

**Oklahoma State System
of
Higher Education**

**Annual
Student
Assessment
Report**



February 21, 2003

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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

2001-02

The ninth 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 2001-02 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 passed in 1991 paved the way for development of a statewide assessment plan 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 American College Test (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 Assessment (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, 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 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 (Oklahoma State University, University of Central Oklahoma, East Central University, Northeastern State University, Northwestern Oklahoma State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, Cameron University, and Langston University) 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 1
First-Time Freshmen Remediation
2001-02

Institution	First-Time Freshmen	Total Enrolled in Remedial Courses		English		Math		Science		Reading	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
OU	3,621	658	18.2	87	2.4	613	16.9	0	0.0	46	1.3
OSU	3,276	363	11.1	17	0.5	353	10.8	20	0.6	0	0.0
UCO	2,065	1,258	60.9	118	5.7	713	34.5	268	13.0	159	7.7
ECU	615	213	34.6	72	11.7	179	29.1	25	4.1	47	7.6
NSU	1,093	578	52.9	172	15.7	528	41.0	42	3.8	160	14.6
NWOSU	341	161	47.2	54	15.8	143	41.9	0	0.0	18	5.3
SEOSU	648	280	43.2	136	21.0	127	19.6	114	17.6	114	17.6
SWOSU (Weatherford)	856	184	21.5	49	5.7	151	17.6	0	0.0	69	8.1
SWOSU (Sayre)	122	60	49.2	12	9.8	51	41.8	0	0.0	18	14.7
RSU	745	427	57.3	221	29.7	352	47.2	41	5.5	87	11.7
CU	967	466	48.2	281	29.1	359	37.1	0	0.0	106	11.0
LU	620	469	75.6	137	22.1	438	70.6	166	26.8	45	7.3
USAO	237	97	40.9	26	11.0	81	34.2	27	11.4	0	0.0
OPSU	342	143	41.8	93	27.2	105	30.7	94	27.5	52	15.2
CASC	830	285	34.3	96	11.6	265	31.9	35	4.2	0	0.0
CSC	640	410	64.1	195	30.5	389	60.8	101	15.8	0	0.0
EOSC	535	232	43.4	77	14.4	181	33.8	45	8.4	68	12.7
MSC	569	390	68.5	221	38.8	322	56.6	24	4.2	0	0.0
NEOAMC	683	428	62.7	191	28.0	401	58.7	117	17.1	0	0.0
NOC	820	467	57.0	202	24.6	431	52.6	9	1.1	94	11.5
OCCC	2,379	1,369	57.5	662	27.8	1,236	52.0	21	0.9	29	1.2
OSU-OKC	1,094	566	51.7	98	9.0	526	48.1	8	0.7	224	20.5
OSUTB-OKM	1,202	289	24.0	108	9.0	247	20.5	34	2.8	127	10.6
RCC*	546		0.0	218	32.1	482	71.0	0	0.0	288	42.4
RSC	1,708	1,166	68.3	477	27.9	1,051	61.5	15	0.9	6	0.4
SSC	586	327	55.8	196	33.4	274	46.8	20	3.4	149	25.4
TCC	3,400	1,568	46.1	692	20.4	1,330	39.1	0	0.0	42	1.2
WOSC	529	214	40.5	110	20.8	191	36.1	2	0.4	82	15.5
State Total	31,072	13,080	42.1	5,021	16.2	11,526	37.1	1,228	4.0	2,036	6.6

* RCC UDS remediation information is incomplete; the information in this table is taken from the remediation survey submitted by the institution. The total number of students enrolled in remedial courses is not available (students may be enrolled in more than one remedial course). Percentages may not be comparable with other institutions.

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Annual Student Assessment Report

**Institutional
Summaries**

February 21, 2003

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University of Oklahoma

Entry-level Assessment

The Assessment and Learning Center assesses the academic background and skill levels of all undergraduate students enrolling for the first time in courses at the University of Oklahoma (OU). The Enhanced ACT assessment test is used as the preliminary screening instrument. The 2001-02 cut scores were 19 in reading, 19 in English, and 20 in math. Students scoring below these cut scores, or the SAT equivalents, were evaluated further to determine appropriate course placement using ACT's COMPASS, which includes computer-adaptive tests for reading, writing skills and mathematics; and locally developed standardized writing samples and calculus placement test.

Of OU's 3,621 first-time freshmen in fall 2001, 658 (18.2 percent) enrolled in one or more remedial course as follows: 87 (2.4 percent) in English, 613 (16.9 percent) in mathematics, and 46 (1.3 percent) in reading.

Transfer students new to OU are assessed on the basis of ACT scores and grades in prior course work. Secondary assessment is required of all transfer students desiring to enroll in mathematics at OU and those 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 desired level 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.

New freshmen were also assessed as to their attitudes and backgrounds. This instrument has been administered to 73-96 percent of all freshmen since 1975. Results indicate the following.

- Parents of new 2002 freshmen have more formal education than parents of new students in 1975, continuing the trend of the past several years. Only 18 percent of fathers and 20 percent of mothers of 2002 new freshmen had not attended college, compared with 31 percent of fathers and 46 percent of mothers of 1975 new freshmen.
- Only 35 percent of 2002 freshmen had a family member who had attended the University of Oklahoma, a decrease from 45 percent in 1976.
- The number of new freshmen (59 percent) who expected to work while attending college was the same as the 2001 cohort. However, this was still significantly greater than in previous years. Only 34 percent of new freshmen reported they had to work to go to college.
- Of new freshmen, 75 percent report that developing skills for a specific job is an extremely important benefit of higher education, a result that has changed little since 1977. Only 53 percent report that gaining a background for life long learning is an extremely important benefit of higher education.
- More new freshmen than before (90 percent) stated they plan to bring a computer to campus. This compares with 87 percent in fall 2000, 75 percent in fall 1999, and 68 percent in fall 1998.
- Only 46 percent of new freshmen declared they would be interested in interacting with people whose ethnic backgrounds are different from their own.
- The survey also indicates that 88 percent of all new freshmen said they expect to stay at OU long enough to earn a bachelor's degree compared with 84 percent in 1995.

- The primary reason mentioned for selecting OU as an institution was the presence of a “good program in the participants major.” A close second was the University’s “academic reputation.”

Performance evaluation of new freshmen from 1990 to 2002 indicates positive benefits of assessment, admission contracts and the CARE (Counseling and Advising for Retention Effectiveness) program on student performance. When ACT and High School GPA (HSGPA) are equalized, students at every ACT and HSGPA interval were more successful in 2001-02 than in 1990-91, the year prior to the implementation of the CARE and assessment program. Overall, only 12 percent of 2001-02 new freshmen ended the year with a GPA of less than 2.0, compared with 26 percent in 1990-91 and 14 percent in 2000-01. The average GPA of 2001-02 new freshmen was 3.0, compared with 2.9 in 2000-01, and 2.5 in 1990-91. The combination of the CARE program, assessment, and academic contracts for at-risk students continues to be effective for increasing success rates for students of all backgrounds.

Mid-level Assessment

During the 2001-02 academic year, assessment of general education focused on four projects. First was replication of the study focusing on students’ perceptions of the Position Paper; this replaced the Extended Definition Paper that was a serious problem in English 1113 classes. Second, the University continues to compile data on students who were in the longitudinal study conducted from 1992 through 1997. The third and newest mid-level assessment activity is a writing-across-the-curriculum project conducted in the Department of Philosophy. The fourth and final mid-level assessment measure was participation in the National Survey of Student Engagement (NSSE). The first three projects were inter-related in design and application, allowing each to mutually inform one another.

A two-part questionnaire designed to assess student’s perceptions of what they learned through writing the Position Paper was administered in 2001-02. Results indicate that roughly 75 percent (n=137) of students agreed or strongly agreed they improved overall in learning concepts necessary for writing position papers. Overall student responses indicate students perceived they were learning strategies necessary to write the position paper. A pilot program involving collaboration between the Philosophy and English departments has begun and is designed to enhance the writing experience of students enrolled in philosophy courses.

The Philosophy project grew out of concerns with writing in three specific areas: undergraduate writing, graduate student writing, and graduate assistants’ writing instruction. The project was designed to develop and implement two specific classes: a one credit hour undergraduate writing-for-philosophy class that students would take concurrently with one or more upper-division philosophy class; and a three day intensive summer workshop that graduate teaching assistants would take prior to assisting philosophy professors in the classroom.

The philosophy department recruited six undergraduate students, either philosophy majors or minors, from a 3000-level Modern Philosophy class. A writing curriculum was designed to emphasize the domain generality of writing as a procedural knowledge-based set of skills that could be translated into a domain specific set of practices necessary to produce a specific genre of writing. The project was expanded in fall 2002.

In 2001-02, the General Education Assessment Team profiled nine students who participated in a longitudinal writing study during the mid 1990’s. With one exception, a pattern emerged across profiles that parallels earlier years’ profiles: a fairly consistent first year of writing in a number of general education classes with a steady increase in writing proficiency, followed by two years of little or no assigned writing, and a slight rebound of assignments in the senior year.

A well-known, standardized assessment tool, the NSSE is mailed to randomly selected students. Of 481 students responding to the survey, the responses indicate that in the area of academic and intellectual

experiences, OU students felt they gained experience, with class presentations, community based projects, and discussing career plans with advisors.

Program Outcomes Assessment

Academic units used a variety of tools to assess how well 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, and capstone course performance.
- recitals.
- alumni and employer surveys.
- performance on professional certification exams.
- rates of admission to professional schools.
- job placements.

Forty-four academic units reported undergraduate programs assessment. Many positive results were reported, including:

- The average GPA of all math majors was 2.99, with all students feeling prepared by their undergraduate experience.
- 88.9 percent of all philosophy majors felt the curriculum helped them develop adequate research, analytic, and writing skills.

Findings of program outcomes assessment also revealed recommended areas of improvement. Changes include:

- revisions in course content or scheduling.
- creation of new courses.
- deletion of courses.
- changes in degree requirements.
- modification of exams.
- establishment of departmental computer laboratories.
- changes in internship programs.
- changes in assessment procedures.
- establishment of faculty review committees.
- reviews of admission and scholarship criteria.

Student Satisfaction Assessment

The Student Satisfaction Assessment Committee recommended replacing the in-class survey used each spring semester with an on-line survey. Two surveys were selected: the *Student Opinion Survey*, developed by ACT, which was identical to the ACT paper survey previously utilized, and the Noel-Levitz

Student Satisfaction Inventory™. The ACT survey measures usage and satisfaction with campus services, along with satisfaction with the college environment.

All undergraduate students were placed at random into one of two survey sample groups, one taking the ACT survey and another taking the Noel-Levitz survey. Students were invited to participate in the respective surveys by multiple email messages. The Noel-Levitz survey was completed by 774 (4 percent) students, while 1,380 (8 percent) completed the ACT survey.

Areas that demonstrate strong levels of satisfaction in both surveys include the student union, university libraries, and campus maintenance. Common areas of dissatisfaction are student parking and use of student activity fees. Data from the on-line ACT survey were compared to results from the paper version of the survey given in the classroom setting each spring since 1993. Overall results did not differ significantly from previous years in which the paper survey was used.

Findings from the ACT survey showed:

- 84 percent of students expressed satisfaction with the university in general.
- Areas of highest satisfaction are similar to last year, with the addition of CLEP programs at 80 percent and general condition of buildings and grounds at 82 percent, which is up from 77 percent in 2001.
- Areas of dissatisfaction are veteran's services (93 percent), student union (89 percent), library facilities and services (86 percent), the college in general (84 percent), recreational services (81 percent), and cultural programs (81 percent).
- Areas of highest dissatisfaction remained unchanged from last year and include parking facilities and services (79 percent), course availability (37 percent), and use of student activity fees (35 percent).
- Of the 65 areas in which student satisfaction was assessed, the mean satisfaction of OU students was higher than students at a national group of comparable institutions in 38 areas, up from 34 areas in 2001.
- Areas showing the greatest increase in satisfaction (greater than 10 percent on a 1-to-5 scale) between 1993 and 2001 include:
 - student health services (up 41 percent).
 - racial harmony (up 26 percent).
 - student union (up 21 percent).
 - use of student activity fees (up 15 percent).
 - opportunities for student employment (up 15 percent).
 - financial aid services (up 13 percent).
 - student government (up 15 percent).
 - honors program (up 13 percent).

- student voice in college policies (up 18 percent).
- student health insurance (up 14 percent).
- veteran's services (up 14 percent).
- general registration procedures (up 13 percent).
- personal security and safety (up 12 percent).

During the 1998-99 academic year, a new process was implemented for students withdrawing from the Norman campus that allows data to be collected concerning the reasons for withdrawal and 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 2002 was 4.20 on a 5-point scale. The most common reasons for withdrawing were: financial issues, work conflict, family problems, and health issues.

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 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 a subject area. The ACT reading subscore is used to indicate readiness for 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 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 2001-02, entry-level assessment was conducted for all enrolled new freshmen and new transfer students with fewer than 24 credit hours (n=3,686). After all stages of entry-level assessment were completed, 615 new students (16.7 percent of the total number enrolled) were recommended to take at least one remedial course. Of these, 126 (3.4 percent) were recommended to enroll in remedial English (ENGL 0123); 548 (14.9 percent) needed remedial math (MATH 0123); 134 (3.6 percent) needed remedial science, and 122 (3.3 percent) needed remedial courses focused on reading and study skills (UNIV 1111). Of OSU's 3,276 first-time freshmen in fall 2001, 363 (11.1 percent) enrolled in one or more remedial course as follows: 17 (0.5 percent) in English, 353 (10.8 percent) in mathematics, and 20 (0.6 percent) in science. Institutional Research and University Academic Services track student success in remedial courses each semester.

Additional entry-level assessments used at OSU include the locally developed New Student Survey, the CIRP Freshman Survey, and the Noel-Levitz College Student Inventory. The New Student Survey was conducted to obtain student input regarding OSU orientation programs for new freshmen and transfer students. The survey was administered on the web and via telephone in January 2002 with 396 students participating. Results provided useful information for continued development of orientation programs. The CIRP Freshman Survey is conducted in alternate years at OSU and was not conducted in 2001-02. 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. Residential Life also uses this survey on a limited basis for students in some residence areas.

Mid-Level Assessment

In 2000, the General Education Assessment Task Group was formed to create and implement a plan for assessing the effectiveness of the OSU general education program. This faculty group has developed an innovative and holistic model for assessing OSU's general education program that includes:

- institutional portfolios designed to directly assess student achievement of the primary learner goals for general education.
- university-wide surveys that indirectly assess student achievement of general education learner goals.

- a web-based General Education Course Database that is used to review and evaluate general education course content.

These methods are aimed at evaluating student achievement of expected learning outcomes for general education that are described in the OSU General Education Course Area Designations Criteria and Goals document (approved by the General Education Advisory Council in January 2001). General education assessment is also guided by the university's mission statement and the purpose of general education as articulated in the OSU catalog.

In 2001-02, institutional portfolios were developed to evaluate students' written communication and math problem solving skills. The portfolios included work from 187 OSU students from all classes (freshmen through seniors) and disciplines. Each 'artifact' of student work in the Institutional Portfolio 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, 66 percent of students received a score of three or higher (representing acceptable, good, or very good work). Portfolio results show that seniors demonstrate better writing skills than freshmen, and students who start at OSU as freshmen demonstrate better writing skills than transfer students. For math assessment, 71 percent of students received a score of three or higher. The sample size in the math portfolio is not large enough at this time to make additional comparisons. Each year, use of institutional portfolios is expanded to cover additional general education student learner goals.

Surveys that provide information for general education assessment include the NSSE, the College Student Survey (CSS), and university-wide alumni surveys. These surveys provide secondary measures of students' general education knowledge and skills development and complement data collected via institutional portfolios.

Although it does not directly measure student achievement of general education learner goals, the web-based General Education Course Database is an important component of general education assessment. The database is a tool used by the General Education Advisory Council (GEAC) for evaluating course content and the extent to which the general education curriculum is aligned with criteria and goals for general education courses. GEAC is in the process of reviewing all general education courses. The review will be completed in spring 2004.

OSU's general education assessment methods are aimed at holistically evaluating student achievement of general education outcomes and critically evaluating the curriculum by evaluating how each course incorporates general education learner goals. Information from general education assessment is shared annually with faculty via a new 'General Education Assessment Newsletter' and is formally presented to the GEAC, 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.

Program Outcomes Assessment

All OSU degree programs, including undergraduate and graduate programs, must have an outcomes assessment plan and an assessment activity for each degree program is described in annual assessment reports. Plans and reports are submitted by colleges, schools, and 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 reviews all assessment plans and reports on a three-year cycle.

Academic units use a broad range of methods to assess student achievement of learning outcomes articulated in assessment plans, these are described in detail in individual assessment reports submitted by each unit. The most commonly used program outcomes assessment methods reported in 2001-02 were:

- capstone course projects, papers, presentations evaluated by faculty or by outside reviewers.
- senior-level projects & presentations.
- course-embedded assessments and classroom assessment techniques.
- exams – local comprehensive exams, local entry-to-program exams, standardized national exams, certification or licensure exams.
- exit interviews.
- internships – evaluations from supervisors, faculty members, student participants.
- portfolios - reviewed internally or externally.
- professional jurors or evaluators to evaluate projects, portfolios, exhibits, or performances.
- student performance in intercollegiate competitions.
- alumni surveys.
- surveys completed by employers and recruiters, students and faculty members
- tracking 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 outcomes assessment methods *in addition to* the methods described above:

- qualifying exams.
- theses, dissertations, creative component papers, projects, presentations, and defenses.
- comprehensive exams.
- tracking research activity or publications and professional presentations and professional activity.

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

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

Academic units are required to report the number of individuals assessed in each assessment method. The number of assessments administered may include non-students, such as alumni or employers, and student who complete multiple surveys or exams. Therefore, the total of 17,040 assessments given contain duplication and non-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 2001-02 were:

- changes in course content.
- addition or deletion of courses.
- changes in course sequences.
- changes in advising processes.

- changes in degree requirements or degree sheet options.
- development of tutorial and academic services for students.
- justification of past curriculum changes and to show program improvement resulting from those changes.
- further refine the assessment methods or to implement new assessment methods.
- facilitate curriculum discussions at faculty meetings, curriculum committee meetings, and faculty retreats.
- changes to student facilities such as computer labs and science labs.
- development of program-based websites to provide students with academic and program information.

Student and Alumni Satisfaction Assessment

Alumni surveys are conducted every year at OSU; undergraduate program alumni and graduate program alumni are surveyed in alternate years. The purpose of these surveys is to identify institutional strengths and areas for improvement as indicated by recent graduates, to track the careers and continuing education of recent OSU graduates, and to assess achievement of learning outcomes as perceived by alumni from individual academic programs. All alumni surveys that target alumni who are one to five-years post-graduation include common questions that cover employment and career issues, continued education, general satisfaction, and program-specific questions for the purpose of 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 graduates about their perceptions of their educational experiences at OSU and its impact on their career and personal development.

A total of 1,544 alumni completed the 2002 Survey of Alumni of Undergraduate Programs. An estimated 66.2 percent of the alumni who participated in the survey were living in Oklahoma, and 33.8 percent were contacted out-of-state. Over 95 percent of alumni reported that they were satisfied with their overall educational experience at OSU. Almost 30 percent had completed or were currently enrolled in graduate programs or professional schools. Over 85 percent reported they were employed. Most alumni reported working for large corporations (35.9 percent) or small corporations or business (26.9 percent). Only 9 percent were employed by government agencies, and educational institutions employed 19 percent. Alumni most frequently reported an annual salary in the range of \$26,000-\$35,000 per year (28 percent). Eighty-seven percent of employed alumni reported their OSU education had prepared them very well or adequately for their current position.

OSU participates in the NSSE in alternate years. This survey is designed to obtain information about student participation in programs and activities that institutions provide for their learning and personal development. Results provide an estimate of how undergraduates spend their time and what they gain from attending college. The NSSE also includes items related to student satisfaction, and those results may be used to assess OSU student satisfaction. OSU participated in the NSSE in 2000 and reported those findings earlier. The 2002 NSSE results will be described in the 2003 Annual Assessment Report.

The National College Student Survey is another university-wide survey conducted at OSU in alternate years and is used to measure, in part, student satisfaction. The College Student Survey is a follow-up survey that compliments the CIRP Freshman Survey and compares freshmen and senior responses and indicates how students' actual college experiences were different from their expectations as freshmen, as well as how students changed during their years at OSU. In spring 2001, 319 OSU seniors completed the College Student Survey.

The Noel-Levitz, Inc. Student Satisfaction Inventory (SSI) is administered each year on the Tulsa campus to evaluate student satisfaction programs and services at that location. Because of rapid enrollment growth on the Tulsa campus, this survey provides an effective means for monitoring student perceptions of programs and services and incorporating student feedback into the development of student programs

and services on campus. Results provide comparative information with other institutions and allow year-to-year comparisons within the institution. A total of 427 students participated in this survey, out of a target population of 1,797 students enrolled in classes on the Tulsa campus in spring 2002. Students at OSU-Tulsa reported higher degrees of satisfaction with safety and security, registration effectiveness, concern for the individual, campus climate, student centeredness, service excellence, recruitment, financial aid, and responsiveness to diverse populations when compared to peer institutions.

Results of these surveys are widely distributed to faculty and administrators at program, college, and university levels. Alumni survey results provide important information for developing academic programs and are used as a measure of student achievement of program outcomes. The NSSE, College Student Survey, and Student Satisfaction Inventory are used to stimulate discussion about the development of student services and programs at OSU.

