

Oklahoma State System
of
Higher Education

Annual Student Assessment Report



June 29, 2006

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FOR HIGHER EDUCATION

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ANNUAL STUDENT ASSESSMENT REPORT
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Oklahoma State Regents for Higher Education

ANNUAL STUDENT ASSESSMENT REPORT

2004-05

The eleventh 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 2004-05 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.

Table

Included in this report is a table that lists the number of fall, first-time freshmen taking remedial courses by institution and subject.

INSTITUTION SUMMARIES

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THE UNIVERSITY OF OKLAHOMA

Entry-level Assessment

Process and Procedures

The Assessment and Learning Center assesses the academic background and skills levels of all first-time students enrolling at the University of Oklahoma. The Enhanced ACT assessment test is used as the preliminary screening instrument. The 2004-2005 cut scores were 19 in reading, 19 in English, and 19 in math. Students scoring below these cut scores, or their SAT equivalents, were evaluated further to determine appropriate course placement, using the following instruments: the Computer-adaptive Placement, Assessment and Support System (COMPASS), including computer-adaptive tests for reading, writing skills and mathematics, purchased from ACT; and a locally developed standardized writing sample.

Transfer students new to the University of Oklahoma 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 and 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.

Students who do not place at the level they desired are allowed to take placement tests twice per semester. Between test administrations, students are encouraged to use computerized tutorial material available in the Assessment and Learning Center or seek tutoring assistance through the Housing Learning Center.

Course Placement and Remediation

The percentage of first-time students enrolled in remedial courses decreased from 16.1% in 2002-2003 to 11.7% in 2004-2005 the same percentage as in 2003-2004. Between 2003-2004 and 2004-2005 the percentages of first-time students placed into MATH 0113, the lowest level of remedial math, decreased from 4.9% to 4.4%, while the percentage of new students increased in MATH 0123 from 4.0% to 5.3%. These results are a further reflection of the increased preparedness of OU's first-time students to enroll in college-level courses. We hypothesize 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, and students with declared majors in business, education and journalism.

The percentage of students successfully completing remedial courses in 2004-2005 increased in MATH 0113 and MATH 0115 and decreased in MATH 0123.

All of our 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.

In previous years the students who did least well in remedial courses are those who enrolled 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% of students who successfully complete MATH 0113. In Fall 2004 this trend was reversed. Students in MATH 0115 had the highest rate of success (65%). Success in MATH 0113 increased from 61% to 64% while success in MATH 0123 was down from 62% to 58%. These findings suggest that more weaker students managed to enroll in 0123, who would have been better served in 0113.

Changes in Assessment

In Fall 2003, it was determined that due to curricular requirements as well as 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.

Assessment of Backgrounds and Attitudes

The backgrounds, attitudes and interests of 90-95% of new freshmen have been assessed each fall since 1975. This year's results show that, compared to previous years, the average OU freshman in 2005: 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, 2005 freshmen believe the main benefit of a college education is to develop skills for a job. Only 28% of freshmen believe that becoming more open-minded is an extremely important benefit of higher education. From 1977 to 2005 there was a 31% decrease in the number of students who believe that it is extremely important that higher education will lead to more fully understanding social problems and issues.

Highlights of the results include:

- Parents of 2005 new freshmen have more formal education than parents of new students in 1975, continuing the trend of the past several years. Only 17% of the fathers and 18% of the mothers of 2005 new freshmen had not attended college, compared with 31% of the fathers and 46% of the mothers of 1975 new freshmen.
- Only 36% of the 2005 freshmen had a family member who had attended the University of Oklahoma, down from 45% in 1976.
- The number of new freshmen who expected to work while in college was 53%. This was significantly greater than in previous decades. However, only 34% of new freshmen reported that they had to work to go to college and only 24% have insufficient financial resources to complete the first year. This indicates that some students are working more to support their life styles than out of a need to pay college costs.
- Of the new freshmen, 72% report that developing skills for a specific job is an extremely important benefit of higher education, the lowest percentage since 1977. Only 45% report that gaining a background for life-long learning job is an extremely important benefit of higher education, down from 60% in 1977.
- More new freshmen than ever before (94%) stated they plan to bring a computer to campus (compared with 93% last year, 75% in Fall 99 and 49% in Fall 95).
- Only 39% of new freshmen stated that they would be interested in interaction with people whose ethnic background is different from theirs, down from 43% in 2004.
- 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 Assessment

During the academic year 2003-2004, the assessment of general education focused on five projects.

- English 1113 Position Paper Analysis: Student Writing
- Zoology Writing-Across-the-Curriculum Project: GTA Workshops
- Zoology Writing-Across-the-Curriculum: Follow-up
- Geography Writing-Across-the-Curriculum Project: Undergraduate Writing
- Assessment of Student Retention and Use of Argumentation Strategies

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 Gen Ed Team drew a random sample of papers from the fall 2003 cohort, and analyzed them in light of elements typical of a successful position paper. Overall analysis suggested significant improvement in a number of areas from prior sampling done in 2002. Areas of strength included clear statement of thesis, effective deployment of source material, and overall more effective production of discourse.

Assessment of Student Retention and Use of Argumentation Strategies will involve summative analysis and evaluation of how argumentation strategies taught in English 1213 are deployed and retained by students at the University of Oklahoma. This research will begin with a randomly select a group of 150-200 students who are in their second semester of freshman composition in the spring of 2006. The study will terminate in Spring 2010.

Program Outcomes Assessment

During the 2004-2005 academic year, 46 of 49 academic units reported on their activities to assess their undergraduate programs (see Table 1). Academic units used a variety of tools to assess how well the students in each undergraduate degree program are meeting the goals set by the faculty. These 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 2004-2005 academic year marked the second year of formal graduate program assessment at OU. Reports were received from 40 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 *Program Outcomes Assessment Report for the 2004-2005 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.

Assessment of Student Satisfaction

Student Opinion Survey

The *Student Opinion Survey*, developed by the American College Testing Corporation (ACT), which has been utilized at OU each year since 1993 was 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 3276, 13% of undergraduates and 22% of graduate students.

Areas showing high levels of mean satisfaction include veteran's services, university libraries, and the student union. Areas of highest dissatisfaction are parking, use of student activity fees and student health insurance.

Comparison of data from the 2005 ACT survey with results from previous years showed:

- Eighty-five percent of students expressed satisfaction with the university in general, up 16 percentage points from 1995.
- The areas of highest satisfaction (80% or higher) are: honors programs (80%), student union (85%), library facilities/services (89%), this college in general (85%), recreational services (84%), cultural programs (82%), computer services (84%), CLEP program (80%), and veterans' services (85%). All of these areas were in the category of highest satisfaction last year except for computer services and the CLEP program.
- The areas of highest dissatisfaction remaining unchanged from last year include parking facilities and services (62%), course availability at the times you can take them (35%) and use of student activity fees (38%). Dissatisfaction for two of these areas, parking and course availability, decreased 15% and 5% from 2004 to 2005 respectively.
- 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 32 areas, up from 27 areas in 2004 and down from 40 areas in 2003 and 38 areas in 2002.
- Areas showing the greatest increase in mean satisfaction (>20% on a 1-to-5 scale) between 1995 and 2005 include:

- day care services (up 24%);
- parking facilities and services (up 28%);
- racial harmony (up 31%).

Five areas showed a decrease in mean satisfaction between 1995 and 2005, with job placement services showing a 5% decrease, career planning services a 4% decrease, college sponsored tutorial services a 1% decrease, classroom facilities a 3% decrease, and availability of student housing a 1% decrease.

Complete Withdrawal Survey

During the 1998-99 academic year, a new process was implemented for students completely withdrawing from the Norman campus that allows 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 is higher than that of students participating in the *Student Opinion Survey*. The mean satisfaction of students withdrawing during Spring 2005 was 4.35 on a 5-point scale. The most common reasons given for withdrawing were: family problems, health reasons, and financial reasons.

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 COMPASS, the ACT Computer Adaptive Placement and Support System 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 are recommended for remedial coursework. All first-time OSU students are assessed using the ACT and ELPA prior to enrollment. The third level of assessment is the COMPASS placement tests; students who are 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 2004-05, entry-level assessment was conducted for all admitted and enrolled new freshmen and new transfer students with fewer than 24 credit hours (n=3,980). After all stages of entry-level assessment were completed, 484 new students (12.2% of the total number enrolled) were recommended to take at least one remedial course. Of these, 68 (1.7%) were recommended to enroll in remedial English (UNIV 0133); 405 (10.2%) needed remedial math (UNIV 0123); 146 (3.7%) needed remedial science (UNIV 0111), and 51 (1.3%) were recommended to enroll in a course focused on reading and study skills (CIED 1230 or UNIV 0143) (note: some students are required to take remedial courses in more than one subject area).

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 provides information about characteristics of entering freshmen. The CIRP 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 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 three methods is aimed at evaluating expected student learning outcomes that are articulated in the *OSU General Education Course Area Designations - Criteria and Goals* document (Appendix B). Revisions to this document were approved in 2004, to facilitate 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 2004-05, institutional portfolios were used to evaluate students' written communication skills, science problem solving skills, mathematics problem-solving skills and critical thinking skills. The writing skills portfolio includes student work from OSU students from all classes (freshmen through seniors) and disciplines; the student work included in the science and mathematics portfolios is primarily from freshmen and sophomores taking lower division 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, 67% of students received a score of 3 or higher. Portfolio results show that seniors demonstrate significantly better writing skills than freshmen. For science assessment, 67% of students received a score of 3 or higher. For math assessment, 60% of students received a score of 3 or higher. Following a pilot study last year, an institutional portfolio for the assessment of students' critical thinking skills was developed this year. In that assessment, 70% of students received a score of 3 or higher. Complete information about all general education assessment is provided in Appendix A.

University-wide surveys such as the National Survey of Student Engagement 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 National Survey of Student Engagement (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. OSU participated in the NSSE again in Spring 2005; results will be reported in Fall 2005.

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 evaluating 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. Five 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; the

schedule for these reviews supports the Academic Program Review (APR) process. Since documentation of the use of assessment results for program development is requested for the APR process, the Assessment Council reviews and provides feedback on outcomes assessment one year in advance of each program's participation in Academic Program Review. In January 2005, programs that will participate in APR in Spring 2006 were provided with feedback about their program learning outcomes assessment, based on reviews conducted by the Assessment Council.

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 2004-05 were:

- Capstone course projects, papers, presentations evaluated by faculty or by outside reviewers
- Senior-level projects & presentations
- Course-embedded assessments & 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
- Surveys - alumni
- Surveys - employers / recruiters
- Surveys – students, esp. seniors
- Surveys – faculty
- Enrollment data, student academic performance in particular courses, student participation in extracurricular activities related to the discipline, degree completion rates, time-to-degree completion
- Alumni employment tracking

Graduate programs reported the following *additional* outcomes assessment methods:

- Qualifying exams
- Theses / dissertations / creative component papers, projects, presentations, and defenses
- Comprehensive exams
- Research activity / publications / professional presentations / professional activity

In addition to these outcomes assessment methods, the Office of University Assessment and Testing provides program-specific results of alumni and student 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. The Assessment Council reviews of outcomes assessment programs show that many 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.

Methods are described in greater detail in the individual assessment reports submitted by each academic unit (Appendix F). Academic units are required to report the number of individuals assessed *in 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 total number of individuals who participated in all assessment methods includes multiple counts of the same students - because students participate in multiple methods - and may include non-students. For example, the 'number of individuals assessed' in an alumni or employer survey would include 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 of assessment results in 2004-05 were:

- Changes in course content
- Addition / 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 demonstration of program improvement resulting from those changes
- Refinement of the assessment methods or implementation of new assessment methods
- Changes in course sequences
- Changes in advising processes
- Facilitation of 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 student and alumni perceptions of academic and campus programs and services, and the results are used in developing and improving those programs and services. The surveys complement program outcomes assessment because they are 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 1- and 5-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 the impact of those experiences on career and personal development.

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, the Office of University Assessment and Testing conducts a Graduate Student Satisfaction Survey every third year, and the Survey of Alumni of Graduate

Programs in alternate years. These university-wide assessments provide university- and program-level assessment information about graduate students.

In Fall 2004, the Graduate Student Satisfaction Survey (GSSS) was conducted to assess graduate students' satisfaction with, and perceptions about, various aspects of their academic experience - the quality of their academic program, relationships with faculty and advisors, support and resources provided by the department and the university, and interactions with the Graduate College and the Graduate and Professional Student Government Association (GPSGA). The GSSS was administered as telephone interviews by the BSR in October 2004. Interviews were completed with 2,537 of the 3,919 graduate students enrolled at the Stillwater and Tulsa campuses - a response rate of 64.7%. More than 90% of students indicated they were satisfied or very satisfied with their relationships and interactions with program faculty, overall program quality, and overall experience as a graduate student. Between 80% and 90% indicated they were satisfied or very satisfied with availability of their advisor, advisor's willingness to spend the time they need, computing resources available to them, library resources, research resources such as facilities, equipment, and lab space (for those who said they were applicable), preparation and guidance provided by department for role of teaching assistant (for those who served in that role), and helpfulness of Graduate College staff. Between 70% and 80% indicated they were satisfied or very satisfied with availability of course offerings in their program, opportunities for financial support in their department such as assistantships and scholarships, and adequacy of assistantship stipend in meeting financial needs (Master's students). Between 65% and 70% of doctoral students indicated they were satisfied or very satisfied with adequacy of assistantship stipend in meeting financial needs.

The Graduate Program Alumni Survey was conducted in January 2005, and 787 alumni responded to the survey out of a target population of 2,187 graduates (response rate = 36%). Most alumni (92% of Master's graduates and 96% of Doctoral graduates) stated that they were satisfied or very satisfied in their educational experiences at OSU, and 93% of all alumni indicated that their graduate program prepared them very well or adequately for their current career. About 64% of the alumni contacted for the survey were residing in Oklahoma; about 36% were contacted out of state, including 16% who were contacted in states surrounding Oklahoma.

What's New in Assessment at OSU in 2004-05:

- *Continued Development of General Education Assessment.* OSU is in its fifth year of implementing a general education assessment plan. Following a pilot study last year, an institutional portfolio for assessment of students' critical thinking skills was developed for assessment in 2005. Institutional portfolios have now been developed for assessment of writing, science problem-solving, mathematics problem-solving, and critical thinking skills.
- *Update of Entry-Level Placement Analysis (ELPA).* The ELPA program was created a few years ago using Microsoft Access, SAS and Visual Basic Access. It had not had any major updates since inception. With support from the Office of University Assessment and Testing, Enrollment Management's IT staff overhauled ELPA by creating the application in Microsoft SQL and C#.Net. This provided a higher level database structure, the ability to move the database from a limited space group drive to a server with virtually unlimited space, the ability for every Undergraduate Admissions staff member to produce and print assessment reports from their desk or the front counter, improved readability of the electronic and paper reports, improved data entry and search screens, removal of the annual licensing issues and cost, improved technical support from EMM IT, and increased accuracy and speed in loading data from the Student Information System.
- *Professional Development Sessions for Faculty and Assessment Coordinators.* The General Education Assessment Committee and the Assessment Council provided a series of professional development sessions for faculty in 2004-05. In Fall 2004, sessions were presented on "Developing

and Assessing Critical Thinking,” “Using Portfolios for Outcomes Assessment,” “Effective Departmental Outcomes Assessment,” and “Regional Accreditation with the Higher Learning Commission.” In Spring 2005, sessions were presented on “Change in Format for Learning Outcomes Assessment Plans and Reports,” “General Education Assessment – Writing,” “Developing Graduate Program Outcomes Assessment,” “General Education Assessment – Critical Thinking,” and “General Education Assessment – Science.”

- *Assessment Council Reviews of Outcomes Assessment Programs Integrated with Academic Program Review Process.* Plans and reports of learning outcomes assessment for each degree program are reviewed by the Assessment Council one year in advance of the program’s participation in the Academic Program Review (APR) process. The APR process now requests documentation of assessment activities, so this schedule modification allows for feedback from the Assessment Council well in advance of the Academic Program Review. In Fall 2004, the Council reviewed and provided feedback on program outcomes assessment to those programs scheduled for Academic Program Review in 2006.
- *2004 Survey of Graduate Student Satisfaction.* In Fall 2004, the OSU Graduate Student Satisfaction Survey was conducted to obtain feedback from graduate students about a broad range of topics related to their educational experiences while enrolled in the Graduate College at OSU. The survey was conducted in October 2004, within the population of OSU graduate students in Stillwater and Tulsa who were enrolled in January 2004.
- *2005 Survey of Alumni of Graduate Programs.* The third university-wide survey of alumni of OSU graduate programs was conducted in January 2005. Results from these alumni surveys have become a cornerstone of the assessment efforts for most OSU academic units and provide valuable information about the career patterns of recent graduates.

UNIVERSITY OF CENTRAL OKLAHOMA

Introduction

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. James Purcell, Associate Vice Chancellor for Strategic Planning and Analysis at the Oklahoma State Regents for Higher Education, was the keynote speaker at the spring 2005 Assessment Seminar. Faculty presented breakout sessions on topics including: focus groups, surveys, test development, and upcoming special projects. The seminar was attended by over 100 faculty and staff.

A team of five faculty attended the Association for Institutional Research Conference. Representatives from the colleges of Liberal Arts, Mathematics and Science, and Arts, Media & Design attended the conference.

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 1825, students completed the secondary test for placement in remedial courses. *The* percentage of students taking each subject test was: mathematics - 84%, English - 45%, and reading - 38%. Of the students tested in each subject area the percentage of students placed in remedial coursework was: mathematics - 71% (1104 students), English -23% (189 students), and reading - 42% (295 students). The remedial coursework is taught by Rose State College on the UCO campus.

Mid-Level 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, was piloted in spring 2005. A sample of student's work on communications and critical thinking skills was evaluated by a panel of faculty members. The pilot showed that the rubric needs to be adjusted to address the types of papers collected for assessment.

Currently, general education goals are assessed through course embedded methods in English, mathematics, biology, communications, history, humanities, and philosophy. Methods used include pre- and post-test, computerized essays, and science lab reports. Student performance is at an acceptable level. The Graduating Student Survey has a section focusing on the general education goals. The change in response from last year ranged from a 4% increase to a 1% decrease. Most items remained stable. The College of Liberal Arts has also used the Cooperative Institutional Research Program Freshman Survey (CIRP) to set college goals that has positively impacted University Core courses.

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 AQIP criteria, as defined by the Higher Learning Commission. There are four criterions:

- 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 and/or presentations, and portfolios are used to determine student competency in the discipline. Undergraduate and graduate programs are assessed by college faculty . Highlights of some outcomes used in the academic colleges include:

- College of Arts, Media & Design has moved to a continuous improvement model that focuses on outcomes.
- College of Business Administration embeds test questions assessing specific competencies in midterm and/or final examinations of required business courses.
- College of Education and Professional Studies 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 has implemented college-level goals that have impacted the curriculum with an increase in writing assignments. Faculty also implemented a "First Day Engagement" initiative where they emphasized application of the subject matter of the course during the first class period.
- College of Mathematics and Science departments seeking accreditation have implemented measures that fulfill the accreditation standards. Departments maintaining accreditation has adjusted their assessment to provide a clearer view of student learning.

Student Satisfaction Assessment

The University of Central Oklahoma has implemented a survey schedule to manage the cost and workload of survey administration and reporting. The National Survey for Student Engagement (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 Graduating Student Survey (GSS) is used each year and is distributed to every bachelor degree candidate. Results are distributed to academic officers, including the vice-presidents, deans and chairs.

Conclusion

College Assessment Committees oversee the outcomes for their disciplines. With this responsibility the departments are sharing ideas, successes, and frustrations that help to move the assessment effort forward. The College Assessment Committee Chairs comprise the University Assessment Advisory Board. The committee structure has strengthened the understanding of assessment options and increased the variation of assessment administered in departments.

The application of assessment data is occurring across campus. Academic departments use assessment results in adjusting the curriculum to better meet the needs of students. Survey results are part of the information reviewed by departments in Academic Affairs, Student Affairs, Information Technology and Administrative Services. Changes are occurring in response to the continuous improvement efforts on campus.

EAST CENTRAL UNIVERSITY

Entry-Level Assessment

The East Central University (ECU) Assessment Center uses ACT subject scores, ACT COMPASS computerized placement 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 2004-05 academic year, 59 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 (40%), followed by reading (13%), English (9%), and science (6%). The courses and pass rates for students who enrolled in remedial courses were Fundamentals of English (79%), Intermediate Algebra (62 %), Developmental Reading (86%), and Concepts in Science (100%).

