment pre-assessment fee instruments (i.e. grade transcripts, Graduate Record Exams, course grades, and comprehensive exams). Departmental pre-tests, capstone experiences, cohort tracking, portfolios, interviews, and postgraduate surveys are some commonly used assessment methods.

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