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 Graduate Student Satisfaction Survey or the Survey of Alumni of Graduate Programs is conducted in alternate years. These university-wide assessments provide university and program level assessment information about graduate students. The Graduate Student Satisfaction Survey was conducted in spring 2002, with 908 graduate students participating. Results were not available for inclusion in this report. The second Survey of Alumni of Graduate Programs will be conducted in spring 2003.

University of Central Oklahoma

Entry-Level Assessment

At the University of Central Oklahoma (UCO), assessment of students at the time of admission is used to determine each student's readiness for college-level courses. Student transcripts and ACT scores are reviewed to determine if secondary testing is required for course placement. The Accuplacer Computerized Placement Test (CPT) is the instrument used for placement in English, mathematics, science, and reading courses. Science placement is based on a combination of math and reading test scores.

Approximately 1,550 students completed the secondary test for placement in remedial courses during the previous year with 63 percent testing in mathematics. This is a reduction of 10 percent from the previous year. In spring 2001 the secondary placement score in mathematics was adjusted to include a placement track for "Mathematics for General Education." The requirement was changed because three of five undergraduate programs offer degrees with a mathematics requirement for this course instead of "College Algebra." The change in this policy is believed to have resulted in the reduction in the number of students placed in remedial mathematics courses.

Of UCO's 2,065 first-time freshmen in fall 2001, 1,258 (60.9 percent) enrolled in one or more remedial course as follows: 118 (5.7 percent) in English, 713 (34.5 percent) in mathematics, 268 (13 percent) in science, and 159 (7.7 percent) in reading.

Mid-Level Assessment

Assessment of general education is embedded in the curriculum. Specific general education goals are measured in English, mathematics, biology, history, political science, humanities, and philosophy. Some assessments are by department, others by specific courses.

Instruments used to assess general education include portfolios, surveys, focus groups, and classroom tests. Student symposiums are hosted by several departments and showcase both artistic and academic work. Student focus groups are generally held during the student symposium and cover a variety of topics, including: academic standards, student and faculty engagement, and general education curriculum.

In the focus group concerning "Academic Standards," a number of issues were discussed by students in relation to academic standards in College of Liberal Arts courses. Many students claimed that liberal arts classes require more oral presentations than other colleges. Students tend to be frustrated with the "how to" part of writing a research or term paper. Although most indicated essay exams were generally more difficult, they seem to learn more from courses requiring this type of exam.

Survey results concerning "General Education Curriculum" indicate general education courses are perceived as being more rigorous than high school courses. A total of 35 respondents (10 percent) completed all seven of their foundation courses at UCO. These students were asked to comment on whether UCO courses expanded their abilities as defined by the goals of general education curriculum. Students indicated that UCO foundation courses enhanced their ability in five of seven categories, including: presentations (86 percent); computer applications (79 percent); critical thinking (91 percent); and the ability to write articulately (94 percent).

Program Outcomes Assessment

In preparation for the North Central Association (NCA) accreditation visit in fall 2001, each faculty member completed the NCA Levels Of Implementation questionnaire. The response to the questionnaire was extremely positive.

Most colleges at UCO have at least one centralized assessment activity, including:

- hosting student symposiums by the College of Liberal Arts, Education and Arts, and Media and Design.
- administrating Major Field Achievement Tests (MFAT) in the College of Business.
- distributing questionnaires to individuals involved in student teaching in the College of Education.

Outcome measures for each program area are designed and implemented by faculty in each department. Reports include undergraduate and graduate program areas. Each college has an assessment committee that oversees college-wide assessment activities, training, and budget. Some highlights include:

- reviewing assessment instruments used with external populations by the College of Education Assessment Committee.
- identifying and correcting areas of weakness in student preparation prior to enrollment in the Funeral Services Department.
- identifying issues that inhibit academic preparation in the College of Liberal Arts.
- assessing student performances in the School of Music.
- identifying lack of experience in composition for qualifying graduate students in the Dance program.

Student Satisfaction Assessment

The College Student Survey from the Higher Education Research Institute and the Graduation Student Survey were administered in 2001-02. The CSS was administered in spring 2002. In comparison to previous years, the 2001-02 Graduating Student Survey shows a negative trend in all areas.

Graduate Student Assessment

Graduate student assessment is included in each department's program outcomes assessment. Activities include comprehensive exams, portfolio reviews, surveys of alumni and employers, exit surveys and interviews, and capstone courses.

The Dean of the College of Graduate Studies and Research has asked each program to review its admission standards. Programs are expected to have rigorous standards suitable for admission to the discipline.

East Central University

Entry-Level Assessment

The East Central University (ECU) Assessment Center uses ACT subject scores, COMPASS test scores, and other secondary tests to assess 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 the Writing Skills test, Algebra test, and Reading test, respectively. The Integrated Process Skills Test II (IPS) is used to assess the students' academic background in science. During the 2001-02 academic year, 63 percent of all freshmen admitted had at least one ACT subject score below 19. After secondary testing, the highest proportion of academic skills deficiencies was in mathematics (39 percent), followed by reading (13 percent), English (10 percent), and science (6 percent). The courses and pass rates for students who enrolled in remedial courses were Fundamentals of English (81 percent), Beginning Algebra (76 percent), Intermediate Algebra (59 percent), Developmental Reading (83 percent), and Concepts in Science (90 percent).

Of ECU's 615 first-time freshmen in fall 2001, 213 (34.6 percent) enrolled in one or more remedial course as follows: 72 (11.7 percent) in English, 179 (29.1 percent) in mathematics, 25 (4.1 percent) in science, and 47 (7.6 percent) in reading.

The ECU Assessment Center tracked student performance in entry-level college courses by dividing students into three cohorts for each ACT subject area. These groups are 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 in English Composition I and College Algebra. Students in the second cohort performed better than students in the third cohort in the reading and science course group. However, students in the third cohort who successfully completed the remedial Intermediate Algebra course performed better than the second cohort in Survey of Mathematics and College Algebra. This higher success rate may be partially due to the continued use of an Internet-based course during 2001-02. This course allows students to log onto a web site to complete class assignments. Students who completed this version of the course met a higher number of course objectives than students in traditionally taught classes. Students in the third cohort also performed better than students in both the first and second cohorts in Freshman Composition I.

ECU's English cut scores were adequate for the freshman class of 2001-02 since 73 percent of students who passed secondary testing earned C's or higher in English Composition I. However, students who tested out in other subject areas failed to earn C's or higher in Survey of Math (61 percent), College Algebra (58 percent), five selected general education courses for reading (62 percent), and three general education science courses (47 percent).

Mid-Level Assessment

ECU assessed five general student outcomes during 2001-02. These outcomes covered critical thinking, library skills, oral or expressive communication, reading, and written communication. To obtain data on student performance on these outcomes, the Assessment Center and the University Assessment Committee used four instruments: the college BASE, a general education institutional portfolio, an oral communication rating form, and the ACT Alumni Survey. A total of 287 students were assessed using the college BASE; 40 students, using papers submitted from the courses of English and Languages faculty; 27 students, using the oral communications form; and 90 ECU graduates, using the ACT Alumni Survey.

The 2001-02 cohort had an overall average score of 263 on the multiple-choice college BASE. Overall, this cohort's performance was 24 points below the average performance for all ECU students tested during the 1996-99 period and 25 points lower than ECU's peer group's performance for the same period. The 2000-01 group's performance was nine points lower than the average score of the 2000-01 student cohort group. Given no significant differences in the academic backgrounds of ECU's entering students, the University Assessment Committee believes poor student motivation may lead to low student effort and explain a significant part of the drop in student performance.

ECU students performed better than the peer group on the "writing" section of the BASE but considerably lower than the 2000-01 cohort or the ECU 1995-01 average. On the "reading" section of the BASE, they performed much lower than past ECU students and students in the peer group. However, feedback from the ACT Alumni Responses indicated ECU alumni were relatively more satisfied than the public college norm with the college's contribution to personal growth in "understanding written information."

In 2001-02, ECU students' overall performance in General Mathematics was the same as past ECU students, 14 points below students in the full-exam peer group, and 10 points higher than the 1998-01 BASE 1:1 peer group. ECU students' overall performance in Algebra was 20 points lower than past ECU students, 35 points below students in the full-exam group, and 10 points lower than the 1998-01 BASE 1:1 peer group. The 2001-02 ACT Alumni Survey respondents indicated their education at ECU made about the same contribution to their personal growth in "Understanding and Applying Math in Daily Activities," compared to past ECU alumni respondents and respondents in the public college sample. The 2001-02 survey respondents indicated their education at ECU made a greater contribution to their personal growth in "Understanding Graphic Information," compared to past ECU alumni respondents and respondents in the public college sample. Thirty-two percent of respondents indicated that "Understanding Graphic Information" had contributed to their personal growth "very much" compared to 23 percent for earlier ECU students and the public college norm.

Program Outcomes Assessment

During 2001-02, a total of 1,050 students were evaluated as part of undergraduate program assessment. A variety of instruments were used to assess student outcomes, including locally developed exams, standardized tests [such as the ETS MFAT and the Area Concentration Achievement Tests (ACAT), portfolios, and various constituent surveys. Licensing and certification tests, such as the Certified Public Accountant Exam, Oklahoma Council on Law Enforcement Education and Training Exam, National Council Licensing Exam for Registered Nurses, 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. Many programs had pass rates exceeding 83 percent, including biology education; early childhood education; elementary education; health, physical education, and recreation education; special education; nursing; and health information management.

Program changes resulting from outcomes assessment include:

- developing new assessment approaches to overcome problems with the ETS MFAT in Business Administration programs.
- changing curriculum due to student deficiencies in health, physical education, and recreation education programs.
- revising curriculum and adopting a new Juvenile Justice Systems text due to results on the ACAT in the Criminal Justice program.

- incorporating critical thinking skills into Seminar on Nursing (N4985) and folding in critical thinking exercises into other courses required for nursing majors.
- emphasizing the writing of mathematical proofs in all upper-level courses and increasing Linear Algebra from three to five credit hours in the math program.

Student Satisfaction Assessment

In 2001-02, ECU administered the ACT Student Opinion Survey (SOS) and ACT Alumni Survey, collecting 684 responses from currently enrolled students and 90 responses from alumni who graduated within the past five years.

Results of the SOS indicate ECU students have a higher level of satisfaction than the public college average. Those items showing the greatest positive response above the public college norm were the campus bookstore, student union, racial harmony on campus, flexibility to design your own program, value of the information provided by advisors, availability of courses, concern for you as an individual, general registration procedures, parking facilities and services, and laboratory facilities. Areas drawing significant negative responses include residence hall rules and regulations, residence hall services and programs, and food services.

Responses to the ACT Alumni Survey were also positive:

- 79 percent asserted they would "probably" or "definitely" attend ECU again (6 percent above the public college norm).
- 82 percent responded the quality of education at ECU was about the "same" or "better" than other public colleges (11 percent above the public college norm);
- 96 percent felt they were "adequately" or "exceptionally well" prepared for continuing education (same as the public college norm).
- 93 percent "definitely" or "probably yes" felt a college education has improved their life (92 percent for the public college norm).

Graduate Student Assessment

A total of 177 graduate students were assessed during the 2001-02 academic year using the CEOE, the National Counselor Preparation Exam, the Rehabilitation Counselor Certification Exam, locally developed comprehensive exams, internships, practicum, portfolios, and various constituent surveys. The pass rate on the CEOE for school counseling graduate students exceeded 87 percent in several areas. For 2002, the ECU mean score on the National Counselor Preparation Exam was 87, only four points from the national mean of 91 and a 12-point improvement from 1999. Other assessment data collected indicates most program goals are being met or close to being met. In addition, alumni and employer surveys display a high degree of satisfaction with ECU's graduate programs.

Northeastern State University

Entry-Level Assessment

Effective spring 1992, all first-time entering freshmen and freshmen transfer students enrolling at Northeastern State University (NSU) with six or less credit hours were required to participate in English and mathematics placement examinations prior to enrollment. The English placement examination used was the Test of Standard Written English (TSWE) and the mathematics placement examination 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 spring 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 and pencil version of the Computer Placement Test (CPT) was introduced. Computer versions of this test began in spring 2001. Students scoring 80 or above on the CPT Sentence Skills test were placed in English 1113 and students scoring below 80 were placed in English 0123. Select students who score below 80 on the English CPT may take an English written test. If the students are successful, 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. Those scoring below 44 are placed in Math 0123, Elementary Algebra. Students scoring below 75 on the CPT Reading Comprehension test are required to complete CAI 0112, Fundamentals of Reading during the first semester of enrollment.

Of NSU's 1,093 fall 2001 first-time freshmen, 578 (52.9 percent) enrolled in at least one remedial course: 172 (15.7 percent) in English, 528 (41.0 percent) in math, 42 (3.8 percent) in science, and 160 (14.6 percent) in reading.

During fall 2001, students enrolled in Math 0123 and 0133 demonstrated a pass rate of 55 percent and 53 percent, respectively. College Algebra (Math 1513) had a pass rate of 52 percent. English 0123 had a pass rate of 66 percent and English 1113 showed a pass rate of 77 percent. For spring 2002, the pass rates were 43 percent for Math 0123, 54 percent for Math 0133, and 61 percent for Math 1513. English 0123 had a pass rate of 62 percent in spring 2002 and English 1113 had a pass rate of 70 percent. These pass rates include students who have withdrawn sometime during the semester. All remedial pass rates during fall 2001 were lower than fall 2000. Pass rates for spring 2002 for English 1113 and Math 1513 were higher than the previous year, indicating the possibility that higher failure rates in any given fall semester yield higher pass rates the succeeding semester. Students scoring below the designated cut scores for each test are required to participate in remediation before enrolling in college-level courses. Students completing remedial courses were retested using the CPT. Students who score below the cut score on the post-test are encouraged to participate in further remediation.

Each fall semester, NSU administers the Freshman Survey to students enrolled in freshman orientation classes. In fall 2001, 733 students responded to the survey. This survey provides useful demographic data of incoming freshmen and measures student attitudes, values, and aspirations. When NSU freshmen were compared to a national peer group, several differences were apparent. Results indicate NSU has one of the largest enrollments of Native American students (31.0 percent compared with 3.2 percent for peer four-year colleges). Eighty-five percent of NSU's first-time freshmen live within 100 miles of the campus, compared to 61.5 percent nationally. Availability of financial aid was listed by 40.0 percent of NSU's students as a reason for selecting NSU, compared with 26.7 percent nationally. Results also showed that NSU's first-time freshmen were less prepared in foreign language, physical science, and art and music when compared to their national counterparts. The attrition rate for first-time freshmen from fall 2001 to fall 2002 was 35.0 percent.

Each fall and spring NSU administers the Freshman Inventory. This instrument was developed locally and serves two purposes: to enable NSU to gather information that will help shape beneficial freshman activities and program; and to enable freshman to directly communicate to NSU concerning their desires regarding specific programs and services. During fall 2001, 201 freshmen participated in this survey and in spring 2002, 17 surveys were administered. Freshmen seem to be willing to accept free tutoring, 90 percent plan to attend NSU after completing general education courses, and 80 percent indicate having the financial resources to continue at NSU. More than 50 percent of students work full- or part-time and 78 percent seem interested in receiving information on various student organizations on campus.

Mid-Level Assessment

NSU utilizes the College 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 content areas not measured on the College BASE test: humanities, speech, and health and nutrition. NSU administers the test to students who have taken between 45 and 70 credit hours. Any student transferring six or more hours to NSU does not take the test.

In fall 2001, responses from students resulted in 33 incomplete tests. Since students are only required to take subsets of the sections or the writing sample, a complete College BASE test required numerous student answer forms. No composite score is accumulated when all tests are incomplete. This was the case in fall 2001. In fall 2001, the scores of 253 in English, 197 in mathematics, 267 in science, and 284 in social studies were all below the national average. In spring 2002, the scores were 234 in English, 322 in mathematics, 385 in science, and 348 in social studies. All except English were well above the national norm. For spring 2002, there were 21 incomplete tests. Locally developed mid-level assessment instruments were administered to measure health and nutrition, humanities, and speech. The results of these tests are lower than desired for 2001-02.

Program Outcomes Assessment

The first step in program assessment is to prepare and annually update objectives in all academic majors. These objectives were reviewed by faculty members 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 spring 2002, the form for reporting assessment outcome measures was revised and explained to all faculty members and 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 and includes NSU's and the college's mission statements. The recent emphasis has been to focus on outcomes that are critical to the academic unit.

Successful institutional changes have resulted from assessment in the academic majors.

- By the end of spring 2001 in the College of Arts and Letters, 60 percent of the Bachelor of Arts in English students had capstone experiences that involved service learning. Twenty students completed these capstones. NSU also began tracking students enrolled in English remedial course work. A grant for this tracking program was obtained during 2001-02.
- With the exception of the professional financial planning course, finance students from the College of Business and Technology were able to use the same textbook for similar courses on all NSU campuses. The college as a unit believes that an important foundational adjustment is to use a common textbook in the respective classes.

- Students from the College of Education within the early childhood major were found to be performing poorly on the writing portion of the professional state examination.
- Changes in the College of Mathematics, Science, and Nursing include different class projects, portfolio checklists, and alumni surveys. NURS 4293 was fully implemented as a capstone course in 2002.
- In the College of Social and Behavioral Sciences, health care administration faculty revised their professional seminar to include a basic review of materials covered in key program courses, with the goal of increasing the average percentage of correct answers by 12 points on the basic program assessment instrument.

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 even-numbered years the College Student Experiences Questionnaire (CSEQ) is administered and during odd-numbered years the Student Opinion Survey is given. During spring 2002, the CSEQ was administered to 153 students. Of these, 95 percent have access to a computer and over 60 percent work part- or full-time. Results also indicate 35 percent of the respondents are American Indian. This percentage is high compared to national averages. Also, 23 percent claim to have never used the library to study and 71 percent have never prepared a major report for class. Seventy-three percent of students indicate they use e-mail often or very often. Over 90 percent use word processing and 84 percent indicate they have discussed their academic major with faculty and gained the ability to learn on their own.

During spring 2002, 59 alumni completed the ACT Alumni Survey. Of these respondents, 22 percent were Native American and 75 percent were female. Almost half of respondents were education majors and 17 percent of the total respondents had master's degrees. Most of the responses regarding their experiences at NSU were very good. Over 90 percent said they were prepared for continued educational experiences and 72 percent indicated they would choose NSU again. As in past years, alumni indicated that location was the most important factor in considering NSU. Over 50 percent said that NSU compares well with the quality of other colleges. Results also indicate 71 percent are employed full-time and 60 percent of respondents earn between \$20,000 and \$40,000. Over 75 percent stated that NSU prepared them well for their careers.

Graduate Student Assessment

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

Northwestern Oklahoma State University

Entry-level Assessment

During the 2001-02 academic year, Northwestern Oklahoma State University (NWOSU) used ACT cut scores and Accuplacer's CPT as entry-level assessment tools. The primary function of the CPT is to determine course placements and remedial course requirements. The CPT is a four-component system consisting of tests in English, algebra, reading, and arithmetic. The CPT system does not contain a science testing component; therefore, science faculty have elected to combine the reading and arithmetic portions of the CPT to place students into science classes.

A total of 263 students were tested using the CPT. This included first-time freshmen that scored below 19 on any subject score of the ACT or less than a 455 on the mathematics or verbal portions of the SAT assessment. These freshmen were required to participate in secondary testing to ensure proper placement in mathematics, reading, science, and English courses.

Of NWOSU's 341 first-time freshmen in fall 2001, 161 (47.2 percent) enrolled in one or more remedial courses as follows: 54 (15.8 percent) in English, 143 (41.9 percent) in mathematics, and 18 (5.3 percent) in reading.

Area counselors and students are advised of the subjects for which students may be required to test so that they might prepare accordingly. Because NWOSU believes it is the responsibility of students to prepare themselves to participate in college-level entrance examinations, the university provides no tutoring to help students prepare for the required secondary test, nor is there a retest option available to students.

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 well-suited for assessing strengths and weaknesses of individual students and academic programs. The College BASE was selected because test items closely match the objectives of NWOSU's General Education Program.

In October 2001, 31 "Rising Juniors" (students who completed core classes in general education) were tested at NWOSU using the College BASE. Students are identified and sent a letter requesting their participation in the testing process. The student is given a choice of test dates. A student who is invited to test but fails to do so is not allowed to pre-enroll for the spring semester. A total of 31 tests were submitted to ARC for grading. All tests were complete.

The average composite score for NWOSU was 259, down from a 276 for the Rising Junior group in the previous year. A comparative study was conducted examining scores on the College BASE test with those of nine other institutions.

The average composite score for the ten institutions (NWOSU plus nine selected institutions) was 269. NWOSU's composite score (259) was not significantly lower than the comparison group. NWOSU displayed significant strength in mathematics (17 points higher). The English score was significantly lower when compared to the group's scores. There is concern that this year's mid-level testing results indicate a decrease in students' abilities in every area. This information has been shared with academic deans for consideration.

Program Outcomes

This is the sixth year of Program Outcomes assessment at NWOSU. Among measures used are the MFAT, education department portfolios, and the ACAT.

In business, significant gains were realized in the areas of Accounting, Quantitative Business Analysis, and Legal and Social Environments. NWOSU students in Finance and International Issues score lower than the comparison group. The Business Department has offered recommendations to remedy this situation.