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 outperformed students in the second and third cohorts except for MATH 1413. The students in the second cohort performed better than the students in the third cohort in the two math courses and reading.

For the freshman class of 2004-05, ECU's cut scores appeared to be effective in ENG 1113. However, the cut scores were not as effective for the other subject areas. The "C" cohort in MATH 1413 did meet the 70 percent grades of C or higher performance goal outperforming the "N" cohort for the same subject 73% to 61%.

Mid-Level Assessment

ECU assessed nine student outcomes for six academic skill areas during 2004-05. 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. Three hundred seventy-two students were assessed using the CBASE and 213 ECU graduates were assessed using the ACT Alumni Survey. The CBASE was administered to students in UNIV 3001, the general education capstone course; they were given 50 points for taking the exam. The University Assessment Committee also assessed Written Communication skills.

The 2004-05 cohort had an overall average score of 259 on the CBASE multiple choice. Overall, the 2004-05 cohort's performance was lower than the students taking the exam in the same format during the 2001-02, 2002-03, and 2003-04, academic years. The difference in the composite score from the peer group average is due to the significant differences in the average Math score (23 points), Science (26 points), and Social Studies (24 points). This large difference in these scores raises questions concerning the CBASE testing format, student motivation, and the fit between the exam and general education courses' content.

In 2004-05, ECU students' overall performance on the "writing" multiple choice section of the test was 3 points below the average for the 2003-04 ECU students, and 6 points below students in the 2001-04 CBASE 1:1 peer group. The ECU students tested during 2004-05 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 53 ECU students during Spring 2005. One ECU student received a score of one. Nineteen ECU students received two's, 29 ECU students received three's, and four ECU students received four's. 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. Data from 133 students were made available to the University Assessment Committee for evaluation of written communication skills. Their findings suggest that there is a need to focus more on written communication in General Education courses.

The 2004-05 ACT Alumni Survey respondents indicated their education at ECU made slightly less of a contribution to their personal growth in "writing effectively," compared to past ECU alumni respondents and respondents in the public college sample. Forty-four percent of respondents indicated that ECU had contributed "very much" to their personal growth in "Writing Effectively". The 2004-05 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 2004-05, ECU students' overall performance on the CBASE "reading" section was 7 points lower than 2003-04 ECU students, three points higher than 2002-03 ECU students, and 14 points lower than the 2001-2004 CBASE 1:1 peer group. The section of the CBASE most closely related to the reading student outcomes is "Reading Critically". On this section, more ECU students than in 2003-04 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 2004-05 survey respondents indicated their education at ECU made about the same contribution to their personal growth in "Recognizing Assumptions, Making Logical Inferences, and Reaching Correct Conclusions" as past ECU alumni and the respondents in the public college sample. Personal growth contributions to "Defining and Solving Problems" were higher than past ECU alumni and the public college sample. ACT Alumni Survey data indicate ECU's alumni are 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 2004-05, ECU students' overall performance in General Mathematics was 33 points above the average for 2003-2004 ECU students, 3 points above the average for 2002-2003 ECU students, and 23 points below the 2001-04 CBASE 1:1 peer group. ECU 2004-2005 students overall performance in Algebra was 28 points above the 2003-2004 ECU students, 16 points above 2002-2003 ECU students, and 25 points lower than the 2001-2004 CBASE 1:1 peer group. The 2004-05 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 2004-05, 1,358 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 Elementary Education program in order to better prepare candidates seeking admission to the teacher education program, has purchased content software for the computer lab in the Education Building. By reviewing this material before the Oklahoma General Education Test, the students will increase their scores on that instrument and increase knowledge as well. Passing this test is one way to show the student has sufficient knowledge to be admitted to the teacher preparation program.
- In History, all professors now require research papers, annotated bibliographies, or book reviews in their upper division courses. The department must now do a better job of advising students to take the seminar course as sophomores.
- The Environmental Health Science faculty is investigating the use of additional writing assignments and oral presentations to provide a broader basis for assessment.
- The Physics program plans to continue incorporating the Pittsburgh State University Achievement Tests in Physics in a course all majors take and may allow it to count for more course credit to motivate the students to perform well. The results show a significant improvement over last year and indicate that our 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 the Medical Technology program, Genetics has implemented daily quizzes and stricter admittance standards which apparently have resulted in higher scores on the ACAT in Biology.
- In the Communications program, the senior project has become one of the mainstays of Mass Communication assessment. Faculty have decided to add an additional video project to the course syllabus to bring students into compliance with professional production standards and to meet the performance goal.

Student Satisfaction Assessment

In 2004-05, ECU administered the ACT Survey of Student Opinions (SSO) and ACT Alumni Survey (AS), collecting 480 responses from currently enrolled students and 213 responses from alumni who graduated within the past five years.

The results of the ACT Survey of Student Opinions show ECU students still rate most items higher than the public college sample. The rating for “availability of courses when you want” exceeds the public college norm by the largest amount. None of the ratings fell significantly below the public college norm. Overall, the students responding to the survey indicated they were more satisfied with the ECU college environment than the average public student is with their college environment. “Class size relative to the type of course” received the highest average rating of all items.

In the academic category, the average survey response for 2004-05 was about the same as the 2000-04 average ECU response. However, the average significantly exceeded the average for the public college sample. Survey items receiving relatively high and significant ratings, compared to the public college sample, were “instruction in your major field”, “course content in your major field”, “attitude of faculty toward you”, “preparation for your future occupation”, “class size relative to type of course” “value of the

information provide by your advisor”, “flexibility to design your own program”, “availability of your advisor”, “variety of courses offered”, and the “testing/grading system”. “Out of class availability of your instructor” exceeded the public college norm, but the difference was not statistically significant.

In the admissions category, the average survey response for 2004-05 was below the 2000-04 average ECU response, but it exceeded the average for the public college norm. However, the differences were not statistically significant. The rating for “availability of financial aid information prior to enrolling” fell below the public college norm, but the difference was not statistically significant.

In the university rules and regulations category, the average survey response for 2004-05 was below the 2000-04 average ECU response. “Personal security/safety at this campus” significantly exceeded the public college norm. The rating for “purposes of student activity fees” fell below the public college norm, but not by a statistically significant margin.

In the university facilities category, the average survey response for 2004-05 was about the same as the 2000-04 average ECU response and significantly exceeded the public college norm average. Survey items receiving relatively high and significant ratings were “student union”, “laboratory facilities”, “general condition of buildings and grounds”, “study areas”, and “availability of student housing”.

In the registration category, the average survey response for 2004-05 fell below the 2000-04 average ECU response but exceeded the public college norm average. Survey items receiving relatively high and significant ratings were “availability of courses when you want” and “general registration procedures”. The rating for the “academic calendar for this college” was slightly higher than the public college sample, but the difference was not significant. The rating for “billing and fee payment” was slightly below the public college norm.

In the general category, the average survey response for 2004-05 also fell below the 2000-04 average ECU response but exceeded the public college norm average. Survey items receiving relatively high ratings were “racial harmony on this campus”, “opportunities for student employment”, “concern for you as an individual”, “student government”, and “attitude of the college non-teaching staff”. “Opportunities for involvement in campus activities” exceeded the public college sample by the smallest amount. No survey item fell below the public college norm.

In the college services category, the average survey response for 2004-05 fell below the 2000-04 average ECU response but was also lower than the public college norm average. The difference, however, is not significant. Survey items receiving relatively high and significant ratings were “parking facilities and services”, “academic advising services”, “student health insurance program”, and “student health/wellness services”. “Financial aid services”, “job placement services”, “college sponsored tutorial services”, “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. Two items, “financial aid services” and “job placement services”, were of above-average importance (higher than 3.0) with relatively low satisfaction ratings. The item “day care services” was of least importance with the lowest relative satisfaction. Items of relatively high importance with highest ratings in the relatively high satisfaction section were, “parking facilities and services”, “academic advising services”, and “student health/wellness services”.

Graduate Student Assessment

Three hundred sixty-nine graduate students were assessed during the 2004-05 academic year using the Oklahoma State subject Area Test (OSAT), the Oklahoma Teacher Certification Test (OTCT), the National Counselor Preparation Exam, the Rehabilitation Counselor Certification Exam, locally developed comprehensive exams, internships, practicums, portfolios, and various constituent surveys. The pass rate on the CEOE for school counseling graduate students was one hundred percent. For 2004, the ECU mean score on the National Counselor Preparation Exam was 79.37 lower than the national mean of 91.05. 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

Northeastern State University (NSU) believes that the assessment process serves as the basis for program and curricular review and improvement of instruction. Thus, the development of an assessment plan for NSU began during the 1988-89 academic year. An assessment planning committee composed of faculty and staff spent 14 months finalizing an institutional assessment proposal. During the 1989-1990 academic year, pilot investigations were conducted with entry-level and mid-level assessment instruments. During 1992, NSU refined and added to the original assessment plan. Graduate level assessment was added in 1993. The assessment objectives remain consistent with the institutional mission of providing quality undergraduate education and graduate education in selected disciplines. The 2004-2005 report remains consistent with the Regent's mission in both practice and spirit. NSU takes the assessment effort seriously and truly attempts to include those persons who will be impacted by program and curricular review. Clearly, one of the best things Academic Affairs attempts to do is return assessment to faculty for their review and to serve as a basis for changes in curriculum. During the 2003-2004 year, a different method of using assessment results in future planning was devised. This method was refined in 2004-2005.

Entry-Level Assessment

Effective Spring 1992, all first-time entering freshmen and freshmen transfer students 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 paper/pencil 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. Select students who score between 70 and 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 ENGL 0113, Reading Enhancement, during the first semester of enrollment. Students who score below 19 on the Natural Science section of the ACT, but whose, 1) English and Mathematics ACT sub-scores total 34, or 2) ACT Mathematics and Reading sub-scores total 34, or 3) 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.

During the Fall 2004 semester, students who were enrolled in Mathematics 0123 and 0133 demonstrated a pass rate of 50.2% and 53.8% respectively. Math 1513 had a pass rate of 59.1%. English 0123 had a pass rate of 61.3% and English 1113 showed a pass rate of 77.9%. For Spring 2005, the pass rates were 43.2% for Mathematics 0123, 52.5% for Mathematics 0133, and 59.7% for Mathematics 1513. English 0123 had a pass rate of 44% in the Spring of 2005 and English 1113 has a pass rate of 64.6%. These pass rates include students who have withdrawn sometime during the semester. During Fall 2004, the remedial mathematics classes were similar to Fall 2003. Spring 2005 did not demonstrate a pattern of improvement and are typically lower than fall. Students scoring below the designated cut-scores for each test are required to participate in remediation before enrolling in college-level courses. Students who

complete remedial courses were re-tested using the CPT. Students who do not score above the cut-score on the post-test are encouraged to participate in further remediation.

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 Assessment

NSU utilizes the College Base 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 NET 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 2004 the composite score was 312 and the sub scores were: English (232), Mathematics (352), Science (357) and Social Studies (306). The composite score of 312 for Fall 2004 was one standard deviation above the mean. In Spring 2005, the scores of 287 in English, 324 in mathematics, 314 in science and 316 in social studies were all above the national norm. For Fall 2004 there are four complete tests. For Spring 2005, there were six complete tests resulting in a composite score of 310. 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 2004-2005 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 for Academic Affairs 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 2002-2003. They were 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. These meetings continued throughout 2004-2005.

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 during Fall 2004 and Spring 2005.

Liberal Arts

- The Bachelor of General Studies degree developed a questionnaire that asked about employment and degree satisfaction. The results of this survey indicated that most of the graduates were very pleased with the degree and that 16 out of 44 currently had jobs.
- Art has instituted a written survey instrument distributed primarily at public NSU art exhibitions, which requested responses, criticisms and requests from attendees of their functions. The Art Department is planning to provide an area on the art program's website devoted to alumni and career development
- The Theatre Department now assesses student skills/accomplishments through student audition juries at the end of each semester.
- Both undergraduate and graduate English degrees have instituted a writing experience at the beginning of the major and at exit. This essay is holistically graded on a scale of 1-10 and comparisons are made for program gain.
- In an effort to increase student enrollment, the M.A. in American Studies is developing a two track plan of study that includes either a thesis or a six hour internship. Expansion of course work to the Broken Arrow is a focus as well.
- Sociology has made use of a computer laboratory for its statistics course.
- Music is using a pre and post assessment of jury examinations at the end of each semester.
- Spanish Education will implement a new assessment tool, the ACTFL OPI (Oral Proficiency Interview).

Business and Technology

- The Bachelor of Technology is rewriting the assessment test to more accurately reflect the Bachelor of Technology Curriculum and not the old IOM criteria.
- The MBA developed a self-assessment instrument survey that provides a quantitative metric for the statement "Overall, the quality of your exposures to important aspects of international business".
- In Marketing, each faculty member teaching core marketing courses will be trained to develop assignments relevant to learning objectives of student portfolios that are started in the MKT 3213 Principles of Marketing classes.
- MIS has developed a course pre/post test and is in the process of determining instrument validity and reliability.

Education

- Two additional masters degrees, the MS in Collegiate Scholarship and Services and the MS in Teaching are joining the MS in Administration in using a WritePlacer benchmark score as a program entrance criteria.
- Early Childhood will continue to create an Administrator/ Supervisor focused portfolio (note this was not achieved due to an early Childhood professor leaving in January, 2005).
- A new Masters in Health and Kinesiology was approved by the Board of Regent's and began in fall 2004 as a result of student input and a desire for a more esoteric degree.
- The Athletic Training program that was place in abeyence was review by an outside consultant. Based upon that review, the program status has not changed.
- The graduating students in the Psychology degree programs were given a satisfaction questionnaire at program exit.
- The faculty in the Master's in School Psychology met to insure the instruction has the rigor to assist students' success in this area.
- The Library Media program assessed the graduates using a survey to determine if they felt prepared to master the tasks of a library media specialist.
- The graduate reading faculty are establishing a stronger writing component in 5484 and the Practicum 5543 courses.
- Elementary Education developed a major pre/post test.

Science and Health Professions

- Mathematics began collecting qualitative data on the performance of their majors.
- As part of the requirement for graduation, the Speech and Language Pathology majors participated on a formative comprehensive assessment on the diagnosis and treatment of communication disorders.
- Due to financial constraints on offering an advanced inorganic chemistry course, greater emphasis will be placed on this subject in the general chemistry offerings.
- Computer Science correlated the E.T.S. scores with the grades in courses.
- Environmental Science monitored their new objectives and will make adjustments as this is a new program.
- The Nursing program continued exploration of expanded use of technology in facilitating contact with distant students and preceptors, e.g.video conference, PDA/camera, or conference call contact.
- Mathematics Education is considering offering courses in the evenings during the academic year at the Broken Arrow campus.
- The Masters of Education in Science Education has involved graduate students in NSF funded research projects.

Graduate College

- The Graduate Survey was refined and students now engage in this assessment online and are part of the final degree check process.
- A new graduate program database has been developed that tracks individual students from entry through completion. This is for each of the 19 existing graduate programs.
- A new graduate program in Health and Kinesiology was developed as per student request for this program.
- Nine of the 19 graduate programs had some sort of curricular review based upon best practice and overall program enhancement. The changes were all data driven.
- Five of the 19 programs increased program standards

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 per suggestions from 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 92 and 144 students in the Fall 2004 and Spring 2005 semesters respectively. 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 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. Several changes occurred during the 2004-2005 year. A student database was developed for each major and the Graduate Survey was included in the final graduate degree check.

Administration

The Vice President for Academic Affairs has administrative responsibility for student assessment. Coordination of assessment activities is the responsibility of the Associate Vice President for Academic Affairs. A General Education Assessment Task Force, composed primarily of general education faculty, has recently been formed to review and update general education objectives and review the general education assessment instruments. Assessment committees composed exclusively of faculty exist for every academic major field of study within each college. In many cases, these are the department curriculum committees as well. These committees review and update objectives associated with their respective fields of study. A zero level standing committee, formed in 2000, made numerous recommendations regarding remedial placement and course work. The form for reporting assessment results leading to planning decisions was rewritten in 2002. Northeastern State University feels that by communicating assessment results directly with the faculty and middle level administration, the academic circle becomes complete and faculty generally use these data in meaningful curricular review. The Office of Academic Affairs is developing a new home page during Fall 2005.

NORTHWESTERN OKLAHOMA STATE UNIVERSITY

Introduction

Northwestern Oklahoma State University formed the Northwestern University Comprehensive Assessment Program (NUCAP) committee in the fall of 1990. The committee developed an assessment program for the University consistent with the national assessment movement, the Higher Learning Commission of the North Central Association guidelines, and the Principles of Assessment in the Oklahoma State System of Higher Education (OSSHE). That committee was reorganized and named the NWOSU Assessment Committee in the Fall 2002 semester. The purposes of the assessment program were established as follows: (a) to gather and disseminate information for use by the faculty and administration in the evaluation of programs and policies and, (b) to facilitate the evaluation of programs and policies in order to provide a continuing, critical self-analysis. The self-analysis would be used to determine the success of the institution's services, programs, and policies in terms of the intellectual and personal growth and development of the students and graduates.

Entry Level Assessment

During the 2004-2005 academic year, Northwestern Oklahoma State University 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 268 students were tested using the CPT. This included first-time freshman who 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.

Area counselors and students are advised of the four subjects in which students may be required to test so that students might prepare accordingly. Northwestern feels that 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 re-evaluation. The student cannot immediately retake the test although they may after 30 days of initially failing it. It is hoped that the student will engage in tutoring or study skills training in an effort to receive a better score upon retesting. Students are only allowed to retake the placement tests on one occasion.

Mid-Level Assessment

The College 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 Northwestern Oklahoma State University's General Education Program.

In April 2005, 37 Rising Juniors were tested at Northwestern Oklahoma State University 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 test is administered during the annual Assessment Day scheduled during the spring semester. A student who is invited to test but fails to do so is not allowed to pre-enroll for the following semester. A total of 37 tests were submitted to ARC in April 2005 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 Northwestern was 253 for all students, down from 284 for the Rising Junior group last year. The Subject Area Scores obtained are as follow: English 251, Math 277, Science 215, and Social Studies 255. Since there has been a steady decline in the science area score, the science faculty are investigating possible explanations for the decline so a remedy can be initiated.

Program Outcomes

This is the ninth year of program outcomes assessment at Northwestern. Program outcomes were initially assessed in most of the programs on campus in the spring of 1996 with every academic program participating in the outcome assessment endeavor during the 2004-2005 academic year. Northwestern held its first annual Assessment Day in an effort to afford full attention to the importance of assessment and to increase student awareness of its importance. That event was met with fairly positive attitudes on the part of the faculty, staff, and students. Plans for the second annual Assessment Day are presently being made.

In the Business area, the percentiles for Finance, Marketing, and Quantitative Business Analysis dropped while the percentiles for Accounting, Economics, Management, and Legal and Social Environment rose. 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 2002-2003 academic year. So, this is the third year the test has been in use. The Agriculture students exhibited performances on the 2004-2005 ACAT exam that were average to slightly below average in nature. Results indicate that student performances on the exam were lower than last year but not vastly different from the 2002-2003 exam. The Agriculture Program will continue to monitor the results in efforts to better prepare their students throughout their collegiate career.

The Biology Department also used the ACAT for the first time during the 2002-2003 academic year. Average scores in the all areas of the ACAT were observed with the exception of the genetics area, which was indicated to be the lowest score in the results from the last administration of the ACAT. Those scores will be monitored in future years to determine if interventions need to occur to address those scores.

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 faculty believe that student motivation may be lacking due to the manner in which those exams are used. Another possibility they are contemplating is making those exams part of the final exam for the specified courses.

The Mathematics and Computer Science Department utilized a variety of measures to assess program outcomes. Students graduating with an education degree in math were given the state teacher exams with 100% success occurring in that area. Computer Science graduates were given a locally constructed test. The faculty are looking into other possibilities for outcome measures in the computer science area.

One-hundred percent of the students enrolled in the capstone course required for the Criminal Justice/Social Work/Sociology degree program 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 Northwestern that recognized ten graduates during the 2004-2005 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 75 student portfolios for the 2004-2005 academic year.

The English Department had seven students who took the ACAT in Literature. The faculty were pleased with the success rate of those examinees in that six of the seven achieved scores around the 50th percentile or better. No instructional changes are planned at this time.

The Foreign Language Department had six graduates during the 2004-2005 academic year. All 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 their 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. That department offers a wellness promotion option as part of the health and physical education degree. A locally developed test was constructed three years ago which the department continues to use. A significant increase in the area sub-score of Wellness Concepts was apparent during this round of testing. The faculty believe the instructional objectives are being met at this time.

The History and Political Science Department have chosen the ACAT for their outcome measure among history graduates. The first administration of the ACAT to History majors occurred during the 2003-2004 year. During the 2004-2005 academic year, there were four 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 that student completed the capstone course to an acceptable level.

The Mass Communications Department utilized internship evaluations as their primary assessment tool. Their intention is to use portfolio assessment but they have decided that the portfolio process that is currently in use is in need of revamping. The plan of the department is to revise the portfolio process during the 2005-2006 academic year so it can be utilized in the following year

The Music Department used an analysis of the results from their graduates who take the state teacher competency exams. During the 2004-2005 academic year, there were two students of Northwestern who took the OSAT with both of them receiving passing scores.

Natural Science Education also uses the state teacher certification examinations as one of their outcome measures. Two students took the exam specific to that degree program with both receiving passing scores.

The Nursing Department has multiple assessments conducted at both the junior and senior levels. During the 2004-2005 academic year, a total of 62 juniors and 30 seniors were assessed in multiple classes using the ERI (Educational Resources, Inc.) 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 being obtained since Northwestern students consistently surpass the standard established for passing the ERI exams. An area of concern for the Division of Nursing however is the pass rate on the NCLEX that Northwestern students achieved following graduation. The Division has prepared a plan of action to identify and remediate students who are deemed to be at-risk of failing that exam. They are also in the process of revisiting their admission policies.

The Psychology Department continues to utilize the ACAT as its outcome measure. During the 2004-2005 academic year, the exam was administered to 11 students who declared psychology as their major. The results indicated an overall standard score of 431 (mean of 500 and a standard deviation of 100) down from last year. While this is a decline, the students performed within the average range. The content area scores ranged from a high of 480 (42nd percentile) in Developmental to a low of 414 (19th percentile) in Statistics.

Student Satisfaction

Northwestern Oklahoma State University conducted a Student Opinion Survey during Assessment Day 2005. A total of 697 students participated in the survey. The students were given the survey when they checked in for Assessment Day. The Student Opinion Survey (SOS) produced by ACT was used to measure student satisfaction. An additional set of questions developed by the Assessment Committee were included which assessed a variety of factors not accounted for in the standardized questionnaire published by ACT.

The most significant information gathered from the survey was that NWOSU students rate the University in general a 3.84 out of 5.0 in level of satisfaction.

Most of the responses given to the questions were favorable. An area of concern was noted regarding the various intramural athletic programs offered on campus. Those concerns were forwarded to Student Services where modifications were made in the structure and organization of the program.

An alumni survey was conducted to gather data from NWOSU graduates to aid in the overall assessment of the University. The instrument used to garner information from 2002 graduates was a locally constructed set of questions developed by the Assessment Committee. Two hundred graduates were randomly selected to participate in the survey. Unfortunately, the response was very small (n=41), therefore, interpretation of results may not be valid.

At least seventy-five percent stated that they felt “very well” or “well prepared” for employment as a result of the education at Northwestern. The alumni reported that they seldom used the University Placement Office and many even stated they were unaware of its existence. That information was forwarded to Student Services where a plan has been developed to increase the visibility of the services offered by that office.

Graduate Program

The Adult Services Priority Survey (ASPS) was administered for the first time during the past academic year. It was administered to students enrolled in the core graduate courses. The results of the survey indicated that for the most part, students are satisfied with the services they receive at Northwestern. While there were some scores that were lower than desired, all of them were above the national standard to which comparisons are made.

The results of Comprehensive Exams given during the 2004-2005 school year as part of the Graduate-Level Assessment plan show that 44 Master of Education candidates passed and one failed. Nine Master of Counseling Psychology candidates passed the exam while two failed. Numerous changes have been implemented with regard to the assessment process of the graduate programs. Namely, the comprehensive examination process is different for both degree programs at the present time. The Master of Education candidates now are required to submit portfolios in lieu of taking the written examination. The Master of Counseling Psychology graduates are required to take a multiple-choice examination that is similar to the exam required by the state of Oklahoma as part of the licensing process to become a master level practitioner. There are no additional proposed changes pending for the Graduate Program at this time.

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

Today's context for higher education presents Southeastern Oklahoma State University with many challenges. Changing student demographics, demands for greater accountability, new technologies, and the increasing cost of higher education are just a few of those challenges. Influenced by social and political issues Southeastern finds itself under the weight of expectations for continuous improvement. Southeastern is dedicated to pursuing a course that engages us in the central mission of our institution. We have been asked to embrace the current challenges as an opportunity to affirm our commitment to student learning and development. It is a challenge here at Southeastern that we readily accept.

Thomas A. Angelo (AAHE Bulletin, 5/99) defines assessment as an ongoing process aimed at understanding and improving student learning. It involves:

- Making our expectations explicit;
- Setting appropriate criteria and high standards for learning;
- Systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards;
- Using the resulting information to document, explain, and improve performance.

Using this definition as a template, all areas of the campus have undergone a comprehensive review of their assessment policies. Assessment at Southeastern has been an ongoing process since 1989. The process is multifaceted incorporating five different levels of assessment: entry; mid-level; program outcomes; student satisfaction; and graduate. These five areas follow the assessment policies of the Oklahoma State Regents for Higher Education and The Higher Learning Commission: A Commission of the North Central Association of Colleges and Schools.

Assessment policies are consistent with Southeastern's Assessment Plan. Data were aggregated, analyzed, evaluated, and communicated to deans and department chairs. They in turn are expected to do the same with the information, and then make changes accordingly. For Assessment to be effective the loop must be closed and cyclical in nature. Faculty has an active role in the development and implementation of assessment at the department level. Each department has developed an assessment plan under the direction of the academic dean. Annual assessment reports are prepared by the faculty and chair of each department and forwarded to the respective dean. The reports are then forwarded to the Director of Student Learning. The Program Outcome assessment results are summarized in Tables 3-1, 3-2, and 3-3, in Section Three. The faculty are to describe all specific changes that assessment has led to in the program curriculum and courses for the purpose of improving the quality of student learning, academic achievement, and development. Hence the loop is closed and ongoing.

This Twelfth Annual Assessment Report covers the period of July 1, 2004, to June 30, 2005. It covers the five sections required by the Oklahoma State Regents for Higher Education.

Section One - Entry-Level Assessment and Placement

All students entering Southeastern for the first time were assessed on the basis of their ACT or SAT subtest scores and college course work completed. Students who did not meet the ACT or SAT subtest requirements, and/or who have not completed course work in the deficient area, were required to participate in Southeastern'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 2004-05 Student Remediation Survey indicated Southeastern admitted 1856 undergraduate students whose initial enrollment at Southeastern occurred during the Summer '04, Fall '04, and Spring '05 semesters. During this reporting period 23% of the total students admitted were required to take the English secondary test; 32% were required to take the Mathematics secondary test; 20% were required to take the secondary test in Reading;

and 26% 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.

A comparison of this data with Southeastern's 2003-2004 assessment results indicated that the number of students required to participate in secondary testing has remained constant. 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 Southeastern'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.

All facets of the entry-year process at Southeastern 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.

Section Two - Mid-Level Assessment Program

Mid-level assessment has changed markedly in the last decade. Prior to March 1998, Southeastern used five different nationally-recognized instruments to assess general education. In Spring 1998, Southeastern started using five subtests (Writing Skills Reading, Critical Thinking, Mathematics, and Science Reasoning) of the ACT CAAP to monitor student progress in achieving the outcomes of general education. All five subtests were given to those students that had completed between 60 and 85 semesters hours in one setting on assessment day. Student motivation and abilities were taxed by the end of the testing period. Therefore, Southeastern started a new assessment protocol in March 2003. Listed below are the current procedures:

- On assessment day two ACT CAAP subtests are administered: Critical Thinking and Reading (in Spring Semester 2005 Writing Essay was added). Thirty students in each classification level (Freshmen, Sophomore, Junior, Senior) took each of these subtests. Thus, on assessment day 240 students took these tests in Fall 2004 and 360 students took these subtests in Spring 2005. These students are selected randomly from a group of their peers.
- In the month of November for the Fall Semester and April for Spring Semester, the other three subtests in Writing Skills, Mathematics, and Science Reasoning, were given in targeted classes. Approximately 100 students took the Writing Skills subtest in English Composition II (ENG 1213); 100 students took the Mathematics subtest in College Algebra (MATH 1513) and other MATH prefixed courses; and 100 Students took the Science Reasoning subtest in either General Biology (BIOL 1114) or Principles of Biology I (BIOL 1404).

This approach has several benefits including:

- increased student motivation and hopefully performance,
- careful selection of participants (students that are selected to participate on assessment day have completed all their coursework at Southeastern),
- students apply newly acquired skills and see direct application when taking the mid-level assessment subtest in a relevant class, and
- ability to examine student progress (comparisons made among the 4 undergraduate classifications).

In Spring 2005, two additional changes were made. The Writing Essay Subtest was added to the battery ACT CAAP subtests used. Students construct two different essays and these are evaluated by ACT. This probably provides a better measure of a student's writing ability than the Writing Skills Subtest. The second change was the development of the Mid-level Assessment Scholarship Competition. To encourage students to do their best, students receiving the highest three scores on each of the six subtests will be awarded tuition waiver scholarships. We also solicited volunteers to take the ACT CAAP Subtest of their choice to qualify for a scholarship. This allows any undergraduate the opportunity to earn a scholarship, not just those selected to participate in mid-level assessment. To hopefully further increase student motivation, all participants were provided a t-shirt commemorating their effort.

In the 2004-2005 academic year, over a 1,000 students participated in mid-level assessment. Southeastern students achieved above the average of user norms selected from four-year public colleges for Critical Thinking in Fall Semester 2004 (SOSU = 62.5; User Norm = 62.2) and Reading in Spring Semester 2005 (SOSU = 63.2; User Norm = 62.9). As one might predict, students that gave their best effort scored higher than those not giving their best effort. For example, those giving their best effort scored higher than user norms in the following areas: Reading for both Fall 2004 and Spring 2005; Critical Thinking for both Fall 2004 and Spring 2005; Mathematics for Spring 2005; and Science Reasoning for Fall 2004. In total, Southeastern students that gave their best effort scored higher than user norms in six of nine opportunities (5 tests X 2 semesters; students failed to self-report their effort one semester). These results are positive; however, too few data points prevent us from drawing solid conclusions. Student motivation appears to be a significant factor in performance and we will continue current initiatives to encourage students to give their best effort.

Southeastern is in the process upgrading its General Education Program. Two years ago Southeastern hired a Director of General Education. To further strengthen the general education program, Southeastern formed the School of Graduate and University Studies in Spring 2005. The University Studies portion of this School represents the general education program. In Fall 2005, Southeastern replaced the Director of General Education with an Associate Dean, School of Graduate and University Studies. The Associate Dean serves as Chair of the General Education Council, attends the Council of Deans weekly meeting and contributes to strategic planning at the University by serving on the Planning Resource Council. This individual is an advocate and leader for general education and has primary oversight of the program.

The General Education Council, working with chairs of academic departments, revised the goals and specific learner outcomes, as well as established benchmarks for Southeastern's general education program during 2004-2005. To strengthen the general education program, the General Education Council also has recommended the following:

- 2.0 GPA requirement in all general education coursework completed;
- 2.0 GPA requirement in all general education coursework completed at Southeastern;
- strengthen the computer proficiency requirement;
- English Composition I (ENG 1113), the Math requirement, and computer proficiency must be completed in the first 30 hours of college coursework;
- English Composition II (ENG 1213) and the communication requirement (Interpersonal Communication [COMM 1233] or Business and Professional Speaking [COMM 2213]) must be completed within the first 45 hours of college coursework; and
- students must earn a minimum grade of "C" in the following courses: ENG 1113; ENG 1213, COMM 1233; COMM 2213; and MATH.

Section Three - Program Outcomes Assessment

Section Three of the report measures the extent to which students are meeting the stated program goals and objectives. Southeastern faculty was 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 modifications are 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 Southeastern more and more improvements will be made to enhance the learning environment, and hence, improve student learning.

Section Four - 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 2005-2006 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, Fall 2003, and Fall 2004. The results of the survey were:

- Freshmen self-advising dropped from 21% in 2001, to 6% in 2002, to 0% in 2004 and 2005.
- Ninety-one percent had a positive experience with advising on campus.
- Ninety-four percent reported that they were able to see their advisor in a timely manner.
- Eighty-nine percent of the students reported satisfaction with advisors exploring individual strengths and needs before choosing classes.
- Ninety percent reported satisfaction with their advisor's explanation of the relationship between individual class schedule and the student's goals.
- Ninety-two percent communicated satisfaction with their advisor's explanation of other campus services and where to go after enrollment.

Currently, more than 1,500 individuals, ranging from freshmen to alumni, are surveyed annually at Southeastern. Student satisfaction ratings have shown that Southeastern students feel very positive about their experiences on this campus and with the services provided by Southeastern offices. In many instances, Southeastern 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 Southeastern to its student body.

Section Five - Graduate Student Assessment

Over the past three years positive gains have been made in the area of assessment in the School of Graduate and University Studies (please note new name). SOSU 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 has 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 also is going through a process of meeting standards as set forth for AACSB 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 2004-2005 Academic Year the M.Ed. Program reported the following assessment activities: 58 students took the Oklahoma Subject Area Test (OSAT). Eighty-four point five percent (49) passed compared to an 85.9% pass rate for the state. Similar results can be found in the Comprehensive Exit Exam where 82% (59/72) of the students passed the first time.

The M.B.A. program assessed 6 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 45 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 Southeastern. It currently has over 100 students in the program.

The Master of Technology, in the area of assessment, has demonstrated marked improvement. Twenty-three students were assessed. Having these many students participate in this 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.

Executive Summary Conclusion

Southeastern continues to strive to become a mature institution in the area of assessment. The Director of Student Learning and Research, in conjunction with the Institutional Assessment Committee and The Assessment Specialists Work Group continues to work to improve the culture of assessment on campus. This past year the deans became more central to assessment in their schools by including assessment responsibilities in their job description. All the emphasis on assessment culminated in November 2003 with a reaccreditation visit by The Higher Learning Commission of the North Central Association. The Evaluation Team noted in its final report that the “faculty has made significant progress toward a culture of assessment and self-evaluation designed to optimize the learning environment”, and that the “University’s faculty has demonstrated a level of commitment to the Assessment of Student Learning in the Academic Major areas that is commendable”. Student Services, Academic Support, Computer Services, and the library are also moving forward with assessment in their areas.

The General Education Committee, to better serve the students and promote student learning, this past year was reconstituted as the General Education Council. One of their charges is to oversee the accountability in the area of assessment in General Education. To head this Council and the General Education Program a new position was created: Associate Dean of the School of Graduate and University Studies.

The School of Graduate Studies, which became a reality beginning with the 2003-2004 Academic Year, was renamed the School of Graduate and University Studies to reflect the prominence that General Education has in the learning process.. The School has a dean, associate dean, graduate coordinators, and assessment specialists. Part of their charge will be to implement assessment at the graduate and general education level.

Our Entry-level Assessment continues to improve. Under the direct supervision of the Vice President for Enrollment Management and Marketing, Southeastern has seen its retention rate raised 8% in four years. Our enrollment has increased eighteen consecutive semesters. Things are happening at Southeastern, and assessment has a vital role in the process.

SOUTHWESTERN OKLAHOMA STATE UNIVERSITY

Entry-Level Assessment

Southwestern Oklahoma State University (SWOSU) uses ACCUPLACER Computerized Placement Tests (CPT) on both campuses for secondary placement testing. Tests are administered in testing labs by appointment or on a drop-in basis. At the Weatherford Campus, 856 Pretest CPTs were administered for the 2004-2005 academic year; 395 were administered at the Sayre Campus. Students are allowed an opportunity for one re-test in each subject area. During 2004-2005, 58 percent who re-tested cleared remedial English; 32 percent cleared mathematics remediation; and 31 percent cleared remedial reading.

In Fall 2004, 341 (32.0 percent) of SWOSU's 1067 first-time freshmen on both the Weatherford and Sayre campuses enrolled in one or more remedial courses as follows: 135 (12.6 percent) in English, 263 (24.6 percent) in mathematics, and 125 (11.7 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 current 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. Recent data for the 2004-2005 academic year shows 1,182 enrollments in remedial courses with a 44 percent success rate.

Faculty and administration re-visited and raised cut scores for each of the three subject areas effective Fall 2002 in order to further increase student success. An additional rise in the required math score is expected to take effect for the 2006-2007 academic year.

Mid-Level Assessment

Curriculum-embedded methods that are used in all general education courses on Weatherford and Sayre campuses 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 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 Southwestern is faculty-driven. Faculty design, select, administer, and report their findings collectively to the Assessment Center by majors for the associate, baccalaureate, and graduate degree programs. Faculty used all types of measures for about 800 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 Southwestern 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, Southwestern pharmacy graduates earned a 98 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 administered specialized surveys and focus group interviews, also.

This year, results from over 23,000 Course/Instructor Evaluation responses have shown that Southwestern students agree that their instructors demonstrate positive teaching habits. Other various satisfaction surveys indicate that Southwestern students are satisfied with faculty and that satisfaction with their academic experience at Southwestern 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, 85 percent felt prepared for further education; 94 percent felt prepared for a career.

Graduate Assessment

More than 83 students completed admissions testing for graduate school at Southwestern, primarily participating in the GMAT (Graduate Management Admission Test) and the GRE (Graduate Record Examinations).

Graduate students participated in assessment, and results from 2004-2005 compared favorably with data from previous years. One hundred forty-six 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 subscores 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 reporting period beginning Summer 2004 through Spring 2005, all entering students were evaluated on the basis of ACT scores, secondary testing, or prior coursework. During that period, there were 2092 enrollments (duplicated headcount) in developmental studies classes, as follows: Basic Writing (467), Reading I (175), Science Proficiency (109), Elementary Algebra (709), and Intermediate Algebra (632).

Of the 2092 required enrollments in developmental coursework during 2004-2005, there were 1205 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 2004-2005 academic year.

During the Fall 2004 semester, RSU conducted a pilot test of two Learning Community cohort groups for students requiring assistance in mathematics and writing. Program participants were students required remedial coursework in both writing and mathematics. The participants were enrolled in the same remedial writing and math classes as well as the same orientation class. The students received intensive remedial instruction as well as training in study skills and critical thinking. The academic performance of the participants was not notably different than that of similar students in previous semesters, so the program was discontinued. RSU recently submitted a Brain Gain proposal requesting funds to support an initiative that focuses on enhanced student success. Results of that program will be presented in the next annual assessment report.

Mid-Level Assessment

As RSU continues in its transition to a regional comprehensive baccalaureate-granting university, mid-level 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 2004-2005 academic year, student performance satisfied faculty expectations on all nine General Education outcomes.

The annual Student Opinion Survey was administered during the fall semester of 2004. There were 959 completed questionnaires returned from students from all RSU campuses and programs. Six items on the Student Opinion Survey 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.

The general education student performance data and student responses to the annual Student Opinion Survey both suggest that graduating associate degree students and rising junior baccalaureate students at RSU are mastering the course content of the General Education curriculum. In an attempt to provide more evidence regarding general education performance of RSU students, RSU participated in the National Survey of Student Engagement (NSSE) during the 2004-2005 academic year. Unfortunately, the response rate by RSU students was too small to provide meaningful information.

Program Outcomes Assessment

Departmental faculty has direct responsibility for assessing individual program goals, and has 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.

- *Liberal Arts*. One strength of the BALA program continues to be the outstanding quality of individual capstone projects. Four projects were recognized with individual awards this year. A second strength of the program is the quality of the reflective papers, the 10-12 papers students write detailing how their capstone project and portfolio relate to their overall educational experience.
- *Nursing*. Eighty-seven percent of RSU nursing students passed the NCLEX-RN, compared to a national rate of 85 percent.
- *Information Technology*. Ninety-two percent of the students in the CS 3413 course were able to demonstrate the required knowledge and skills in the area of problem analysis and the construction of computer programs to solve problems.

The 2004-2005 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 2004 and Spring 2005 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 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 Agree” 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 seventeen reasons were cited by 25 percent or more of the withdrawing students as playing an important role in their decision. A revision of the instrument previously used to survey withdrawing students is underway and will be used during the Spring 2006 semester. 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 Student Opinion Survey and to recommend enhancements in instrument design as well as data collection and reporting. The first round of data collection using this new instrument is currently underway, and results will be reported in the next annual assessment report.