Education majors are assessed using a comprehensive portfolio process that spans the students' entire program. Final review of the complete portfolio is a requirement for successful completion of the program. The department assessed a total of 47 student portfolios for the 2001-02 academic year. The portfolio review committees initially approved 16 student portfolios at the end of fall semester and recommended improvements on five. After making the necessary improvements those five were approved. During the spring semester, 18 students were initially approved and eight students were given plans for improvement. All eight were successful in completing the requirements. Education course requirements are being analyzed to determine courses that offer opportunities for artifacts to be developed for inclusion in the portfolios.

In psychology, student performance for the 13 participants in the exit assessment was weaker than in previous years with only one of the students scoring above the 50th percentile. Four students were substantially below the 25th percentile, with rankings at the 12th, 10th, 5th and 1st percentiles.

The Division of Nursing conducted numerous outcome measures with enrolled students. The majority met or exceeded scores considered to be "passing" according to the developers of the assessment instruments. In addition, the majority of scores exceeded national averages.

Student Satisfaction

NWOSU conducted a SOS during spring 2002. A total of 150 students participated in the survey. These students were selected by a stratified sampling method to ensure students at each level of undergraduate work were represented. The SOS produced by ACT was used to measure student satisfaction.

The most significant information gathered from the survey was that NWOSU students rate the university, in general, a 3.50 out of 4.0 in level of satisfaction. In the area of college services, students were most satisfied with the "library facilities and service" (4.01) and least satisfied with "parking facilities and services" (2.70). Student satisfaction for the college environment was addresses in the survey. All areas included in this section of the survey average between 2.97 and 4.21. Students were most satisfied with "class size relative to the type of course" (4.21) and least satisfied with "purposes for which student activity fees are used" (2.97).

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

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

Graduate Student Assessment

The Graduate Program Self-Assessment (GPSA) is an added part to NWOSU's assessment plan. It is an assessment tool developed by researchers at ETS in 1976. The GPSA employs a questionnaire distributed to faculty, students, and alumni of the institution. The most recent data from the GPSA include 6,329 respondents for master's programs. This has made it possible to perform separate analyses in four subject areas, as well as the total group for these programs. The four groups are: (1) arts; (2) education and social science; (3) health and nursing; and (4) science, math and engineering. Of these, the education and social

science group is the most logical with which NWOSU can compare itself, since the university only offers masters' degrees in education and psychology.

Results of comprehensive exams given during the 2001-02 school year as part of the graduate-level assessment plan show that 40 Master of Education candidates at NWOSU passed and 1 failed. Seven Master of Counseling Psychology candidates passed the exam, while two failed. There are no changes proposed for graduate program assessment at this time.

Southeastern Oklahoma State University

Entry-Level Assessment

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

Data from the 2001-02 Student Remediation Survey indicates SEOSU admitted 834 undergraduate students whose initial enrollment occurred during summer 2001, fall 2001, and spring 2002 semesters. During this time, 22 percent of the total students admitted (first-time freshmen and transfer students) were required to take the English secondary test; 33 percent were required to take the mathematics secondary test; 19 percent were required to take the secondary test in reading; and 24 percent were required to take the secondary test in science.

OF SEOSU's 648 first-time freshmen in fall 2001, 280 (43.2 percent) enrolled in one or more remedial course as follows: 136 (21.0 percent) in English, 127 (19.6 percent) in mathematics, 114 (17.6 percent) in science, and 114 (17.6 percent) in reading.

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

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

Mid-Level Assessment

Mid-level assessment is an evolutionary process at SEOSU. Even as this report was written changes have been discussed in the General Education Committee to change the testing procedures. SEOSU has used the ACT CAAP since 1998. An eight-semester analysis of ACT CAAP scores has revealed a trend; scores were consistently higher in the fall administration than spring. Scores were also consistently below national norms. Between 500 and 700 students who have completed between 60 and 89 hours participate in the mid-level assessment each academic year. This represents approximately 80 percent of all juniors enrolled during that semester. Several strategies have been used to motivate students. The initial letter emphasized to the student that test scores would give feedback about individual general education knowledge and skills. Aggregate test results would be used to make changes in the general education curriculum. Students were told their advisor would have access to their scores and may take them into consideration in preparing letters of recommendation.

The ACT CAAP exam was administered during fall 2001 and spring 2002. Most score distributions approximated a normal distribution. In general, all test and subtest means for students were below the user norms for four-year colleges. Differences ranged from a one to two point difference. This result was consistent with the findings from past test administrations. From the results, it can be concluded that over the past five years SEOSU students have scored slightly below the mean for the group consisting of four-year public colleges. To ascertain the general education program is successfully completing its mission, several more semesters of data need to be analyzed.

Program Outcomes Assessment

SEOSU faculty members were asked to describe the types of assessment that were used and the number of students assessed. Faculty provided a summary and explanation of assessment results. Most faculty members indicate that a variety of assessment measures are used, including comprehensive standardized examinations, locally developed comprehensive examinations, certification tests, surveys, interviews, and senior seminars.

Based upon assessment results, changes are occurring rapidly. All departments were assessed using the Higher Learning Commission's Three Levels of Assessment Implementation. Departments are now considering using assessment to make decisions for planning, budgeting, personnel, and curricular matters. More modifications are made to programs to meet student needs and foster student learning. The institution is looking at conducting more writing in general education courses; in some instances programs have been deleted and others added. Existing programs have deleted obsolete courses and added more relevant ones. This may have occurred in time, but assessment accelerated the process. New faculty members, with expertise in areas not found in current faculty, were identified through assessment and have been added. In addition, courses were modified and implemented with the intent of improving student performance. As the assessment process matures at SEOSU, more improvements will be made to enhance the learning environment.

Student Satisfaction Assessment

Since 1985 several student satisfaction assessment surveys have been added. These surveys were linked with ongoing activities and embedded within the activities so they become a natural source of feedback for the institution.

The annual surveying of graduating seniors was initiated in spring 1992. A process was developed in which personnel in the Office of Academic Affairs administered the survey to graduating seniors at the time the students petitioned for graduation. This process has continued to operate smoothly since its inception. The two surveys used for graduating seniors are the ACT SOS and the COS.

Beginning in fall 1992, juniors are surveyed on Mid-level Assessment Day. This has continued on a regular basis. Beginning with the 1995-96 academic year, the School of Graduate Studies implemented a local survey for graduating master's degree candidates. Currently, discussions are ongoing as to the validity of this survey. The Graduate Council has been charged with reviewing the instrument and recommending changes. This will be accomplished during 2002-03. Once this is completed, the survey will be administered and data collected and reported.

Another survey conducted on an annual basis is the Academic Advising Center Survey for matriculating freshmen. This survey was developed and implemented in fall 2001. Data were collected and analyzed for fall 2001 and fall 2002. Survey results indicated:

- freshmen self-advising dropped from 21 percent in 2001 to 6 percent in 2002.
- a 23 percent increase in student reported satisfaction with advisors office hours.
- a 10 percent increase in student reported satisfaction with advisors exploring individual strengths and needs before choosing classes.
- a 13 percent increase in student reported satisfaction with advisor's explanation of the relationship between individual class schedule and the student's goals.
- a 20 percent increase in students reporting satisfaction with advisors 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. Student satisfaction ratings have shown that SEOSU students are positive about their experiences on this campus and with services provided. In many instances, SEOSU students gave significantly higher ratings than the norms of national user groups. This type of surveying will be used as feedback to continue to enhance the quality of services offered to the student body.

Graduate Student Assessment

Over the past year, great strides have been made in the area of assessment in what will soon be called the School of Graduate Studies. SEOSU offers five master's degree programs: the Master of Business Administration (MBA) and Master of Science in Aerospace Administration (MSAA) (School of Business), the Master of Behavioral Studies (MBS) and Master of Education (M.Ed.) (School of Education and Behavioral Sciences), and the Master of Technology (MT) (School of Arts and Sciences). Each of these programs has reached different levels of maturity. The assessment culture for the M.Ed. and MBS programs is more advanced and relies on multiple sources of assessment data, including teacher certification tests, student surveys, and nationally normed tests. The MT, MBA, and MSAA programs are not as advanced in assessment program development.

MBS program students were administered the locally developed Master's Programs Graduate Survey and the Counselor Preparation Comprehensive Examination (CPCE). Results of the CPCE and the Graduate survey indicate outcomes for the MBS program are being met.

The M.Ed. program uses a variety of assessment methods, which include the Local Masters Graduate Survey, the Oklahoma State Certification Examination, the comprehensive exam, and a writing sample that was instituted this past year. For the 2001-02 academic year, the M.Ed. program reported the following assessment activities: 45 students were administered the Comprehensive Examination with a first attempt pass rate of 60 percent; 53 students took the state certification test with a pass rate of 98 percent; and 11 students submitted writing samples with a 91 percent first attempt pass rate.

The MBA program assessed 29 students using multiple types of assessment, including standardized tests, exit and alumni surveys, capstone course evaluations, and newly created advisory boards. As the School of Business continues its quest for AACSB accreditation, assessment will play a prominent role in the process.

The MSAA and the MT are working with their assessment coordinators and the Director of Assessment to write and implement a comprehensive assessment plan. Growth of the MSAA has outpaced assessment activities, and the MT program is looking to restructure and refocus course content based on lack of assessment. Both programs will have viable assessment plans in place during the 2002-03 academic year.

Southwestern Oklahoma State University

Entry-Level Assessment

Southwestern Oklahoma State University (SWOSU) uses ACT cut scores and Accuplacer's CPT on both the Weatherford and Sayre campuses for placement testing. CPTs are administered in testing labs by appointment or on a drop-in basis. At the Weatherford campus, 1,156 Pretest CPTs were administered for the 2001-02 academic year; 473 were administered at the Sayre campus. Students are allowed an opportunity for one re-test in each subject area. During 2001-02, 59 percent who re-tested cleared remedial English; 23 percent cleared mathematics remediation; and 45 percent cleared remedial reading.

In fall 2001, 184 of SWOSU's 856 first-time freshmen on the Weatherford campus (21.5 percent) enrolled in one or more remedial courses as follows: 49 (5.7 percent) in English, 151 in mathematics (17.6 percent), and 69 (8.1 percent) in reading. Of 122 first-time freshmen on the Sayre campus in fall 2001, 60 (49.2 percent) enrolled in one or more remedial courses: 12 (9.8 percent) enrolled in English, 51 (41.8 percent) in mathematics, and 18 (14.7 percent) in reading.

Effectiveness of the entry-level placement process has been verified by tracking student success levels from 1994 to 1999 as students completed remedial and collegiate courses. Reports indicate student success levels met expectations. A new tracking study of a cohort of fall 2001 entering freshmen will reveal more specific success and retention rates in following academic years. Current data for the 2001-02 academic year indicates enrollment totaled about 450 students in remedial courses with a 49 percent success rate.

Faculty and administration evaluated each of the three subject areas and raised cut scores in order to further increase student success in college-level general education courses. Another testing software program was reviewed, but no changes were recommended in this area.

Mid-Level Assessment

All students enrolled in general education courses at the Weatherford and Sayre campuses participate in mid-level assessment. Curriculum-embedded methods are used in all general education courses to assess four main goals: (1) competency in written and oral communications; (2) mastery of core mathematics concepts and understanding of mathematics principles, symbols, and logic; (3) skills in problem solving, and critical and creative thinking; and (4) understanding and competency in the use of technology, computer literacy, and information systems.

Faculty members rely on feedback from formative methods to improve instruction and modify activities. Sharing information with students and making assessment part of course requirements creates an environment for meaningful student participation. Data indicate that benchmarks for student achievement are being met in general education courses. Faculty members have reported revisions in methods of assessment and instruction, as well as refinements of course objectives. Flexibility of curriculum-embedded assessment allows changes to be made, and efficacy of changes to be assessed more efficiently.

Program Outcomes Assessment

Outcomes assessment at SWOSU is faculty-driven. Faculty design, select, administer, and report their findings collectively to the Assessment Center by majors for associate, baccalaureate, and graduate degree programs. Faculty members use many measures for over 700 students, which include portfolios, focused interviews, pre- and posttests, research projects, standardized tests, locally developed tests, student performance on licensure and certification exams, and evaluation of entry-year teaching and internships.

Outcomes assessment in many forms reflects the levels of student achievement. An example is SWOSU students' excellent track record on licensure and certification exams. In most instances, pass rates exceed

state, regional, or national pass rates. Several degree programs utilize standardized exams for external measures of academic achievement. Students' scores on nationally normed exams help determine needed curricular revisions. Pharmacy graduates are an excellent example of graduates in health related majors who excel on registry exams. During this academic year, SWOSU pharmacy graduates earned a 91.5 percent pass rate on the national licensure exam.

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. In 2001-02, results from over 25,000 course or instructor evaluation responses and over 500 completed satisfaction surveys have shown that SWOSU students *agree* or *strongly agree* that their instructors demonstrate valuable teaching habits. Generally, students indicate they are *satisfied* or *very satisfied* with faculty and that satisfaction with their academic experience at Southwestern is *high* or *very high*.

Students on the Sayre campus also express satisfaction with their educational experience. Sixty-eight percent of Sayre graduates who responded to the Student Satisfaction Survey plan to continue their education on the Weatherford campus.

Graduate Assessment

More than 130 students completed admissions testing for graduate school at SWOSU, primarily participating in the GMAT and the GRE.

Graduate students participated in assessment, and results from 2001-02 compared favorably with data from previous years. Seventy-eight education students completed assessment with a 94 percent pass rate, as indicated by results from clinical and internship evaluations, research projects, and comprehensive exam scores. Employment rates for graduates continue to be impressive. Improvement in the accumulation of data for comparisons of graduate student performance with statewide or national norms is planned for the 2002-03 academic year.

Due to some changes occurring externally in licensure and certification and professional accrediting agency requirements, appropriate assessment goals and methods are being revised.

Rogers State University

Entry-Level Assessment

The purpose of entry-level assessment at Rogers State University (RSU) is to review the preparedness of all first-time entering undergraduate students and transfer students. The ACT is used as the first indicator of academic readiness. Transfer students are evaluated on the basis of existing ACT scores or completed coursework. Students scoring below the recommended subtest score of 19 in English, reading, math, and science, or who have not had specific coursework to prove proficiency in the basic skills, are referred for secondary testing. Students who are at risk in one or more basic skills areas are enrolled in the appropriate developmental classes.

During the 2001-02 academic year, 1,979 entering students were evaluated on the basis of ACT, secondary testing, or prior coursework. Of RSU's 745 first-time freshmen in fall 2001, 427 (57.3 percent) were enrolled in one or more remedial course as follows: 221 (29.7 percent) in English, 352 (47.2 percent) in mathematics, 41 (5.5 percent) in science, and 87 (11.7 percent) in reading.

RSU has reviewed the appropriateness of cut scores for secondary assessment. This process involves examining the success rate as measured by successful completion of both developmental and college-level courses. Student retention is also a factor. Additionally, a competency-based pre-test is administered at the beginning of each semester. If a number of students were able to pass the pre-tests further examination of cut scores would be warranted. As a result of this review, the science cut score is currently being evaluated; any recommendation will be reported and implemented during the next assessment cycle.

Progress of students enrolling in remedial courses is tracked from two perspectives: successful completion of developmental coursework; and success in subsequent college-level courses. Developmental students made significant gains as evidenced by competency-based pre- or posttest comparisons. In order to pass the course, students must pass the posttest at a 70 percent competency in addition to achieving a C average on all coursework. The posttest measures competencies deemed necessary for related college-level courses. Success in college-level work is also tracked. Students who complete developmental courses, with the exception of reading, had equivalent success rates to those students who took college-level courses. In the case of the developmental reading course, more attention will be given to instruction in critical reading skills with progress carefully monitored. As the tracking system for RSU is refined to match its new mission, the process will help to demonstrate the effectiveness of preparing students for college-level coursework.

Beginning fall 2001, a mandatory, one-hour extended orientation course (The College Experience) was required for all new freshmen. During the spring 2002 semester, 151 students completed a posttest questionnaire to investigate if there were changes in their perceptions as a result of the College Experience Course. Results indicate statistically significant gains in posttest scores for "Social Integration - Satisfaction with peer-group interaction;" "Academic Integration - Satisfaction with interaction with faculty and Satisfaction with my academic development;" and "Ability to regulate my Learning - Self-regulated learning." Each of these constructs has been empirically shown to influence student success and persistence.

Mid-Level Assessment

RSU continues to make transitions to a baccalaureate granting institution. As a result, mid-level assessment continues to evolve. A course-embedded assessment strategy of general education courses has been developed, whereby faculty specifies the general education goals paramount to the objectives of their course(s). Faculty then specifies the core knowledge areas of the course and establishes appropriate performance criteria and assessment procedures to measure student progress.

During fall 2001, 346 students were asked to report their satisfaction level with General Educational Outcomes. Of these students, 61 percent agreed or strongly agreed that, "My courses at RSU have helped my writing ability (General Education Outcome 1)," 54 percent agreed or strongly agreed that, "My courses at RSU have helped my oral presentation skills (General Education Goal 1);" and 56 percent agreed or strongly agreed that, "My courses at RSU have helped my ability to critically examine ways to solve problems (General Education Outcomes 1-9)."

Results from the course-embedded data show that RSU has made tremendous strides in linking general education course objectives to the Institutional General Education Outcomes developed by faculty, and supports the premise that the general education assessment process is beginning to achieve its purpose. However, it is evident from this preliminary data that much work remains to be done. The following provides a summary of findings:

- Assessment measures for several core general education courses need to be developed or need refinement.
- The General Education Report Template needs to be fully implemented across all departments.
- Microcomputer Applications - Skills Assessment Manager (SAM) and student reported data indicate that students met the faculty criteria for mastery of four applications assessed in the Microcomputer Applications course.
- The Mathematics and Science Department found the current pre- or posttest results warrant a change in assessment instruments.
- In Economics, no apparent differences in assessment results were found between traditional and online courses.
- Communications and Fine Arts results indicate students met both assessment goals related to essay writing.

Several changes have occurred which are supported in the available data. The following changes have been proposed or implemented.

- Beginning fall 2002, math and science will replace current pre- or posttests with a comprehensive objective-based exam.
- Math and science will recommend a higher science proficiency cut score and changes to BIOL 0123, Science Proficiency to become effective fall 2003.
- Faculty in microcomputer applications has begun to administer the SAM assessment in every course to ensure common expectations for mastery of four computer applications.
- During fall 2002, the Department of Business and the Department of Applied Technology will utilize course-embedded measures to assess the effectiveness of various course delivery mechanisms used at RSU.
- CFA faculty plans to adopt assessment instruments on a wider basis for 2002-03.
- Effective fall 2002, humanities faculty plans to renew emphasis on teaching students the larger context of the Western cultural heritage and the diversity of perspectives.

- In spring 2002, humanities faculty chose a new textbook better suited for meeting the desired academic outcomes for the Humanities I and II courses.

It is expected that as the General Education Outcomes assessment becomes fully engaged with a more efficient mid-level assessment process, additional refinements in teaching and resource allocation will be improved.

Program Outcomes Assessment

Departmental faculty members are directly responsible for assessing individual program goals and have implemented a variety of assessment methodologies to assess student academic achievement and student satisfaction. Methods used for assessment of program goals include: portfolios; capstone projects; licensure and certification exams; pre- or posttesting; standardized exams; and surveys of students, graduates, alumni, and employers. It is not possible to include the extensive number of assessment methodologies and results in this summary; however, for the sake of brevity, a sampling follows.

- Nursing faculty administered an external standardized test of critical thinking to 37 students. The composite score was 57; the national pass rate is 44.
- NCLEX-RN was administered to 37 students; (97.4 percent) passed the exam, and the national pass rate is 85.5.
- PALS, ACLS, & PHTLS, external standardized exams for the licensure of paramedics, were administered to 14 students with a pass rate of 100 percent.
- Faculty administered the American Chemistry Exam to 19 students in CHEM 1415; 47 percent of students passed the exam.
- The Mathematics and Science Department used pre- and posttesting in most courses. Results indicate the majority of students completing courses in the math or science disciplines achieved the objectives of each course.
- Business Information Technology faculty surveyed 52 online Programming I students and 21 online Network Operating Systems I students. As many as 87 percent of the Programming I students and 92 percent of the Network Operating Systems I students felt they had been adequately prepared to meet the criteria in these courses. Recent graduates (2) reported being very satisfied or satisfied with the education received.
- Six members of the Computer Science Advisory Committee were surveyed for satisfaction with RSU graduates from the Associate in Science in Computer Science (CS) program; 100 percent indicated satisfaction with the RSU graduates they had hired. A phone survey was conducted with eight graduates of this same program; 87.5 percent indicated they are currently employed in a degree-related field and 100 percent of these same graduates expressed satisfaction with the CS program.
- Eight graduates of the Associate in Accounting Science (AAS) Business Office Administration were surveyed concerning their satisfaction with the degree to which their educational experience had prepared them for their career; 87.5 percent indicated satisfaction.
- A course-embedded oral and written communication assessment was administered to 37 traditional students and 40 online students enrolled in BUS 2523 (Business Communication and

MGMT 4818 Strategies & Policies). Average scores for the written assignment were 79.3 percent traditional and 77.9 percent online. Average scores for oral presentations were 91.4 percent traditional and 81.2 percent online. Students also showed a 50 percent rate of improvement in scores when comparing pre- to posttests.

- A faculty panel in the Social and Behavioral Science (SBS) Department reviewed the new SBS baccalaureate program majors' capstone projects for mastery of program goals and objectives. All students enrolled in the capstone course met course or program goals.
- Faculty responsible for the Police Science, Collegiate Officer Program (COP) administered a graduate survey to four students completing the program. All students (100 percent) agreed with the statements, "I have received training that is equivalent to or greater than what I would have received in an Oklahoma Basic Law Enforcement Academy" and "I am prepared for a position as an entry-level law enforcement officer."