CAMERON UNIVERSITY

Entry-Level Assessment

For the academic year 2004-2005, there were 1,744 First-Time Freshmen. 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 to students who are on active-duty status with the United States Armed Forces. These students were advised to enroll in pre-college courses with 707 in English, 1,225 in Mathematics, and 760 in reading.

Mid-Level 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, 46 faculty members and 736 students participated in Mid-Level Assessment activities. The student population used included students at the main campus, the Duncan Branch Campus, and Fort Sill. Classes were randomly selected to include evening and weekend courses.

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.

Cameron University's faculty members rely on locally developed measurements of student learning and use standardized examinations to bench mark student learning against national norms when appropriate examinations are available. The institution continues to increase investment in assessment activities improving program accountability.

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 the ACT College Outcomes Survey (4-year). The survey assesses enrolled students' perceptions of the importance of, progress toward, and college contribution to a variety of college outcomes; assesses satisfaction with selected aspects of the institution's programs and services.

Specific improvements will focus on these areas:

1. Continue implementation of best practices in student services and enrollment processes.
2. Continue to measure Student Satisfaction and base improvements on students' needs.
3. Increase service support in areas identified to improve the quality of the students' college experience.

Graduate Assessment

Cameron University's graduate programs continue to demonstrate efficacy of improved student learning. Graduate student learning is assessed with multiple direct measurements. Assessment measurements are taken for all types of media and venues, Online, Interactive Television, and traditional course presentations. Direct and indirect measurement of student learning is conducted at all learning sites.

LANGSTON UNIVERSITY

FINDINGS

Entry-Level Assessment

- 753 first time entering candidate were assessed in English, Mathematics, and Reading for an eighteen (18) percent increase over 2004.
- Cut scores for English, Mathematics and Reading were twenty (20), twenty (20), and twelve (12) respectively. No change from 2004.
- The five (5) year weighted average scores at entry-level were twenty two (22), fourteen (14), and eleven (11) for both 2004 and 2005.
- Student tracking remains a good feedback vehicle to gauge quality improvements in college general education and remediation courses.
- Too early to assess the value-added impact from computer aided instructions on student success.

Mid-Level Assessment

- 186 of 381 students with forty (40) to seventy (70) earned credit hours participated in mid-level assessment compared to 286 of 365 in previous report year.
- Tracking data suggest students are developing basic skills competencies necessary for performing college level work.
- Mid-level scores for 2005 were twenty three (23), sixteen (16), and twelve (12), compared to twenty - five (25), seventeen (17), and thirteen (13) in 2004 for English, Mathematics, and Reading respectively.
- Data suggest student progress being made when in comparative analyses of weighted average scores at entry-level and mid-level are conducted.

Program Outcomes Assessment

School of Agriculture and Applied Sciences

- Eighty five (85) students in the Department of Agricultural and Natural Resources participated in the regular university-wide subject-based midterm and final exams during the 2004-2005 academic year.
- Twelve (12) graduating seniors submitted to a comprehensive test that evaluated their mastery of essential principles and concepts in general agriculture.
- The ACAT 1.2 (Agriculture Comprehensive Assessment Test version 2) was administered in one setting to the seniors. The ACAT 1.2 consists of four areas of specialization. The student scores ranged between 75-90%.
- In the Department of Family and Consumer Sciences, performance level for candidates in the 2004-2005 academic year ranged between 75-90%. The results indicate that students are better prepared in their area of specialization.
- The analysis and findings indicate that students were satisfied with the education and training at Langston University.

School of Arts and Sciences

- One hundred (100) percent of the program in the School of Arts and Sciences participated in the annual assessment in both 2005 and 2004.
- Eighty-five (85) students were assessed during 2005 versus ninety one (91) in 2004. This represents a seven (7) percent decrease.
- The School of Arts and Sciences programs are using assessment data to drive quality improvement decisions.

School of Business

- Sixty-three students in various business degree programs were tested utilizing the standard ETS core test (Business II). Five (5) percent of the students who took the test were juniors, while ninety-five (95) percent were seniors. The instrument utilized tested formal knowledge in eight core business fields.
- Students continue to demonstrate steady progress in their understanding of the various knowledge components that make up the business program. Seventy-three (73) percent of students scored at the 70th percentile or higher in 2004. This compares with the 55.8 percent of students who scored at the 70th percentile or higher in 2004.
- The School of Business has inaugurated an Assessment Committee that continues to monitor on an on-going basis student performance and determines when and where interventions are needed.

School of Education and Behavioral Sciences

- During the 2004-2005 testing period, one hundred and two (102) candidates were tested and earned a passing score of 80.4%. Thirty-two (32) elementary education candidates were tested. Sixteen completed the Elementary Education Subtest 2 and earned a pass rate of 93.8%.
- Twenty-three (23) Langston University students completed the Oklahoma Professional Teacher Education Examination. Twenty completed the OPTEPreK-8, and earned a passing rate of 100%.
- The Major Field Test in Education developed by the NES/OCTP was administered to nineteen (16) teacher education seniors. Out of the sixteen students who completed the Major Field Test in Education, thirteen (13) were successful and earned a pass rate of 81.3%. The mean scaled score was 251.
- Health, Physical Education and Recreation (HPER) students a content area examination in five (5) segments. Faculty in HPER reviewed the responses and assessed them in relation to the introduction, content, presentation, analysis and summary. On average, the nine (9) students assessed scored seventy-seven (77) percent.

School of Nursing and Health Professions

- During the 2004-05 academic years, the Pre-RN Examination was used as an assessment at the beginning of the final semester. Students were required to score at or above the national averages on the RN-AssessTest in order to successfully complete one of the required senior level courses.
- Most students scored above the national average on the Pre-RN examination, and the Pre-RN examination, and the RN-AssessTest.
- NCLEX-RN results are available for thirty-eight of the forty-four 2004-06 graduates. Twenty-nine (76%) of the graduates were successful on their first licensure examination attempts.
- Efforts are being made to continue strengthening the program through course work, technology integration, service learning, internship experiences, and community projects conducted with the elderly by junior and senior students in the program.

Student Satisfaction Assessment

- One hundred eighty six (186) students participated in student satisfaction perception survey in 2005 compared to two hundred eighty six (286) in 2004.
- Students have higher expectations. University rated 2.65 versus 2.95 the previous year. This represents a ten (10) percent decrease.
- Additional analyses required to understand rankings for 2005.

Graduate Student Assessment

- There are two (2) master's degree and one (1) professional doctorate degree program initiatives at Langston University. The Master of Education and the Master of Science in Rehabilitation Counseling assessed fifty-three (53), thirty-seven (37), and forty-three (43) students respectively at entry-level, mid-level, and exit level.
- The Master of Education program conducted a twenty-one (21) item questionnaire on one hundred (100) percent of its graduate candidates. Data suggest four (4) areas of concern: (1) increase graduate student

involvement in departmental and/or university wide committees; (2) increase financial resources available for Master of Education; (3) provide more grants, loans, assistantships; and (4) prepare other education practitioners.

School of Physical Therapy

- There is one (1) Doctor of Physical Therapy program within the School of Physical Therapy.
- The students enrolled in the Doctor of Physical Therapy program receive midterm report grades and final report grades.
- The student performance is monitored through the stated objectives and course requirements of the syllabus.
- Students enrolled clinical education courses receive a midterm and final evaluation in the same manner that students in the didactic portion of the curriculum.

Conclusions and Recommendations

- Academic programs can continue to improve their individual programs that are market driven and standards for excellence.
- Progress is slowing moving in direction of cut scores for basic skills. We must move toward electronic learning systems that are individualized to attain faster and more effective results.
- All academic programs at the bachelor, master, and doctoral levels are attaining their goals and objectives.

Implementation

The President's Council will evaluate the findings, conclusions and recommendations contained herein. Upon evaluation, they will determine feasibility and steps required to implement recommendations and/or make modifications thereto.

UNIVERSITY OF SCIENCE AND ARTS OF OKLAHOMA

This report summarizes assessment data gathered during the 2004-2005 academic year. This includes the University of Science and Arts of Oklahoma (USAO) assessment data from the summer 2004 trimester, the fall 2004 trimester, and concludes with assessment data from the spring 2005 trimester.

Entry-Level Assessment

At the 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 138 students who took the writing placement test, 56 (41 percent) passed the test and 82 (59 percent) were required to take a developmental course. Two hundred fifty one students took the math placement test and 74 (29.5 percent) passed the test and 177 (70.5 percent) required remedial coursework. One hundred and twenty two students were assessed for having a science deficiency, and 34 (28 percent) passed the assessment and 88 (72 percent) required remediation.

As a follow-up to students assessed during 2004-05, 23 students passed the writing placement test and subsequently took a college-level writing class. Of these, 19 made a "C" or better. Ten students who did not pass the writing placement test took the developmental writing class and passed. Of the nine students who did not pass the writing placement test and subsequently took a remedial writing class, then took a college-level writing class, all passed the college course with only one making lower than a "B" or better.

Of the 18 students who passed the COMPASS Math Placement Test and subsequently took a college level math class, 11 made a "C" or better. Of the 43 students who did not pass the COMPASS Math Placement Test and took the first of two developmental math courses (Basic Math), 34 passed. Of 16 students who did not pass the COMPASS Math Placement Test and took the second of two developmental math classes (Basic Algebra), nine passed. Of six students who did not pass the COMPASS Math Placement test, took a zero-level math class, then took a college-level math class, three made a "C" or better.

Of the eight students who passed the locally developed science placement test and took a college-level science course, none made above a "C." Of the ten students who did not pass the science placement test and took a developmental science course, three passed.

Of USAO's 261 first-time freshmen in fall 2004, 81 (31 percent) enrolled in one or more remedial courses as follows: 34 (25.76 percent) in English, 73 (55.31 percent) in mathematics and 25 (18.94 percent) in science.

Mid-Level Assessment

The ACT Collegiate Assessment of Academic Proficiency (CAAP) was given to 302 students during this reporting period. Randomization of test distribution resulted in 46 juniors completing the writing exam, 40 completing the math exam, 43 completing the reading exam, 42 completing the critical thinking exam, and 46 completing the science exam. In this group, the mean scores for USAO ranged from 0.4 to 2.9 points below the national mean.

Program Outcomes Assessment

Arts and Humanities

- No changes are planned in the art program at this time, pending two anticipated developments. The art faculty have designed and sent to hundreds of its graduates a survey of alumni satisfaction. Two new faculty members will be added to the department in fall 2006. At that time, the entire faculty will review the current program and responses from graduates to determine any changes which may seem worthwhile.
- The music program anticipates several new faculty members to be present in the next year. Some of the faculty will be replacing retiring members and a few will be new positions. Close program review is anticipated as these incoming faculty members are acquired. Following this, there is likely to be a redistribution of faculty responsibilities to make sure students in the various areas are receiving the highest level of instruction.

Business and Social Sciences

- There are plans to have a national exam initiated for the business department this year. This should give a realistic picture of students and their progress in earning a degree.
- The American Indian Studies Program has been evaluated and determined that more customs and traditions should be incorporated.
- The second year of administering Psychology Major Field Tests offered by Education Testing Service has resulted in increased scores and additional fine tuning of the psychology curriculum.
- No significant alterations in the political science curriculum will occur. Added emphasis, however, will be placed on events of historical significance related to American politics in political science courses.

Education

- Anticipated changes involving student teaching (four and a half days per week instead of four days per week), and the reconfiguration of two classes should be in place by fall 2006.
- When sub areas of the Deaf Education and Speech-Language Pathology exam were examined, the audiology sub area scores caused enough concern that changes are planned. Beginning fall 2006 audiology will precede the aural rehabilitation course.

Math, Science and Physical Education:

- There may be a shift in courses offered in biology to reflect the expertise of the new faculty, developing two separate tracts for biology majors, a general tract, and a tract for those planning to pursue careers in medicine.
- The locally produced physical education exit test has become outdated. Therefore, it is difficult to state how it reflects on the current program. The department will need to develop an updated test.

Student Satisfaction Assessment

A means of ensuring student satisfaction is to include their involvement 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.

USAO will participate in the National Student Satisfaction Evaluation, NSSE, in the spring of 2006. It is anticipated that all of the graduating seniors and 60 percent of the freshman class will be surveyed via online means.

OKLAHOMA PANHANDLE STATE UNIVERSITY

Entry-Level Assessment

The methods used to determine entry-level course placement were based on the results of the Accuplacer Computerize Placement Test (CPT) from College Board. The exam is divided into 3 subsections: Math, English, and Reading. Students who scored below 70 in the Reading section were placed into a Reading Improvement course. Student who scored below 87 in the English and or below 70 on the Reading section of the exam were asked to take Basic writing and or Basic English. Students who scored below 73 in the Math and below 55 in the Reading Section were placed in the intermediate Algebra course. Students who scored below 52 in the Math and below 55 in the Reading sections were asked to take Pre-Algebra and Intermediate Algebra. For Science placement, students were not allowed to enroll in a science course until both English and/or Reading deficiencies were completed if the scores were below 50 and 70 in the respective sections.

The CPT tests were administered via computer at the Student Counseling Office. Students. All students below the age of 21 who had ACT sub scores below 19 on English, Math, Science, or Reading were required to take the CPT for the respective subsection. Additionally, first time students, age 21 or older and who had no reported ACT scores were also required to take all sections of the CPT placement battery. The students were allowed to take the exam at their convenience before they registered for classes. Additionally, there are currently no limits as to how often the student(s) is allowed to retake the exam. For those who wish, tutoring is available to all students from the University College. Additionally, the Counseling office is available to all students.

There were 265 students who took the CPT during the 2004-2005 year. Of those who took the exam, 50 students did not enroll at OPSU, 25 students did not enroll until the fall of 2005 and will be reported in the 2005-2006 assessment report. The remaining 190 students enrolled in the 2004-2005 academic year and will be the students discussed from this point forward. Of the 190 students enrolled, 151 students were deemed to be deficient in one or more areas (82 in English, 133 in Math, 102 in science, and 61 in reading). Sixty percent of the students fulfilled their English deficiency, 87% fulfill their reading, 60% fulfilled their math, and 54% fulfilled their science deficiency.

The University implemented a college preparatory program named the University College in the spring of 2003 that offers college preparatory courses that better address the needs of the developmental students. The college will continue and expand its services in the areas of special tutoring, counseling, and personal attention to all the students. Additionally, a peer mentoring system has been implemented in the spring of 2005 to provide students with upper-level student contact in hopes of better addressing their needs.

Starting in the fall of 2005, all first-time students were asked to complete a New Student Expectations survey, which will provide entry level assessment that can be tracked over the academic terms and or entire academic career at OPSU. The Student Expectation survey asks the students to explain what there expectations are as far as work load is concerned. Additionally, the survey contains a new scales recently created by Kirstan Neukam, the Director of Institutional Research and Assessment at OPSU, that may provide an early warning indicator of students who are at risk of dropping and or flunking out of college. The first reports will be comprised in the fall of 06 to see if the scales are reliable predictors of students' behaviors.

Mid-Level Assessment

OPSU uses the Oklahoma General Education Test (OGET) and the Oklahoma Subject Area Test (OSAT) 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.

All students applying to the school of education were required to take the OGET and OSAT exams. There were a total of 51 students who took the OGET, and 37 who took the OSAT. The students were motivated to do well on the exams due to the fact that they would not be allowed to proceed in their chosen academic areas unless they passed the exams.

During the 2004-2005 academic year, 2 students majoring in Agricultural Education took the OGET and passed. Additionally, 7 students who were majors in the college of Math, Science and Nursing took the OSAT and passed. Finally, during the 2004-2005 year, 51 education majors took the OGET. Of those students, 41 passed—a pass rate of 80%, above the state average of 74%. During this same period, 15 teacher candidates took the elementary education sub-test 1 OSAT and 87% passed, above the state average of 83%. Twelve candidates took the elementary education sub-test 2 OSAT and all passed, above the state average of 97%. Finally, three health and physical education majors took the OSAT exam and all three passed—a pass rate of 100%.

Upon review of the scores on the certification exams taken, the department of education has created a new course, Communication Skills for Educators, which will begin during the summer of 2005 session. This course addresses the apparent weaknesses shown by the previous OGET scores. Additionally, a review of the OGET scores, a specific weakness is noted in sub-test 1 which covers reading, language arts, social studies, and writing—the same areas of weaknesses noted in the OGET tests. All elementary education “methods” courses are now requiring teacher candidate to pass a competency examination in the particular area of the course.

Additionally, starting in the 2005 fall semester, all first-time students were asked to complete the Student Needs survey. This survey asks the students to indicate what areas they feel they need extra assistance. These areas included many academic, career, support, and social items. The survey will be administered to the same students in two years to see what progress has been made. Moreover, OPSU is currently looking into acquiring a new standardized assessment exam to replace the Collegiate Assessment of Academic Proficiency (CAAP) exam that has been used in the past. It is our hope to acquire and administer the exam by the spring of 2006 or fall 2006.

Program Outcomes Assessment

Oklahoma Panhandle State University uses several assessment measures for program outcomes. Among them are graduate school entry exams, surveys, portfolios, pre-post tests, exit interviews, projects, and course evaluations.

Student Satisfaction Assessment

In the spring of 2005, all students pre-registering for the Fall 05 term were asked to complete the Student Opinion Survey created by the American College Testing Program. There were a total of 85 students who completed the survey. The survey is designed to ask the students how satisfied they are with college services and the college environment. Each item was ranked on a 5 point likert scale rating from 1-very satisfied to 5-very dissatisfied. Additionally, in the spring of 2005, during the graduation rehearsal, all OPSU graduates were asked to complete a graduation survey. There were 119 students who completed the survey. The survey is an instrument that was developed by Kirstan Neukam, Director of Institutional Research and Assessment. There are 3 main areas of interest: How large of a contribution OPSU aided in your preparation in particular areas, how satisfied they are with the quality of education they received, and basic descriptive information. Each item was ranked on a 5 point likert scale rating from 1-very satisfied to 5-very dissatisfied.

The results of the Student Satisfaction survey indicated that when rating the college services, students were overwhelmingly satisfied. There were only 5 items in which the mean response was above 3:

Student Health Services, Food services, Honors program, Parking, and Day Care, which is not offered at OPSU. When rating the college environment, again student were overwhelmingly happy. The only item that the students rated close to 3 was “purpose for which student activity fees are used”, which they rated 2.94. The results of the Graduation survey indicated that the majority of OPSU graduates were very satisfied with their education. The only three areas that the mean response was below 3.5 was parking (M = 3.3), job placement service (M = 3.37), and personal counseling services (M = 3.47). In addition, it was discovered that many students do not have ample opportunity to develop their writing skills.

Due to the results of the graduation survey, new efforts are currently being put into place to increase writing opportunities in the various degree programs offered at OPSU. Additionally, efforts are underway to provide more counseling services. Moreover, Starting in the Spring of 2005, and new student satisfaction survey will be implemented that will provide more detail information from the students as to what they feel would better improve OPSU. We have also begun to implement a course drop and a withdrawal survey to better understand what students feel needs to be changed at OPSU to better serve their needs.

CARL ALBERT STATE COLLEGE

Carl Albert State College (CASC) has conducted student assessment since 1991. The Assessment Committee/Retention Task Force, with a membership that represents a cross-section of faculty and professional staff, continues to guide the assessment process. The Director of Institutional Effectiveness, who reports to the President of the college, is charged with chairing the committee, oversight of the plan and the budget, and the reporting of assessment results to students, college personnel, governing bodies, and accrediting agencies.

As stated within the CASC Mission Statement and Purposes, the College seeks “to provide an assessment approach that involves students’ entire college experience to ensure that students are prepared to meet their goals and to assess the effectiveness of the college through its academic programs and employees.”

CASC Student Assessment Model

The conceptual framework that defines the CASC assessment plan incorporates the belief that the processes of planning and assessment are an ongoing cycle of accountability that will promote student success. The model flows from the following:

- 1) The OSRHE *Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability*;
- 2) The Higher Learning Commission of the North Central Association of Colleges and Schools’ commitment to a process of evaluation that will lead to institutional improvement and promote educational quality; and
- 3) The inclusion of an assessment approach for the college within the CASC Mission Statement.

Entry-Level Assessment

All first-time entering freshmen 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.

Carl Albert State College is a national and residual testing site for the ACT. CASC also offers the ACT 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 2004-2005 academic year, 372 CASC students participated in the National ACT. Their composite score was 18.7; and, during this year, 1,039 COMPASS test units were given. During the fall 2004 Freshman Orientation class, 322 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.

Based on its high levels of persistence for first-time, fulltime 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 Assessment

The objectives of mid-level assessment are to assess all students who have attained 45+ 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 2005 semester, all CASC students that had completed 45+ hours were notified about the Collegiate Assessment of Academic Proficiency (CAAP) testing and asked to participate. One hundred and sixty-four 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 fifty-two 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. Surveys results indicate that former students are extremely satisfied with their CASC experience. CAAP results indicate that CASC students have 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.

Every 18 months, CASC surveys current students. In the spring 2004 semester, CASC students participated in student satisfaction assessment. CASC administered the ACT Student Opinion Survey to 743 students at its three campuses: Poteau, Sallisaw, and Idabel. One hundred and nine former students participated in the ACT Alumni Survey for Two-Year Schools. CASC also assesses 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.

Conclusion

The CASC Assessment Plan does provide for all levels of assessment. It does measure students' level of academic achievement upon first-time enrollment and does effectively place students either in credit classes or developmental education. Mid-level assessment has adequately assessed student achievement and has provided input for meaningful change in the general education curriculum. Program outcomes assessment continues to evolve as a valuable tool for measuring student learning and the attainment of program objectives. Student satisfaction has been measured and that data indicates that students have a high level of satisfaction with the college's academic programs and its services. Based on recommendations from the previous year, forty-four faculty participated in the Higher Education Research Institute (HERI) Faculty Survey. Results indicated that there is a high level of satisfaction with the institution and its administration by the faculty.

The Academic Dean, Allied Health Chair, and the Director of Institutional Effectiveness attended a Higher Learning Commission/NCA workshop: *Assessment as a Core Strategy* in Spring 2005. The importance of the workshop was its emphasis on program outcomes. Based on recommendations from that team and the Assessment Committee, the academic areas have begun a review of all assessment activities and their importance to student learning.

CONNORS STATE COLLEGE

Connors State College continues to serve a student population that is from one of the lowest income areas of the State of Oklahoma. In addition, the six (06) counties (Adair, Cherokee, Haskell, McIntosh, Muskogee, Sequoyah, and Wagoner) that provide over 86% of Connors' students have "high school to college going rates" that are all lower than the state average of 57.5%. Averages range from 33.2 to 50.7 (OSHRE Website <http://sysres.osrhe.edu/%7Eoeis/AccessHigherEd/GoingRates.htm>).

The percentage of ACT deficient students entering CSC is also consistently higher than the state average for two-year institutions, with 84% at CSC compared to the state average of 59.2% (OSRHE February 2005 Annual Student Remediation Report). With the challenges of serving this population, assessment of student learning is essential to ensure academic success.

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 2004-2005, 836 of the 1088 or 76.8% of first-time freshmen and transfer students were assessed. Eighty-four percent (84%) of all CSC first-time freshmen and transfer students were required to enroll in at least one developmental course based on skill level compared to an average of 50.9% for Oklahoma two-year colleges. Three hundred sixteen (29% of all first-time freshmen and transfer students) required remediation in reading, 435 (40%) required remediation in English, and 749 (69%) required remediation in mathematics. Placement in developmental mathematics was further divided into three levels with 237 students in Basic Mathematics (32%), 381 students in Elementary Algebra (51%), and 129 students in Intermediate Algebra (17%).

Compared to the 2003-2004 academic year, there was a significant increase in 2004-2005 in the proportion of students placed in Basic Math classes although the overall rate of students placed in developmental mathematics did not change significantly. The proportion of students placed in Fundamentals of English, Elementary Algebra and Intermediate Algebra decreased significantly. Students scoring less than 19 on the subtests of the ACT that passed secondary placement tests were placed in collegiate level classes in 2004-2005 at the following rates: English – 31.8%, Mathematics- 5.6%, and Reading – 45.2%.

Tracking of students in future semesters

Developmental students in Fundamentals of English and Intermediate Algebra continued to be tracked into collegiate level courses during 2004-2005.

- Fifty-seven percent of students completing Intermediate Algebra in the Spring 2004 semester and enrolling in a collegiate level math course in Fall 2004 successfully completed the collegiate level math course with a grade of "70" or better. Fifty-seven percent of students completing Intermediate Algebra in Fall 2004 and enrolling in a collegiate level mathematics course in the Spring 2005 semester successfully completed the collegiate level mathematics course with a grade of "70" or better.
- Seventy-four percent of students completing Fundamentals of English in the Spring 2004 semester and enrolling in English Composition I in Fall 2004, successfully completed English Composition I with a grade of "70" or better. Fifty-five percent of students completing Fundamentals of English in Fall 2004 and enrolling in English Composition I in the Spring 2005 semester successfully completed English Composition I with a grade of "70" or better.

Student success rates in College Algebra, English Composition I, General Biology, and General Physical Science were calculated for the 2004-2005 academic year. It was determined that 59% of College

Algebra students earned a grade of “70” or better, 69% of English Composition I students earned a grade of “70” or better, 79% of General Biology students earned a grade of “70” or better, and 86% of General Physical Science students earned a grade of “70” or better.

Changes made due to Entry Level Assessment

There were several instructional changes made due to entry level assessment. Developmental mathematics instruction was re-designed and the new format will begin in the 2005-2006 academic year. Students will use lab based software to complete mastery-based learning activities, supplemented by once-a-week lectures.

Mid-Level Assessment

Connors State College assesses the areas of writing, reading, science, and mathematics at mid-level assessment. All graduating sophomores are required to participate in mid-level assessment. The instrument utilized in 2004-2005 was the ACT CAAP.

In the 2004-2005 academic year, 336 students completed mid-level assessment. The mean GPA of participating students was 3.11, with a standard deviation of 0.521.

CSC students scores slightly exceeded the national mean in reading (+0.1) and fell slightly below the national mean in writing (-0.1), mathematics (-0.9), and science (-0.5). Further research indicated:

- Overall, Caucasian students scored significantly higher than African American students in reading, writing, and science. There were no significant differences in Caucasian student scores and American Indian student scores
- 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 math. No gender differences were detected in the reading and science scores.

The linkage report provided by ACT revealed that 91% of CSC students made expected or higher than expected progress in writing, 88% in mathematics and reading, and 91% in science.

Tracking

Feedback on 228 CSC transfer students was provided by Oklahoma State University. Tracking reports revealed that CSC students experienced an average GPA decline of 0.33 grade points which is slightly less than the 0.36 drop reported last year.

Changes made due to Mid-Level Assessment

- In 2004-2005, CSC continued to utilize ACT CAAP to assess graduates in writing, reading, mathematics, and science. In 2004-2005, embedded assessment was utilized to assess global awareness and citizenship within the classroom.

Program Outcomes Assessment

The Nursing and Child Development programs were reviewed through analysis of local to state and national based standards in the 2004-2005 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 2004-2005, fifty-one students attempted NCLEX and forty-six students (90.2%) successfully completed the exam on the first attempt. This represents an increase of 6 students or 11.8 % over the 2003-2004 academic year.

Four of four (100%) Child Development/Scholars for Excellence students earned the National Credential Exam in Child Development in 2004-2005.

Changes made due to Program Level Assessment

- English 1113 (Composition 1) classes now provide instruction in APA style rather than MLA style.
- The Speech Department replaced Competitive Speech with drama courses and activities in order to serve a greater variety of students.
- The English Department reintroduced a Journalism class and is currently publishing a school newspaper.
- Anatomy and Physiology I and II were created in response to the needs of pre-nursing students.
- Microbiology and Chemistry have been transformed into hybrid courses that utilize a combination of traditional lecture with extensive computer support.
- The AS degree in Physical Education was changed to better meet the needs of students transferring to four year institutions.
- The Business department added Principles of Marketing to assist students trying to meet the undergraduate requirements of four-year colleges.
- Desktop publishing was moved to an online format along with other small enrollment computer science classes including Visual Basic and C++.
- The nursing program changed from ERI testing program to Kaplan's testing program. All students will be required to attend an Kaplan review course for the NCLEX prior to graduation.

Student Satisfaction Assessment

Faces of the Future Survey

In Fall 2004, CSC administered the ACT Faces of the Future Survey to 392 CSC students. The survey collected data from 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/Administrators treat students of my gender with respect (CSC = 4.19, National = 4.16).
- Instructors treat students in my racial/ethnic group with respect (CSC = 4.19, National = 4.17).
- I would recommend this college to friends and relatives (CSC = 4.09, National = 4.12).
- I feel a sense of general safety and security while on campus and attending classes (CSC = 4.09, National = 4.06).
- Students in my racial/ethnic group are treated with respect by students in other racial/ethnic groups (CSC = 4.07, National = 4.01)

In Fall 2004, students ranked CSC higher on the same five statements by an average of 0.094 points than in Fall 2003.

In 2004-2005, the CSC mean decreased in 8 of 19 areas on the ACT Faces of the Future Survey; and increased in 11 areas. Increases in the following means were statistically significant when compared to 2003-2004:

- Instructors treat students of my racial/ethnic group with respect.
- Instructors treat students of my gender with respect.
- Instructors were available outside of class time.
- Overall, my program of study at this college has been sufficiently challenging.
- I feel that I fit in at this college.

Overall, 81% of respondents expressed satisfaction with CSC. This compared to 83% nationally for community colleges. The survey was administered primarily to sophomore students who had sufficient experience at the institution to make informed responses.

Alumni Survey

Forty-one students (13.3%) out of 308 surveyed responded to an institutionally-designed alumni survey. Surveys were mailed to the 2000 graduating class. Gender composition of respondents included 27 females and 14 males. Educational level included 03 Master's Degrees, 17 Bachelor's Degrees, and 17 Associate Degrees. Two had completed a certificate program. The strengths of CSC as indicated by the alumni respondents were:

- Overall Quality of Education – 100% satisfaction
- Quality of Academic Courses – 100% satisfaction
- Availability of Faculty – 100% satisfaction
- Quality of Instruction within major – 98% satisfaction

The weakest areas included:

- Quality of Campus Facilities – 20%
- Quality of Social Life – 17%
- Career Counseling – 21%
- Ability to Lead Small Groups – 17%

Withdrawing Student Survey

Forty-eight students completed the institutionally-designed withdrawing student survey. Gender composition included 15 males and 33 females. Ethnic composition included 02 African Americans, 15 American Indians, and 31 Caucasian students. The top three reasons given for withdrawing were: Personal (52%), Financial (22%), and Academic (13%). Additional analysis of the surveys revealed that 27% of the withdrawing students never met with an advisor, 73% were involved in no activities at CSC, and 54% spent less than 10 hours per week preparing for classes.

Changes made due to Student Satisfaction Assessment

The following changes were made due to Project Management and departmental identification of needs:

- Increased scholarship funds for students through the Connors Development Foundation.
- Replaced one student computer lab, added a new instructional television lab, and purchased software, library resources and lab equipment.
- Continued renovations to the Muskogee Campus Admissions Office, financial aid office, and business offices to make them more “user-friendly”.
- Continued planning on “One Stop Center” for admissions, enrollment, advising, financial aid, and cashier functions at the Warner Campus.
- Reintroduced the student campus newspaper and the Native American Club.
- Completed an Energy Management Project to update lighting and air conditioning/heating.
- Installed new mini blinds in the Classroom Building, completed numerous painting projects, and added sidewalks for better traffic flow.
- Completed plans for the anticipated bond issue to:
 - Renovate the Downtown Muskogee Campus
 - Renovate the Warner Campus Fine Arts Building

- Renovate/upgrade science labs
- Complete the “One Stop Center” for admissions, enrollment, advising, financial aid, and cashier functions at the Warner Campus
- Dedicate/renovate a building specifically for nursing
- Add/renovate computer labs
- Renovate ITV classrooms, adding smart boards and other equipment
- Re-roof two buildings at the Warner Campus
- Add parking at the Three Rivers Port Campus in Muskogee

Summary

It is evident that the College made many changes due to assessment results. For those changes that require additional funding, Connors State College will continue to search for the most cost efficient methods and will continue to enhance resources by seeking external funding.

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 subscores 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 518 fall 2004 first-time freshmen, 304 (59 percent) enrolled in at least one remedial course during the 2004 fall semester and 169 (33 percent) enrolled in at least one remedial course in the 2005 spring semester. The average ACT composite score for the 518 first-time freshmen was 17.5.

The ASSET/COMPASS was administered twice daily during all early and regular enrollment periods. The test was administered 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.

Student progress is tracked by academic advisors, counselors, and the Registrar's Office. Early warning referrals and mid-term grades assist the student in tracking his/her 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. Two hundred twenty-one (43 percent) of the fall 2004 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 ongoing refinement of the curriculum based on communication between instructors of remedial courses and instructors of college-level courses.

Mid-Level Assessment

Murray State College 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.

One hundred fifteen students participated in the CAAP test for the 2004-2005 academic year. The identified population included potential 2005 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 and future students 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 1.0 below the national norm in writing; 1.5 below the national norm in mathematics; 0.9 below the national norm in reading; 0.9 below the national norm in critical thinking; and 2.0 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.

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

Program Outcomes Assessment

The majority of degree programs at MSC use locally developed tests to assess student performance at the outcomes level. One exception is the Nursing program that utilizes the National League of Nursing-Registered Nurse test. The Information Technology Fast-Track Program, part of the Microsoft Academy ??, uses various Microsoft and Cisco tests in addition to the A+ test to assess student performance. The Veterinary Technology Program uses the test established by the American Veterinary Medical Association. 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

Murray State College 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 407 students from a random selection of both day and evening classes. The results for the spring 2005 students surveyed showed that services of the Bookstore were rated 36 percent as very good, of the Counseling Center were rated 44 percent as very good, of the Library were rated 42 percent as very good, and of Student Support Services were rated 40 percent as very good.

Student Instructional Report II

Murray State College also administers a nationally validated survey during each of the fall, spring, and summer semesters to measure student assessment of classes and instruction. The results for the 2004-2005 classes surveyed showed that class quality of instruction was rated 40 percent as very effective and 38 percent as effective for summer 2004; 35 percent as very effective and 39 percent as effective for fall 2004; and 35 percent as very effective and 38 percent as effective for spring 2005.

NORTHEASTERN OKLAHOMA A AND M COLLEGE

Entry Level Assessment

All degree and certificate seeking students enrolled at Northeastern Oklahoma A&M College (NEO) were 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 sub-tests of English, mathematics, reading and science. Adult students 21 years of age and older were screened with 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 Computerized Placement Test to determine readiness for college-level work. Students with cut-scores below the college-level range were required to successfully complete the designated remedial course/s in preparation for college-level coursework.

Of the 694, first-time freshmen (FF) enrolled in the fall of 2004, 435 (63%) demonstrated proficiency in English, 142 (20%) demonstrated proficiency in math, 381 (55%) demonstrated proficiency in reading, and 424 (61%) demonstrated proficiency in science. Based on first time enrollment, students successfully completed the remedial courses as follows:

- Basic Composition - 59.4%
- Basic Mathematics - 42.1%
- Introduction to Algebra - 48.6%
- Intermediate Algebra - 45.1%
- Reading - 64.7%
- Fundamentals of Science - 62.2%.

Mid-Level Assessment

General education is an integral part of the curriculum at NEO. The College uses two instruments to assess students' competencies related to general education. The Academic Profile Test 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 near the completion 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 the fall of 2003, the Academic Profile was administered to 490 students in the orientation classes. During the spring of 2005, 144 students preparing for graduation participated in the Academic Profile assessment. The students demonstrated improvement in all areas, but critical thinking skills remain the weakest area.

Program Outcome Assessment

The technical/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/registry pass rates for the individual programs. Graduate and employer surveys for Administrative Office Support, Drafting and Design, Management and Marketing indicate that the graduates and employers thought that these programs prepare graduates for entry into the work force. Although the Computer Science and Farm and Ranch Management Programs prepared graduates for entry into practice, the graduates who responded to the survey were enrolled at universities.

Graduates of the Computer Science and Farm and Ranch Programs stated that NEO College prepared them for the continuation of their educational goals.

One hundred percent (100%) of the Medical Laboratory Technology program graduates passed the registry exam on the first attempt and 56% were employed in the field within six months of graduation. The licensure pass rate for the nursing graduates (RN) was 92.5%, which was above the national and state average. All of the nursing graduates who passed their licensure exam on the first attempt were employed in the field of nursing. Seventy-five percent (75%) of the Physical Therapist Assistant program graduates passed their licensure examination on the first attempt and 100% of these graduates were employed in their field.

For the 2005-2006 academic year, the Physical Therapist Assistant program made modifications in the curriculum and the evaluation of students' readiness for clinical practice. The Math Department implemented two pilot studies to ascertain whether different approaches to learning would improve student success in the math courses. One pilot study included the use of instructor facilitated self-paced learning using computer software. The second pilot study expanded the class time from three hours per week to five hours per week. Both projects were implemented through grant projects. In addition, learning communities were developed for a cohort of students with multiple academic deficiencies as part of the Title III grant project to Strengthen Institutions.

Student Satisfaction Assessment

NEO College uses the ACT Student Opinion Survey 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 the spring of 2005.

The ACT Student Opinion Survey provides both quantitative and qualitative data about students' experiences at NEO. 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 assessment scores as the primary tool for student placement and the ACT COMPASS assessment scores as the secondary tool. The test results are used for student placement in college courses appropriate to the student's academic level. Students who score below a 19 on the ACT or ACT equivalent, minimum competency level, in math, reading, or writing are required to take a remedial, i.e., zero level course. Students may challenge their ACT subsection score(s) by taking the ACT COMPASS or an ACT Residual assessment. The students may choose the higher of the two scores when determining course placement.

For the 2004-05 academic year 1655 students enrolled as first time freshmen at Northern. One thousand one hundred and one (1101) students took the ACT. Five hundred fifty four (554) enrolled as first time students were not required to take the ACT. Five hundred forty eight (548) or 33% of those who took the ACT scored below 19 in one or more sections and required a remedial course.

One thousand sixty-four students (1064) took a secondary test in the 2004-05 academic year. Developmental Reading, Basic Composition, Introduction to Basic Science, and Pre-, Elementary and Intermediate Algebra are the remedial courses offered at Northern.

Students who are required to enroll in remedial classes in two or more discipline areas are encouraged to enroll in DEVS 1101 Academic Success Strategies. This course is designed to help students develop an arsenal of study strategies and time management skills, and provide career exploration activities. Also, students may receive tutoring services in all academic disciplines through each campus' Learning Center.

The desired outcomes for the Developmental Studies program are that all students enrolled in remedial courses will complete the developmental courses at a 70% minimum competency rate or better. Students should progress through their college 1000-2000 level courses with a completion rate equal to students not required to enroll in remedial and/or developmental courses.

Northern continues to monitor student success as it relates to their college placement scores. The Institutional Assessment Committee periodically reviews results of those studies with the Assessment Officer to determine if changes in cut-off scores are necessary. The Committee recommended the implementation of Pre-Algebra for the 2004 spring semester.

Mid-Level Assessment

Northern uses the Collegiate Assessment of Academic Proficiency (CAAP) exam as its mid-level assessment instrument to measure outcomes in reading, writing, mathematics and critical thinking. The students' test scores are compared to the national norms for two-year public institutions.

Fifty-six and nine tenths percent (56.9%) of the students from Northern scored 6 or above on the Reading for Information compared to a 50.2% state percentage, 67.8% scored six (6) or above on Applied Mathematics compared to a 44.1% state percentage, 59.3% scored a five (5) or higher on Locating Information compared to a 40.3% on the state percentage, and 31.7% scored a four (4) or higher on Business Writing compared to a 12.3% state percentage.

CCSSE survey results help community colleges assess their educational practices so they can improve student outcomes. This survey focuses on institutional practices and student behaviors that promote

student engagement. Research has shown that when student engagement is increased, there is a greater probability of student success.

One hundred and eighteen (118) students from Northern completed the CCSSE survey. Northern's students compared to other small colleges showed that the students' engagement was above the national norm in: participating in community-based projects; using email to communicate with instructors; working with instructors other than coursework; analyzing and synthesizing information; and applying theories or concepts to practical problems or in new situations.

During the 2005 spring semester, 617 students were administered a total of 658 CAAP instruments to measure general education outcomes in Mathematics, Writing, Reading, and Critical Thinking. Course sections are chosen at random with instructors administering at least one subsection exam. Course sections are approved by the Institutional Assessment Committee. For example, the Mathematics module is administered through Algebra, Trigonometry and/or Calculus classes; and, the Critical Thinking module is administered through Chemistry II, Ethics, Business Ethics, Microbiology, and/or Nursing II.

CAAP results for both freshman and sophomore students indicated comparable scores between the Northern test group and the national norms of the 2-year public colleges. Northern's test group scores were above national norms in Basic Algebra, College Algebra, Writing Essay (Composite), Writing Essay 1, and Critical Thinking; scores in Writing Essay 2 met the national norm of 3.1; and scores in Reading fell slightly below the national norm.