Several departments have made instructional changes or recommendations for changes on the basis of findings.

- The Bachelor of Arts in Liberal Arts (BALA) was restructured to include a program core of eight courses that every BALA major must take, and one capstone course was deleted from the final sequence of courses in the program.
- The Criminal Justice Police Science program coordinator will administer an exit survey to all graduating Collegiate Officer students during the COP review. A new full-time faculty member was hired to accommodate the growing number of students in the program.
- A recommended change in the SBS programs was proposed to modify the content in Research Methods I and II to include statistics in and methods, respectively. Portfolio assessments are now required for students completing this degree.
- The Department of Business will expand online and traditional courses and will add television and compressed video course comparisons.
- Faculty in the Department of Applied Technology will implement a comprehensive program exit exam in capstone courses, and will develop assessment comparisons of traditional vs. distance education delivery methodologies.
- The Bachelor of Science in Biology capstone course will include a research project. Students will be mentored by faculty through the research project and will write a formal paper using the format appropriate to the biological discipline they are pursuing. Departmental faculty and an outside reviewer will evaluate the project. Other new assessment instruments for students in the Mathematics and Science Department will include student satisfaction surveys, oral presentation of research projects, and comprehensive objective-based finals in every course.
- The paramedic program has developed a revised AAS degree plan and certificate to reflect national standard curriculum changes. Admission guidelines have been increased in an effort to increase retention in the program.
- Faculty in the nursing program will recommend the revision of the philosophy and program outcomes to reflect core competencies for associate degree graduates. Faculty will also

recommend a revision of the clinical evaluation form and sequencing of the curriculum to eliminate unnecessary duplication of content.

Student Satisfaction Assessment

Assessment of student satisfaction at RSU is grounded in its stated mission and purposes, which provide the basis for all assessment activities. Student satisfaction assessments target dimensions specific to the RSU mission and purposes from a multi-faceted standpoint and provide valuable information for an evolving new regional university, maintaining its effectiveness in the student educational experience. To maximize the validity and reliability of our general understanding of student satisfaction, multiple populations were assessed with multiple measures to help triangulate findings. Five different surveys were administered during fall 2001 or spring 2002.

A survey of online students indicates the majority are satisfied with their educational experiences as indicated by responses of "strongly agree" or "agree." For example, 96 percent reported satisfaction with the preparation they received to use the online learning system; 89 percent reported their expectations of the course had been met; and 89 percent reported satisfaction with their online experience. Similar results were obtained from examination of student responses to course evaluations. Data from the online survey supports the statement that students are satisfied with the instruction they have received while taking courses at RSU. For example, 91 percent of these students agree or strongly agree the instructor communicated expectations at the course beginning. Similarly, 91 percent agree or strongly agree the instructor was well-prepared. Additionally, 83 percent agree or strongly agree the instructor was concerned with students' progress in class.

A student withdrawal survey was administered to provide an understanding of the reasons students withdrew. The top five reasons students attribute to withdrawing from courses at RSU include job schedule conflict, family responsibilities, dissatisfaction with courses, dissatisfaction with grades, and lack of study skills. Of those students who completely withdrew, 63 percent (38 respondents) report they are likely or very likely to return the next semester.

Cameron University

Entry-Level Assessment

For the academic year 2001-02, 2,644 new students, including transfer students, were evaluated at Cameron University (CU) for curricular and performance deficiencies. The number of students with curricular deficiencies was 112. Performance deficiencies are determined by applying the ACT definition (below 19) to students younger than 21, and the equivalent CPT score to adults and students who are on active-duty status with the United States Armed Forces. The number of students with performance deficiencies in one or more subject category was 679, including 329 in English, 465 in mathematics, 312 in science, and 274 in reading.

Of Cameron's 967 first-time freshmen in fall 2001, 466 (48.2 percent) enrolled in one or more remedial course as follows: 281 (29.1 percent) in English, 359 (37.1 percent) in mathematics, and 106 (11.0 percent) in reading.

For those students who successfully completed pre-college level English courses, 64.6 percent earned a grade of C or higher in English Composition I. In a survey of "Mathematics" and "College Algebra" students, 60 percent and 66 percent, respectively, successfully completed the pre-college "Beginning" and "Intermediate Algebra" course with a grade of C or higher.

Mid-Level Assessment

The Institutional Assessment Committee (IAC) continued its efforts to improve and expand mid-level assessment processes on campus. As part of this undertaking, the committee reviewed results of the methods used to measure mid-level student outcomes. Inclusion of mid-level assessment into the existing course structure substantially increased student participation. With cooperation from departments, faculty members now administer the assessment tools during regularly scheduled classes. Measurements for mathematics were taken in the College Algebra course; writing skills, the English Composition II course; and speaking skills, the Speech course. Creative thinking skills were measured as part of the United States History course. The ACT 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 IAC, 38 faculty members and 520 students participated in Mid-Level Assessment activities. Students participating in mid-level assessment included those at the main campus, Duncan Higher Learning Center, and Fort Sill. Classes were randomly selected to include evening and weekend courses.

With the data collected, trend analysis is possible for measuring writing, mathematics, critical thinking, and effective speaking skills. Trends indicate a continuous improvement in learning at the mid-level. The IAC will continue to work with the General Education Committee to improve the teaching and learning environment and increase program improvement.

Lessons learned from Mid-Level Assessment activities have been used to develop faculty members' expertise in portfolio assessment, performance assessment, and trend analysis. During 2001-02, the number of programs completing valid multiple measurements of student learning increased 72 percent.

Program Outcomes Assessment

Academic departments have defined program objectives and relationships to CU's mission. These definitions are translated to assessment activities and measurements (table 2). The number of direct measurements of student learning has increased and more faculty members are involved in the assessment process.

Table 2
Method of Program Outcomes Measurement

	Associate Degree	Baccalaureate Degree	Graduate Degree
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Direct Measures of Student Learning			
Portfolio Review	63	219	28
Performance Rating	0	325	99
Locally Developed and Tested Exams	28	582	151
Standardized Exams	0	590	30
Capstone Course	0	300	123
Benchmarking	0	7	0
Indirect Measures of Student Learning			
Exit Interviews	0	9	86
Graduate Survey	10	221	0
Student Perceptions	0	531	148
Employer Perceptions	0	37	0
Faculty Perceptions	0	22	0
Graduating Students	0	67	0
Total Program Assessments	101	2,910	665

Student Satisfaction Assessment

Student Affairs personnel have completed a detailed analysis of operations in preparation for adding online degree programs. This review has been helpful in clearly defining the role of each department within student services. In addition, the institution has purchased SunGard BiTech, Incorporated (SBI) enterprise software to provide interactive web-based support for CU's business and student services activities. The enterprise software is being implemented in fall 2002.

Action plans for Student Satisfaction Assessment in the next academic year are as follows.

- After the SBI system has been implemented and institutionalized, the National Center for Higher Education Management Systems (NCHEMS) Student Satisfaction Survey will be administered. The results of this study will be compared to previous reports and areas for improvement identified. A primary goal is to improve effectiveness and access to services.
- A consultant will review CU's recruiting and retention programs to advise faculty and staff on methods to improve student satisfaction and retention.
- The student satisfaction survey will be conducted during the 2002-03 academic year.

Graduate Assessment

CU's graduate programs have clearly defined program objectives and valid multiple measurements of student learning. Student performance in all learning environments and at all learning sites is measured. Statistical analysis of student learning indicates program quality is maintained throughout the graduate programs.

Langston University

Entry-Level Assessment

At Langston University (LU), ACT scores and high school transcripts are the primary tools for student admission and enrollment. ETS descriptive tests of basic skills are used as the secondary assessment tools for evaluating freshman skills in English, mathematics, and reading. Of LU's 620 first-time freshmen in fall 2001, 469 (75.6 percent) enrolled in one or more remedial course as follows: 137 (22.1 percent) in English, 438 (70.6 percent) in mathematics, 166 (26.8 percent) in science, and 45 (7.3 percent) in reading.

Nelson-Denny Reading Tests were also administered as a secondary assessment tool, designed to measure communications and language arts, comprehension, vocabulary, and reading rates. The eight-semester weighted average scores were 21.6, 13.6, and 10.6 for English, Mathematics, and Reading, respectively, compared to 20.5, 13.8, and 10.8, respectively, during 2001. This comparative data represents a gain of 5.4 percent in English, a 1.9 percent decrease in Reading, and no change in Mathematics. Based upon the entry-level assessment, approximately 188 first-time freshmen and transfer students required English remediation; 544, mathematics remediation; and 350, reading remediation.

Mid-Level Assessment

In fall 2001, 341 students were in the selection pool for mid-level assessment. There were 176 (66 percent) students actually assessed. Areas of assessment were the same as entry-level assessment, which was done to ensure that a comparative analysis with a predictive valve was conducted. LU'S 2002 results were not as good as the 2001 results; however, the institution experienced percentage improvements of 13.4, 19.3, and 4.3 in reading, mathematics, and English, respectively.

Current educational strategy appears to be effective for removing student academic deficiencies in the basic skills areas of English, mathematics, and reading. The University's achievements are due to cooperation from students, faculty, support staff, and administration. Without this support, annual assessment would not be possible. The Assessment and General Education Committee continues to review remediation strategies for continuous quality improvement.

All students are tracked between semesters by each academic advisor assigned at entry or when the student changes majors. LU currently has an active advising component within each academic school. All academic advisors have access to the Unitized Data System to monitor student academic performance. The Office of the Registrar generates a report by academic area at mid-term and each grading period. Non-performing students are referred to Student Support Services for additional counseling and tutorial support. Each academic school provides tutorial support in subject areas other than basic skills. These initiatives were tested and proven to enhance student success over time.

LU's small population has afforded the institution the opportunity to maintain personalized student attention in a technologically advancing learning environment. Additional student tracking will be developed for future comparative reviews, analysis, corrections, and evaluations.

Program Outcome Assessment

The Schools of Agriculture, Arts and Sciences, Business, Education and Behavioral Sciences, and Nursing participated in the Program Outcomes (EXIT – LEVEL) Assessment in 2002. The results follow:

The School of Agriculture and Applied Sciences

- A total of 13 students were assessed, 6 in the Department of Agriculture and Applied Sciences and 7 from the Department of Family and Consumer Sciences.

- Results in the Department of Agriculture and Natural Sciences were significantly lower in 2002 than 2001. The departments locally developed exam currently has 230 questions and takes three hours to administer.
- The Department of Agriculture and Natural Resources will revise the test and reduce the number of questions for the 2003 assessment.
- Additional plans are in motion to computerize assessment testing. This will allow online administration and management.
- The Department of Family and Consumer Services will add a student portfolio assessment during 2003 designed to complement student internships, cooperative education experiences, and other experiential learning opportunities.

The School of Arts and Sciences

- A total of 64 students were assessed in the School of Arts and Sciences - 8 in Biology, 4 in chemistry, 11 in communications, 15 in corrections, 2 in English, 9 in mathematics, 1 in music, 7 in sociology, and 7 in technology. Biology, chemistry, English, mathematics, and sociology used the ETS MFAT.
- Chemistry students scored above the national average as a group; only one student was below average.
- Mathematics students scored in the 81st percentile with a mean score of 161.4 out of a possible 200.
- Sociology students scored in the 69th percentile with an average score of 138.

The School of Business

- In the Business School, 94 percent of all candidates for the Bachelor of Business Administration were assessed during 2002.
- The School of Business has a weighted average score of 143.1 on the assessment test over the past three years.
- Sustained progress is being made. To maintain quality improvements, the School of Business plans to: (1) improve instructional pedagogy; (2) stress the importance of the assessment to faculty and students; and (3) improve the administration of the test.

The School of Education and Behavioral Science

- In the School of Education and Behavioral Science, 32 teacher education majors were administered the ETS MFAT
- Seventy-four students took the CEOE and 68 portfolios were reviewed.
- A total of five health, physical education, and recreation majors participated in three types of assessment. This includes the Content Area Appraisal Examination, Leadership Skills Inventory; and the Health Risk Assessment.

- Forty-seven psychology majors were administered the ETS Major Fields Test in psychology. All School of Education and Behavioral Sciences programs made progress during 2002.

The School of Nursing and Health Professions

- The nursing program assessed 54 students on the pre-RN Exam by ERI and of 49 candidates for the Bachelor of Science in Nursing, 34 students were successful on the first attempt.
- Instructional changes are being implemented to improve National Council Licensure Examination for Registered Nurses (NCLEX – RN) performance for minority and English as a Second Language candidates.
- There were seven health administration candidates assessed using senior portfolios. No instructional changes are planned; however, the program will continue to strengthen student internship and experiential learning opportunities.
- The gerontology program used a senior portfolio for three candidates for graduation; all passed. Gerontology will continue to focus on student internships and experiential learning opportunities.

Student Satisfaction Assessment

During the 2001-02 academic year, LU conducted its student perception survey in conjunction with the mid-level assessment for students with 40-70 credit hours. The participants in this study include 176 students selected from the mid-level assessment pool. The results indicate the lowest ratings occurred in the following area: food services; transportation; student parking; and fees. The most promising areas include: racial harmony; library; class size; and quality of teaching.

LU is presented with some interesting challenges in the face of declining budgets. The institution has a strong resolve to improve the quality of education for its students. Some improvements will not require a significant amount of money.

- Place a greater value on the contributions of students, faculty, support staff, and administration.
- Create opportunities for exchange between students, faculty, support staff, and administration.
- Secure the commitment and support of top management for quality improvement goals and objectives.

Graduate Student Assessment

All graduate students must meet specific admission requirements, which include: (1) complete requirements for a bachelor's degree at an accredited institution; (2) maintain a minimum undergraduate cumulative GPA of 2.5 on a 4.0 scale; (3) submit the aptitude section of the GRE; and obtain a minimum score of 80 on the Langston University Writing Skills Test. After 12 hours of graduate work a qualifying examination is required for specific programs. This is done to assess the candidate's academic progress. LU also has a final level of evaluation in which master's degree candidates must submit a professional portfolio that demonstrates growth over time.

The results of the entry-level assessment indicate new graduate students' average GPA was 2.97; the average GRE verbal score was 328; the quantitative score was 341; the analytical GRE was 346; and the average score on the writing skills test was 84. Mid-level assessment indicated the average composite score on the qualifying examination was 2.4 and final assessment indicates successful candidates had a mean score of 2.2 on the portfolio assessment compared with 1.1 for unsuccessful students.

Students were also required to complete an internally developed and validated student satisfaction questionnaire.

- Results indicate 83 percent strongly agreed that faculty members are genuinely interested in students' welfare and professional development.
- All candidates felt their needs and concerns were communicated to faculty.
- When asked if candidates felt faculty members were prepared to teach their courses, 91 percent agreed.
- All candidates strongly agreed the program placed extreme importance in the preparation on teachers.

With regard to entry-level assessment, the Graduate Program Commission is considering raising the minimum verbal and quantitative combined score from 650 to 700. To assist graduates in finding appropriate employment, all graduates are required to update their files with the Director of Assessment and Career Placement Office. Plans are underway to assist graduate students financially and to attend scholarly or professional society meetings.

University of Science and Arts of Oklahoma

Entry-Level Assessment

At the University of Science and Arts of Oklahoma (USAO), all students who score below 19 on the ACT in the areas of mathematics, English, reading, and science are required to take a placement test to determine if a remedial course is required. The COMPASS is used to provide placement testing. A test developed by the science department at USAO is used for the science placement.

Of 117 students who took the English placement test, 44 (37.6 percent) passed and 73 (62.4 percent) were required to take a developmental course. The mathematics test was administered to 249 students; 94 (37.8 percent) passed and 155 (62.2 percent) required remedial coursework. Also, 111 students were assessed for having a science deficiency; 31 (27.9 percent) passed the assessment test and 80 (72.1 percent) required remediation.

Of USAO's 237 first-time freshmen in fall 2001, 97 (40.9 percent) enrolled in one or more remedial course as follows: 26 (11.0 percent) in English, 81 (34.2 percent) in mathematics, and 27 (11.4 percent) in science.

As a follow-up to students evaluated during the 2001-02 academic year, of the 11 students who passed the English placement test and subsequently took a college-level writing class, 6 passed the course. Ten students who did not pass the writing placement test took the developmental writing class and passed. Six students who did not pass the writing placement test and subsequently took a remedial writing class passed the college-level writing class.

Of the eight students who passed the COMPASS Math Placement Test and subsequently took a college-level math class, six passed the course. Of the 13 students who did not pass the COMPASS Math Placement Test and took the first of two developmental math courses (Basic Math), six passed. Of the 15 students who did not pass the COMPASS Math Placement Test and took the second of two developmental math classes (Basic Algebra), eight passed. Of six students who did not pass the COMPASS Math Placement test and took a developmental math class, five passed.

Six students who passed the locally developed science placement test and took a college-level science course passed. Of the 20 students who did not pass the science placement test and took a developmental science course, nine passed.

COMPASS math cut scores were revised to reflect comparable ACT scores. Previously an algebra score of 50 on the COMPASS test was required before enrolling in a college-level math course. Now a student must make a 56 in the pre-algebra or 36 in the algebra portion of the COMPASS placement test to take a college-level course.

As a means of assisting USAO in the assessment of students' academic and personal needs, the Noel-Levitz CSI is administered to all freshmen as part of the Freshman Seminar course. Students who are identified as being at risk for dropping out of college are monitored closely, and intervention strategies are planned.

Mid-Level Assessment

The ACT CAAP was administered to 175 students during the 2001-02 academic year. Randomization of test distribution resulted in 38 juniors completing the writing exam, 34 completing the math exam, 35 completing the reading exam, 34 completing the critical thinking exam, and 34 completing the science exam. In this group, the mean scores for USAO ranged from 0.1 to 2.1 points below the national average.

Program Outcomes Assessment

USAO is in the process of developing an instrument to assess the Interdisciplinary Studies core curriculum. The assessment instrument is scheduled for evaluation and individual trials during spring 2003. A full-scale pilot study was conducted in fall 2002. All program outcomes assessment at USAO is conducted at the departmental level.

Arts and Humanities

- New requirements for communication majors have been added and include a master resume and a senior statement in which students describe their career plans, explain how they feel their education has prepared them for that career, and discuss highlights of their overall USAO experience. Changes considered for the future are: (1) earlier deadlines for completion of the portfolio so it may be displayed on the night of senior presentations; and (2) earlier evaluation of the completed portfolio so students can take them as they leave the university.
- The drama department exit exam will be revised to include a music theatre concentration due to an increasing number of students in that area.
- The English department is making a transition from a written exam to a portfolio; during this academic year both choices are offered.
- The entire music curriculum has been reviewed in the past year. A number of changes have been made, which will result in a more contemporary program; the exit exam will be revised to reflect this new effort.

Business and Social Sciences

- As a result of the recent changes in the business program, a new standardized exit examination is planned for next year.
- A new comprehensive objective exam for American Indian studies is under development, but has not been implemented due to the lack of graduates.
- There have been significant changes in the faculty of the psychology department. Under new leadership, the department is in the process of adopting a new assessment instrument with national norms, which will be administered by USAO's assessment office.
- A review of the sociology exit exam was conducted in January 2002 and a revised instrument was implemented. The new 100-item instrument reflects a four-part structure that balances knowledge of the four core areas of General Sociology, Social Theories, Research Methods, and Statistics.

Education

A follow-up study was conducted during spring 2002 for graduates in their first year of teaching. Questionnaires were mailed to students known to have accepted their first teaching position. Questionnaires assessed strengths in the areas of subject matter, use of English, and working well with others. Response was better than the previous year, with 29 graduates (58 percent) and 38 administrators (76 percent) participating in the study. Analysis of the data indicates administrators generally considered weak areas to involve assessment strategies and legal aspects. Students rated technology, adopting instruction to learning styles, and problem solving strategies as areas needing more emphasis. Overall, students rated use of English, parent interaction, understanding PASS objectives, and professional growth as strengths.

Math, Science and Physical Education

- Changes in the computer science exit exam are anticipated next year and will be based on input from faculty and students.
- The medical technology program had been discontinued.

Student Satisfaction Assessment

A method for ensuring student satisfaction is to include their involvement in the planning and decision-making processes. The USAO University Committees include student membership.

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

The Academic Resource Center (ARC) was created as a result of a Title III, Strengthening Institutions grant from the Department of Education. It provides enhanced student learning support interventions and faculty development opportunities targeting the first-time entering student. Learning support interventions include:

- identification of at-risk students via ACT scores.
- faculty advising training targeted toward at-risk, undeclared major students.
- learning interventions through intrusive advising, academic counseling and tracking, and provision of learning resources via upgraded learning laboratories.

In July 2002, USAO received a grant from the ACT Awards Program, which should achieve the following objectives:

- By August 31, 2003, 250 students will complete the ACT Survey of Academic Advising. As a result, faculty advising training will be targeted to address weaknesses, and will result in curriculum changes in the 2003 and 2004 faculty advising training administered by the ARC.
- By August 31, 2003, 250 students will complete the ACT Student Opinion Survey, providing an evaluative benchmark of current enrollment management practices. By August 31, 2003, 250 withdrawing students will complete the Withdrawal and Non-returning Student Survey, which will identify perceived academic barriers and provide input in developing new strategies through the ARC.

Oklahoma Panhandle State University

Entry-Level Assessment

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

Entry-level assessment during the 2001-02 academic year resulted in 484 students taking 936 placement tests. Of OPSU's 342 first-time freshmen in 2001, 143 (41.8 percent) enrolled in one or more remedial course as follows: 93 (27.2 percent) in English, 105 (30.7 percent) in mathematics, 94 (27.5 percent) in science, and 52 (15.2 percent) in reading.

A tracking system was implemented to follow the academic progress of developmental students. Currently, 31 percent of all students in developmental programs take and pass college-level courses; 34 percent have made some progress but have not progressed to college courses; and the remaining 35 percent of developmental students fail to progress to college-level courses.

OPSU is making plans to implement a program addressing the needs of developmental students. The University will hire a Director of Development in the near future to administer this program. The goal of the program is to increase the number of successful students in the developmental curriculum. This will be accomplished by special tutoring in subject areas and counseling designed to develop good study habits.

Mid-Level Assessment

A variety of activities are used by faculty members throughout the year to assess general education competencies. Many departments use portfolios to determine each student's ability to write, organize, follow directions, and develop a professional presentation of skills and abilities. Many faculty members use surveys, class discussions, and student involvement in professional activities and competitions as additional tools to measure student success in general education.

A sample of the student population was tested in order to assess mid-level performance. The CAAP test was administered to 19 students. The number of students who reached an achievement level at or above the national average in the specific subject area are as follows: critical thinking, seven; science reasoning, six; reading, five; mathematics, four; and writing, four. The Pre-Professional Skills Test (PPST) was administered to 48 students as part of the pre-professional certification in education. Of the students taking the PPST, 64 percent passed the reading test, 64 percent passed the writing test, and 59 percent passed the mathematics test. In all tests, the average results compared favorably to the cut scores.

The results of the CAAP test changed the way college algebra is taught at OPSU. The new college algebra curriculum includes more content aimed at helping students prepare for the CAAP test.

Program Outcomes Assessment

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

Assessment of the accounting program in previous years determined a need for technological or curricular improvements. Computers with projection systems have been installed in almost every classroom and are used by accounting professors. The Department will offer revised classes and one new class in 2001-02; a second new class will be developed and offered in 2002-03.

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

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

Student Satisfaction Assessment

The ACT Entering Student Survey (ESS) was used to measure student satisfaction. All first-time freshmen were asked to complete the survey. The student survey strongly indicated students enjoyed their instructors and felt they were part of the "OPSU family" and would recommend the university to a friend. Student housing was the area where the students indicated greatest dissatisfaction. Next was the general lack of things to do around campus. Finally, upgrading the infrastructure was mentioned as a needed undertaking.

The new Activity Center is scheduled to be dedicated in spring 2003. This facility will offer students the opportunity to get involved in court sports, swimming, weight training, and other activities. The Library has undergone significant upgrades to the lighting. The theater facility has instituted a plan for renovations and improvements in the lighting system and all the stage soft goods (curtains, borders, etc.) aimed at providing a facility more attractive to humanities majors.

Carl Albert State College

Entry-Level Assessment and Placement

The purposes of the entry-level assessment and placement program at Carl Albert State College (CASC) are to 1) emphasize academic advisement, counseling, and career guidance, with retention being a natural by-product of this effort; and 2) provide sound developmental education programs for those students who lack basic academic skills and, as an adjunct, increase the college's role in literacy.

Traditional students (age 20 or younger) are required to participate in ACT assessment, either national or residual. Traditional students scoring below 19 on any of the four ACT subtests are required to either participate in secondary placement testing through ACT's COMPASS or enroll in the corresponding remedial classes. Students who do not test out after secondary placement testing are required to enroll in the corresponding remedial classes.

Non-traditional students (age 21 or older) are eligible for admission, but are required to participate in COMPASS or ACT assessment prior to enrollment. Those students that scored below 19 on an ACT subtest or below the cut score level for COMPASS tests were advised to enroll in the corresponding remedial class, but not required to do so.

CASC also offers orientation classes, tutoring programs, compensatory classes, and computer-assisted instruction programs. The college collects appropriate data from all entry-level areas and, in addition, tracks the progress of developmental students and surveys withdrawing students.

In 2001-02, 2,763 students participated in the ACT assessment at CASC and 1,362 students participated in the COMPASS assessment. Of CASC's 830 first-time freshmen in fall 2001, 285 (34.3 percent) enrolled in one or more remedial course as follows: 96 (11.6 percent) in English, 265 (31.9 percent) in mathematics, and 35 (4.2 percent) in science.

Mid-Level Assessment

The purpose of mid-level assessment is to assess the effectiveness of the college through its general education curriculum and to provide an appreciation for human values and ethics in the global society by encouraging all students to be responsible and effective citizens.

Mid-level assessment serves as a tool to evaluate the acquisition of knowledge and the use and application of analytical thinking as acquired through the general education curriculum. CASC's mid-level assessment focus is academic, targeting the assessment of selected general education skills typically attained in the first two years of college. The ACT CAAP is administered to students who have completed more than 45 hours during the spring semester. In March 2002, 223 CASC students took the CAAP. ACT provides the college with national comparative data, a frequency distribution chart, and ACT's CAAP Linkage Reports.

CASC had 159 students that tested with ACT at entry-level assessment and the CAAP at mid-level. The Linkage Report compares the students' performance at the beginning of their CASC experience with their performance after completing more than 45 hours. Other mid-level data sources include post-transfer GPA and CAAP Critical Thinking tests, and ACT's CAAP Linkage Reports.

Program Outcomes Assessment

The goal of program outcomes assessment is to provide an appreciation of the fine and liberal arts, letters, sciences, and social institutions; to provide up-to-date technical and occupational training programs; and to provide education in several disciplines of university-parallel study for those students who will transfer to a four-year institution and complete a bachelor's degree or higher.

The aim of program outcomes is to improve curriculum and instruction. Additional benefits should be strengthened recruitment and retention, increased cost-effectiveness, a context for planning, and meeting accreditation requirements at all levels.

Program outcomes assessment tools include the CAAP, state board exams in allied health fields, post-transfer GPA comparison, graduate surveys, and a variety of faculty-selected instruments.

Assessment of Student Satisfaction

The goals of student satisfaction assessment are to emphasize academic advisement, counseling, and career guidance, to provide all students a quality of education such that they excel upon transfer to baccalaureate degree-granting institutions, and to increase institution-wide planning, cooperation, and communication.

CASC conducts student satisfaction assessment so present and former students' perceptions of services and campus environment can be known and so that data play an important role in planning, decision-making, and change. CASC believes this information has been vital to its successful recruitment and retention efforts.

Student satisfaction is measured through the ACT Student Opinion Survey for Two-Year Schools (SOS), the ACT Alumni Survey for Two-Year Schools and contacts with members of the CASC Alumni Association. The SOS was given to 441 students at the Poteau campus, 103 at the Sequoyah County campus, and 186 at the McCurtain County campus. The Alumni Survey was mailed to all 275 graduates in 2000-01. There were 64 respondents.

Emphasis at CASC has been given to measuring student success not just in individual classes, but also in terms of program completion. The CASC plan includes standardized measurements with national norms, as well as campus-generated methods. Program outcomes and student satisfaction with those outcomes are measured in the following ways: ACT CAAP Summary and Linkage Reports, national and state licensure, student interviews, employer interviews, course embedded faculty-written exams, and post-transfer GPAs.

Connors State College

Entry-Level Assessment

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

In 2001-02, 922 first-time freshmen and transfer students were assessed. Results indicate 198 students (21.5 percent) required remediation in reading, 306 (33.2 percent) required remediation in English, 506 (54.9 percent) required remediation in science, and 686 (74.4 percent) required remediation in mathematics. Of CSC's 640 first-time freshmen, 410 (64.1 percent) enrolled in one or more remedial course as follows: 195 (30.5 percent) in English, 389 (60.8 percent) in mathematics, and 101 (15.8 percent) in science.

Placement in developmental mathematics was divided into three different courses, with 347 (37.6 percent of all first-time freshmen and transfers) students enrolled in Basic Mathematics, 262 (28.4 percent of all first-time freshmen and transfer students) in Elementary Algebra, and 77 (8.4 percent of all first-time freshmen and transfer students) in Intermediate Algebra.

Compared to the 2000-01 academic year, there was a significant increase in 2001-02 in the proportion of students placed in developmental science classes. No significant increase was detected in placement rates in other developmental areas. Approximately 432 of the 595 (72.6 percent) first-time freshmen and transfer students reporting ACT scores were deficient in at least one of the four basic areas (English, reading, mathematics, and science) and were referred for secondary placement testing.

Developmental students in Concepts of Science, Fundamentals of English, and Intermediate Algebra continued to be tracked into collegiate courses during 2001-02. The results indicate 84 percent of students completing Concepts of Science in spring 2001 and enrolling in fall 2001 collegiate science successfully completed the collegiate science course with a grade of "70" or better. Almost 56 percent of students completing Intermediate Algebra in spring 2001 and enrolling in a collegiate math course in fall 2001 successfully completed the collegiate math course with a grade of "70" or better. Sixty-three percent of students completing Fundamentals of English in spring 2001 and enrolling in English Composition I in fall 2001 successfully completed English Composition I with a grade of "70" or better. Seventy-eight percent of students completing Concepts of Science in the fall 2001 semester and enrolling in a collegiate science course in spring 2002 completed the collegiate science course with a grade of "70" or better. In fall 2001, 72 percent of the students completing Intermediate Algebra and enrolling in a collegiate level mathematics course in spring 2002 successfully completed the collegiate mathematics course with a grade of "70" or better. Almost 73 percent of students completing Fundamentals of English in fall 2001 and enrolling in English Composition I in spring 2002 successfully completed English Composition I with a grade of "70" or better.

A policy was approved by the Institutional Assessment Committee to limit the number of times a student is allowed to repeat the secondary placement test. Tracking of students who repeated parts of the placement test more than one time revealed the probability of success on the placement test increased while the probability of success in the collegiate course decreased. The new policy allows the student to repeat any portion of the exam one time.

No changes were made in the CPT cut scores in 2001-02. CSC changed entry-level assessment instruments in January 2003. The change will affect all first-time freshmen and transfer students. The new assessment instrument will be ACT COMPASS.

Mid-Level Assessment

CSC assesses the areas of writing, reading, and mathematics at mid-level assessment. All graduating sophomores are required to participate in mid-level assessment. Instruments utilized in 2001-02 were the standardized Nelson Denny Reading Test and a departmentally designed essay for writing. Mathematics assessment is based on the final grade in the collegiate mathematics course. In the 2001-02 academic year, 276 students completed mid-level assessment. The average GPA of participating students was 3.08.

Significant differences were detected in the mean Vocabulary scores and the mean Total Reading scores when a comparison was made between the 2001-02 and 2000-01 group. Differences in the Total Reading scores mean, Vocabulary scores, and the mean Reading Comprehension scores were statistically significant according to ethnicity within the 2001-02 group. Overall, Caucasian students scored higher than American Indian and African-American students in Total Reading and in Vocabulary. Caucasian students scored higher than African-American students in Reading Comprehension, and American Indian students scored higher than African-American students in Total Reading, Vocabulary, and Reading Comprehension. Gender differences were statistically significant within the 2001-02 groups in the mean Total Reading scores and the mean Vocabulary scores; females consistently scored higher than males in these areas.

The proportion of students with reading comprehension scores at the sophomore level or above was 71 percent in 2001-02. Approximately 86 percent of participants were writing at the “competent” level or higher in the 2001-02 group; this compares to 82 percent in 2000-01. As much as 90 percent of mid-level assessment students who completed a collegiate mathematics course earned a grade of “70” or better (230 of 276). No significant differences were detected in the writing or mathematics areas in 2001-02.

ECU, NSU, OSU, OU, and UCO provided feedback on CSC transfer students. Tracking reports revealed CSC students experienced an average decline of 0.2 points in GPA. The largest decline in GPA (0.85) was experienced at OU with 8 transfer students and the smallest decline in GPA (0.14) was experienced at NSU with 402 transfer students.

Program Outcomes Assessment

The nursing and child development programs were reviewed through analysis of local to state and national based standards in the 2001-02 academic year. The Nursing Department utilizes results of CSC students attempting the National Council Licensure Exam (NCLEX) as one method of assessment. In 2001-02, 41 students attempted NCLEX with 40 students (97.6 percent) successfully completing the exam on the first attempt. This compares to 83.2 percent in Oklahoma and 85.4 percent in the United States, according to the most recent statistics available. CSC NCLEX candidates have consistently performed at higher levels since the implementation of standardized achievement exams and the mandatory remediation program implemented in 2000-01. Nearly 45 of the 47 (95.7 percent) students passed the National Credential Exam in Child Development in 2001-02.

The Nursing Department conducted a survey of graduating students in the fall and spring semesters. Seven students completed the survey in fall 2001 and 18 students completed the survey in spring 2002. A Likert Scale (4 = Superior, 3 = Good, 2 = Fair, 1 = Poor) was utilized to rate how well the nursing courses prepared students to demonstrate the educational outcomes of the program. The weighted mean was 3.65.

Child development faculty members are currently reviewing the overall program to determine needed revisions required to accommodate transfer of Certificate of Mastery courses to an AA Degree. The Scholars for Excellence in Child Care program was reviewed in March 2002. The program was found to meet all requirements and is on track for continued growth and success.

Three technical and occupational programs (Agriculture Equine, Child Development, and Computer Information Systems) completed program reviews in 2001-02. The AAS in Computer Science is being deleted and replaced with the AS in Computer Science. The Agriculture Equine Technology associate

degree was continued; and, both the Child Development associate degree and the Child Development certificate were continued.

New program objectives and assessment methods are currently being written for all degree programs. Project Management, implemented at CSC in 2000-01, now serves as a budgeting and evaluation instrument for all programs. Each program is required to submit one-year and three-year goals. Additionally, a marketing plan is required of all programs. Equipment and supplies for the next year are requested in the Project Management. Goals from the previous year are addressed and achievement is assessed. A review of the 2001-02 completed departmental project management forms indicated most objectives for 2001-02 had been accomplished.

Student Satisfaction Assessment

In fall 2001, CSC administered the ACT Faces of the Future Survey to 976 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 student responses were similar to the national mean for community colleges. CSC scored the highest in the following categories:

- Instructors treat students in my racial and ethnic group with respect (CSC = 4.18, National = 4.16).
- Instructors and administrators treat students of my gender with respect (CSC = 4.16, National = 4.15).
- Administrative and non-teaching staff treat students in my racial and ethnic group with respect (CSC = 4.09, National = 4.09).
- I feel a sense of general safety and security while on campus and attending classes (CSC = 4.05, National = 4.06).
- I would recommend this college to friends and relatives (CSC = 4.05, National = 4.10).

Overall, 82 percent of respondents expressed satisfaction with CSC. This compared to 83 percent nationally for community colleges. The survey was administered to both beginning freshmen and students in their final semester at CSC.

Approximately 38 students (12.4 percent) of 307 responded to an institutionally designed alumni survey. Surveys were mailed to the 1997 sophomore class. Gender composition included 26 females and 12 males. Educational level included one doctorate degree, six master's degrees, 15 bachelor's degrees, 15 associate degrees, and one certificate. The strongest areas of CSC as indicated by the graduate respondents were: availability of faculty, 95 percent satisfaction; attitude of faculty, 95 percent satisfaction, and quality of instruction, 95 percent satisfaction. The weakest areas included: computer skills, 37 percent were dissatisfied; ability to define and solve problems, 29 percent were dissatisfied; and career counseling, 24 percent were dissatisfied.

Twenty-one students completed the institutionally designed withdrawing student survey. Gender composition included 5 males and 16 females. Ethnic composition included four African-American, nine American Indian, and eight Caucasian students. The top four reasons given for withdrawing were: personal (50 percent), health (15 percent), financial (10 percent), and academic (10 percent). Additional analysis of the surveys revealed 38 percent of the withdrawing students never met with an advisor, 86

percent were involved in no activities at CSC, and 38 percent spent less than 10 hours per week preparing for classes.

Student retention became a major focus point in 2001-02 at CSC. “The Freshmen Connection,” a freshmen orientation seminar, was developed in spring 2002 by the Retention Committee. The seminar was officially held for the first time in August 2002. Success of the seminar was based on written comments provided by students at the conclusion of the seminar. Comments were very positive and CSC plans to continue the seminar every fall and spring semester.

In response to complaints about student housing, a new complex was constructed in 2001-02, consisting of three dormitories and a clubhouse. Two dormitories contain 48 four-bedroom suites, and a third dormitory contains 24 two-bedroom units with a full kitchen and bath for married or single-parent families. A clubhouse is located at the center of the complex and includes a laundry, community room, convenience store, and management offices. An 800 square foot swimming pool is available for student use.

In response to student satisfaction surveys, CSC:

- renovated the Student Union.
- added a new parking lot in Warner.
- added a patio at Three Rivers Port Campus for student use.
- added four new clubs - Theatre Club, Creative Writing Club, Environmental Science Club, and Math Club.
- reorganized computer workstations in the Registrar’s Office to provide better access for students.
- streamlined graduation processes to reduce the amount of time required to provide graduates with final transcripts.
- hired additional staff in the Registrar’s Office and the Campus Bookstore to meet students’ needs more effectively.
- added public service announcements on the radio and several programs on “A New Day,” a morning show on the Muskogee Cable station featuring CSC events.
- implemented a Tuition Management System.
- employed a full-time computer technician on the Muskogee campus.
- replaced 20 existing student computers in the Muskogee student computer laboratory.

Eastern Oklahoma State College

Entry-Level Assessment

Entry-level evaluation at Eastern Oklahoma State College (EOSC) includes transferring students and first-time freshmen. The primary methods of entry-level assessment are ACT cut scores and the COMPASS. Students are assessed in the academic areas of English, reading, science, and mathematics. Students scoring below the ACT cut score of 19 are required to take the COMPASS for course placement or enroll in developmental classes. Approximately 624 students (356 females, 268 males) were assessed during the 2001-02 academic year using the COMPASS for placement and enrollment purposes. Of EOSC's 535 first-time freshmen in fall 2001, 232 (43.4 percent) enrolled in one or more remedial courses as follows: 77 (14.4 percent) in English, 181 (33.8 percent) in mathematics, 45 (8.4 percent) in science, and 68 (12.7 percent) in reading.

Assessment results for 2001-02 revealed 59 percent of students tested in COMPASS writing skills were recommended for freshman composition, 79 percent tested in COMPASS reading skills were recommended for placement in credit science and history courses, and 17 percent of those tested in mathematics using COMPASS were recommended for placement in college algebra. These results indicate that overall, students were better prepared academically in English and reading than the previous year.

Curriculum changes in developmental education for 2001-02 included the addition of a developmental science class. This class, Concepts in Science, has been a success for those students deficient in science. Beginning in fall 2001, students deficient in both reading and writing are required to complete developmental reading prior to enrolling in Fundamentals of English.

Through the efforts of a Title III grant, several new programs designed to foster curriculum development and improve student retention have been implemented. A retention management program designed to identify at-risk students was piloted in fall 2001, and a computerized degree audit program has been installed and should be available for faculty and student use in the fall 2003. 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 their curriculum.

Two-year studies reveal 79 percent of the students enrolled in developmental math classes subsequently enroll in college algebra and complete the course with a passing grade. Eighty-six percent of students enrolled in developmental English subsequently enroll in ENGL 1113 and succeed. Tracking of developmental reading class students into American history classes revealed 79 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 84 percent of those students completing a credit science class.

Mid-Level Assessment

Mid-level assessment includes the administration of the 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. In fall 2001 and spring 2002, 233 graduating sophomores were tested using the ACT CAAP test.

Results of the CAAP writing skills test showed EOSC graduates scored an average of 61.3 overall, only slightly lower than last year's average and 1.3 below the national average of 62.6. Overall, these test results reveal students show significant progress after attending EOSC, when comparing scores of pre-tests (ACT) and posttests (CAAP) to the national average at each level. EOSC students typically enter with pre-test ACT scores below the national average in all subject areas and the results of the CAAP show EOSC graduates perform at a proficiency level comparable to national norms. This is significant progress

considering EOSC serves a rural area where many students are first generation entering college with average and below average ACT scores, and are compared with students at larger, urban institutions nationwide. These results also verify that EOSC's general education curriculum is consistent and continues to prepare students academically for transfer to four-year institutions.

Tracking information is compiled for graduating students by the Office of Institutional Research. A survey of graduating sophomores revealed 299 students graduated in spring 2002. The average age of graduates was 26, which included 181 (61 percent) females and 118 (39 percent) males. The cumulative GPA for these students was 3.20. As many as 188 participants (63 percent) stated plans to further their education. Students seeking employment after graduation are tracked through the combined efforts of the Offices of Placement and Institutional Research, the Alumni Association, and faculty advisors.

Programs Outcomes Assessment

Department chairpersons, under the direction of the Division Chairperson, assess all program outcomes. Departmental assessment plans are designed to accommodate informational needs of individual programs and addresses 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. During 2001-01, 831 students were included in the program outcomes assessment. Posttest results from all six divisions indicate a high 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 2001-02, include the ACT ESS, ACT SOS, ACT COS, and ACT Withdrawing or Non-returning Student Survey.

The ACT ESS was administered to 370 students during orientation in fall 2001. The most important reasons cited by students for attending EOSC were the availability of financial aid and scholarships, location, cost, and the large variety of course offerings. During this survey 85 percent reported scholarships were an important reason for coming to EOSC. EOSC will continue its emphasis on recruiting in the nine county areas that provide the greatest number of students enrolled. The development foundation is continually increasing fund-raising efforts to provide scholarships for deserving students, and all faculty and administrative staff contribute to the scholarship foundation. The Financial Aid Office also works closely with the Director of Admissions in offering workshops pertaining to financial aid procurement.