CAAP results for freshman students indicated comparable scores between the Northern test group and the national norms of the 2-year public colleges. Northern's test group scores were above national norms in Basic Algebra, College Algebra, Writing Essay (Composite), Writing Essay 1, and Critical Thinking; scores in Writing Essay 2 met the national norm of 3.1; and scores in Reading fell slightly below the national norm.

CAAP results for sophomore students indicated comparable scores between the Northern test group and the national norms of the 2-year public colleges. Northern's test group scores were above national norms in Basic Algebra, Writing Essay (Composite), Writing Essay 1, and Critical Thinking and scores in College Algebra, Reading, Writing Essay 2 fell slightly below the national norm.

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 and success of Northern students who transferred to regional and comprehensive universities. Both measures indicated that NOC students ranked above or equal to national 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 programs showed excellent results from both graduates and employees.

The number of students in the Accounting/Business Management program has shown a 75% increase. This increase from 12 to 21 majors is attributed to the increased promotion of the dual-degree option and the launch of the Accounting/Business Management A.A.S. program on the Enid campus. Overall, enrollment in this major is low compared to other programs in the business division. Graduation in this major is also low compared to other programs, but it is projected to increase as awareness of the dual-degree program grows.

One hundred percent (100 %) of the nursing program's students rated their instructors to be the most outstanding feature of the nursing program at Northern. Northern's graduates are 100% employed in

health care and 93% of the graduates pass the NCLEX licensure exam as compared to 89% nationally. Within six months of graduation 87.5% of the nursing students felt more clinical time was needed.

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

Student Satisfaction Assessment (SOS)

Northern uses the ACT Student Opinion Survey (SOS) instrument to assess student satisfaction. The instrument is given to all sophomores applying for graduation. Five hundred seventy-eight (578) students were surveyed during the 2004 academic year. Northern's data surpassed the national norm in most areas. This indicates an overall satisfaction with: college services; college environment; academic admissions; rules and policies; facilities; and registration that they experienced during their attendance.

The SOS assesses college services. NOC results showed higher percentages of satisfaction with: financial aid services; library/learning resources center facilities and services; residence hall programs and services; tutorial services; cafeteria/food services; cultural programs and activities; and college orientation all were above the national norm. Eighty and five-tenths percent (80.5%) of the students stated that they would definitely or probably attend Northern again. This compares to the national norm of 71.3%. Forty-one and five-tenths percent (41.5%) of the NOC graduating sophomores indicated they were very satisfied with Northern in general as compared to the national norm of 28.6%.

OKLAHOMA CITY COMMUNITY COLLEGE

Entry-Level Assessment

Oklahoma City Community College (OKCCC) 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.

Oklahoma City Community College 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 five 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 ten 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.

Results of these tests include the following:

- Reading - 56% of the 5,162 reading scores placed students into college-level classes which were higher than last year.
- Writing – 38% of the 5,289 writing test scores placed students into college-level classes requiring minimum writing which was higher than last year.
- Algebra or College Algebra - 13% of the 2,666 students who tested were placed in college-level math classes which was lower than last year.
- TOEFL – 70% of the 329 TOEFL tests were administered fell below the criteria for enrollment into college-level classes. This is a one percent increase from the sixty-nine percent in FY 2004.
- Biology – 12% of the 43 Biology assessments yielded a score high enough for students to enroll in college-level Biology. This placement rate is ten percent higher than the FY 2004 placement rate.
- Anatomy and Physiology – 50% of the 307 students taking the Anatomy and Physiology placement test scored high enough to enroll in Anatomy and Physiology I. This placement rate is one percent lower than the placement rate in FY 2004.

Mid-Level Assessment

Mid-level assessment at Oklahoma City Community College 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 FY 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. In FY 2005, the competencies of writing essays and using scientific methods were evaluated in depth. The results of both of these in-depth reviews showed that students met the requirements.

In the Spring of 2005, the General Education Committee re-evaluated the General Education core competencies. These competencies were forwarded to administration in the Fall of 2005 for approval.

In FY 2002 the General Education Committee decided to look at administering the Academic Profile Test to intact classes. The Academic Profile Tests measures general education in the areas of reading, writing, critical thinking, math, humanities, social science, and natural science. In the past years the number of students completing the test has fluctuated from a high of 201 in FY 2004 to a low of 91 in FY 2005. The results of these tests have been positive.

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. This committee has since dissolved and the Academic Outcomes Assessment Committee members evaluate the program and student outcomes results. 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 are 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. The 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 from the Summer 2003, Fall 2003, and Spring 2004.

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 fifteen Associate of Applied Science programs conducted exclusively at OKCCC have capstone courses. The completion rate ranged from 75% to 100%. 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 fifteen programs use this as a measure of success. All five of the programs had a pass rate of over 80%. 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 OKCCC 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.

The results of the employer survey conducted of the graduate supervisors from the Spring semester of 2004 are helpful in determining how well our graduates are performing. Seventy-three percent of the supervisors responded to the survey. Eighty-five percent of the employers indicated excellent or good on their overall rating of the education graduates received at OKCCC in relationship to their job. Ninety-

seven percent would hire another graduate based on their experience. The level of employer satisfaction ranged from a low of 3.74 to 4.68 on a five point scale with 1 being poor and 5 being excellent.

Student Satisfaction Assessment

Oklahoma City Community College uses three 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 ACT Student Opinion Survey results reveals that the students are relatively satisfied with the College. When asked how satisfied they were with the College in general, 84% indicated that they were satisfied or very satisfied. In commenting on the overall quality of the education at the College, 78% 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 FY 2002 ACT Student Opinion Survey, which indicated low satisfaction, were addressed and the changes resulted in four of the six low scores having improved ratings on the FY 2004 survey. One of the two that still needs improvement is the registration process, which is 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 Student Opinion Survey in the spring of 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 Student Opinion Survey.

Two areas that were low, student voice in college policies and satisfaction with Financial Aid, in the FY 2002 Student Opinion Survey showed significant improvement in the FY 2004 ACT Student Opinion Survey. This gives credence to the changes that were made from the information obtained on the FY 2002 survey.

The second measure seeks student input on individual classes. Students are requested to complete a Student Instructional Inventory (SII) in each class they are attending. 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. In Spring 2005, a total of 6,980 evaluation forms were processed and 90% of the students agreed with each statement.

The third measure is used to obtain feedback from recent graduates. The graduate survey conducted of the FY 2004 graduates provides information on how students view their education in relation to their employment and current education. Twenty-nine percent of the students responded to the survey. Ninety-seven percent of the graduates indicated that their degree at the college prepared them for continuing their education and 82% of the graduates who were employed indicated that their training in relationship to its usefulness in performing their job was good or very good.

OKLAHOMA STATE UNIVERSITY - OKLAHOMA CITY

Introduction

The 2004-2005 academic year saw several important changes in assessment at OSU-Oklahoma City. The membership of the Assessment Committee changed and a redirection of assessment efforts resulted. This report details not only the results of assessment efforts during 2004-2005, but also the plans to build on these assessment successes and to address the concerns that have been identified.

Besides the leadership of the Assessment Committee, two other factors were critical to assessment at OSU-Oklahoma City during the 2004-2005 academic year. The first factor was the continued leadership of the Arts & Sciences division in the institution's assessment efforts. The second factor was the elimination of the OSU-Oklahoma City Office of Institutional Research.

Unfortunately, the uncertain status of the Office of Institutional Research limited 2004-2005 assessment efforts in several ways. Instructional Evaluations and Student Satisfaction Surveys were not conducted in the spring 2005 semester. And, although established program outcomes assessments continued within the divisions, there was no systematic collection of the program outcomes assessment results.

These limitations will not be a problem in the future since a Director of Academic Effectiveness has replaced the Office of Institutional Research in assisting assessment. The usual activities related to assessment are being reinstated by the new Director of Academic Effectiveness.

The Assessment Committee decided to follow up on the issues identified as important in the 2003-2004 Assessment Report. Those issues were: 1) the low success rate among students in developmental courses, 2) the lack of instruments and processes that provide adequate feedback to the general education faculty about mid-level assessment and 3) the lack of specificity and consistency in program outcomes assessment.

The 2003-2004 Assessment Report documented the changes that were made in critical general education courses as a result of a systematic review of those courses. Last year the Arts & Sciences division began a Matriculation Study designed to help faculty improve student success rates in developmental courses. The work on the Matriculation Study has continued during the 2004-2005 Academic Year and the initial results have been tabulated. An analysis of these results will help improve student success in several ways. A previously developed survey instrument was used to survey faculty regarding mid-level assessment. This instrument asked faculty whether certain skills in reading, writing, math and critical thinking were taught or reinforced in their courses. The results of these surveys will be shared with general education so that they may address the deficiencies shown by students.

Program outcomes assessments will be a major focus during the current (2005-2006) academic year. A workshop on developing appropriate program outcome objectives was conducted in the fall 2005 faculty in-service meeting. Another—more detailed—workshop is planned for the spring term. By then the end of the spring 2006 semester, each academic program will have developed and posted its outcome objectives. Once this is accomplished, program faculty will be encouraged to share the procedures they use to assess these outcomes and how the results of these assessments are used to improve their programs.

Entry-Level Assessment

Faculty in the Arts & Sciences division continued the "Matriculation Study" that started last year. There are several purposes of this study. First, it is designed to ensure that the course objectives of each of the seven developmental studies courses are appropriate. Second, the study will ensure that the exit-level objectives in a developmental course match the entry-level competencies of the next course in the developmental sequence. And finally, the study will ensure that competencies being tested for in placement tests such as ACT, COMPASS and TOEFL are reflected in an appropriate developmental course.

Pre-test have been administered to large samples of developmental studies students to identify the deficiencies found in each group entering a particular course. This pre-tests help measure the accuracy of current "cut-scores" designed to place students in the proper course and serve as a guide for faculty seeking to design course activities that can improve student success. Post-tests are also being administered to students in developmental courses. These post-tests measure the academic achievement of students in these courses.

Incoming students who did not have a sufficient ACT score (or a sufficient score on another standardized assessment such as SAT) had several options. They can retake the ACT, take an ACT residual in the Assessment Center, take the COMPASS test or enroll in appropriate developmental courses. Students who did not achieve an ACT or COMPASS score that allows them to enter college-level courses are encouraged to seek tutoring in the Learning Assistance Center before retesting on the COMPASS. Students are allowed to take the COMPASS twice in any semester. The Learning Assistance Center offers free tutoring in most general education subjects. The center also provides computer-assisted instruction in a number of courses and is open days, evenings and weekends.

Students for whom English is a second language can demonstrate proficiency in English through the TOEFL (Test of English as a Foreign Language). For those students not reporting English as their primary language, English proficiency can be established by one of the following:

- Score of 500 or better on the TOEFL.
- TOEFL score of 460 - 499 and completion of twelve or more weeks of study of English at an institution recognized by a state-accrediting agency.
- Successful completion of a minimum of 24 college hours at a regionally accredited U.S. college or university. Cumulative grade point average must be at least 2.0 on a 4.0 scale.

During the past year faculty teaching developmental courses continued to express concern about the low success rate in their classes. A significant effort has been directed to this problem. Pre-test and post-test analyses are used to identify areas of improvement in these courses.

The university tracks the enrollment of the first-time, full-time students in both developmental and regular college courses. The success rate for the developmental courses and the retention rate for all first-time, full-time students are key indicators that are used in the continuous assessment of the university's programs. Continued low performance on these indicators is a concern of both the Developmental Studies faculty and the Assessment Committee.

As mentioned in last year's Assessment Report, one of the main reasons for conducting the Matriculation Study (see below) was to consider ways to improve the retention rates in developmental courses. Student success rates in developmental courses remain low.

The retention rate for first-time, full-time students at OSU-Oklahoma City increased slightly during 2004-2005. The rate increased to 51.5%.

The current matriculation study being conducted on campus is designed to better align the objectives within each course sequence within developmental studies (i.e. reading, writing, math). The study will result in a systematic measurement of success and failure of OSU-Oklahoma City developmental students. Key principles of the study include the creation of a developmental student profile, the tracking of what the students learn, identification of how they learn, documentation of how long it takes them and the tracking of their subsequent enrollments. As part of a continuous effort to better serve the developmental student population, OSU-Oklahoma City's Arts and Sciences Division developed pre-tests and post-tests to aid in the identification of academic deficiencies and to verify the accuracy of student placements in developmental courses. The creation of these pre- and post assessment tests for remedial courses was just one aspect of an ongoing effort to increase student persistence and successful matriculation.

The matriculation study is a longitudinal study that began with the selection of a sample group of 700 students taking developmental courses in the fall of 2003. Those students' enrollments were tracked to determine their academic progress. A key component of the pre-test/post-tests strategy was to refine the course objectives for developmental studies courses to make sure those objectives matched what was being tested for in the ACT and COMPASS diagnostics tests. The faculty created answer keys for pre-test and post-tests that were modeled after the COMPASS diagnostics answer key, which included the answer and the skill set students would have mastered in order to answer each question correctly.

During the 2005 spring and summer semesters, faculty and staff of the Arts and Sciences Division developed new pre-tests and post-tests for the college readiness courses Developmental Writing (ENGL 0033), Basic Composition (ENGL 0123), Reading for College Prep I (READ 0033), Reading for College Prep (READ 0133), Pre-Algebra (MATH 0102), Introductory Algebra (MATH 0104), and Intermediate Algebra (MATH 0213). The final revisions to the pre-tests and post-tests reflected revised course objectives for the English, math, reading and composition courses in the developmental sequence. These diagnostic instruments were specifically designed to achieve the following.

- Identify deficiencies in prerequisite entry-level college skills.
- Ensure that students are being placed properly to receive necessary remediation.
- Measure program success in the remediation of the identified deficiencies.

The form of each test followed the function of the class it was designed to assess. While the resulting seven tests were the same in purpose and were similar in many ways, they differed greatly in content. The writing tests dealt mostly with grammar. The reading tests dealt with gathering information, understanding the information and using the information once it had been located. The math tests evaluated a student's ability to perform operations and to setup and solve various types of equations. A second sample of 700 students was selected from the developmental courses in the fall 2005 semester. These students were given the appropriate pre-test upon enrollment in a developmental course and were given the post-test following completion of the courses in the developmental sequence. From this sample, 536 students enrolled in the 25 sections of the seven different developmental courses actually completed the appropriate pre-test. The pre-test average scores were used to determine the prevalence of academic deficiencies and to evaluate student placement. Post-test results from this sample will be used as a basis for future course modifications. The matriculation study will also employ a continuous pre-test/post-test methodology with the selection of a new sample for pre-testing in the spring semester of 2006.

As part of the process incorporated into the matriculation study, there were modifications of course objectives in all seven developmental classes. Department heads and faculty modified course objectives for developmental courses in math, reading and writing to reflect a logical sequence of objectives from one course to the next in the developmental sequence.

Mid-Level Assessment

In the 2004-2005 academic year the Assessment Committee took another look at mid-level assessment. During the previous year the Assessment Committee decided to no longer rely on the ACT's CAAP as a mid-level assessment instrument. It decided that the ACT instrument lacked feedback specific enough to be useful to general education faculty when considering course improvements. The cost of the test was also a consideration.

The goals established for the 2004-05 academic year 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 suitable to help improve general education courses.

The Assessment Committee agreed that mid-level assessment would be accomplished when students had completed approximately 45 credit hours in their programs. As a first step in the new assessment protocol, it was decided that baseline information was needed regarding the extent to which specific skills had already been incorporated into the program curricula. The skill areas of interest were categorized into four areas: reading, writing, mathematics and critical thinking. In May 2005 faculty were surveyed and asked to identify the extent to which these skills were taught and/or reinforced in the particular course that they were teaching. Specifically, the faculty members were asked to assess whether a particular skill was taught, reinforced, or neither taught nor reinforced in the course selected. The survey requested an assessment on each of 85 specific skills within the four comprehensive areas. The goal was to provide an overall view of the extent to which students were being called upon to use these general education skills in a wide range of courses.

The students didn't participate directly in this first phase of the assessment protocol development. The faculty indirectly assessed the students' preparation and abilities in each of the courses selected for the survey. It is assumed that the skill level of the students in each course influenced, to some extent, whether a skill was taught or reinforced. In some courses, however, the particular skill may not have been relevant.

During 2004-05, no individual students were tracked for specific progress in the assessment skill areas. Following the results of the survey, the faculty at large will be asked to offer suggestions for improvement in the mid-level skills of writing, reading, mathematics and critical thinking as they deliberate proposed changes to course offerings.

Faculty members say the skills that are most likely to be taught or reinforced (i.e. 40% or more of courses reporting) are word skills such as vocabulary, recognition, etc. Reading skills that are related to the development of coherent written essays are only reported as being taught or reinforced in 20-30% of the courses. Ironically, given the prevalence of teaching word skills, dictionary skills were only taught in just over 12% of the courses surveyed. Since skimming and scanning are important reading skills for college students, it seems important that these skills be given more attention (than the current 12% taught/reinforced) in general education courses in the future.

Critical thinking was reported as being taught in over half of the courses surveyed. While encouraging in one sense, it would also be argued that critical thinking should be taught or reinforced in almost every college-level course. Since many of the courses surveyed were technical in nature (i.e. not general education courses), it is not surprising that specific writing skills were taught or reinforced only 20-30% of the time. While good writing skills may not be required for success in a particular course, it is a requirement for almost any career—technical or otherwise. Technical program and general education faculty should both be encouraged to emphasize both critical thinking and specific writing skills in their classes.

It is a concern that, on a technical campus like OSU-Oklahoma City, specific math skills (other than "problem solving") are reported as being taught or reinforced only 25% of the time or less. One would expect that specific math skills would be more commonly taught or reinforced in technical program courses, even if math skills are not always critical in general education courses. Most specific math skills are taught less than 15 or 20% of the time.

The results of the survey of critical thinking skills are somewhat consistent with the results of the first item surveyed under writing skills above, i.e. critical thinking is taught or reinforced in about half of the courses reporting. Many of the specific critical thinking skills are more than 40% of the time. However, it is also important to encourage faculty to teach critical thinking skills in all of their courses.

The faculty survey not only identified the skills most often taught or reinforced, but as a corollary it also identified those skills that were neither taught nor reinforced in these courses. The Assessment Committee

will report the results of this survey back to general education and program faculty for their consideration regarding possible course content changes. Faculty will be encouraged to consider whether they need to address some of the deficiencies identified in the mid-level surveys.

General education faculty and developmental faculty teaching reading will also be encouraged to emphasize reading skills, especially dictionary skills and skimming/ scanning. Encouraging general education faculty to teach/emphasize reading skills can have a very positive impact on student success in those and subsequent courses.

Another change is planned in mathematics. There has been a recent tendency for some AAS programs to remove their mathematics requirement from their general education degree requirements. The results of this survey regarding math skills would indicate a need more emphasis in math, not only within courses, but also within program curricula.

The math faculty will review the content and objectives of their General College Math course in the near future. Once that review and any subsequent revisions completed, the results of that review will be shared with program faculty who will be encouraged to keep or reinstate either College Algebra or General College Math in their curricula.

Program Outcomes

OSU-Oklahoma City requires that all academic programs conduct outcomes assessments that comply with the assessment mandates of the State Regents for Higher Education and the North Central Association. Each program assessment plan identifies the desired program outcome objectives. Assessment focuses on evaluating student achievement of these program outcome objectives.

Program outcomes assessments were not individually reported by the divisions in 2004-2005.

The goal of posting program outcome objectives for all academic programs will be carried over from the 2004-2005 Assessment Report to this academic year. During the fall 2005 in-service week, there was a workshop on program outcomes and another workshop on this topic is planned for the spring. In addition, typical reporting by the academic divisions on their program outcomes assessments will be resumed, albeit to the Director of Academic Effectiveness and not the Office of Institutional Research.

Student Satisfaction

The Office of Institutional Research was eliminated at the end of the 2004-2005 academic year. After a lengthy review of that office and its operations, the OSU-Oklahoma City administration decided the responsibilities of that area could be accomplished more effectively by dividing those duties between two new positions: the Director of Institutional Effectiveness and the Director of Academic Effectiveness.

The Director of Institutional Effectiveness is responsible for external reports and the evaluation of the overall effectiveness of the institution. The Director of Academic Effectiveness is responsible for grants, evaluation of academic programs and support of assessment. This change has already proven to be a positive change in the short time since its initiation in July. However, since the Office of Institutional Research was being phased out during the spring 2005 semester, Instructional Evaluations were completed and returned to the academic divisions. However, Instructional Evaluations were not processed by the Office of Institutional Research.