A total of 390 students completed the ACT SOS during an English 1213 class period. The purpose of this survey was to measure student satisfaction. Students were asked to rate, on a scale of one to five, their satisfaction with various programs, services and facilities offered by the college. According to the survey, the library and learning resources center facilities and services and computer services received the highest ratings from students. When asked if they would choose this college again, 74 percent responded yes and 84 percent ranked their overall impression of EOSC as good or excellent.

A total of 162 graduating sophomores completed the ACT COS, ranking the following items as important: competency in field of study, acquiring the skills needed for a career, learning critical thinking

skills, and effectively using technology. In addition, students seemed satisfied with class size, quality of program of study, and faculty respect for students. The survey revealed students are proud of their accomplishments at EOSC, indicating they had achieved their educational goals. A total of 85 percent rated their overall impression of the quality of education as good or excellent.

Results from the Withdrawing and Non-Returning Student Survey were based on 22 surveys completed. The primary reasons for leaving the college were: moving or transferring to a new location and health related problems (family or personal). The data indicate approximately 50 percent of students leave during their freshman year. EOSC has worked diligently over the past year to incorporate programs designed to promote student retention and success. Title III has provided the funds to hire a full-time retention coordinator to work with faculty and staff to identify at-risk students and provide assistance and counseling services. EOSC continues to emphasize new student recruitment and retention programs.

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 provided another opportunity to show evidence of academic preparedness through secondary assessment in that area.

For secondary placement assessment, MSC uses the ACT ASSET. Of the 569 fall 2001 first-time freshmen, 390 (68.5 percent) enrolled in at least one remedial course as follows: 221 (38.8 percent) in English, 322 (56.6 percent) in mathematics, and 24 (4.2 percent) in science. The average ACT composite score for the 541 first-time freshmen was 17.5.

The ASSET was administered at the Counseling Center twice daily during early and regular enrollment periods. Retesting options were only available to students with extenuating circumstances. Once students were enrolled in the appropriate courses as indicated by assessment, peer and professional tutors were available for assistance.

The academic advisor and the Registrar's Office track student progress. At the end of the semester, academic advisors received grade reports for their students, which indicate student performance for both remedial and college-level courses. The academic advisor and the student then make 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, whose membership includes deans of all academic divisions at MSC. A total of 53 percent of the fall 2001 first-time freshmen enrolled in remedial courses received a grade of "satisfactory." While a higher success rate would certainly be desirable, the placement decisions are effective because they are objectively based on the student test scores in relation to the cut scores. Ranges of cut scores are reviewed annually.

There is on-going refinement of the curriculum based on communication between instructors of remedial courses and instructors of college-level courses made possible by the size of the campus and number of MSC faculty.

Mid-Level Assessment

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

One hundred-seven participated in the CAAP test for the 2001-02 academic year. The identified population included potential spring 2002 graduates who entered MSC as first-time freshmen. These students were required to select one of three scheduled dates to participate in the CAAP. Students were encouraged to do their best on the CAAP through two means: (1) a sense of student responsibility to MSC in that scores could impact the curriculum taught; and (2) the scores could be reported to the four-year institution to which the student is transferring. Comparisons between MSC mean scores and national two-year mean scores revealed MSC students scored 1.6 points below the national average in writing, 1.0 point below national standards in mathematics, 2.4 points below the national norm in reading, 3.7 points below the national average in critical thinking, and 2.9 points below the national norm in science reasoning.

Program Outcomes Assessment

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

Student Satisfaction Assessment

MSC administers a locally developed questionnaire during the spring semester to measure student satisfaction and opinions on all aspects of college life. The questionnaire was administered to 250 students from a random selection of both day and evening classes.

Results of the 2001-02 student satisfaction assessment showed that 85 percent of students rated the college's quality of instruction as satisfactory, with overall impression of courses 78 percent favorable. Surveyed students approved of academic advisement, the bookstore, library, and registration. Students are provided assistance with tutoring and are made aware of the demands of web-based courses through the Help Center.

Northeastern Oklahoma A&M College

Entry-Level Assessment

All students seeking admission into an AA, AS, or AAS or a certificate program are required to participate in entry-level assessment and placement at Northeastern Oklahoma A&M College (NEOAMC). The preliminary assessment instrument is the Enhanced ACT. For applicants 20 years of age or younger, the cut score in each subject area is 19. For adult students 21 years of age or older, the required cut score for each subject area is 17. Students who achieve the ACT cut score may enroll in college-level courses in the subject area.

All students scoring below the established ACT cut scores have the opportunity for additional evaluation using nationally established CPT to determine readiness for college-level work. Students who achieve the CPT cut score in a subject area may enroll in the college-level courses in that subject area. Students with ACT and CPT cut scores below the established criteria will be required to take courses designed to improve their basic skills in reading, English, math, and science.

Of NEOAMC's 683 first-time freshmen in fall 2001, 428 (62.7 percent) enrolled in one or more remedial course as follows: 191 (28.0 percent) in English, 401 (58.7 percent) in mathematics, and 117 (17.1 percent) in science.

During fall 2001, 80 percent of students enrolled in remedial language successfully completed the course. A total of 80 percent of students enrolled in Improved Reading Skills completed the course satisfactorily, as did 70 percent of students enrolled in Reading. Almost 59 percent of the students enrolled in Basic Math completed the course successfully. Fifty-five percent of students in Introduction to Algebra and 45 percent of students in Intermediate Algebra successfully completed the courses.

Results of entry-level assessment and placement and success of students in remedial level courses are reviewed by individual departments. No changes are planned at this time; however, a more extensive tracking system designed to assess the progression of students is under development. The goal is to identify areas for improvement and to develop and implement interventions to promote academic success.

Mid-level Assessment

General education is an integral part of the curriculum at NEOAMC. 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 TABE is administered to students enrolled in technical or occupational programs. Testing and Assessment Center personnel administer assessment tests in freshmen orientation courses. Tests are given again at the end of the student's program of study. A comparison of the assessment results enables the college to determine value-added, particularly in the area of "general education."

During fall 2001, the Academic Profile was administered to 457 students in orientation classes. During spring 2002, 118 graduating students participated in the Academic Profile assessment.

For students enrolled in transfer programs, the Academic Profile results upon graduation were compared with the scores upon entry into college two years prior. As a group, students demonstrated an improvement in each of the subscores. In the Academic Area Subscores, students showed the greatest improvement in Natural Sciences. In the Skills Dimension Subscores, students demonstrated the greatest improvement in College-level Reading. (Note: Critical Thinking is included with the Reading scoring.)

Students enrolled in occupational programs were assessed using the TABE. TABE results for spring 2002 graduates were not available at the time of this report. Upon availability, the results will be reviewed and compared with TABE results for this cohort at the time of their initial enrollment.

In addition, the nursing and allied health programs utilize additional outcome assessment measures. The 2001-02 unofficial licensure pass rate for the nursing program was 93 percent (first-time tested). This compares with a 62 percent pass rate the prior year.

Program Outcomes Assessment

For the graduating class of 2001, 88 percent of the physical therapist assistant program graduates passed the licensure exam on the first attempt. This year's pass rate is pending completion of the licensure exam by all graduates. All graduates passed the American Association of Medical Personnel Registry exam on the first attempt. The surgical technology program was deleted at the completion of the spring 2002 semester; therefore, final certification results are not available at this time.

There are no planned changes for the transfer programs' instruction. The Nursing Department is in the process of reviewing and revising the nursing curriculum. Changes will be implemented based upon the criteria of the NCLEX-RN results and Mosby Assess Test results. The Nursing Department has made modifications to the admission requirements for reading comprehension and math skill level.

The medical assistant program was also deleted due to low enrollment. No changes are planned for the medical laboratory technician program. The physical therapist assistant program has made modifications to the curriculum. These changes were implemented in fall 2002.

Student Satisfaction Assessment

The ACT SOS is used to measure student satisfaction. This survey is administered to students in the final semester as part of their preparation for graduation. The survey was administered to 333 students preparing for graduation in spring 2002. The ACT SOS is administered by the Testing and Assessment Center on an individual basis. Students must complete the survey as part of the exit process.

The ACT SOS gives students a venue to express opinions about their experience at NEOAMC. Students respond to survey statements by marking their level of satisfaction or dissatisfaction, and have an opportunity to include written comments at the completion of the survey.

Students indicated greatest satisfaction with the Learning Resource Center, the value of information provided by advisors, personal counseling, course content, academic advising, availability of instructors, and veterans services. The same cohort of students was least satisfied with the residence halls, parking, and cafeteria. Written comments indicate students' desire for closer parking to their classroom buildings. Students are generally satisfied with the cafeteria; however, they would like more variety in the offerings. Students were dissatisfied with the schedule for residential visiting hours.

Improvements are being made in the residence halls. The college administration has conducted surveys to explore how other institutions are addressing visitation in the residence halls. Menus in the cafeteria have been modified to provide more variety. However, limited space does not allow for more student parking by each of the academic buildings.

Northern Oklahoma College

Entry-level Assessment

Northern Oklahoma College (NOC) uses ACT scores to evaluate first-time freshmen. Secondary testing is conducted using the ACT COMPASS. NOC uses ACT scores as the primary placement tool for entry into college-level courses. In fall 2001, 596 students took the ACT with an average entry score of 19.1, the same average as the previous year's class.

Students who did not have a 19 or higher on the ACT composite or subscores were tested using the COMPASS tests in writing, reading, and mathematical skills. Reading and mathematics tests were required of all pre-nursing students. Of the 820 first-time freshmen in fall 2001, 467 (57.0 percent) enrolled in one or more remedial course as follows: 202 (24.6 percent) in English, 431 (52.6 percent) in mathematics, 9 (1.1 percent) in science, and 94 (11.5 percent) in reading.

Students who enrolled in remedial courses were largely successful in completing those courses. In Basic Composition, 61 percent were successful. In Elementary Algebra, 70 percent were successful, while in Intermediate Algebra, 62 percent passed the coursework. Developmental Reading students completed at 69 percent and Basic Science at 61 percent. NOC continues to implement self-paced, computer-assisted curriculum. The goal for all remedial courses is a 70 percent pass rate for specific courses and the subsequent college-level course.

When analyzing data for students who took at least one remedial math course and then enrolled in college-level mathematics, 81 percent passed the college-level course with 74 percent scoring a C or better. In Basic Composition, 85 percent passed the college-level course and 80 percent scored a C or higher.

Mid-level Assessment

In spring 2001, 440 students took the ACT CAAP test designed to evaluate general education outcomes. When NOC scores were compared to the national norm for all two-year public college sophomores, NOC students scored above the national norm in mathematics (57.7 compared to 56.3). Critical Thinking and Reading scores were slightly below national norms with Critical Thinking scores of 60.7 compared to 61.0 nationally and Reading scores of 60.6 compared to 61.1 nationally. In Writing, 3.1 was the national norm. The Language Arts Department made broad changes to return to more rigorous assignments, which are carefully evaluated on a consistent basis to ensure increasing proficiency in the future, as a direct result of low scores in previous years. Initiatives across disciplines continue to improve Critical Thinking and Reading performance.

When tracking NOC students who transfer to senior institutions, information indicates they perform satisfactorily. For example, NOC students who transferred to OSU entered with a 3.14 GPA, which fell to 2.78 after the first semester but rose to 2.9 in subsequent semesters, comparable with other students.

Program Outcomes Assessment

During the assessment of program outcomes, transfer programs were grouped into clusters for review. The assessment of these programs relied on the results of the CAAP tests and success of NOC students who transferred to regional and comprehensive universities. Both measures indicate NOC students ranked above or equal to state and national norms.

Eight individual AA or AS programs were reviewed utilizing information from course grades, student surveys, and advisory committee surveys. Most of these programs showed excellent results from both graduates and employers. Accounting and Business Management reported data from 31 graduates; Agribusiness, 6; Athletic Training, 6; Criminal Justice, 11; Engineering Technology, 16; Multi-Media, 20; Nursing, 43; and Office Management, 4.

As an exemplary program, nursing continues to document high rates of success on the national exam (98 percent) and employer surveys. Nursing classes are adapted each year as a result of student and employer demands. All employers (100 percent) would hire NOC graduates in the future. Many of these programs recommended changes directly resulting from outcomes assessment reviews. For example, Accounting and Business Management is part of an ACBSP accredited program and has combined degree programs to offer more applicable degree options and new courses. Internships are encouraged as part of each degree program. Multi-Media and Digital Communications has altered the entire format of the program as a result of program review. All use advisory committee suggestions and continuously monitor the effectiveness of instruction based on employer review.

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

Student Satisfaction Assessment

During 2001-02, 445 students were given the ACT SOS during their semester of graduation. Results indicate students gave higher satisfaction ratings to services offered at NOC than the national sample. As many as 49.4 percent stated they would definitely choose NOC again, compared to the national norm of 36.6 percent. Also, 46.5 percent of NOC students cited excellent as their overall impression of educational quality compared to the national norm of 25.9 percent.

The SOS also assesses student use of various services. Most NOC students used the library and learning resources (77.1 percent), computer services (75.3 percent), academic advising (72.6 percent), and financial aid services (66.3 percent). Of the 17 services assessed in the Usage Survey, NOC results showed higher percentages of use than the national norm in 15 of the areas. Only Cultural Programs and Activities and Day Care Services were below national average.

NOC's graduating sophomores indicated greater satisfaction in nearly every area than the national norm. Services receiving the highest satisfaction ratings include The College In General, Value Of Information Given By Advisor, Class Size Relative To Type Of Course; Recreational And Intramural Programs, Personal Counseling, Computer Service, Quality Of Instruction In Major, Attitude Of Teaching Staff To Students, Class Size Relative To Type Of Course, Cultural Programs And Events, and Availability Of Advisor.

Services receiving the lowest satisfaction ratings include Library and Learning Resources, College Orientation, Purposes For Which Student Fees Are Used, and Classroom Facilities. NOC continues to add learning resources with additional services. Plans are in place to add additional computer services in the Library Learning Center in 2003. The College Orientation program underwent massive restructuring in the 2000-01 academic year with a return to an eight-week course, a move unpopular with students who were familiar with the previous format. However, evaluations by current students and faculty indicate satisfaction with the new format. Emphasis on study skills, test taking, and time management will enable assessment for increases in persistence, GPA's, and graduation rates. With large-scale cutbacks in state funding, student fees have increased and campus maintenance has been reduced. Better information about the effects of those cutbacks will assist in student understanding.

Oklahoma City Community College

Entry-Level Assessment

Oklahoma City Community College (OCCC) provides entry-level assessment to all students entering credit hour classes. Entry-level assessment includes testing, a review of high school or college transcripts, and interview information. The ACT and the COMPASS are used to place students in the appropriate class. 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 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).

Of OCCC's 2,379 first-time freshmen in fall 2001, 1,369 (57.5 percent) enrolled in one or more remedial course as follows: 662 (27.8 percent) in English, 1,236 (52.0 percent) in mathematics, 21 (0.9 percent) in science, and 29 (1.2 percent) in reading.

OCCC regularly reviews placement of students. Information for the review is obtained from faculty surveys and student completion rates in specific classes. Periodically, faculty is canvassed as to the appropriateness of student placements in their classes. The information from this survey is reviewed for patterns or trends. If the grouped data reveals more than 5 percent are placed at the wrong level, cut scores are reviewed for possible adjustment.

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

A tracking system is used to determine how well students do in developmental classes and in college-level courses after completing developmental classes. The Developmental Student Tracking Report follows the progress of students who enrolled in developmental classes from 1996 through 2002. A brief summary follows:

- Students who completed developmental reading classes had completion rates between 55 and 95 percent in college-level courses.
- Students who completed developmental writing classes had completion rates of 81 to 87 percent in college-level classes.
- Students who completed developmental mathematics classes had completion rates between 64 and 88 percent in college-level math classes.

Mid-Level Assessment

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

During the 2001-02 academic year, the General Education Committee completed a major project that increased the number and types of outcomes and their measures related to each general education competency. The committee also decided to look at administering the Academic Profiles to intact classes. In this pilot year, 100 students in two sophomore-level classes were asked to take the test. Results were used in the assessment of general education competencies. There was a strong relationship between these results and those of more in-depth study of reading and math.

Program Outcomes Assessment

Since 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 designed to measure effectiveness using a form approved by the Institutional Effectiveness Committee. Program faculty members use the data collected to demonstrate program effectiveness and to make adjustments to their programs when deficiencies or concerns are identified.

In addition, each college program is evaluated in detail every five years. A large portion of the evaluation assesses 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. A number of programs have capstone courses, which provide the student with the opportunity to combine knowledge gained into a practical application. Successful completion of capstone courses is an indication the student has the knowledge and ability to be successful on the job. Ten of the 15 AAS programs offered exclusively at OCCC have capstone courses.

Licensure examinations are another outcome measure used by a number of programs to indicate their success. Passing a licensure exam is an indication the student possesses the knowledge needed to be a successful employee.

Student Satisfaction Assessment

OCCC uses two standardized measures of student satisfaction. The ACT SOS is administered every two years to a sample of randomly selected students. A total of 1,015 students completed and returned surveys used in the assessment report.

SOS survey results revealed students were relatively satisfied with OCCC. When asked how satisfied they were with the college in general, 85 percent indicated they were satisfied or very satisfied. In commenting on the overall quality of the education at OCCC, 81 percent responded it was either good or excellent. The lowest rated areas dealt with parking facilities, personal security and safety, classroom facilities, college bookstore, condition and appearance of buildings and grounds, and registration procedures.

The following changes were made to address areas of low satisfaction in the spring 2000 SOS:

- The student government now meets each semester with the College Planning Committee to discuss student needs, provide input in the planning process, and discuss the use of student fees.
- In 2000, OCCC upgraded all computer laboratory areas.

Students indicated on the 2002 ACT SOS that student involvement in college policies and satisfaction with financial aid has significantly improved. This can be credited to the changes made from information obtained on previous surveys.

The other standardized measure seeks student input on individual classes. Students are requested to complete a Student Instructional Inventory in each class they are attending. In 2002, a total of 20,900 evaluation forms were processed. Responses are reported back to individual faculty members and are used to change or enhance teaching performance.

Oklahoma State University - Oklahoma City

Entry-Level Assessment

In 2000-01, all students seeking admission to Oklahoma State University-Oklahoma City (OSU-OKC) were assessed using the ACT COMPASS. The TOEFL was used to establish English proficiency, and computer literacy requirements were assessed using a locally developed assessment tool.

Of OSU-OKC's 1,094 first-time freshmen in fall 2001, 566 (51.7 percent) enrolled in one or more remedial course as follows: 98 (9.0 percent) in English; 526 (48.1 percent) in mathematics; 8 (0.7 percent) in science; and 224 (20.5 percent) in reading.

The Learning Center offers computer-assisted instruction in most academic areas, free tutoring (computer-based and individual), a study test bank, and access to the Internet. Computer tutorials concentrate on math, writing, reading, science, nursing, and career development. Tutors are available to provide assistance to students in most subject areas offered on campus with English, math, physics, and chemistry being the areas of most need. Free computer and Internet use workshops are made available each semester to students.

The Office of Institutional Research developed a Student Profile Report designed to compare various components of student demographics for summer, fall, and spring semesters. Once students were required to declare a major in order to receive financial aid, very few indicated they were non-degree seeking. As a result of the profile, characteristics for the graduates were requested and developed.

Levels of success in developmental courses continue to be a problem area. Steady increases in the proportion and number of failing grades (D's and F's) have been noted since FY 1999. Student Services officials studied conditionally admitted students, students, who withdrew, and Title IV Trio Grant students. This study continues to collect data leading to a better understanding of this trend and, ultimately, changes in the pattern.

Although there are no changes in the entry-level process or in instructional methodologies planned, the Entry-Level Assessment Committee is considering the following in FY 2003:

- development of an Internet Student Profile and ATEC Profile.
- evaluation of cut scores and course placement success if first-time students can be correctly identified and provided to ACT.
- alignment with ACT and COMPASS score ranges and reported objectives.
- alignment with course objectives and comparable high school course objectives or state core competencies.
- continue to study current practices and processes.
- increase the percentage of students attending the mid-term conference.
- improve conditionally admitted student tracking.
- monitor graduation rates and goal attainment.

Mid-Level Assessment

In FY 1998 the Instructional Assessment Committee initiated an intensive self-study of general education goals and objectives. During FY 2002 the goals were again reviewed and revised by the Assessment

Committee. The Vice President's Council approved the changes recommended by the committee. Today OSU-OKC's general education curriculum is designed to help students develop math, science and communication skills; gain a sense of social, ethical, and cultural values; and appreciate the application of these values in an increasingly technological and global society. Upon completion of the general education curriculum, students should be proficient in demonstrating specific competencies in critical thinking, effective communication, computer proficiency, civic responsibility, and global awareness.

Critical thinking and effective communication were studied in FY 2002. A teaching and reinforcing of reading, writing, mathematics, and critical thinking competencies study was conducted. Pre- and posttests were accomplished in developmental writing and reading. Results from the study suggest students improved in writing. The reading pre- and posttests, Nelson-Denny, and COMPASS suggest accurate placement, but in posttesting, students showed no progress with the Nelson-Denny.

ACT's CAAP continues to be the institution's primary means of assessing students' general education success levels. Four CAAP tests were administered. The Reading CAAP test was administered to 44 students in GEN 0133, Reading for College Prep II and to 58 in ENGL 1213, Freshman Composition II. A total of 107 MATH 1513 students took the Mathematics CAAP. The Writing Essay CAAP was administered to 104 students, and 97 took the Critical Thinking CAAP test. Developmental and college-level reading averages were below the national mean; the math score mean was above the national mean; and in writing, students achieved a higher mean than the national norm on Essay 1 and 0.1 lower on Essay 2. For critical thinking, the mean score was three points below the national pool of students. Faculty looked for identified strengths and weaknesses but did not find the results instructive for determining needed curriculum changes.

The results of mid-level assessment include:

- Pilot the pre- and posttests provided by the reading textbook along with Nelson-Denny and COMPASS. Results will be evaluated to determine which of the three instruments provides the most reliability.
- A study of computer proficiency will be implemented in FY 2003.
- Discussion of a consistent attendance policy for developmental mathematics courses will be considered due to increased number of D's and F's.
- Development of an in-house course-embedded general education measurement is tied directly to student learning within a specific course.
- Consideration of an alternate standardized general education test is planned.
- Review of the Teaching and Reinforcing Study results and whether to extend the survey to other divisions is underway.

Program Outcomes Assessment

With the dramatic enrollment increases, there have also been increases in credit hours, first-time enrollments, class sizes, majors, and graduates. Feedback on transfer and employment experiences are positive and complimentary. The Program Outcomes format has been converted to a narrative style to allow better and more descriptive documentation. The Assessment Committee will review and refine the format during FY 2003. This new format allows for tables, charts, and graphs; more narrative; and journaling for analysis, tracking, and archiving the changes and results. Changes planned in the academic division's programs are as follows.

Agriculture Technology

Current plans are to assess every horticulture student prior to graduation. A part of this assessment will include the General Knowledge Test, which will be administered to every student upon entering the horticulture program and upon completion. Horticulture faculty members are reviewing the post-graduate General Knowledge Test completed by students. They will use this information for changes, updates, and re-focusing of curriculum. Applied and practicum evaluations are used in the same way. Results and changes will be reported next year.

Arts & Sciences

The Arts and Sciences Department plans to review assessment plans and continue current assessment procedures. This department is planning to continue the General Education, Course-Embedded, and Core General Education Knowledge and Skills Studies. Through these activities, the department anticipates keeping abreast of student performance and improving teaching and learning.

Business Technology

Business Technology plans to review the assessment plans and continue current assessment procedures.

Engineering Technology

Engineering has put in place a process to help insure each graduating student completes the Graduating Student Survey. Students' instructional evaluations are being reviewed by the division head with students' written comments shared with the instructor. Based on students' departmental assessments, several adjunct instructor changes have been made and content in several courses has been modified. Two curriculum changes have been made based on student evaluations and advisory board comments; in construction, prefixes FIRE and OEHS will be combined, and the content of Construction Estimating I and II will be modified to better meet industry and student need.

Health Services

Health Services faculty members plan to continue to focus on test item construction to develop application, synthesis, priority setting, and delegation questions in preparation for the licensure examination. The curriculum is also being reviewed for duplication or gaps. Leadership focus is being developed and refined. A retention task force has been created and special workshops in such topics as test-taking strategies and stress management have been offered. Other retention activities are being developed.

Student Satisfaction

The Assessment Committee has studied the survey results and will continue to monitor the productivity, responses, and changes during FY 2003.

The Committee observed that the return rate for summer 2001 Student Instructional Evaluations was considerably less than fall 2001 and spring 2002, and is considering initiatives to encourage better return rates for all three semesters, but particularly for summer. The Office of Institutional Research will conduct the Employer Survey by telephoning supervisors during FY 2003 to provide feedback and better information to the Committee and faculty.

Oklahoma State University Technical Branch-Okmulgee

Entry-Level Assessment

Oklahoma State University Technical Branch - Okmulgee (OSU-Okmulgee) systematically collects, reviews, and uses information about its educational programs for the purpose of improving student learning and development. Its assessment plan is designed to provide a body of evidence to assist improvement efforts in the learning process, to improve institutional effectiveness and, ultimately, to maximize student success.

Effective placement for entry-level students is crucial to success in college. Consequently, OSU-Okmulgee has made entry-level course placement a focal point, and all entering students are provided entry-level assessment. This process includes placement testing, review of high school and college transcripts, and career and academic counseling.

OSU-Okmulgee uses the ACT as a preliminary measure to evaluate first-time freshmen. Students scoring at least 19 on either the ACT National or ACT Residual are immediately enrolled in college credit courses. Students scoring below this cut score on any subtest require further testing before placement and enrollment. The Accuplacer CPT is the secondary screening instrument at OSU-Okmulgee and allows students to demonstrate proficiency in five areas: reading comprehension, sentence skills, arithmetic, elementary algebra, and college-level mathematics.

Students with Accuplacer CPT scores below proficiency levels for basic skills are encouraged to seek assistance from the Peer Tutor Program and pursue self-directed review and study of deficient subjects. If students choose not to seek assistance or to retest, or if the retest score remains below proficiency level, they enroll in appropriate 0-level, basic skills courses. A passing grade is required before the academic deficiency is satisfied.

During the 2001-02 academic year, 1,271 new students enrolled in the institution. The ACT Residual was administered to 307 of these students, and 1,281 prospective students participated in the Accuplacer CPT pretests. Sixty-six sections of remedial courses were offered to 273 students in remedial mathematics, 112 students in remedial communications, and 131 students in remedial reading. Of OSU-Okmulgee's 1,202 first-time freshmen in fall 2001, 289 (24.0 percent) enrolled in one or more remedial course as follows: 108 (9.0 percent) in English, 247 (20.5 percent) in mathematics, 34 (2.8 percent) in science, and 127 (10.6 percent) in reading.

All new students were enrolled in the OSU-Okmulgee Cornerstone course, which is designed to teach basic study skills and college success skills. In addition to learning how to use college resources and student success services, students participated in learning styles testing using the Vocational Learning Styles Inventory. Further, program-level testing was conducted to determine proficiency in skills for industry specific areas of study. Results were used for student development and the identification of need for skill enhancement.

OSU-Okmulgee has established a College Readiness Center (CRC) for entering students. The CRC provides Summer Success Camps and laboratory experiences to promote student success. Summer Success Camp activities were centered on reading, communication skills, and math skills readiness. A synergistic laboratory has been developed to allow at-risk students kinesthetic and experiential opportunities in reading, math, and science prior to testing or retesting with the ACT or Accuplacer CPT. These services are designed to further enhance student success.

Mid-Level Assessment

The Office of Institutional Assessment and Research was in transition during the 2000-01 academic year. Consequently, the college assessment plan has only recently been updated to include mid-level assessment. During the 2001-02 academic year, an evaluation of general education competencies was

implemented. Updated competencies were mapped to the Secretary's Commission on Achieving Necessary Skills competencies and associated OSU-Okmulgee assessments. Additionally, courses through which general education competencies are taught were affirmed and mapped to competencies. Further, the process of syllabi review for inclusion of mid-level assessment goals and objectives is underway.

The revised assessment plan outlines mid-level assessment after completion of 45 credit hours of instruction. In 2001, the new Pre-Education AS degree was targeted to pilot mid-level assessment. The State Regents approved this program in 2001. Within the last year, it has been determined that mid-level assessment will be incorporated into all programs simultaneously. Significant gains between pre- and posttest of the Accuplacer CPT and criterion-referenced competency will be indicators of success. Within the next year, data will be collected and preliminary results will be reported in 2002-03.

Program Outcomes Assessment

Faculty, students, staff, and other individuals from both on and off campus are becoming increasingly involved in the development, implementation, and analysis of the assessment process. Further, OSU-Okmulgee uses multiple measures to provide assessment of degree program and institutional effectiveness. Measures include technical competency at graduation, graduate technical learning gain from entry to exit, industry certification, and graduate exit placement.

Data show 96 percent of students who participated in an industry certification program during the 2001-02 academic year qualified for certification. Overall technical gain in programs using locally developed technical pre- and posttests increased by 48 percent, and competency at graduation met the 70 percent level of proficiency. Statistically significant differences between mean pre- and posttest scores were observed for all programs with adequate sample size.

Positive placement of OSU-Okmulgee graduates was reported at 84 percent for 375 graduates. Job placement for industry-based programs such as Automotive Technology and Heavy Equipment and Vehicle Institute was highest at 100 percent. The average annual starting salary reported among all programs was \$26,724, with a high of \$38,052 in Construction Technology and a low of \$17,016 in Office Information Systems. Finally, numerous business and industry employers have expanded their partnership roles with OSU-Okmulgee to include augmented internships, scholarships, and guaranteed employment upon graduation.

Student Satisfaction Assessment

The Noel Levitz SSI was administered to students for the purpose of measuring expectations and satisfaction with campus services and experiences. A total of 376 students completed the survey during the spring semester. A gap analysis of student perceptions of importance and satisfaction showed positive affect for OSU-Okmulgee services and experiences. Students reported very high satisfaction with the following:

- internships and practical experiences in degree programs.
- academic advisement.
- early alert of academic problems.
- childcare facilities.

Students were satisfied with quality of instruction, student life activities, bookstore staff, and a sense of “what is happening on campus.” However, students felt parking was inadequate, and they expressed only mild satisfaction with financial aid information and services.

Results of the SSI were communicated back to students via the college website and through student focus groups. Focus group discussion resulted in a student proposal for campus parking and roadway improvements. To further address student needs, the college website now links students to financial aid information and services, as well as to other important information. Finally, a new student portal system has been approved and was available online in January 2003. This will allow all new students to be provided with personal, lifetime OSU-Okmulgee email accounts and will provide an “anytime” link to crucial college information including financial aid opportunities and requirements.

Redlands Community College

Entry-Level Assessment

Through the use of high school transcripts, ACT results, the ACT ASSET, and COMPASS instruments, Redlands Community College (RCC) assesses and places first-time entering freshmen. The college tests all students who have not taken the ACT or who score below 19 on any ACT sub test.

In fall 2001, RCC administration of ASSET and COMPASS determined:

- 59.4 percent of the students assessed required additional basic skills in reading.
- 44.3 percent of the students assessed required additional basic skills in English.
- 90.6 percent of the students assessed required additional basic skills in math.
- 75.0 percent of first-time-entering freshmen required secondary assessment.
- 77.7 percent required remediation.

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

Of RCC's 679 students tested in fall 2001, 218 (32.1 percent) were required to enroll in remedial English, 482 (71.0 percent) in mathematics, and 288 (42.4 percent) in reading.

Mid-Level Assessment

The RCC assessment tools indicate 51 percent will complete at least some type of certificate program and approximately 74 percent entered the institution with the intent of completing an associate degree. In addition, 86 percent of students surveyed indicated they planned to transfer to a four-year institution. With the large numbers of students transferring to a four-year institution, the college monitors transfer student success. Information supplied for the four-year institution is utilized to identify strengths and weaknesses.

The Assessment Through Writing pilot study was administered during the 2001-02 academic year. Students wrote an essay of their choice from a list of prepared topics. Topics were drawn from the following areas: job interview skills, technology, problem solving, leadership, social problems, and ethics. A team from across the curriculum evaluated the student essays. These essays were evaluated by a faculty team drawn from across the curriculum. A holistic grading system was used to evaluate the student's ability to demonstrate knowledge of standard English, to write in an acceptable essay form, and to demonstrate critical thinking skills. Of the 146 students who participated in the pilot study, 129 (88.4 percent) met the predetermined standards.

Program Outcomes Assessment

Of the students attending RCC, 67 percent indicated they planned to complete an associate degree and 51 percent indicated they planned to complete a certificate program. RCC uses information provided by four-year institutions to assess the success of transfer students. Comparison of GPAs and reviews of an individual student's performance in specific classes assist in assessing the effectiveness of academic

programs. The college implements follow-up strategies where students are showing slow academic progress. If curricular changes are required, they are implemented when feasible.

The faculty employs various program assessment instruments, including:

- faculty-designed tests.
- individual portfolios.
- license exam results.
- transfer student success at four-year institutions.

Nursing Program

The Nursing program examines the Mosby's Assessment test pass rate to predict NCLEX pass rates and to evaluate program success. This test is administered to second-year nursing students during the spring semester.

Nursing program outcomes assessment for the 2001 licensure exam resulted in 96.5 percent of 29 first-time takers passing the state licensure exam.

Emergency Medical Technology

First attempt licensure exam results for 2001 are as follows:

- 85 percent passed the basic EMT exam.
- 100 percent passed the intermediate EMT exam.
- 75 percent passed the paramedic EMT exam.

Mathematics Department

The Mathematics Department followed committee recommendations by offering a student-friendly math developmental sequence. The department maintains a test question bank for common mid-term and final exams. This allows effective data collection regarding student performance. All math classes used the graphing calculator approach, with the exception of MATH 0013, Basic Mathematics. The department, in a cooperative effort, recommended all developmental math students attend a tutorial laboratory session following any unit test score below 75 percent. These tutorial sessions for developmental math were held in the Academic Assistance Center. In addition, students in all daytime developmental math classes take their class exams in the Academic Assistance Center rather than the classroom.

Health, Physical Education, and Recreation Department

The Health, Physical Education, and Recreation Department continued to use comprehensive exams in many of its courses (e.g. First Aid, Sports Officiating, and the Care and Treatment of Athletic Injuries) to assess the effectiveness of the program. Students were advised and admitted into a new degree, AAS in Fitness Trainer, approved by the State Regents in spring 2000. An industry partnership with Health South included construction of an addition to the existing physical education building for implementation of this new degree. The facilities were occupied during the 2001-02 year. Additionally, contractual partnership agreements included using a Health South employee as the lead instructor in the Fitness Trainer program during the academic year, beginning in 2001.

Office Administration and Technology

Ongoing computerized assessment for graduating sophomores in the Office Administration and Technology program continued during spring 2000. This assessment is conducted through the Office Proficiency Assessment and Certification exam created by the International Association of Administrative Professionals. Prior to this year, pretests and posttests were required of students in RCC accounting and economics courses. However, for 2000-01, a decision was made to review, revise, and improve both the pretest and posttest instruments. These tests should be available and reinstated for 2002-03.

Agriculture Program

The Agriculture program approaches assessment in a variety of ways. The first assessment is evaluation and validation of the curriculum. Individuals actively engaged in agriculture meet yearly to review the curriculum. This review could add new technologies and drop outdated content from the curriculum. The advisory committee also provides suggestions concerning updating and equipping the agriculture laboratories. Course objectives are clearly stated within each course syllabus, and each instructor develops and administers competency tests designed to measure students' knowledge. The instructor uses both product and process assessment criteria. Other factors such as completion and graduation rates, employment and articulation, and transfers to a four-year college are considered in the total assessment of the agriculture program. Consistent enrollment numbers and new program offerings continue to prove the validity of the entire program.

Student Satisfaction

In 2002, RCC chose to implement two different methods of assessing student satisfaction: ACT's Students Satisfaction Survey for Two-Year Colleges and The Community College Survey of Student Engagement (CCSSE). Results and subsequent evaluations of the two samples were analyzed by administration and are used to determine a plan of action regarding student satisfaction. During May 2002 127 graduating sophomores participated in the ACT Students Satisfaction Survey and 544 freshman and sophomores participated in the CCSSE. Important demographic information follows:

- 86 percent of respondents earned a GPA of 3.0 or higher.
- 85 percent were employed during the semester.
- 68 percent received some form of financial aid.
- Health science majors continue to have the most graduates (34.6 percent).
- Education majors have the second highest graduation rate (15 percent).

Since retention is a major concern in most institutions, RCC plans to employ a retention specialist. This individual will be working with all faculty members in an attempt to keep students informed and work with them to improve their academic experiences during the entire academic year.

Rose State College

Entry-Level Assessment

The assessment of entry-level students at Rose State College (RSC) continues to be very successful. The ACT serves as the primary assessment and placement instrument. The ACT's COMPASS is the secondary instrument used.

RSC requested an ACT student profile or characteristics report of fall 2001 students who took the COMPASS assessment. The report of 2,442 students tested included demographics, educational goals, requests for assistance, and ability profiles. A total of 62.0 percent were Caucasian; 20.5 percent, African-American; 7.0 percent, Native American; 3.0 percent, Hispanic; and 7.5 percent were self-identified as other.

The fall 2001 Remediation Progress Study reports on students' progress within a remedial course and in the next course in the sequence. Initial analysis indicated 71 percent of 246 students enrolled in READ 0153. Of 591 students enrolled in ENGL 0103 and 0123, 66 percent passed. There were 44 students enrolled in SCI 0123, of which 68 percent passed, and 2,141 students were enrolled in MATH 0103, 0113, 0123, and 0143, of which 54 percent passed. In spring 2002, 11 students enrolled in MATH 1473, General College Math, and 9 students or 82 percent were successful. The same semester, 130 students enrolled in MATH 1513, College Algebra, and 77 students or 59 percent were successful. This is a slight improvement over the previous academic year in college-level math courses.

Continued progress is shown for those students who entered college utilizing the 2000 COMPASS. The Remediation Progress Study of fall 2000 indicated 51 percent of the 266 students enrolled in READ 0153, 1203, and 1213 passed the courses. By the end of spring 2002, 82 percent of the original 266 students were successful in reading remedial courses.

Of 542 students enrolled in fall 2000 in ENGL 0103 and 0123, 60 percent passed. By the end of spring 2002, 73 percent of the original 542 students were successful in English remedial courses. By spring 2002, 204 students had enrolled in ENGL 1113, with 153 students successful (75 percent) and 24 students (11 percent) withdrawing.

There were 26 students enrolled in SCI 0123, of which 77 percent passed. By the end of spring 2002, nine students, (33 percent), were successful in a college-level science course.

There were 2,111 students enrolled in MATH 0103, 0113, 0123, and 0143, of which 50 percent passed. At the end of the spring 2002 semester, 78 percent of the original 2,111 students were successful in math remedial courses.

Of RSC's 1,708 first-time freshmen in fall 2001, 1,166 (68.3 percent) enrolled in one or more remedial course as follows: 477 (27.9 percent) in English, 1,051 (61.5 percent) in mathematics, 15 (0.9 percent) in science, and 6 (0.4 percent) in reading.

Mid-Level Assessment

At RSC, mid-level assessment involves students who have completed either their AA or AS degree. RSC graduated 615 students in 2002 of which 327, or 53 percent, earned AA or AS degrees. The students' success when they transfer to a four-year institution is the College's instrument of assessment. The following two tables (Tables 3 and 4) indicate the success of RSC graduates at OU, OSU, and ECU.

Table 3
Rose State College Performance at the University of Oklahoma
Fall 2001

New 2001 undergraduate transfers	Rose State College
Number enrolled Fall 2001	126
<i>Average OU-GPA</i>	2.8
Percent with OU-GPA 3.0+	48%
Percent with OU-GPA 2.01 to 2.99	34%
Percent with OU-GPA less than 2.0	17%
<i>Average transfer GPA</i>	2.99
Difference between OU-GPA and transfer GPA	-0.19
<i>Average course GPA: *</i>	
Math	2.04
Non-quantitative	2.94
Science and Engineering	2.44
All 2-year undergraduate transfers	
Number enrolled Fall 2001	305
<i>Average OU-GPA</i>	2.8
Percent with OU-GPA 3.0+	45%
Percent with OU-GPA 2.01 to 2.99	40%
Percent with OU-GPA less than 2.0	13%
<i>Average transfer GPA</i>	3.01
Difference between OU-GPA and transfer GPA	-0.21
Difference OU-GPA/ALL 2-year OUGPA	0.11
<i>Average course GPA**</i>	
Math	1.91
Non-quantitative	2.91
Science and Engineering	2.57

*Students who transferred to OU in spring 2001, summer 2001, and fall 2001.

**Includes all two-year student transfers as of fall 2001.

Table 4
Fall 2001 Summary
Rose State College Transfer Students to
Oklahoma State University and East Central University

	Number of Students	Transfer GPA	Cumulative	Transfer GPA Fall 2001	Total Cumulative GPA
OSU	256	3.1	2.8	2.8	2.9
ECU					
Students without an associate degree	30	2.5	3.0	2.0	2.9
Students with an associate degree	17	3.0	3.0	2.9	2.9

Program Outcomes Assessment

Program outcomes assessment relates to the evaluation within the program for improvement of the college degree programs. This assessment also investigates employment accomplishments following student graduation or transfer to another college prior to or after graduation. Efforts to evaluate the programs are listed below.

- Capstone courses are required for AAS degrees.
- The Business and Information Technology Division enrolled 237 students in capstone courses; 214 (90 percent) completed the courses successfully.
- The Health Sciences Division enrolled 156 students in capstone courses; 149 (96 percent) completed the courses successfully.
- The Humanities Division enrolled 30 students in capstone courses; 24 students (80 percent) completed the courses successfully. The capstone requirement for the AA degree in English is a portfolio. Two students completed this requirement in spring 2002, and both demonstrated competency in English.
- The Engineering and Science Division enrolled 16 students in capstone courses; 13 students (81 percent) completed the courses successfully.
- The Social Sciences Division enrolled seven students in capstone courses. All completed the courses successfully.
- Approximately 86 percent of those students sitting for licensing or credentials testing have passed. (Not all licensing or credentials testing results are available to the college. In some cases the college must rely on the student to share their results.)
- All RSC programs are reviewed by an accrediting body.
- The Court Reporting program, Legal Assistant program, Health Information Technology program, and Nursing Science program received accreditation in 2002.
- Employer and employee surveys and feedback are reviewed annually for program effectiveness.
- With approximately 71 percent student placement for 2001 graduates, the average monthly salary was \$2,686 with a 98.7 percent placement rate. The top three employment areas of RSC graduates are medical, government, and small business. The next survey will be conducted in December for 2002 graduates.
- Transfer reports are reviewed for program compatibility with other institutions.