Instructional Evaluation Surveys

Traditionally OSU-Oklahoma City administers a faculty-developed seven-question Likert scale instructional evaluation survey for completion by students. In addition, the survey contains four open-ended questions to allow for more detailed input. The surveys are administered during the 8th to 12th

weeks of the fall and spring semesters, and the 4th week of the summer semester. Individual instructor reports, including an item analysis and mean scores are returned to the division heads for distribution to faculty members. The student comments are typed, for anonymity purposes, and then also returned to the division heads for distribution to the faculty members. Summaries by division, class and faculty are completed and submitted to the Vice-President of Academic Affairs.

Fall 2005 Instructional Evaluations have been collected and are being processed by the Director of Academic Effectiveness.

Student Satisfaction Surveys

Typically OSU-Oklahoma City conducts Student Satisfaction Surveys each spring. These surveys ask students to rate various student services such as academic advisement, admissions, etc. and respond whether they had actually used these services.

Student Satisfaction surveys will be completed during the spring 2006 semester.

Graduating Student Survey

Overall, students reported being very satisfied with the instructional strategies within their majors. Item analysis indicated students responded with "Excellent" or "Good" for the past three years. The areas with low rankings reflected lower percentages of students taking these courses, not necessarily the quality of instruction. Students took the largest number of their courses within their major and gave those courses the highest rating.

Campus services received by graduates were ranked "Excellent" or "Good" or as not having used the service. Admissions, bookstore, Business Office and Registration were the most often used services and received the highest ratings.

The last section asked questions about employment and future plans. Seventy-one percent are continuing their education with most transferring to UCO, OU and OSU. Most are seeking a Bachelor of Science degree. It is something of a concern that the combined "Excellent+Good" percentages were usually slightly lower in FY05 than they were in previous years.

Fewer respondents planned to continue their education. All of those responding would recommend OSU-Oklahoma City to others.

Changes Planned

There likely will be a number of course modifications that occur due to the mid-level assessment surveys and the Matriculation Study. In addition, the Matriculation Study will also likely result in recommendations regarding the "cut scores" that place students in developmental studies courses.

Obviously it is also important to return to the practice of conducting Student Satisfaction Surveys each year. With the new Director of Academic Effectiveness in place, this will be accomplished.

OKLAHOMA STATE UNIVERSITY TECHNICAL BRANCH-OKMULGEE

Entry-Level Assessment

In 2004-2005 Oklahoma State University Technical Branch-Okmulgee (OSUTB-OKM) or OSU-Okmulgee used the ACT as a preliminary measure to evaluate first-time freshmen. Students scoring at least 19 on either the ACT National or ACT Residual were subsequently enrolled in college credit courses. Students scoring below the cut score on any sub-test required further testing before placement and enrollment. A total of 301 students were administered the ACT Residual. Students needing additional placement testing were administered the ACT Computer-Adaptive Placement and Support System (COMPASS). If they tested below the cut score for the COMPASS, they were enrolled in remedial course work in the College Readiness Center. After entry-level assessment was completed, 20% of students needed one remedial course, 8% required two remedial courses, and 7% required three remedial courses. A total of 1219 students were served in the College Readiness Center during the last academic year, and 60% of these students successfully completed the course work to enroll in college level course work.

To determine if students who successfully completed zero-level coursework in the College Readiness Center succeeded in subsequent college level course work, a first year retention rate of 54% was calculated for remediated students and a first year retention rate of 63% was calculated for non-remediated students. Further, course success in subsequent math and English classes was compared with students who did not require remediation. Students completing math course work in the College Readiness Center scored equally well in subsequent college level math courses.

Upon review of the 2004-2005 ACT COMPASS placement results, math faculty in the College Readiness Center have proposed and implemented new course format for Beginning Algebra and Intermediate Algebra courses. New cut scores have been established for the 2005-2006 academic year and are based upon observations by College Readiness Center faculty during the 2004-2005 academic year.

Mid-Level (General Education) Assessment

Mid-level assessment of general education competencies was conducted as described in each program's academic assessment plan. These assessments were developed by faculty specifically for each Program Objective. Five Core Objectives common to all programs of study, based on reading, writing, mathematics, critical thinking, ethics, diversity, and technical competencies grew from this process. All program objectives were developed from division and program missions and visions, which are directly linked to the college and system missions and visions, and all mid-level assessment is course-embedded to motivate students to participate in a meaningful way. Core Objectives are as follows:

- **Core Objective 1: Communication** Effectively communicate electronically, verbally and in writing
- **Core Objective 2: Critical Thinking** Demonstrate logical, systematic problem solving techniques.
- **Core Objective 3: Ethics** Develop and display a sense of personal, social and professional work ethics
- **Core Objective 4: Culture, History, and Diversity** Explain the cultural heritage and primary elements of the history and government of the U.S. and its people, especially as it impacts one's industry or field of study.
- **Core Objective 5: Technology** Access and use technology appropriate to one's field of study

The number of students who passed all Core Objectives at the benchmark level or higher was 876 from a total of 1114 students. Mid-level assessment of general education Core Objectives indicated students met the benchmark of 80% of all students in the Fall 2004 Freshmen Cohort achieving a minimum of 74% proficiency. For Communication (e.g., Reading and Writing), assessments in Technical Writing I and Freshman Composition I met and exceeded the standard. Mid-level assessment for Critical Thinking

indicated students achieved expected proficiency. Moreover, mid-level, formative assessment of all five Core Objectives met the benchmark.

Program Outcomes Assessment

The primary means of assessing program outcomes for the 2004-2005 academic year included Capstone course assessments, portfolios, performance evaluations, and written exams where appropriate, as well as EOI assessments, certification exams, and internship evaluations. Overall results indicate that 90% of students achieved at least a 74% competency level of student achievement. This exceeds by 10% the criterion standard or benchmark of 80%. Individual programs of study results ranged from 100% to 77%.

After reviewing assessment results, changes have been recommended and approved to the overall assessment process. To further identify appropriate instructional change, the Assessment Committee has instituted an Assessment week beginning with the 2005-2006 academic year. Each academic year a new theme will be selected for evaluation and institutional learning. For the first year Critical Thinking, Core Objective #2, has been selected. The California Critical Thinking Disposition Inventory, a nationally normed measure of critical thinking, has been selected to assess a cross-section of students and provide national comparison. Professional development for faculty and special instructional opportunities for students will be offered based upon the results of this assessment. Each academic year a new theme will be selected from the five Core Objectives. The theme of Diversity has been selected for year two.

Student Satisfaction Assessment

In Spring 2005 the Student Satisfaction Inventory published by Noel Levitz was administered to students to measure expectations and satisfaction with campus services and experiences. All students had an opportunity to participate, and surveys were implemented during class time in all class meetings Tuesday and Thursday mornings. A total of 576 students completed the 98-item survey. The instrument was administered by faculty during class time, and all students were given the opportunity to respond.

Students reported highest satisfaction for the scales "*Student Centeredness*," "*Instructional Effectiveness*," "*Registration Effectiveness*," "*Academic Services*," and "*Concern for the Individual*." Although students express satisfaction for all sub-scales, when compared with the national norm "*Responsiveness to Diverse Populations*," "*Safety and Security*," and "*Academic Services*" showed a greater gap between student ratings of importance and satisfaction. Consequently, a Tutoring Learning Center has been established in the College Readiness Center to assist students academically. Because some student-access computer work stations have been retired, additional work stations are under advisement in the Library and greater flexibility in hours to meet students' computer lab needs.

In summary, students expressed strong expectations for most campus services and experiences, and they were fundamentally satisfied with OSU-Okmulgee. Student Centeredness, instructional effectiveness and registration effectiveness were major strengths for the college. Areas of concern included tutoring services availability, computer lab access, and some academic concerns related to program start up. In response, the college has initiated a new Tutoring Learning Center and is experimenting with ways to increase student computer lab access.

REDLANDS COMMUNITY COLLEGE

The results of assessment contribute to and are an integral part of Redlands Community College's strategic planning and program review process to improve teaching and learning. Redlands Community College formed an Assessment Task Force in Fall 1991 to begin formation of its comprehensive institutional assessment system. Because Redlands Community College established a program of entry-level assessment as part of its Enrollment Management Plan for students during the 1990-91 academic year, its entry-level assessment procedure has evolved further than its program outcomes assessment. The College's program outcomes measures were developed in Fall 1993.

Entry-Level Assessment

Through the use of high school transcripts, ACT results, the ACT ASSET, and COMPASS instruments, Redlands Community College 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 2004, Redlands Community College administration of ASSET and COMPASS determined:

- 53.1 percent of the students assessed required additional basic skills in reading
- 53.8 percent required English
- 98.5 percent required math
- 75.0 percent of the first-time-entering freshmen required secondary assessment
- 77.7 percent required remediation

For students testing into a developmental course, Redlands Community College 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.

Mid-Level Assessment

During the 2001-2002 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 2005, the Writing Assessment was administered to 130 students. Of those students, 106 (81.5%) met the predetermined standards, while 24 (18.5%) failed to meet the established standards.

Program Outcomes Assessment

The faculty employs various program assessment instruments that include:

- 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 implemented as the institutional funds become available.

The Criminal Justice Department continued its growing trend by expanding contract training with agencies statewide. The introduction of specialized seminars on topics such as terrorism, domestic violence, "Street Spanish" for law enforcement, and writing improvement skills has received outstanding response for filling departmental needs. These seminars brought in over 200 new students to our program and generated additional revenues of nearly 33% of our existing budget.

The Mathematics Department offers a student friendly math developmental sequence. All math classes, with the exception of MATH 0013: Basic Mathematics, use a graphing calculator approach. Using a common test question bank for mid-term and final exams in all developmental math courses, allows effective data collection regarding student performance regardless of faculty or delivery method. All developmental math students who earn a unit test score below 75% are encouraged to attend tutorial laboratory sessions before their next exam. Scheduled tutorial sessions for developmental math are held in the Academic Assistance Center. Additional help is available from a number of sources including professional and peer tutors, video lectures, and faculty during regularly scheduled office hours. Alternative modes of delivery for some mathematics courses are offered including off-campus, Interactive Educational Television (IETV), on-line WebCT, and Computer Aided Instruction (CAI) classes.

The Health, Physical Education and Recreation Department stresses competition in the classroom as well as on the playing field. Minimum academic standards are in effect, but minima are generally exceeded. Five of our athletic teams have ranked nationally in academics over the past three years according to the National Junior College Athletic Association including four "Academic Team-of-the-Year" awards for achieving the highest GPA nationally. Student athletes are drilled in good study habits early in their freshman year and their academic performance is monitored closely. As a team, they are required to report their grades after all quizzes and tests promoting peer pressure, team building, and competition in academics.

Previously, pre-test and post-test were required of students in Redlands Community College accounting and economics courses. However, in the academic year 2000-2001, 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 of 2005. The majority of the Redlands Community College 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 Redlands Community College, 72% indicated that one of their goals was to complete an associate's degree. Forty-six percent indicated that completing a certificate program was a goal. Eighty-one percent indicted that transfer to a four year institution was a goal. Redlands Community College 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.

Since retention is a major concern, Redlands Community College employs a retention specialist. This individual works with both students and faculty members to improve students' academic experiences during the entire academic year.

Student Satisfaction

In 2003, Redlands chose to utilize The Community College Survey of Student Engagement (CCSSE) to assess student satisfaction. This assessment provides a better avenue for determining the opinions of freshman and sophomores alike, at the institution and community college level. Prior to 2003, we used the ACT Student Satisfaction Survey only. A drawback of the ACT survey was that it included only graduating sophomores. A cross-section of freshman and sophomores participated in the CCSSE, since 2003.

Administration

All standing institutional committees share responsibility for overseeing the assessment process and evaluating its performance.

ROSE STATE COLLEGE

Introduction

Rose State College has made a strong commitment to the ongoing process of the assessment of students' learning and academic progress. The assessment plan attempts to ensure that every assessment activity will provide a clear concept of how the results that are gathered can and will be applied to maintaining or improving teaching and student learning. The College is highly goal oriented and is continually in the process of evaluating its goals and purposes. Rose State College believes that the use of systematic, realistic, and manageable assessment activities will make significant increases in student success.

Assessment at Rose State College entails the study of students' entry-level skills, mid-level profiles, accomplishments following employment, transfer, graduation, and student satisfaction with programs and services. Entrusting the academic assessment of student achievement to a faculty coordinator who has administrative support from Academic Affairs, research support from the Office of Resource Development, and computer support from Information Technology Services is changing the perception of the process on campus. The feedback loop between the Academic Assessment Committee and the Planning Council is working well.

The purpose of this document is not only to report to the Oklahoma State Regents for Higher Education (OSRHE) on the student assessment activities of Rose State College but also to report to Rose State College administration, faculty, staff, and students on their assessment achievements. To improve institutional effectiveness, the Academic Assessment Committee will continue to provide oversight and direction to assessment activities. Sharing assessment information with other campus groups in a timely manner will ensure that assessment can always be traced back to the College's Mission Statement.

Entry-Level Assessment

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

Entering Student Descriptive Report on Fall 2004 Students

Rose State College requested an ACT student profile or characteristics report of the Fall 2004 students who took the COMPASS assessment. The report of 2,947 students tested included demographics, educational goals, requests for assistance, and ability profiles. Fifty-seven percent were Caucasian, 24 percent African American, 6 percent Native American, 4 percent Hispanic, 2 percent Asian, 2 percent as other and the remainder chose not to respond.

English: Approximately 2,217 students took the English portion of the COMPASS test. Seventy-five percent of all students taking the COMPASS assessment took the Writing Skills test. The mean for this group was 69.82 as compared to 65.12 last year. Fall 2004, 55 percent of the students taking the assessment were placed at freshmen level English as compared to 45 percent in Fall 2003. Forty-five percent were placed in remedial English classes.

Reading: Approximately 2,305 students took the reading portion of the COMPASS test. Seventy-eight percent of all students taking the COMPASS assessment during the Fall 2004 semester took the reading assessment. Eighty percent placed in the acceptable reading level range of 72-100, which was consistent with Fall 2003. The mean for this group was 81.93, compared to last year's 81.86.

Math: Approximately 2,476 students were administered 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. Rose State College has approved a three-tiered math assessment composed of pre-algebra, algebra, and college algebra. During Fall 2004, 84 percent of all students taking the assessment test were administered the pre-algebra test as compared to 83 percent for Fall 2003. Twenty percent were administered the algebra test compared to 22 percent last year and 5 percent were administered the college algebra test.

The mean for each respective math assessment group was 46.68, 39.97, and 45.24 as compared to 48.14, 39.48, and 44.43 last Fall. It should be noted, that of the 599 students taking the algebra placement tests, 15 percent placed in a freshman-level course; 85 percent required remediation. In addition, 161 students took the college-level algebra test and 60 percent placed in a freshman-level class while 40 percent required remediation.

Note: *Students taking the college-level algebra test advanced through the COMPASS math sequence and did not begin at that level of remediation.*

No adjustments were made to placement scores, and the same cut-off scores were used as last year.

The Fall 2004 Remediation Progress Study reports on students' progress within a remedial course and their performance in the next course in the sequence. Initial analysis indicated that 63.8 percent of the 304 students enrolled in READ 0153, 1203, and 1213 passed the course. Of the 609 students enrolled in ENGL 0103 and 0123, 58 percent passed. There were 12 students enrolled in SCI 0123, of which 41.7 percent passed. There were 2,295 students enrolled in MATH 0103, 0113, 0123, and 0143, of which 1,255 (54.7 percent) passed. Spring 2005, 157 students enrolled in the next level – either in MATH 1473, where 30 students enrolled and 27 (90 percent) passed or in MATH 1513, where 125 enrolled with 90 (72 percent) passed.

Continued progress is shown for those students who entered the College utilizing the Fall 2003 COMPASS. The Remediation Progress Study of Fall 2003 shows 62 percent of the original 304 students enrolled in READ 0153, 1203, 1213 were successful in reading remedial courses. By the end of Spring 2005, 40 enrolled in HIST 1483/U. S. History to 1877, 22 (55 percent) passed. One hundred nine enrolled in HIST 1493/U. S. History since 1877, 44 (40 percent) passed. One hundred two enrolled in POLS 1113/American National Government, 64 (63 percent) passed. One hundred four enrolled in PSYC 1113/Introductory Psychology, 62 (60 percent) passed.

Of the 757 students enrolled for Fall 2003 in ENGL 0103 and 0123, 439 (58 percent) passed. By the end of Spring 2005, 333 students had enrolled in ENGL 1113, and 241 students (72 percent) were successful; 163 students enrolled in ENGL 1213, and 121 students (74 percent) were successful.

Fall 2003, 19 students enrolled in SCI 0123/Concepts of Science, 14 (74 percent) passed. By the end of Spring 2005, 3 enrolled in college level science classes and 2 (67 percent) passed.

For Fall 2003, there were 2,405 students enrolled in MATH 0103, 0113, 0123, and 0143, of which 1,146 (48 percent) passed. By the end of Spring 2005, 54 students had enrolled in MATH 1473/ General College Math, 47 (87 percent) passed; 344 enrolled in MATH 1513/College Algebra, 257 (75 percent) passed.

Mid-Level Assessment

At Rose State College, mid-level assessment involves students who have completed either their Associate in Arts [AA] or Associate in Science [AS] two-year transfer degree. Rose State College graduated 739 students in FY 2005 of which 461, or 62.4 percent, were either AA or AS degrees. Rose State College had a decrease of two graduates or 0.3 percent over FY 2004.

The students' success following their transfer to a four-year institution is the College's instrument of mid-level assessment. The following three charts indicate the success of our graduates over a two or three-year period of time at Oklahoma State University, University of Oklahoma, and the University of Central Oklahoma.

Program Outcome 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 224 students in capstone courses and 188 students, 83.93 percent, were successful.
- Health Sciences Division had 189 students enrolled in capstone courses and 179 students, 94.7 percent, were successful.
- Humanities Division had 10 students enrolled in capstone courses and 5 students, or 50 percent, were successful.
- Social Sciences Division had 23 students enrolled in capstone courses, and 21 students, or 91.3 percent, were successful.
- Uses of licensing or credentialing test results.
- Approximately 91 percent of those students sitting for a licensing or credentials exams 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 whether s/he passed or not.
- The Dental Assisting/Dental Hygiene Programs were reviewed by their external accrediting agencies in September, 2005, and continued accreditation is expected January, 2006.
- Transfer reports from other academic institutions.
 - The students' success following their transfer to a four-year institution is the College's instrument of assessment for mid-level (see tables within this section).

Student Satisfaction Assessment

A College-wide student satisfaction survey was conducted in FY 2005:

Fall 2005 Campus Survey

The ACT Student Satisfaction Survey was administered November, 2005. The Academic Deans from the five divisions were asked to select classes for its administration to students across campus. The results from this survey will be available Spring 2006.

FY 2005 Student Graduates

In the Spring 2005 semester, 172 graduates completed the ACT Student Satisfaction Survey with majors in the following divisions: Business and Information Technology – 44; Engineering & Science – 2; Health Sciences – 36; Humanities – 28; Social Sciences – 48; and 14 were either blank, left the major blank, or were completed in pen rather than pencil. The back of the survey asks for comments or suggestions concerning the College. These responses were shared with the appropriate vice presidents, deans, and/or appropriate student services area.

The College's academic environment continues to serve its population in providing an appropriate class size relative to the type of course being taught, external accreditation requirements relative to the program of study, and physical limitations related to best occupational training practices.

Assessment Plans for FY 2005

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.