Student Satisfaction Assessment

Student satisfaction surveys were administered during fall 2001 with 468 students participating. Overall comparison of fall 1999 and fall 2001 indicates the college has been consistent in its efforts to provide quality services to students. Under the section of Factors Influencing Enrollment, the top five reasons students chose to attend RSC were convenient location, ability to work while attending, course offerings, low cost, and college reputation for academics. These five reasons are consistent with the previous surveys.

Seminole State College

Entry-Level Assessment

Seminole State College (SSC) uses ACT data, 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 scoring 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.

SSC's fall 2001 enrollment was 1,956 students. Of SSC's 586 first-time freshmen in 2001, 327 (55.8 percent) enrolled in one or more remedial course as follows: 196 (33.4 percent) in English, 274 (46.8 percent) in mathematics, 20 (3.4 percent) in science, and 149 (25.4 percent) in reading. Forty-four percent of the students entering SSC had an ACT composite score of 19 or higher. The median ACT was 18.7 compared to 18.6 in the 1999-00 academic year.

In fall 2001 and spring 2002, 2,228 units were used for the COMPASS test, the ASSET test, the TIPSII test, or the Toledo Chemistry Exam. Of this number, SSC's established cut scores placed 1,135 (50.9 percent) students in at least one non-credit course. Also, 1,093 (49.1 percent) students were placed in at least one college-level course.

During fall 2001, 877 students were enrolled in non-credit courses. Of this number, 571 (65.1 percent) successfully completed the course. Enrollment data for spring 2002 reveal 579 students enrolled in non-credit courses with 373 (64.4 percent) successful completions. In total, of 1,456 students enrolled in non-credit courses, 944 (64.8 percent) successfully completed those courses.

Piloted courses, Fundamentals of English and Fundamentals of Reading, funded by Title III, were analyzed. The curriculum was modified as a result. Both of the existing courses in English and reading were split into two separate levels to allow for better placement of students according to their entrance skills levels.

The Title III staff and SSC faculty pilot-tested studies in Math I (Basic Math) and Math II (Elementary Algebra). The Math I project, conducted during the fall 2001 semester, achieved a 22.5 point increase of student success over the baseline data. This is a significant improvement, exceeding the objective by 10 percent. In addition, 81.3 percent made the transition to the next level, an impressive accomplishment, especially when compared to the 58.8 percent of students in the fall 1998 baseline group.

The Math II project was completed during spring 2002. Results were again impressive with 80.4 percent of the students completing the course successfully with a grade of C or better. This was a 19.5 percent improvement over the baseline data. In addition, there was a 13.3 percent decrease in withdrawals over the baseline data.

Mid-Level Assessment

Mid-level assessment at SSC is 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.

SSC continues to review various instruments for mid-level assessment. A few years ago, SSC participated in a pilot using the ACT CAAP as an exit exam for graduating students. The college was not satisfied with the results of these tests with regard to mid-level assessment. The Assessment of Student Learning Committee has reviewed the CAAP test again and pilot-tested ETS' Academic Profile test.

Some additional components used in meeting the objectives of this area are the annual SSC Graduate Opinion Survey, the annual SSC Survey of Employers, and reports from receiving institutions. Data from these documents suggest students and employers are pleased with the educational experiences at SSC.

The 2000-01 SSC Graduate Opinion Survey revealed 86.3 percent (79.5 percent the previous year) rated their experience at SSC as excellent or above average while 12.3 percent (19.2 percent the previous year) judged their experience to be average.

Data from course-embedded reports is used to track success in credit courses. A standard reporting format for faculty and divisional chairs has been developed and was used for spring 2002. Also, non-returning student surveys, withdrawal surveys, student opinion surveys, graduate opinion surveys, and employer satisfaction surveys are conducted on a regular basis to provide additional information for instructors. Further, the institution uses matriculation reports from Oklahoma four-year colleges, conducts focus groups, and considers some anecdotal information to help guide the college in making well-informed, research-based decisions.

Additionally, data is collected from select general education courses to determine how well college-level courses are meeting their objectives. These courses are English Composition II, General Biology, American National Government, College Algebra, and General Psychology. When data is analyzed, the following information is revealed:

- In fall 2001, 1,138 students enrolled in these courses with a successful completion rate of 71.4 percent.
- In spring 2002, 1,054 students were enrolled with a successful completion rate of 70.3 percent.
- In fall and spring combined, 2,192 students were enrolled with a successful completion rate of 70.9 percent.

Program Outcomes Assessment

SSC offers AAS degrees in accounting, business, information systems, office management, medical laboratory technology, and nursing. Several outside agencies help to provide guidance in this regard. In addition, the following components are used to evaluate program outcomes - the State Regents technical program review, the SSC survey of employers, the comprehensive program review, the NLN achievement exam, national certification and licensure examinations, national and state professional accreditation, and reports from receiving institutions.

Areas and the number of graduates are as follows: business (37), information systems (3), office management (1), medical laboratory technology (MLT) (5), and nursing (19). All MLT graduates passed licensure exams and are employed. Of 19 nursing graduates, 16 passed the national licensing exam and are employed.

Student Satisfaction Assessment

Student learning serves as the anchor for assessment activities on the SSC campus. The primary tools used to obtain data for this area of assessment are the Student Feedback on Classroom Instruction Form, the SSC Student Opinion Survey, and the SSC Graduate Opinion Survey.

The Student Feedback on Classroom Instruction Form is used each fall for all faculty members, both full-time and part-time. The SSC Student Opinion Survey is given to a cross-section of students from a variety of classes during the fall semester of even-numbered academic years. The Noel-Levitz SSI was conducted during the week of October 22-26, 2001. The SSC Graduate Opinion Survey is conducted annually and provides information for both mid-level assessment and student satisfaction assessment. The annual SSC Graduate Opinion Survey was conducted and analyzed. For the 2000-01 report, 230 surveys were mailed to recent graduates. Seventy-four graduates responded, a return rate of 32.2 percent. All reports are distributed to the Divisional Chair Council and the Administrative Council.

Students who participated in the 2000-01 survey made it clear their educational experience at SSC is a positive one. When asked for an overall rating of their academic experience at SSC, 86 percent gave a rating of excellent or above. This is 6.9 percent higher than the average for 1999-00. Asked about their overall experience at SSC, 93.2 percent of the respondents gave a rating of excellent or above. And finally, when asked if they would start at SSC again, 90.5 percent said they would.

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

Based on what recent graduates and current students have indicated, SSC is providing a quality educational experience and meeting its specific mission as a two-year college. The college is committed to supporting and refining aspects that students indicate are satisfactory. It is also committed to thoughtfully and creatively developing ways to address aspects which students indicate need to be improved. Thus, it carefully reviews all surveys and reports dealing with student satisfaction.

Tulsa Community College

Entry-Level Assessment

Entry-level assessment at Tulsa Community College (TCC) has been an ongoing process since the college opened 31 years ago. The ACT has been the primary test used to measure levels of student achievement and subsequent entry-level placement at TCC. The CBPT is the secondary test for entry-level assessment. The Computerized Placement Test (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 2001 summer and fall semesters and the 2002 spring semester, TCC evaluated incoming student proficiency levels in English and mathematics. Screenings in reading and sciences occurred primarily to identify course deficiencies as required by State Regents' policy and as approved in the TCC Assessment Plan. Test score information is used as a guideline by academic advisors, who use test data as a primary success factor, to place students in various courses at TCC.

Of TCC's 3,400 first-time freshmen in fall 2001, 1,568 (46.1 percent) were enrolled in one or more remedial course as follows: 692 (20.4 percent) in English, 1,330 (39.1 percent) in mathematics, and 42 (1.2 percent) in reading.

Almost three-fifths (59.8 percent) of entering TCC students scored high enough on the ACT reading subject test to be placed in college-level reading courses. More than one-third (35 percent) scored within a range that would place them into a remedial Reading II course with 5.2 percent of these students placing into a remedial Reading I course. Almost one-half (47.0 percent) of the students who took the CPT reading test scored high enough to be placed into college-level reading. One-fourth (25.9 percent) scored at the level for placement in a Reading II course and slightly over one-fourth (27.2 percent) scored within the range for placement in a Reading I course.

Roughly three-fifths (58.5 percent) of new TCC freshmen scored high enough on the ACT English sub test to be placed in a freshman Composition I course. Over one-third (35.2 percent) scored within a range of scores that would place them into a remedial Writing II course with 6.3 percent placing in a remedial Writing I course. For those students taking the CPT Sentence Skills sub test, 60.6 percent of those tested scored high enough to be placed into a freshman Composition I course. Fewer students (13.3 percent) scored within the range for placement in the Writing II course, and over one-fourth (26.1 percent) were placed in the Writing I course.

Less than one-half (42.1 percent) of the new TCC freshmen scored high enough on the ACT Mathematics sub test to be placed into College Algebra. Over one-third (36.8 percent) scored within a cut score range for placement into Intermediate Algebra. One-fifth (21.1 percent) scored within the range for placement in Beginning Algebra. No students were placed into Basic Mathematics. Conversely, 3.6 percent scored within a cut score range on the CPT Mathematics sub test to be placed into College Algebra, while 8.8 percent were placed into Intermediate Algebra. Less than one percent (0.8 percent) had scores that would place them into Beginning Algebra. Finally, of those tested, 86.8 percent tested within a cut score range for placement into Basic Mathematics.

In 2000, the Office of Institutional Research began working with a committee of faculty and advisement personnel to examine the efficacy of placement strategies in reading based upon the CPT cut scores. A study was conducted to explore levels of academic attainment and performance among students whose course placement test scores identified them as under-prepared. Specifically, the research question was designed to compare retention rates and performance among four distinct groups over a three-year period:

- students who assessed below college reading level and enrolled in remedial coursework only (Group 1).

- students who assessed below college reading level and enrolled in remedial coursework concurrent with college-level coursework (Group 2).
- students who assessed below college reading level but did not enroll in remedial coursework (Group 3).
- students who assessed at or above a college reading level (Group 4).

This study continued throughout the 2001-02 academic year.

Results from the retention segment of the study indicated students who enrolled in remedial coursework concurrent with college-level coursework (group 2) earned significantly more hours, or were more often retained, than both of the other under-prepared groups (groups 1 and 3). In addition, these concurrently enrolled students (group 2) earned an equal number of hours, or were as often retained, as those students who were college ready (group 4). Similar results occurred in the performance segment of the study.

The Office of Institutional Research and Assessment continues to track attainment and performance relative to reading proficiency in response to new questions posed by the initial results. Specifically, an investigation is underway to validate Accuplacer CPT scores for reading comprehension based on student performance in developmental reading courses and corresponding Nelson-Denny Reading Test scores. In addition, the office will revisit its 2000-01 mathematics study on student placement into both developmental and college-level courses. Furthermore, proposals are being submitted to the Office of Institutional Research and Assessment by the Entry-Level Committee to examine placement in developmental writing and English composition.

Mid-Level Assessment

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

During the 2001-02 academic year, faculty at TCC assessed the general education goals of critical thinking and effective communication using the new process developed by the General Education Goals Assessment Committee. This new process is a unique model for assessing each general education goal across all academic programs and discipline areas. The model is context-specific in that each goal is assessed according to methods most appropriate for the context in which the goal is observed. For example, one of the general education goals assessed this year was critical thinking. The general education committee has established a definition for critical thinking 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 critical thinking skills. Other general education goals include development of communication skills, citizenship, global awareness, and computer literacy.

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

All adjunct as well as some full-time faculty members were asked to assess students' demonstration of critical thinking, while all full-time faculty administered effective communication assessment. Results were compiled and aggregated by the Office of Institutional Research and Assessment. A total of 8,030

students were assessed for critical thinking, with 78 percent of those students demonstrating successful critical thinking skills based on the context-specific criteria of individual instructors. Likewise, 3,591 students were assessed for effective communication, yielding an 81 percent success rate. 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 2002.

All faculty members will again participate in the assessment process during the 2002-03 academic year.

Program Outcomes Assessment

Starting with the 2001-02 academic year, the college implemented a new course-embedded discipline and program outcomes assessment process. This new process parallels that of mid-level (general education) assessment. Faculty members have defined learning outcome goals and competencies for their specific disciplines or programs in general and for each course within disciplines or programs specifically. Instructors were asked to assess student performance toward one of their discipline 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 to reshape and improve instruction in their classrooms. While each instructor may define his or her own means of assessment, all instructors submit their results via a common reporting to the Office of Institutional Research and Assessment. These results have been aggregated and disseminated to the appropriate division offices. These offices, then, will use the data to identify resources and development opportunities for learning improvement at the institutional level.

Results from this course embedded assessment process indicate 88 instructors assessed 2,969 students revealing an 84.5 percent success rate toward discipline or 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 quantitative measures, instructors provided qualitative responses to 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 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 or instructor evaluation, graduate student survey results, and employer survey results), student transfer data, and program accreditation or certification records. Results from these assessments are presented to program and service areas to assist program improvement and enhance student learning.

During spring 2002, 10,435 students completed and returned the course or instructor evaluation. This instrument attempts to assess course or instructor effectiveness from the student's perspective. Overall, the results from this measure were positive. The majority of responding students (93 percent) found the course to be a challenging and learning experience. Also, a large number of students agree or strongly agree faculty are patient with students' learning (92 percent), are well prepared for the courses taught (94 percent), and maintain high course standards (95 percent).

Results from the graduate survey indicate 63 percent of the respondents are continuing their education. Furthermore, 83 percent of the respondents indicated they are employed. Among respondents who were employed, 60 percent reported they are either working in their major field or in a discipline closely related to their area of study while at TCC. Among respondents who are working, 6 percent reported 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 former students' general satisfaction with their educational experiences while at TCC. An overwhelming majority of respondents indicated they would be at least somewhat likely to make the same decision if they had the opportunity to attend TCC again (89 percent).

Results from the employer survey indicate 96 percent of the participating employers report they are satisfied or very satisfied with the performance of the employed TCC graduates and students. In addition, 88 percent of respondents rated the employed TCC graduates' or students' ability to work productively as above average or excellent, while 83 percent confirmed graduates are able to work independently without direct supervision. Likewise, 83 percent rated employees' ability to perform technical aspects of the job as above average or "excellent. Communication skills were rated as above average or excellent by nearly three-fourths (72 percent) of employers. The general attitude toward work performed was rated as above average or excellent by 85 percent of participating employers. Employers reported TCC graduates are above average or excellent in their ability to identify, analyze problems (66 percent), and solve or suggest possible solutions (68 percent). Finally, 74 percent rated their employed TCC graduates' or students' ability to accept supervision and criticism as above average or excellent.

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

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 or instructor evaluations and graduate surveys (discussed above). Results from various climate surveys were provided to all faculty and staff via e-mail. These data are used to facilitate decision-making on program improvements, implementation of services, and evaluation of services currently available.

Overall results from course or instructor evaluation were positive. The majority of responding students (90 percent) would recommend the course they assessed to other students. Also, most (92 percent) indicated their expectations were met for the course they assessed.

Results from the graduate survey also indicate strong student satisfaction. Of those who responded, 84 percent indicated positive satisfaction with general instruction, while 78 percent were satisfied with TCC faculty. Likewise, most respondents (85 percent) were satisfied with their classroom experience, and three-fourths (75 percent) indicated a positive response to questions regarding TCC's support facilities.

Western Oklahoma State College

Entry-Level Assessment:

Entry-level placement at Western Oklahoma State College (WOSC) is primarily assessed through high school transcripts and ACT results. The COMPASS tests in English, math, and reading serve as secondary testing tools. All students entering WOSC with less than 12 hours of general education college course work 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. WOSC's report illustrates a continuing need for providing developmental courses for entering students. The assessment report reveals the mean composite ACT of entering freshman is 17.1, which is 3.4 points below the state average and 3.7 points below the national average for all entering college freshmen.

All entering students at WOSC who plan to enroll in general education courses are required to participate in one Admission Clinic. Admission Clinics are offered at various times to accommodate students' schedules. During the clinic, Office of Admissions staff review the student's ACT scores along with their high school transcript. In the event a student's ACT subscores fall below a 19 in English, reading, and algebra, the student is required to take the COMPASS test in the area which falls below 19. After the student is assessed, admissions staff evaluate the student's need for developmental course work and complete an evaluation form that explains the student's academic deficiency areas. Of WOSC's 529 first-time freshmen in fall 2001, 214 (40.5 percent) enrolled in one or more remedial course as follows: 110 (20.8 percent) in English; 191 (36.1 percent) in mathematics; 2 (0.4 percent) in science; and 82 (15.5 percent) in reading.

WOSC provides free academic tutoring services to all students in the Learning Resources Center during generously scheduled hours. Course instructors are available to their students during office hours that are posted on their office doors. Students can arrange for an appointment or often consult their instructor before or after class. The average ratio of students to instructor at WOSC is 22 to 1 with the goal of no individual class having more than 40 students.

Mid-Level Assessment:

The assessment report describes WOSC's attempt to measure and determine a value-added gain in general education outcomes. For general education exit assessment, WOSC used CAAP Assessments. CAAP objective tests by ACT were chosen so 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.

At WOSC 281 students participated in mid-level assessment at the end of 2001-02 academic year. Exit tests were given in the classroom with instructors present. It was expected that by having instructors present during testing, motivation would increase. 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. ACT grades these tests and linkage reports are given to the institution.

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, WOSC notes that gains were realized.

Program Outcomes Assessments:

Program and course assessment is conducted by divisions responsible for each of the programs. Each division has created and implemented its own plan of assessment. This arrangement allows instructors overseeing various programs the kind of flexibility needed to better tailor their plan to suit the needs of the programs. Divisions 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 2001-02 assessment, virtually every course was assessed, thereby guaranteeing every program had assessment data to work with, and 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 percent.

Tracking studies tied to developmental education were initiated in the 2001-02 assessment. The intent was to determine how well these students fared once they entered college-level classes and programs. Results have shown success rates and GPA compare favorably with students who do not need developmental courses. English success rates were 82 percent with a 2.97 GPA for those who took developmental courses versus 85 percent rate of success and a 3.09 GPA for students who did not take developmental courses. Math showed an 81 percent rate of success with a 2.81 GPA for developmental students versus 83 percent rate of success and a 3.05 GPA for non-developmental students. With a 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 most 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, introducing experiential elements, portfolios, and pre- and posttesting, and tracking studies. The use of assessment to implement change shows great progress has been made.

Student Satisfaction:

WOSC measures student satisfaction with the following instruments: ACT Entering Survey, the ACT Continuing Student Opinion, the ACT COS, and the ACT Alumni Survey. The college administered the Entering Student Survey to 139 day and evening students. The report describes the major reasons why students attend college at WOSC. Findings indicate students enroll at WOSC for goal-oriented reasons, such as to prepare for an occupation, and have low interest in social activities. WOSC students juggle multiple roles (student, parent, and employee), which often leaves little time for additional activities.

The Entering Student Survey was administered to 138 students. On the survey, students indicate their main reasons for attending college were: to meet educational requirements for their chosen occupation (78 percent), to qualify for a high level occupation (74 percent), to increase their earning power (66 percent), and to become a better educated person (64 percent). The reason for selecting WOSC specifically is its utility in meeting these goals. Entering students’ main sources of funding for college were non-earned: scholarships (31 percent), parents or relatives (30 percent), and educational grants (54 percent).

On the Entering Student Survey, students reported needing the most help in the following areas: improving math skills (69 percent), improving public speaking skills (60 percent), developing better study skills and habits (63 percent), and improving test-taking skills (60 percent). Additionally, students

expressed an 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; the highest areas were Health Sciences (22 percent) and Computer Science (nine percent). However, 14 percent were still undecided. This is not an unusual trend for students to demonstrate early in their college career. Students reported their decision to attend WOSC was primarily based on: location (58 percent), cost (49 percent), and financial aid or scholarship (60 percent). As many as 60 percent of entering students surveyed reported WOSC was their first choice; most (55 percent) made their choice after high school. Additionally, 26 percent report their parents or relatives were a major source of information about the college. At this institution, 209 students completed the Continuing Student Opinion Survey for students who have attended WOSC over 24 college hours. Congruent with the Entering Student Survey, these students report attending this college for utilitarian reasons. Half of the students live less than 10 miles from campus and 36 percent live five or less miles from campus. Education, health science, business and social science are the majors of choice for this group. Like their entering student counterparts, this group is attending WOSC for its convenient location (62 percent), low cost (49 percent), and the ability to work while attending (51 percent). Almost 76 percent of continuing students reported they would definitely or probably attend this college if they could start college over. Additionally, 96 percent gave the college an above average rating, while 2 percent rated the college below average.

At WOSC, 281 graduating students completed the College Outcomes Survey. As many as 56 percent plan to enroll in another college, while 17 percent are undecided about their plans. Although 17 percent do not plan to attend another college, it can be assumed most of these students will enter their vocations after receiving an AAS. In general, students report higher educational aspirations than attained by their parents. Also, their educational aspirations increased during their years of college attendance. Overall, 89 percent of students report WOSC has helped them meet the goals they came to achieve, and 89 percent are proud of their accomplishments at this college.

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Annual Student Assessment Report

Appendix

February 21, 2003

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APPENDIX A

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

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

Statement of Accountability:

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

Definition and Purpose:

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

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

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

Institutional Requirements

Each college and university shall assess individual student performance in achieving its programmatic objectives. Specifically, each institution will develop criteria, subject to State Regents' approval, for the evaluation of students at college entry to determine academic preparation and course placement; mid-level 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 Assessment

Generally, mid-level assessment competencies are gained through the student's general education program. Thus, the results of mid-level 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 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.

Adopted October 4, 1991. Revised April 15, 1994, and June 28, 1996.