- Fall 2003 full-time faculty assessed their students enrolled in 409 classes. A total of 6,310 students participated with 5,154 (or 81.89 percent) demonstrating successful critical thinking skills based on the context-specific criteria of the individual professors. A breakdown of results by division was as follows: Business and Information Technology had 826 students participating and 752 (91.04 percent) were successful; Engineering and Science had 1,432 students participating and 1,089 (75.98 percent) were successful; Health Sciences had 835 students participating and 699 (83.71 percent) were successful; Humanities had 1,499 students participating and 1,265 (84.39 percent) were successful; and Social Sciences had 1,718 students participating and 1,350 (78.58 percent) were successful.
- Spring 2004 adjunct faculty assessed 231 classes. A total of 3,583 students participated with 2,781 (77.62 percent) demonstrating successful critical thinking skills based on the context-specific criteria of the individual professors. A breakdown by division was as follows: Business and Information Technology had 423 students participating and 353 (83.45 percent) were successful; Engineering and Science had 881 students participating and 618 (70.15 percent) were successful; Health Sciences had 129 students participating and 86 (66.67 percent) were successful; Humanities had 789 students participating and 688 (86.22 percent) were successful; and Social Sciences had 1,352 students participating and 1,036 (76.63 percent) were successful.
- Fall 2004 full-time faculty assessed 461 classes for effective communication. A total of 7,402 students participated with 6,111 (or 82.56 percent) demonstrating successful effective communication skills based on the context-specific criteria of the individual professors. A breakdown by division was as follows: Business and Information Technology had 1,078 students participating and 913 (84.69 percent) were successful; Engineering and Science had 1,709 students participating and 1,225 (71.68 percent) were successful; Health Sciences had 669 students participating and 634 (94.77 percent) were successful; Humanities had 1,680 students participating and 1,473 (87.69 percent) were successful; and Social Sciences had 2,266 students participating and 1,866 (82.35 percent) were successful.
- Spring 2005 adjunct faculty assessed 325 classes for effective communication. A total of 5,714 students participated with 4,633 (81.08 percent) demonstrating successful effective communication skills based on the context-specific criteria of the individual professors. A breakdown by division was as follows: Business and Information Technology had 462 students participating and 409 (88.53 percent) were successful; Engineering and Science had 1,379 students participating and 1,067 (77.37 percent) were successful; Health Sciences had 203 students participating and 155 (76.35 percent) were successful; Humanities had 1,493 students participating and 1,220 (81.71 percent) were successful; and Social Sciences had 2,177 students participating and 1,782 (81.86 percent) were successful.
- Fall 2005 all full-time faculty will assess technology proficiency. Information Technology Services continues making available, through PeopleSoft and the College's Internal Website, the ability to allow faculty to submit their reports online. This process will aid in compiling a comprehensive report that will be shared with all administration and full-time faculty. Adjunct faculty will assess for technology proficiency in Spring 2006.
- Quantitative Literacy will be added as Goal #4 and will be administered in FY 2007.
- A campus-wide student satisfaction survey will be completed Fall 2006.

SEMINOLE STATE COLLEGE

Entry-Level Assessment

Seminole State College (SSC) primarily uses ACT data and/or COMPASS and 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 2004 enrollment was 2178 students. Of these, 1100 (51%) were first-time college students. The ACT composite (mean) score for these students was 18.44 (N=226) compared to 18.64 (N=224) for the previous year. The SSC mean score decreased less than one point from the 2003-2004 mean score, but it is almost one point higher than the low score of 17.7 in 2001-2002. The mean is 1.46 less than the national average of 20.9 and only slightly less than the 18.9 average for students in two-year colleges.

For Fall 2004 and Spring 2005, scores from one of these placement sources were used to place 911 students in at least one non-credit course. The number of students placed in non-credit courses varied a great deal. For students participating in a placement test, the percentages for placement in a non-credit course were: (1) Writing—61.56%, (2) Science—21.73%, (3) Mathematics—88.00%, and (4) Reading—63.33%.

During the Fall 2004 semester, 874 students were enrolled in non-credit courses. Of this number, 530 (60.64%) successfully completed the course. Enrollment data for Spring 2005 reveals 580 students enrolled in non-credit courses with 379 (65.34%) successfully completing the courses. When combined totals are considered, it is seen that 1454 students were enrolled in non-credit courses with 909 (62.52%), successfully completing those courses.

Mid-Level Assessment

The term Mid-Level Assessment, as used by Seminole State College, means 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.

Over the years, the College has routinely analyzed grades for students enrolled in select general education courses to help with the analysis of its educational offerings. These courses have been chosen because their enrollment typically has a large number of students in the proper 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 2004 was 1256 with 946 (75.32%) successfully completing their course; (2) Enrollment for Spring 2005 was 1236 with 937 (75.81%) successfully completing their course; (3) Combined enrollment for the two semesters was 2492 with 1883 (75.56%) students successfully completing their respective course, and (4) The successful completion percentages were 1.77% higher than those for the previous year.

In addition to grades in these courses, SSC pilot-tested the Educational Testing Service's Academic Profile in 2002 with limited information. However, since that time, it has conducted the test annually. The February 2003 test was conducted with 263 students and its results gave much better information. Then, in October 2004 the test was administered to 131 students with 97 in the category of interest.

While the number of students tested in 2004 was half of the number in 2003, the percentage of students with 45 or more credit hours increased from 52.47% to 74.05%. This is due to a more thorough process used for determining classes with high enrollments in this category and provides more useful information. The test was administered again in November 2005, but the results will not be available until the end of the year. However, results from the 2003 and 2004 tests confirm what other assessment tools have previously indicated—Seminole State College is fulfilling its academic mission.

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 2003-2004 SSC Graduate Opinion Survey revealed that 90.00% rated their experience at SSC as Excellent or Above Average.

Program Outcomes Assessment

Seminole State College offers Associate in Applied Science Degrees in Business/Information Systems, Medical Laboratory Technology, and Nursing. Faculties in these areas are diligent to collect data that will help them provide the appropriate training for these degrees. They not only survey their students, but also take advantage of several outside agencies for guidance in this regard. Other components used to evaluate program outcomes are the OSRHE Technical Program Review, the SSC Survey of Employers, the Comprehensive Program Review, the Mosby AssessTest, 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/Information Systems (87), MLT (12), and Nursing (20). Six of the MLT graduates have taken and passed the Board of Registry Exam. All 12 of the graduates are currently employed. In addition, of the 20 Nursing graduates, 18 passed the national licensing exam and are employed.

Student Satisfaction Assessment

Primary tools used in this area of assessment consist of the annual Student Feedback on Classroom Instruction Form, the biennial SSC Student Opinion Survey, and the annual SSC Graduate Opinion Survey. However, the College also uses other nationally recognized tools such as the ACT Faces of the Future Survey when possible. This survey was administered during the 2003-2004 academic year, and since results were consistent with previous SSC Student Opinion Survey results, it was used again in November 2005.

While results of the November 2005 Faces of the Future Survey will not be available until the end of the year, nearly 85% of the students who participated in the 2003-2004 indicated their level of satisfaction with SSC was either Very Satisfied or Satisfied.

The annual Seminole State College Graduate Opinion Survey is also an important part of the assessment process. The latest report is for the academic year 2003-2004 in which 301 surveys were mailed to recent graduates. Fifty graduates returned completed surveys giving a return rate of 16.61%, the lowest in several years. Concerned about this low rate, the Assessment of Student Learning Committee analyzed the situation and determined the rates were decreasing from year to year and had fallen from nearly 40% to about 16%. It was suggested that many recent graduates do not respond well to mailed surveys, but might to electronic ones. Therefore, it authorized an online survey to be used for the 2004-2005 survey. This survey has been developed and is currently open to the 2004-2005 graduates. A report of the results will be presented in detail in the next annual assessment report.

Asked for their overall academic rating of SSC, 90.00% gave a rating of Excellent or Above Average. When asked about their overall experience at SSC, 90.00% of the respondents gave a rating Excellent or

Above Average. And finally, when asked if they would start at SSC again, 91.83% indicated that they would. These results are consistent with past survey results.

As in past surveys, graduates indicate factors such as location and cost influenced their decision to attend SSC, but once enrolled, they indicate a great deal of satisfaction with the quality of instruction and services provided by the College and would recommend it their friends. 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 35 years ago (1970). The American College Test (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 Tests (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 2004 Summer and Fall Semesters and the 2005 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.

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.

Three-fifths (61.4%) of entering TCC students scored high enough on the ACT Reading test to be placed in college level reading courses. Almost one-third (34.5%) scored within a range of scores that would place them into a remedial Reading II course. Finally, 4.0% of these students scored within a range of scores that would place them into a remedial Reading I course.

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

More than half (54.7%) of the new TCC freshmen scored high enough on the ACT English sub-test to be placed in a Freshman Composition I course. Almost two-fifths (38.2%) scored within a range of scores that would place them into a remedial Writing II course. Finally, 7.2% scored within a cut-score range for placement in a remedial Writing I course.

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

Two-fifths (40.5%) of the new TCC freshmen scored high enough on the ACT Mathematics sub-test to be placed into College Algebra. Another two-fifths (39.8%) scored within a cut-score range for placement into Intermediate Algebra. Finally, one-fifth (19.7%) 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% scored within a cut-score range on the CPT Mathematics sub-test to be placed into College Algebra, and 4.5% had scores that would place them into Intermediate Algebra. About one percent (1.2%) had scores that would place them into Beginning Algebra. Finally, of those tested, 91.6% tested within a cut-score range for placement into Basic Mathematics.

The Entry-Level Assessment Subcommittee has completed its long-term effort to validate TCC's placement program in mathematics, reading and writing. Having completed these tasks, the Entry Level Subcommittee has turned its attention to research concerning student retention and persistence. We have chosen not to implement our initial plan to conduct a research study based on the impact of Strategies for Academic Success on student retention and persistence because the available cohort for study was too small to yield useful results. The Subcommittee will take up the questions of retention and persistence again next year, examining the issues more broadly and in light of other college efforts now in progress in this area.

The Entry Level Subcommittee has also been asked to review the effectiveness for student success of the waiver provision and of the prospect of enforcing course prerequisites in our enrollment practice. Our research indicates that a significant number of our students benefit from the waiver option. We therefore do not find a basis for removing that option. We have also judged that decisions about enforcing course prerequisites in our enrollment practice should be based on empirical evidence indicating that such enrollment practice changes will enhance student success. Student services and the academic divisions should collaborate to collect and evaluate this evidence.

Mid-Level Assessment

The mid-level assessment strategy at Tulsa Community College (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 2004-2005 academic year, faculty at TCC assessed the general education goals of global awareness and computer proficiency 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 global awareness. The general education committee has established a definition for global awareness 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 global awareness 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 his/her courses. These faculty members were asked to record results in a common database using an Internet web-wizard. The web-wizard was designed by the Office of Institutional Research and Assessment 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. The goal of this model is to formulate a comprehensive, definitive picture of students' general education goal attainment. Benchmarking this attainment over time will allow TCC to gauge improvements made and will provide feedback on the assessment process itself.

All adjunct faculty members were asked to participate in the assessment of global awareness, while all full-time faculty members administered computer proficiency assessment. Results were compiled and aggregated by the Office of Institutional Research and Assessment. A total of 4,979 students were assessed for global awareness with 81% of those students demonstrating successful global awareness based on the context-specific criteria of the individual instructors. Likewise, 3,640 students were assessed for computer proficiency, yielding an 90% 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 2005.

All faculty will again participate in the assessment process by assessing critical thinking during the 2004-2005 academic year.

Program Outcomes Assessment

The college implemented a new course-embedded discipline and program outcomes assessment process during the 2001-2002 academic year. The use of this new process continued through the 2004-2005 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 an Internet web-wizard to the Office of Institutional Research and Assessment. These results are 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 199 instructors assessed 4,363 students revealing an 82.5% 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, alumni 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 2005 semester, 11,605 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%) 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%), are well prepared for the courses taught (95%), and maintain high course standards (95%).

Results from the alumni survey indicate 69% of the respondents are continuing their education. Furthermore, 80% of the respondents indicated that they are employed. Among respondents who were employed, 64% 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 Tulsa Community College. Among the respondents who are working, 58% 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 Tulsa Community College. 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%).

Results from the employer survey indicate that 98% of the participating employers report that they are “*satisfied*” or “*very satisfied*” with the performance of the employed TCC graduates and students. In addition, 83% of the respondents rated the employed TCC graduates’ or students’ ability to work productively as “*above average*” or “*excellent*,” while 84% confirmed that graduates are able to work independently without direct supervision.” Of the respondents, 83% 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 (78%) of the employers. The general attitude toward the work performed was rated as “*above average*” or “*excellent*” by 94% of the participating employers. Employers reported that TCC graduates are “*above average*” or “*excellent*” in their ability to identify, analyze problems (77%) and to solve problems or suggest possible solutions (76%). Finally, 70% rated their employed TCC graduates’ or students’ ability to accept supervision and criticism as “*above average*” or “*excellent*.”

Graduates of Tulsa Community College'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.

Student Satisfaction Assessment

The Office of Institutional Research and Assessment has implemented a wide and varied strategy for assessing student satisfaction. Overall satisfaction domains are investigated through various climate surveys, such as course/instructor evaluations and alumni surveys (discussed above). In addition, a TCC exit survey was developed and administered at the time of final graduate check-out and allowed students the opportunity to apply and assess the relevance of their learning experiences with TCC. Results from the various climate surveys were provided to all faculty and staff of TCC via electronic mail. Data are used to facilitate decision-making on program improvements, implementation of services and evaluation of services currently available.

The overall results from the course/instructor evaluation were positive. The majority of responding students (91%) would recommend the course they assessed to other students. Also, most (92%) of the respondents indicated that their expectations for the course they assessed were met.

Results from the exit survey also indicate strong student satisfaction. The survey included four dimensions designed to assess the perceptions of graduates regarding their educational experiences while attending Tulsa Community College. The four dimensions were general instruction, faculty, classes, and support facilities. Of those who responded, 90% indicated positive satisfaction with general instruction, while 86% were satisfied with the TCC faculty. Likewise, most of the respondents were satisfied with their classroom experience (89%) and with TCC's support facilities (84%).

WESTERN OKLAHOMA STATE COLLEGE

The Western Oklahoma State College (Western) Institutional Assessment Plan was developed in the fall of 1992 and operationalized in the summer of 1993 through the combined efforts of faculty, staff, and administration. The Institutional Assessment Committee composed of a cross section of faculty, administration, and the President of the Student Senate met, reviewed, and approved the 2004-2005 Institutional Assessment Report. Western's Institutional Assessment report is based on a culmination of assessment activities as prescribed in the Western Oklahoma State College Institutional Assessment Plan. Multiple data sources were evaluated: ACT scores, entrance and exit test scores, program indicators, and student perception inventories.

Entry Level Assessment

Western's primary assessment instruments are high school transcripts and ACT results, with COMPASS test in English, Math, and Reading serving as its secondary testing tools. All students entering Western 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 17.5, same as the previous year and 3.1 below the state average of 20.6 and 3.4 below the national average of 20.9 for all entering college freshman.

Mid-Level 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.

Two hundred eighty seven (287) students participated in the mid-level (exit) assessment at Western at the end of Spring 2004-2005 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.

As another form of mid-level assessment, in former years we have obtained the grade point average and college progress from the universities to which our students transfer. However, obtaining this student

tracking information from other Oklahoma colleges and universities is becoming extremely difficult (possibly due to new FERPA regulations). Consequently, this has severely limited our ability to track our students' progress toward a Bachelor's degree.

Program Outcomes Assessment

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 2004-2005 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 75%.

Tracking studies tied to developmental education were initiated in the 2001-2002 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 81.6% with a 2.49 GPA for those who took developmental courses versus and 89.1% rate of success and a 2.83 GPA for students who did not take developmental courses. Math showed a 71.2% rate of success with a 2.61 GPA for developmental students versus 77.1% rate of success and a 3.03 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 116 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 (74.1%), to become a better educated person (72.4%), to qualify for a high level occupation (66.5%), and to increase their earning power (62.9%). 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 (44%), scholarships (41.4%), and parents/relatives (41.4%).

On the Entering Student Survey, students reported needing the most help in the following areas: improving math skills (69.8%), improving public speaking skills (51.7%), developing better study skills and habits (60.3%), and improving test taking skills (59.5%). 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 (21.6%), Teacher Education (9.5%), and Business Management (6%). However, 10.3% 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: location (59.5%), financial aid or scholarship (58.6%), and cost (55.5%). Sixty two point nine (62.9%) of the entering students surveyed reported that Western was their first choice of college and 32.8% made their choice during high school. Additionally, 48% of the students reported that their parents or relatives were a major source of information about the college.

Two hundred two (202) 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 54.5% 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 (61.9%), low cost (45%), and being able to work while attending college (42.1%). 72.3% of the continuing students reported they would definitely or probably attend this college if they could start college over. 89.2% gave the college an above average rating. Both of these figures are an increase over last year.

Three hundred and one (301) graduating students completed the **College Outcomes Survey**. 59.1% plan to enroll in another college while 14.3% are undecided about their plans. Although 15% 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, 85.8% of students report that Western has helped them meet the goals they came to achieve.

Thirty (30) alumni responded to the **Alumni Survey**. Approximately 375 surveys were mailed to the graduates from the 1999-2000 and 2000-2001 years. Of those who responded, 43.3% has now obtained a Bachelor's degree. Eighty six point six percent (86.6%) of the respondents reported that Western had adequately or more than adequately prepared them for continuing their education. Ninety three point four percent (93.4%) responded that they would definitely choose or probably choose Western if they were to start college over. Overall, 93.4% of the respondents stated they were very satisfied or satisfied with the college in general.

Administration

The Institutional Assessment Specialist is responsible for assisting with the overall facilitation of the assessment plan. She reports directly to the Director of Counseling and Student Assessment, who, along with the Vice President of Student Affairs, is responsible for the initial interpretation of findings with the exception of the Program Assessment component which is address by the Vice President of Academic Affairs and the faculty. Tentative findings are presented to Western Oklahoma State College's Institutional Assessment Committee. The committee annually evaluates the assessment process and

makes recommendations based on assessment findings. Also, the assessment report is disseminated college wide to inform and guide institutional planning and decision making.

Number of Students Enrolled in Remediation by Institution

Institution	Number of First-Time Freshmen	Enrolled in Remediation*		Remedial Courses							
				English		Math		Science		Reading	
				#	%	#	%	#	%	#	%
OU	3,517	410	11.7%	43	1.2%	385	10.9%	0	0.00%	44	1.3%
OSU**	3,303	62	1.9%	4	0.1%	60	1.8%	1	0.03%	0	0.0%
UCO**	1,988	-		-		-		-		-	
ECU	676	242	35.8%	55	8.1%	209	30.9%	24	3.6%	38	5.6%
NSU	1,226	626	51.1%	174	14.2%	559	45.6%	6	0.5%	199	16.2%
NWOSU	323	128	39.6%	76	23.5%	100	31.0%	0	0.0%	0	0.0%
SEOSU	621	248	39.9%	126	20.3%	127	20.5%	98	15.8%	103	16.6%
SWOSU	958	328	34.2%	140	14.6%	262	27.3%	0	0.0%	15	1.6%
RSU	857	466	54.4%	278	32.4%	398	46.4%	32	3.7%	85	9.9%
CU	1,007	587	58.3%	418	41.5%	438	43.5%	0	0.0%	130	12.9%
LU	657	487	74.1%	163	24.8%	452	68.8%	138	21.0%	44	6.7%
USAO	260	82	31.5%	34	13.1%	66	25.4%	23	8.8%	0	0.0%
OPSU	281	155	55.2%	102	36.3%	-	0.0%	13	4.6%	141	50.2%
CASC	1,650	421	25.5%	141	8.5%	396	24.0%	0	0.0%	0	0.0%
CSC	603	473	78.4%	242	40.1%	452	75.0%	0	0.0%	0	0.0%
EOSC	530	232	43.8%	145	27.4%	165	31.1%	0	0.0%	0	0.0%
MSC	569	349	61.3%	152	26.7%	307	54.0%	1	0.2%	0	0.0%
NEOAMC	692	463	66.9%	267	38.6%	388	56.1%	157	22.7%	0	0.0%
NOC	1,127	653	57.9%	235	20.9%	611	54.2%	21	1.9%	144	12.8%
OCCC	3,001	1,747	58.2%	995	33.2%	1,502	50.0%	17	0.6%	27	0.9%
OSU-OKC	941	578	61.4%	192	20.4%	517	54.9%	53	5.6%	325	34.5%
OSUTB-OKM	1,081	316	29.2%	142	13.1%	277	25.6%	19	1.8%	154	14.2%
RCC	427	206	48.2%	84	19.7%	178	41.7%	0	0.0%	47	11.0%
RSC	1,603	983	61.3%	429	26.8%	861	53.7%	7	0.4%	17	1.1%
SSC	628	340	54.1%	192	30.6%	271	43.2%	20	3.2%	112	17.8%
SWOSU-Sayre	138	73	52.9%	13	9.4%	66	47.8%	0	0.0%	32	23.2%
TCC	2,913	1,547	53.1%	748	25.7%	1,335	45.8%	0	0.0%	35	1.2%
WOSC	445	183	41.1%	81	18.2%	168	37.8%	0	0.0%	63	14.2%
	32,022	12,385	38.7%	5,671	17.7%	10,550	32.9%	630	2.0%	1,755	5.5%

* Student count is unduplicated.

**Much or all remediation courses occur at community colleges by agreement.

APPENDIX

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Appendix

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 selection 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 that 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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